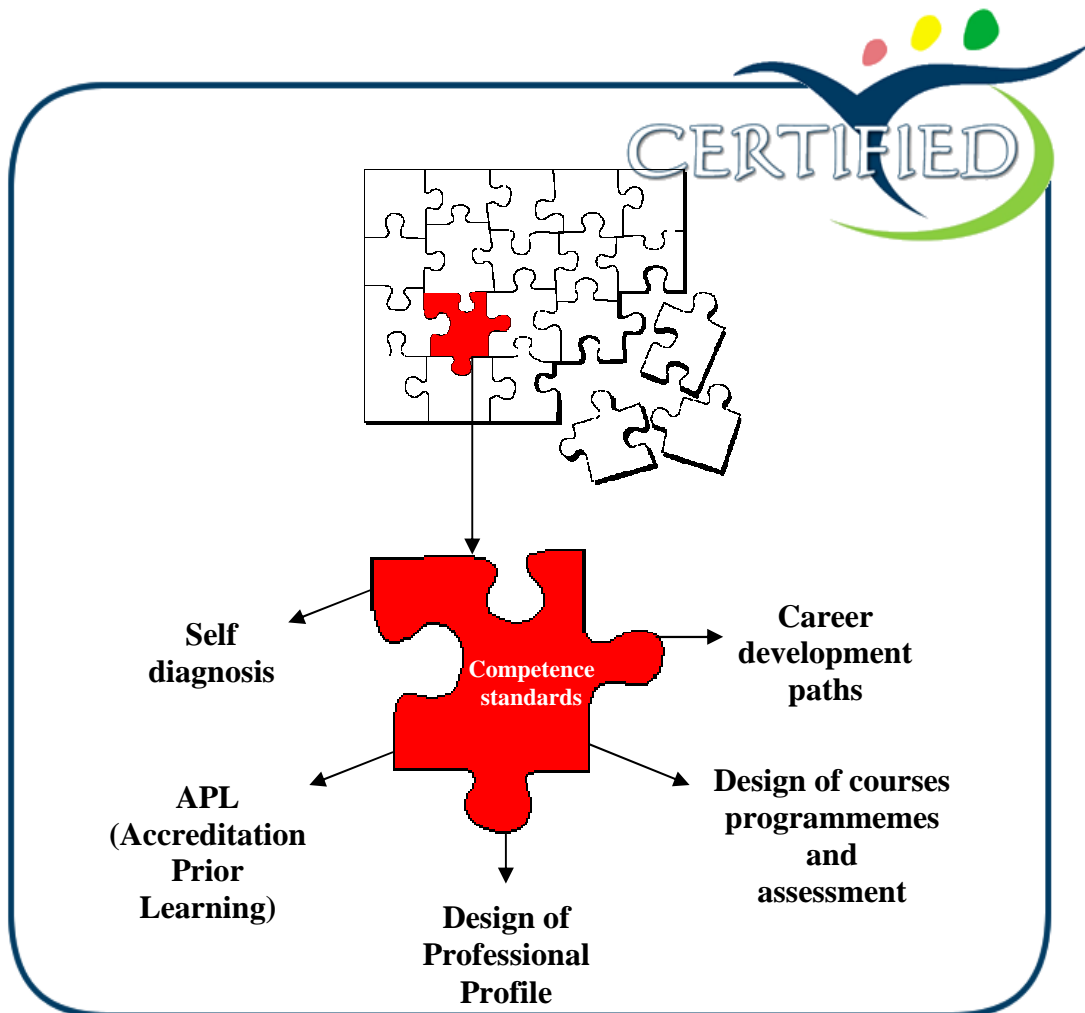


CERTIFIED

Certification & Accreditation System for Financial Services Sector Education and Training

LU/06/B/F/PP-156990

European Certification System based on Competences: A challenge in Financial Sector



Education and Culture

Leonardo da Vinci

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CERTIFICATION & Accreditation System for Financial Service Sector Education and Training

CERTIFIED PROJECT

LEONARDO DA VINCI
COMMUNITY ACTION PROGRAMME ON VOCATIONAL TRAINING
PROCEDURE B
SECOND PHASE: 2000 – 2006
PILOT PROJECTS, LANGUAGES COMPETENCES, TRANSNATIONAL NETWORKS

LU/06/B/F/PP-156990

CERTIFIED PARTNERSHIP



LUXEMBOURG



GERMANY



GREECE



GREECE



ITALY



ITALY



POLAND



PORTUGAL



SCOTLAND

**CERTIFICATION & Accreditation System for Financial
Service Sector EDUCATION and training**

CERTIFIED PROJECT

TABLE OF CONTENTS

1. INTRODUCTION

2. ABOUT CERTIFIED PROJECT	11
2.1 Project aims, key objectives and key targets	12
2.2 Work programme	16
2.3 About the Partners	18
2.4 Partners	18
2.4.1.1 Project Contractor & Coordinator: EBTN (Luxembourg) European Banking & Financial Services Training Association A.S.B.L. – EBTN	19
2.4.1.2 Friedrich-Alexander Universität Erlangen Korad – ZUSE – FIM (Germany)	20
2.4.1.3 Hellenic Bank Association - HBA (Greece)	20
2.4.1.4 The National Accreditation Centre for Continuing Vocational Training - EKEPIS (Greece)	22
2.4.1.5 Autonomous Federation of Italian Bankers – FABI (Italy)	23
2.4.1.6 Centro di Ricerche e Servizi Avanzati per la Formazione – SCIENTER (Italy)	23
2.4.1.7 Warsaw Institute of Banking – WIB (Poland)	24
2.4.1.8 The Portuguese Bank Training Institute - IFB (Portugal)	25
2.4.1.9 The Chartered Institute of Bankers in Scotland - CIOBS (United Kingdom)	26

2.4.2 National Reference Centres 27

- ❖ **International Training Centre for Bankers ITCB – Hungary**
- ❖ **Abiformazione – Italy**
- ❖ **Romanian Banking Institute RBI – Romania**
- ❖ **Frankfurt School of Finance & Management FSFM – Germany**
- ❖ **The Institute of Bankers in Ireland IBI – Ireland**
- ❖ **The Luxemburg Institute for Training in Banking IFBL – Luxemburg**

2.4.3 Relay Points 33

- ❖ **Febelfin Academy – Belgium**
- ❖ **International Banking Institute IBI – Bulgaria**
- ❖ **Centre de Formation de la Profession Bancaire CFPB – France**
- ❖ **Institute of Banking Education IBE of NBS - Slovakia**
- ❖ **The Bank Association of Slovenia - Training Centre BAS – Slovenia**
- ❖ **Institut D’Estudis Financers IEF- Spain**
- ❖ **Netherlands Inst. for Banking, Insurance and Invest. NIBE -SVV- The Netherlands**

2.4.3.1 Partner Relay Points of Greece 39

- ❖ **Sofia University "St. Kliment Ohridski", Centre for European RTD Projects - Bulgaria**

3. CONTEXT ANALYSIS AND SURVEY	41
3.1 Context analysis	42
3.2 Survey: “Identification of existing systems for competences certification and accreditation of training providers and training programmes/courses”	42
3.2.1 Survey tool - February 2007	44
3.2.2 Questionnaire template	45
3.3 Survey: “Study report on priority thematic areas”	49
3.3.1 Survey results presentation	52
3.3.2 Identification of subject areas/professional roles and piloting phase developing	53
3.3.2.1 Questionnaire template	55
4. CERTIFICATION OF COMPETENCES AND PILOTING PHASES	56
4.1 Guidelines for validation and piloting of the competence certification model developed by the CERTIFIED project	57
4.1.1 Outline of the validation protocol	58
4.1.2 Object of validation	59
4.1.3 Methods and tools	64
4.1.4 Templates	66
4.1.4.1 Elements of the focus group in the CERTIFIED validation exercise	66
4.1.4.2 Focus group - report template	67
4.1.4.3 Web-based debates – organization	68
4.1.4.4 Web-based debates – templates	68
4.2 General template structure	72
4.2.1 Overview of the competence area or profile	72
4.3 Three piloting phases:	79
4.3.1 Compliance Officer WIB: Warsaw Institute of Banking – Poland	79

4.3.1.1	Competence profile of compliance process	94
4.3.1.2	Validation report focus group Compliance Officer	97
4.3.2	Customer Relationship management The Portuguese Bank. Train. Inst. IFB - Portugal	100
4.3.2.1	Competences profile of Customer Relationship Manager	101
4.3.2.2	Validation report focus group Customer Relationship Manager	103
4.3.3	Branch Management The Hellenic Banking Association HBA – Greece	118
4.3.3.1	Professional profile of Branch Manager	118
4.3.3.2	Validation report focus group BM	130
4.4	Assessment Tools and Usability	133
4.4.1	Assessment tools	133
4.4.2	Usability	134
5.	ACCREDITATION AND CERTIFICATION SYSTEM: A PROPOSAL	135
5.1	Relevance for EBTN to have an accreditation system	136
5.2	Accreditation of Certifying Bodies	138
5.2.1	Criteria	138
5.2.2	Procedures	139
5.3	Accreditation of training programmes leading to EBTN certificates	140
5.3.1	Criteria	140
5.3.2	Procedures	141
5.4	Accreditation of training providers	142
5.4.1	Criteria	142
5.4.2	Procedures	144
6.	CERTIFIED PROJECT IMPLICATIONS (Executive Committee Declaration of Endorsement)	145

ANNEXES

Annex A: CERTIFIED Glossary	150
Annex B: Certified Workshops	162
Annex C: Dissemination Conference	167
Annex D: EBTN European Projects	170
Annex E: EBTN Activities	178
Annex F: EQF Levels	185

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1. INTRODUCTION

The “**Certification & Accreditation System for Financial Services Sector Education and Training (CERTIFIED)**” has been developed in the framework of the Leonardo da Vinci Programme, in the period 2006-2008.

The CERTIFIED project aims at the creation of a new system for the certification of competences and the accreditation of training providers in the Financial Services Sector in the EU and in particular in Luxembourg, that is the headquarter of a number of major European Investment Banks.

CERTIFIED has explored the key segments of the Financial Services Sector - banking, insurance, investment and capital market - and will provide European certificates based on competences corresponding to EQF (European Qualification Framework) mainly levels 4 and 5 (which translate themselves into expert employees and middle managers working in the Financial Services Sector).

The methodology elaborated to design these certificates may be applied for the creation of certificates for other levels.

EBTN, as a European network made of 36 banking and financial training Institutes in Europe and 11 outside Europe, guarantees a successful implementation and dissemination of the project outcomes.

The CERTIFIED certification and accreditation system responds to the need for a framework of common competences and qualifications at sectoral level, coherently with the following key policy milestones:

- the European Qualifications Framework for Lifelong Learning (EQF) and the key principles of the European Quality Framework for VET;
- the EU Directive 2005/36/EC on the Recognition of Professional Qualifications;
- the Copenhagen policy priorities and related follow-up;
- the sectoral EU framework articulated in the Financial Services Action Plan (FSAP) and post-FSAP policies for an integrated European Financial Services Sector;
- EU Bank Social Partners Joint Declaration on Lifelong Learning in the Banking Sector - February 2002.

The key Target Groups *at national and EU level* are: Banking and Financial Institutes; Banks and financial services Institutions; Employees and middle managers in the Financial Services Sector; Certification and accreditation Institutions; Higher Education Institutions; Training providers, trainers, specialists in lifelong learning and VET.

The key features of the CERTIFIED system have been innovation, transparency, self sustainability, and high professional standards achieved through an in-built quality assurance mechanism.

The CERTIFIED system has provided for the contextualization and adaptation of the EQF approach to the specificities of the Financial Services Sector. Through the ongoing validation, the project partners and other EBTN Members have created the conditions for the adoption of the system across the EU and beyond.

In this respect, the CERTIFIED system has been designed to have a powerful impact on the mobility of employees working in the Financial Services Sector. It should aid the quality of services in the market and its competitiveness vis-à-vis other global financial markets.

The project also wishes to contribute to the process of building up a knowledge-based society in the EU with the provision of large-scale professional expertise on the required competences and qualifications in the FSS, which is the backbone of the EU and the Partner Countries economy.

This handbook presents the key findings of the CERTIFIED Project.

It is structured in 4 main Chapters after the Introduction (Chapter 1):

- Chapter 2: “About the Certified Project”, presents the “architecture” of the project, in terms of aims, objectives, activities, outcomes and the Partners of different Organizations involved.
- Chapter 3: “Context Analysis and Survey”, introduces the key findings emerged from the surveying task carried out in the first part of the project activities.
- Chapter 4: “Certification of competences and Piloting Phases”, illustrates the Competence Certification Model developed by the CERTIFIED Project, and explains in details the three Professional Subject Areas developed by three Piloting Phases: Compliance Officer, Customer Relationship Management (CRM) and Branch Management (Manager/Director)
- Chapter 5: “Accreditation System”, focuses on the process followed to design the accreditation model, elaborated on references from the European Certification System.

2. ABOUT THE CERTIFIED PROJECT

2.1 Project aims, key objectives and key targets

The CERTIFIED system aims at setting the conditions for a harmonised and transparent qualification framework at EU level for the Financial Services Sector, through the creation of a common certification and accreditation system. The European integration process of the Financial Services Market entails the adoption of harmonized products and services and the implementation of mobility schemes that are strongly required.

The key project objectives are:

- To accompany and facilitate the increasing macro-level regulation process occurring within the European Financial Services Market, which is mainly focused on eliminating systemic risks and enhancing customer protection. In this respect, CERTIFIED will provide for identification and recognition of shared competence frameworks and transparent quality accreditation of training providers working for the Financial Services Sector. This will better support a wider market integration, an improvement of the quality of services and an increased competitiveness of the market as a whole.
- To build a comprehensive, transparent and self-sustaining system for the certification of employees' competences and for the accreditation of training providers in the Financial Services Sector. This will represent a benchmark model and a tool for VET in the European Financial Services sector. The certification system will be competence-based in order to guarantee the necessary flexibility in adjusting to the changing needs of the market and in accordance with EU recommendations for lifelong learning and VET. The accreditation system will be drawn on existing best practices in the area. The CERTIFIED system will be built on the tangible experience of EBTN which in 2003 promoted the European Foundation Certificate in Banking among its Members (EFCB, developed within the Leonardo da Vinci 1st Phase and corresponding to EQF levels 2-3) and it has been managing it since then.
- To carry out a carefully designed validation process, through pilot experiences (in Portugal, Poland and Greece) and the ongoing involvement on the research and dissemination activities of other EBTN Members (eight of which have already formally expressed their interest in specific Letters of Support, attached to this proposal). This will allow to validate and improve the CERTIFIED model in all its systemic and operational elements, in order to make sure that it is ready for a comprehensive implementation in the EU after the pilot phase is concluded and users' feedback have been integrated.

To extend the range and scope of the sector-based certification and accreditation system, by creating a wide and active community of practice in certification and accreditation for Financial Services Sector in the EU, involving not only national banking and financial institutes, but also higher education Institutions, banking and financial associations, VET providers and trade unions. These involvements are aimed at maximising social dialogue, consolidating the perception of ownership and guarantee a widespread dissemination of the final CERTIFIED system across the EU.

Other key aims of the project are:

- To fill the existing gap in competences recognition for expert employees and middle managers. Whereas foundation certificates (corresponding to EQF levels 2-3) already exist for the different Financial Services Sectors¹, an intermediate certificate (corresponding to EQF levels 4-5) is still missing. This leaves out a great deal of expert and skilled employees (i.e. middle managers), who nowadays represent a key component of the Financial Services workforce. The CERTIFIED system will be built on the tangible experience that EBTN has been developing with EFCB (European Foundation Certificate in Banking), corresponding to EQF levels 2-3, and will go beyond it, applying a competence-based approach.
- To cover the different areas of the Financial Services Sector with a comprehensive certification and accreditation system, which will be developed both *horizontally*, to encompass the Financial Services Sector professional areas (i.e. commercial banking, investment banking – capital and money markets, and bank-assurance), and *vertically*, to cover different levels of professional qualifications within each area.

The **addressed target sector** is the European Banking and Financial Services Sector (FSS).

The sector, being the backbone of the EU economy, has a fundamental role and impact on the quality of life of the EU society, especially considering the growing importance of financial advice and financial planning. Within the EU, Luxembourg is, in this respect, particularly affected, since the Financial Services Sector accounts for 30% of its GDP and employs some 29,000 people (i.e. 10% of the working population).

In this context, the CERTIFIED project will strive to benefit not only institutions and individuals professionally involved in the Financial Services Sector, but also EU citizens at large, being the customers of the Sector. In fact, they will be among the potential users of the CERTIFIED system.

Therefore, the CERTIFIED certification and accreditation system will represent the common tool to assure quality and transparency of competences and qualifications².

The directly addressed Target Groups are:

Banking and Financial Institutes

The CERTIFIED accreditation system will allow banking and financial institutes to adopt quality procedures and principles recognised across European Countries, contributing to harmonization and standardization. Four of the CERTIFIED partners are banking and financial institutes, Full Members of EBTN, and eight other Institutes³ which have sent their Letter of Support to the project. The system for

¹ Such as: the European Foundation Certificate in Banking (EFCB). It was originally a 2001 Leonardo da Vinci Thematic Action, financial agreement n. EUR/01/C/F/TH-84904, coordinated by the European Bank Training Network (EBTN). It focused on three major content clusters: monetary and economic environment, customer/product-service relationship, and fundamentals of marketing, management and ethics. Some of the project partners are now participating in CERTIFIED. EFCB is now a well known certificate.

² Competences are understood as the combination of knowledge, skills and know-how applied and mastered in a given work situation. The definition was agreed by the European Social Partners on February 2002 and has been adopted by the European Commission in the European Qualifications Framework for Lifelong Learning.

³ The Danish Bankers Association (Denmark); Private Foundation Institute of Financial Studies (Spain); International Training Centre for Bankers (Hungary); National Bank of Slovakia - Institute of Banking Education (Slovakia); ABIFORMAZIONE (Italy);

the certification of competences will provide mechanisms, tools and procedures which will enable the addressed target group to enhance the professionalism of employees.

In this respect, CERTIFIED will provide excellent development opportunities through accreditation, increased quality of training provisions, stronger responsibility vis-à-vis certification and accreditation requirements.

Banks and financial services institutions

CERTIFIED will provide a benchmark model and tool for competitive human resources development, access to reliable employee qualifications, thus contributing to the definition of clearer and more effective human resources development and management solutions. Luxembourg – legal head office of EBTN – is one of the most relevant Financial Centres in the EU. It consists of 157 Banks from more than 25 different Countries with 23,000 staff members, 8,332 investment funds, 181 non-bank Financial Operators and 95 Insurance Companies with more than 3,000 people.

Employees and Middle Managers in the Financial Services Sector

The accreditation system will help employees and middle managers in EU to access examinations based on shared and specific quality criteria. The certification system will enable them to know what is required to be ‘professionally recognised’ and to have their competences recognised across Europe. As a matter of fact, middle management in the Financial Services Sector is undergoing major changes in its professional requirements and responsibilities. This would also enhance mobility and credit transfer for better employability.

Certification and Accreditation Institutions

The CERTIFIED system will represent a comprehensive sector-based mechanism as a valid and shared professional reference point at EU level.

In this respect, CERTIFIED will contribute to consolidate certification and accreditation procedures.

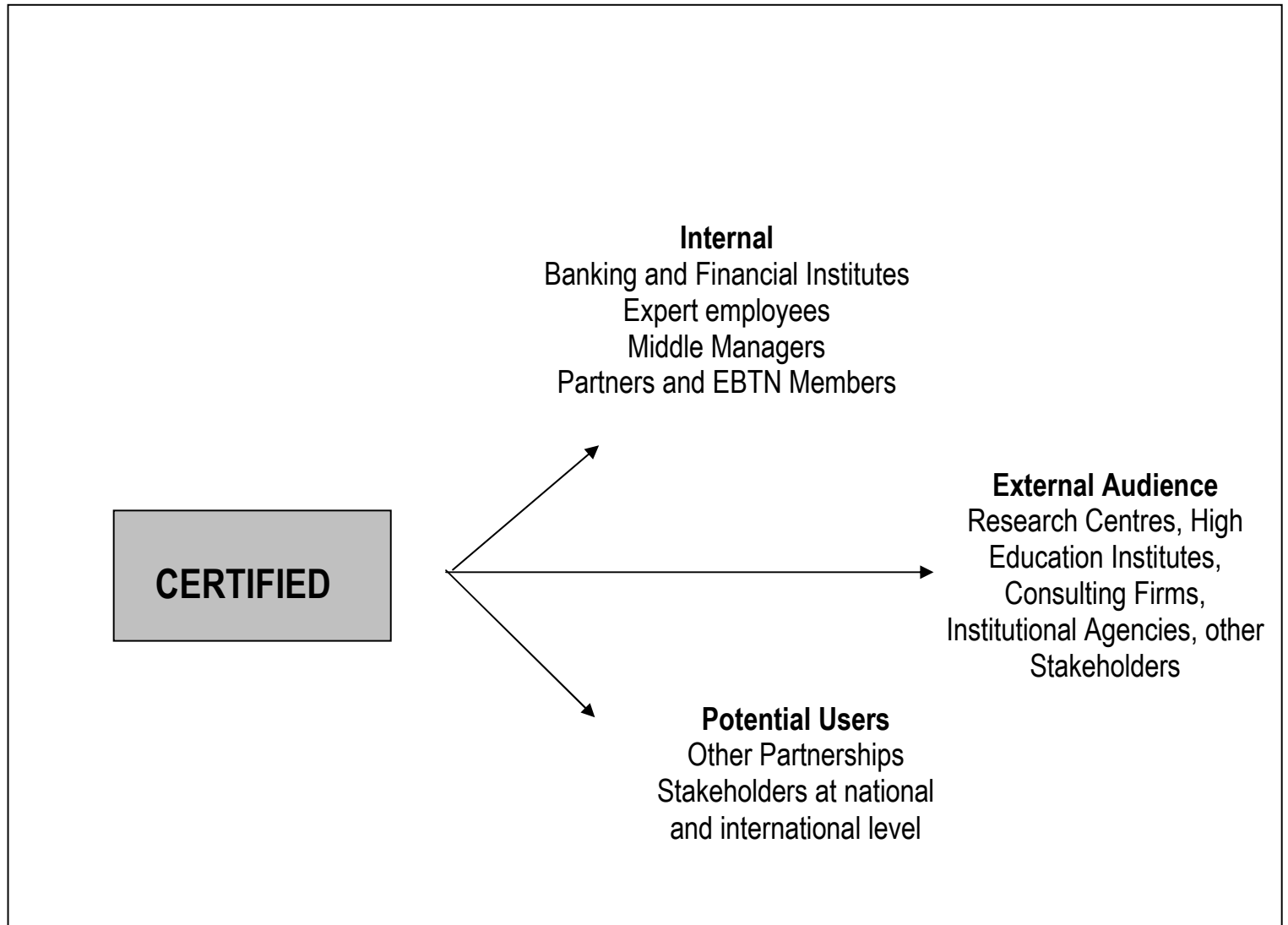
Training Providers, Trainers, Specialists in lifelong learning and VET

CERTIFIED will provide updated knowledge on what is needed by the Financial Services Sector in terms of competences, which will create new job opportunities for trainers and better advice for employees on professional development.

The addressed Target Groups which have shown an interest are the following ones:

- Internal audience: Banking and Financial Institutes (working in the fields of banking, insurance, investment and capital market).
- External audience: Research Centres, Higher Education Institutions, Consulting Firms, Institutional Agencies and other stakeholders working in the field of certification at national and European level.
- Potential Users: other partnerships of projects dealing with the same themes, stakeholders at national and international level.

CERTIFIED TARGETS



2.2 Work Programme

The development of the project activities has been planned through eight different steps called Work Packages.

(WP1) The project management activities has contributed to efficiently manage the whole project, ensuring the quality and the formal requirements, the effective communication within the consortium and the evaluation within the project. The procedures and mechanism are contained in the Project Management and Quality Plan and Evaluation Plan.

The activities of Project Management continued during the project year 2, following the established and agreed plan in order to ensure the delivery of outcomes as planned.

(WP2) The Methodological and Research Framework has represented the basis for the surveys and the Map of the key players/stakeholders has been designed and utilized to carry out the surveys. The main relationships have been established and involved throughout the project lifecycle.

(WP3) The reports Overview and analysis of the existing accreditation and certification solutions in use in Europe, containing the State of the art Report on the regulations framework, and the report “Study Report on Priority Thematic Areas” have been carried out using the toolset for research established and collecting data through National workshops and EBTN network members.

(WP4) The competence framework has been designed and agreed among partners, and at month 12 the development of competence-based profiles on the competences areas was identified.

The final competence framework and the design the regulatory components and structure of the accreditation and certification system were provided.

(WP5/6) The general strategy of the piloting has been agreed among partners and the pilot planning has been drafted.

The Accreditation and Certification package (WP5) containing the detailed description of the CERTIFIED system and Quality Assurance mechanisms were provided together with the Guidelines for validation.

Three piloting experiences (coordinated by HBA in Greece, WIB in Poland and IFB in Portugal) were also carried out. At month 19, the Consolidation workshop was held in Luxembourg. The workshop aimed at presenting the developed system for the accreditation of training providers and the system for the certification of competences. The finalised CERTIFIED accreditation and certification system has to integrate the results of the pilots. It will be circulated among project partners, EBTN Members, stakeholders and the LdV National Agency, as well as presented to the large public through the project web site. (WP6)

(WP7) The discussion among EBTN members to design the sustainability of the project has been completed.

The Sustainability Plan has been discussed and agreed by the Partners

(WP8) The valorisation activities have been continuous within the EBTN network and their members, by identifying also the Relay Points and National Reference Centres in the Countries uncovered by the consortium, which are willing to contribute to the project aims.

The valorisation and dissemination activities have been continuous and intensified during the project year 2.

The website (www.certifiedebtn.eu) is on-line and continuously updated. Several newsletters have been sent out and articles have been published in different magazines/journals. The mailing list is working since month 2.

The Project web site has been kept updated regularly. Furthermore, some articles have been published on professional press during the second project year. The Paper published in specialized journals describes extensively and soundly the key project outcomes.

A CD-rom on Key Project results has been distributed during the Dissemination Conference and will be sent to relevant actors.

The Final Dissemination Conference represented the final key occasion for the full presentation of the project outcomes.

The Proceedings of the Final Dissemination Conference contain the full collection of presentations and papers which has been discussed during the Dissemination Conference.

The proceedings will be sent to all conference participants as well as to the recipients of the mailing list.

2.3 About the Partners

The CERTIFIED partnership is bringing together leading organizations in the field of professional training in the Financial Services Sector, research on VET systems and related qualifications frameworks, networking and promotion, covering the required expertise necessary for the project to be effective and successful.

The synergy of the expertise of both coordinating partners, complemented and enriched by the expertise of the other partners (higher education, research centre, trade union, qualification authority, banking institutes and related networks) ensures that all aspects of CERTIFIED, related to the certification and accreditation system, will be pursued thoroughly and successfully.

2.4 Partners

The CERTIFIED partnership is composed of 22 Members: 9 Official Partners, 7 National Reference Centres and 6 Relay Points.

The 18 Countries involved in the Project are the follows: Luxembourg; Belgium; Bulgaria; France; Germany; Greece; Hungary; Ireland; Italy ; Poland; Portugal; Romania; Slovakia; Slovenia; Spain; The Netherlands; United Kingdom

The N.R.C. and R.P. activities are related to surveys and testing at national level which will consist on:

- a) delivery of a survey on the Banking and Financial Services Sector (BFSS) focused particularly on the training and development HR;
- b) research on the effective criteria or systems of certification and accreditation in the Banking and Financial Services Sector as well as in other fields;
- c) identify and map key stakeholders in the Vocational Education and Training (VET) system and in certification and accreditation;
- d) collection of feedback and suggestions for the validation and consolidation of the project, aimed at assuring transferability and sustainability of the project results;
- e) dissemination of the project's outputs and outcomes.

2.4.1 Partner description

Taking into account the relevance and the great job done by all the Partners, N.R.C. and R.P., it follows a detailed description of each Institute.

2.4.1.1 Project Coordinator: European Banking & Financial Services Training Association A.s.b.l. – EBTN (Luxembourg) www.ebtn.eu

The European Bank Training Network A.s.b.l. (EBTN) which changed its name into “European Banking & Financial Services Training Association” in 2007, was established on November 4, 1991 as a non-profit organization made up of the main banking and financial training institutes in Europe. The Association is established for an unlimited duration.

EBTN’s registered office is in Luxembourg. The location of its Secretariat is established on a rotating basis by the General Meeting. Since 2005 the Association “EFFEBI” in Rome (Italy) has been designated as Secretariat. In 1996 the European Bank Training Network (EBTN) and the International Foundation for Computer-based Education in Banking and Finance (IFCEB) joined forces and decided to create a common permanent structure while keeping their own legal identities, in order to create synergies within the framework of an organized co-operation.

On January 1st, 1998 EBTN and IFCEB merged into one organization, the "new" EBTN. The main objectives of the organization are:

- To accredit and/or certify Degrees, Diplomas and Qualifications in the fields of banking and financial services.
- To promote and co-ordinate actions related to banking and financial services education and training activities with the main aim of developing the professionalism of employees in the banking and financial services sectors.
- To research and establish whether and how a European wide approach to banking and financial services education and training could enhance and add value to the individual approaches of Members.
- To organize conferences, workshops, meetings and study visits and to promote studies, research, projects and publications in the fields of banking and financial services and the related educational area in order to enhance constantly the professionalism of the banking and financial services sectors.
- To liaise with the EU authorities in matters relating to banking and financial services education and training.
- To promote, through education and training, the harmonization of the banking and financial services sectors within the EU and other Countries in Europe.
- To co-ordinate joint activities of the Members where appropriate and to manage the funds at its disposal for these activities.
- To promote programmes based on EU directives.
- To promote interest in and facilitate the exchange of information on the development of multi-media applications in education and training for the banking and financial services sectors of Member Countries.

2.4.1.2 Friedrich-Alexander University of Erlangen-Nuremberg – FAU (Germany) www.uni-erlangen.org

The Friedrich-Alexander University of Erlangen-Nuremberg is the second largest university in Bavaria. The range of subjects on offer at the university is one of the most comprehensive in Germany. Interdisciplinary networking, combined with intensive and flexible co-operation between the departments enhances the spectrum of opportunity for study which is all but unique in its breadth.

The range on offer is influenced ever more greatly by the demand for courses taught in English. Currently 24,000 students have chosen to study at the twin-site University of Erlangen and Nuremberg. Of these, 17,500 study at one or other of the nine faculties in Erlangen, and 6,500 students are catered for by the two faculties in Nuremberg.

The University of Erlangen-Nuremberg has a research-intensive focus. This focus promotes the continuous development of new professional profiles, degree programmes and areas of expertise which, in turn, lead to innovative working practices. Over 500 professors and around 1,700 teaching staff work in the 268 chairs or in the centres for research and expertise at the University of Erlangen-Nuremberg. Academic staff are dedicated to innovative research, to the dissemination of newly-acquired knowledge, and to teaching the art of academic enquiry.

The latest subjects of academic interest provide the focus of study for eight Collaborative Research Centres, three Research Units, and eight Research Training Groups, all funded by the DFG (German Research Foundation).

2.4.1.3 Hellenic Bank Association - HBA (Greece) www.hba.gr

The Hellenic Bank Association (HBA) is the representative of all Greek and foreign credit institutions that operate in Greece. It was established in 1928 and is a non-profit legal entity. It expresses the views of its member banks, provides advisory input to the regulatory process, participates in the decision-making procedures of international, European and national law-preparing and technical committees, and cooperates with other countries' organizations and associations of the financial sector in the context of bilateral or multilateral agreements.

The HBA focuses on the collective modernization of its member banks and the overall development of the financial sector.

Currently, the HBA comprises 27 members, of which 24 are regular and 3 are associate members, with:

- a workforce of more than 60,000 people, directly employed, in the past five years;
- 3,500 branches and 7450 ATMs;
- more than one million private shareholders;
- foreign institutional investor participation, which for some of the largest HBA member banks amounts to 40% of the share capital;
- presence in 15 foreign banking markets, either directly or through majority holdings in overseas banks.

The Hellenic Banking Institute (HBI) is the vocational education and training arm of the Hellenic Bank Association.

Its purpose is to contribute to the improvement of the competitiveness of banks through the systematic development of the professional qualifications of their human resources.

The main task of the HBI is to design and implement professional training programmes, based on an integrated system, which includes all learning objects related to the broader financial sector and covers all levels of knowledge and skills.

The primary aims of the HBI are to ensure that the training it provides matches the actual needs of the sector, and that learning outcomes are soundly evaluated. To this end, it constantly updates its curriculum, being at the same time a leader in adopting examination methods upon completion of training.

Moreover:

- the HBI operates as a professional training center (KEK), accredited by the competent national agency;
- a number of its programmes and examination procedures have been accredited on the European and national levels, and there is an on-going effort to expand such accreditation;
- it maintains continuous contact with its counterparts in other European countries, always keeping in pace with developments;
- it selects trainers among experienced professionals of the banking sector and specialized university professors.

As the sole agency responsible for the design and implementation of interbank educational policy, the HBI bases its activities on the proposals of the Board of Education and the work of the Interbank Advisory Committee of Training Managers of the Hellenic Bank Association.

The expertise of the HBA executives, in conjunction with the participation of banks' representatives in its various interbank committees, endows the Institute's curriculum with two major competitive advantages:

- it is a uniquely systematic training solution for the development of a bank's human capital, and
- it includes the only integrated set of courses in Greece on the regulatory framework of the financial system.

HBI services:

- Design and implementation of open-attendance training courses, for all levels and subjects of the financial services sector.
- Design and implementation of in-company training courses and seminars.
- Authoring and publication of textbooks.
- Organization of one-day seminars, conferences and workshops.

The Hellenic Banking Institute is also an Accredited Examination Centre for regulated professions in the Greek Financial Services Sector.

The HBI services are addressed to:

- All employees in the financial services sector.
- The end-users of banking services, mainly small and medium-sized enterprises.
- Other organizations, businesses and individual professionals seeking relevant education.
- University graduates interested in working in the FS sector.

The users of HBI services are located in:

- Greece
- the Balkan, Black Sea and Eastern Mediterranean countries.

2.4.1.4 National Accreditation Centre for continuing Vocational Training – EKEPIS (Greece) www.ekepis.gr

The National Accreditation Centre for continuing Vocational Training (EKEPIS) was founded in 1977 under the Law 2469/1997 (O .G 38A/14-03-1997) and the Presidential Decree No 67 (O.G 61A/ 21-4-1997).

EKEPIS is a statutory body supervised by the Ministry of Employment and Social Protection with administrative and financial autonomy. It is administered by the Board of Directors, the Chairman of the Board and the General Director. The Centre's mission is to develop and implement the National Accreditation System for Continuing Vocational Training.

This system aims at quality assurance in vocational training, linkage between initial and continuing vocational qualifications and recognition of vocational qualifications provided via continuing vocational training.

The Centre's activities are:

- Monitoring and Evaluation of Accredited Vocational Training Centres
- Accreditation of Vocational Training Centres and Special Centres for the Social and Vocational
- Integration of people with disabilities and ex-drug users
- Register of Trainers of Continuing Vocational Training
- Accreditation of Trainers of Continuing Vocational Training
- Register of Support Services Providers
- Accreditation of Support Services Providers
- Accreditation of Continuing Vocational Training Programmes

2.4.1.5 *Federazione Autonoma Bancari Italiani - FAB I (Italy)* www.fabi.it

F.A.B.I. - Federazione Autonoma Bancari Italiani is a Federation of independent trade union organizations.

Its aims are:

- The vocational training – at every level and degree – both individual and collective, of the Trade Unions middle-management and other subjects (see art.1 Statute).
- The defence, in any premises and with any means, of financial, moral interests, both collective and individual, of all subjects mentioned in article 1 of the Statute (all subordinate employees of companies or of private and public institutions).
- By pooling resources FAB I aims to give union Members a more effective voice with governments and with international institutions.

2.4.1.6 *Centro di Ricerche e Servizi Avanzati per la Formazione SCIENTER* **(Italy)** www.scienter.org

SCIENTER is a research centre and service provider organization, active in the field of education and training. Created by the initiative of a group of professionals, SCIENTER was established on January 1988 as non-profit organization, of which the University of Bologna is one of the shareholders, and it is represented in the Board of Directors.

SCIENTER is interested in the innovation of training systems, with main reference to the field of open and distance learning, organizational learning and the use of information and communication technologies to reduce barriers and facilitate the access to learning opportunities in a perspective of Lifelong learning.

SCIENTER has a significant experience in R&D projects at regional, national and European level in the following areas: evaluation of VET systems and VET providers; training needs analysis; design and development of open and flexible learning systems; design and implementation of learning systems; training of trainers for the use of new methodologies and new technologies; research and selection of learning materials; market analysis in VET.

SCIENTER specific fields of activities are:

- Analysis and assessment of VET policies at national and EU levels;
- Training needs and labour market analysis;
- Innovation of training methodologies, with special reference to design, monitoring, documentation and assessment;
- Innovation of training pathways by means of competence-based VET approaches.

2.4.1.7 Warsaw Institute of Banking – WIB (Poland) www.wib.org.pl

The Warsaw Institute of Banking is a non profit foundation which works for financial institutions and their clients. The goal of the organization is to develop and increase the effectiveness of the financial services market in Poland.

WIB has been in operation since 1992 and played an active role in the process of building up the Polish banking system during the most interesting and dynamic period of change. Today, the Warsaw Institute of Banking is an important part of the infrastructure facilitating the development of a modern financial services system in Poland.

The Institute, well established in the banking sector, offers its expertise in the field of banking, finance and management. They deliver projects related to the development of new financial services and instruments, aiming at increasing competitiveness of banks and other financial institutions in new market segments. They also advise our corporate clients, especially small and medium enterprises, how to best use the products of the financial market to successfully strengthen and grow their business. Based on close co-operation with sister organizations in Europe and world-wide, WIB brings the latest know-how in professional vocational education and training to the Polish market.

WIB's team consists of over 150 highly qualified specialists from various fields. They are banking and financial experts, university professors, trainers, programme designers, methodologists and organizers. Together they provide a versatile resource of knowledge and experience which is adequately structured and packaged to meet individual needs of the clients.

In the last 10 years WIB has been intensively involved in certification and accreditation programmes, both locally and internationally. It is one of the founding authors of the System of Standard Qualifications in Polish Banking. In 2004 it was accredited within the system of the European Foundation Certificate in Banking, operated by EBTN and it was one of the first institutes to offer EFCB in Europe. The institute has extensive experience in working with international partners and within international projects, including EU projects within Leonardo da Vinci, Minerva and Socrates programmes.

Key achievements:

- Over 15 years of experience
- Propriety know-how
- Adaptation of modern-style, high quality standards of work
- Introduction of innovating programmes, modern standards and methods of vocational training and education to the Polish market
- Creation of an effective platform for the transfer of knowledge and the exchange of experience between Polish and foreign leaders of banking and financial markets
- Initiating important research projects for the banking community in Poland
- ISO 9001:200 certification since 2006
- Over 40,000 persons trained, 1,500 projects implemented, 150 institutional clients and lots of new ideas

2.4.1.8 Portuguese Bank Training Institute - IFB (Portugal) www.ifb.pt

The Portuguese Bank Training Institute (IFB), together with its The Portuguese School of Bank Management (ISGB), was created and is owned by the Portuguese Bank Association (APB) and is responsible for training and specialized higher education. Its mission is to strengthen the culture of the banking profession and foster the development of the Portuguese financial sector by improving the qualifications of its human resources.

The Institute's objectives consist in satisfying the need for vocational training and the development of the member banks' employees is the IFB's main objective. Its services are also available to other sectors and to private individuals.

The IFB has begun to extend its banking and financial training to other entities both in Portugal and abroad.

The Institute's activities involve:

- Cooperation with several Central and Eastern European Countries and also with African Portuguese Speaking Countries
- International consultancy
- Investigation projects with several European partners
- Editorial/publishing activity
- Professional three-year courses on apprenticeship in banking, that train and prepare candidates for their first job in the banking area and that provide an official diploma
- Professional courses with university diploma of bachelor and licentiate, with the duration of 4, 5 years, in the bank management area, appropriated to banking top managers candidates
- Post-graduate courses on Bank Management and Financial Markets

Official Quality Certification: IFB is officially certified by IQF – Instituto para a Qualidade na Formação (Institute for Training and Quality Certification), a state owned body for quality certification of training institutions.

The referred accreditation includes the following fields:

- Training engineering planning or training activities
- Design of training programmes and instruments and training supports (with a specific validation in distance learning)
- Organization and promotion of training activities (with a specific validation in distance learning)
- Development and running of training activities (with a specific validation in distance learning).

2.4.1.9 Chartered Institute of Bankers in Scotland – CIOBS (United Kingdom) www.charteredbanker.com

The oldest banking Institute in the world, the Chartered Institute of Bankers in Scotland (CIOBS) was set up ‘to improve the qualifications of those engaged in banking and to raise their status and influence’. The Institute is the Scotland's leading provider of Professional Qualifications to the financial services sector. The Institute offers a wide range of modern, high quality and widely recognized qualifications and coordinates both social and professional activities for Members.

What the Institute stands for:

- *Ethics* - The financial services industry is based upon trust. Therefore, it is absolutely necessary that the highest standards of conduct are maintained at all times.
- *Education* - High levels of education, including Continuing Professional Development are the hallmark of a professional.
- *Responsibility* - Financial services practitioners have a responsibility to their customers and colleagues to deal with them fairly at all times.
- *Professionalism* - Financial services practitioners require to see themselves, as professionals and this will ensure that customers receive the highest standards of service and that the reputation of their employers is upheld.
- *Employability* - The adoption and promotion of the first four values will ensure the future employability of practitioners.

Moving forward into the new millennium, the Institute will focus on its prime aim: “To be the pre-eminent provider of professional qualifications for, and a key influence in, the development of the financial services market.”

2.4.2 National Reference Centres

International Training Centre For Bankers ITCB – (Hungary) www.itcb.hu

ITCB (International Training Centre for Bankers) was founded in 1988 to help the know-how transfer of economics, finance and commercial banking in the first year of Hungary's successful economic transition to a market economy. After the restructuring and early privatization, ITCB has remained Hungary's market-leader banking consulting, training and research company.

In 1999 the company started its economics consulting business, ITCB Consulting, at first for EU accession - regional development, Structural Funds - related consultancy projects. For the largest EU funds, the National development Plan 2004-2007, ITCB was one of the leading planning, programming and consultants. Consultancy for network industries started with railway related projects in 2003; and this industry remained ITCB major field of economics consulting activity. Since then, it has expanded its activities with clients beyond Hungary, to Austria, Romania, Serbia and Slovakia. It has successfully applied its experience in reorganization, risk management, privatization and market analysis in other industries and fields such as economic development, pension systems and postal service.

Its current consultancy portfolio includes:

- Management consulting in regulated industries, including restructuring, mergers and acquisitions and privatization;
- Market analysis, performance measurement and benchmarking in network industries;
- Economic analysis or regulation for lawmakers, regulators and regulated companies, adaptation strategies for the *acquis communautaire* in different industries;
- Developing, implementing and training the use of planning tools for corporations, municipalities, regional and national government;
- Assessment of human resources and learning needs of corporations, agencies and governmental bodies;
- Create and maintain trusted databases such as our national interbank database, which is used for performance measurement and benchmarking in all major Hungarian banks.

ITCB, together with ITCB consulting, is one of the biggest independent consulting companies in Hungary. As economic and financial consultants it serves clients with professionalism, local expertise and tailored tools. The company is involved in post-secondary, postgraduate, on-the-job and executive training.

It believes in the strong synergies with understanding the learning curve of its client's human resources. ITCB consultants have distinguished personal expertise, integrity and a proven track-record in achieving its client's goals.

ABIFormazione – (Italy) www.abiformazione.it

ABIFormazione is the training division of ABISERVIZI S.p.A., a service company fully owned by the Italian Banking Association (ABI).

Its staff is composed of 30 people and an external network of about 300 financial professionals and leading consultants.

Its mission is to be the leading company in the field of training and professional services for the Italian financial services industry; and to excel in offering innovative and efficient training services to the banking sector.

Its Director of ABIFormazione is Mrs. Aida Maisano.

It is specialized in 2 brand new sectors of activity (professional skills development; competences development).

ABIFormazione is a Full Member of EBTN Asbl and it is one of the Partners of important International Projects like EFCB, CERTIFIED and €QUALIFISE. It organizes seminars, courses, conferences, wbt -web based training.

Organizational structure: guiding principles

- better interface with ABI's experts;
- better integration of the offering system;
- stronger focus on clients (client managers);
- sharing of expertise and know – how within the organization.

ABIFormazione is the main E-Learning Services Provider in the Italian banking system. Its integrated, modular, flexible system of e-learning makes it possible to provide customized responses to multiple needs.

Its leading Product: B&FD – Banking and Financial Diploma, a blended learning course for young employees. B&FD allows the attendees to get the EFCB – European Foundation Certificate in Banking.

Romanian Banking Institute RBI – (Romania) www.ibr-rbi.ro

Romanian Banking Institute (RBI) is designed to provide in-service and pre-service training for banks according to their developing needs through three principal channels that represent the essence of the Institute's strategy: vocational training, academic education and professional training through distance learning.

Professional training is delivered through the Training Centre, the IT Department and the Research & Resource Centre which offer short and medium-term courses and workshops for banking employees & staff and for persons working in the business of banking. Courses deal with topics relevant for banking & financial sector.

Academic courses are delivered through the Banking College and the Financial Management Faculty. The curriculum covers a balance of theoretical and practical teaching, including computer skills and two foreign languages (English and French).

Distance Learning Programme was launched in 1995 assisted by the UK Know How Fund and EU Phare. Currently, RBI runs a foundation course (Fundamentals of Banking), an intermediate one (Lending – Principles, Methods & Techniques) and specialist courses (Bank Management & Marketing; Financial and Credit Risk Analysis; International Financial System).

At the beginning of 1999 RBI launched a postgraduate course programme in co-operation with City University, Seattle (USA).

Every year around 4000 people attend the wide offer of courses, seminars and workshops delivered by the Institute.

RBI has developed a real partnership based on co-operation with similar institutions from Europe (Agence de Transfert de Technologie Financière - Luxembourg, Institut Bancaire et Financier International - France, Institute of Financial Services - UK, Hellenic Banking Institute - Greece, Joint Vienna Institute - Austria) and USA (Financial Services Volunteer Corps, City University - Seattle, University of Virginia, Georgetown University).

In 10 years of fruitful activity, the Romanian Banking Institute has registered over 35,000 participants in the various types of courses and seminars organised (1991 - 2001).

Frankfurt School of Finance & Management FSFM – (Germany)

www.frankfurt-school.de

Founded in 1957 by the Gabler publishing house in Wiesbaden, the Bankakademie, as it was then known, took the legal form of an association, and rapidly became the national benchmark for the continuing education of financial sector employees.

In 1966, the association was re-founded and the regional associations of the private banking sector and the association of cooperative banks were added to its list of members.

At the end of the 1970s, the programme portfolio was extended to include general management studies, and in 1990, HfB Business School of Finance & Management (University of Finance & Management) was added as an academic arm.

To coincide with the association's 50th anniversary, at the beginning of 2007 all educational and consulting services were brought together under one roof as Frankfurt School of Finance & Management.

Frankfurt School of Finance & Management is a leading private Business School located in Germany. We are an integral part of the Business & Finance community. Our role is to advance national and international business practices through research, education, training and advisory services.

In 1957 the leading financial institutions clustered their interest in and responsibility for the education of young professionals which we now serve in the Frankfurt School of Finance & Management. Evolved from a Banking Institute we have developed into a uniquely positioned education and research institution.

Frankfurt School of Finance & Management is a leading private business school based in Frankfurt am Main, Germany. We have 86 regional education centres throughout Germany and various joint ventures and programmes abroad.

FSFM offers top class degree courses and continuing education options in seven different programme divisions. FSFM maintains four specialist research centres and runs numerous international consulting projects. All educational, research and consulting activities are focused on finance and management. Frankfurt School of Finance & Management originated in the financial sector, but today their services enjoy increasing appreciation in other business sectors as well. In the future, they will be continuing to expand their national and international networking with the business community.

The Institute of Bankers in Ireland IBI – (Ireland) www.instbank.ie

The Institute of Bankers in Ireland is the leading professional education body in banking and financial services with a membership of over 33,000, as well as over 40 corporate members.

Founded in 1898, the Institute has an established tradition as an independent professional body committed to the education and professional development of banking professionals throughout the island of Ireland.

In spring 2006, the Institute of Bankers and University College Dublin entered into a long-term strategic alliance to enhance and develop the education and research in banking and financial services. Under the terms of the alliance, the Institute of Bankers' School of Professional Finance became the first ever recognised school of the University.

Through the new school, the Institute ensures that its members have access to curricula of the highest international standard, informed and enriched by a continuing programme of research.

Banking has become a highly competitive global business providing an enormous range of financial services. As a result, the Institute's remit has broadened beyond banking and it serves the wider financial services community. Its mission is to develop fully the professional potential of the men and women working in banking and financial services.

The Institute is a quality driven, innovative organisation that informs and responds to the educational needs of the sector. Its portfolio of professional and specialist educational programmes is designed to support students in achieving their highest career and educational aspirations, irrespective of the level at which they enter. It is one of the most comprehensive educational portfolios in financial services offered anywhere in the world and ranges from certificate to masters degree.

The Institute provides two paths to qualification, the “Specialist Programme” and the “School of Professional Finance”.

The Specialist Programme:

- Regulated Qualifications
- Certificates
- Diplomas
- Bridge Examinations
- Recommended course for QFAs

The School of Professional Finance:

- Joint Financial Services Diploma (JFSD)
- Bachelor of Financial Services (BFS)
- Higher Diploma in Financial Services
- MBA
- Specialist Master
- Research master and PHD (Part Time)

The Luxembourg Institute for Training in Banking IFBL – (Luxemburg) www.ifbl.lu

The Luxembourg Institute for Training in Banking, grew out of the " Training" Department of the Luxembourg Bankers' Association (ABBL). Since 1990, its main task has been to promote the know-how of the financial centre by providing the sector with the most comprehensible possible range of training in finance in Luxembourg.

The IFBL has assumed its role of a training service for the whole profession by setting up a coherent and comprehensive structure of training modules designed to meet the needs of financial establishments in this centre.

The institute acts at three different levels:

- Knowledge acquisition platform: the extremely broad and constantly evolving offer extends from fundamental techniques of the profession, to courses, seminars, lectures and cycles of a highly specialised nature;
- Knowledge testing platform: separately from the courses as such anyone can arrange for his knowledge to be tested and validated by examinations;
- Knowledge certification platform: the IFBL, either on its own or in cooperation with local or foreign professional associations, issues certificates to confirm a sound knowledge of particular subject matters.

To ensure pragmatic training, taking due account of the rapid evolution of the world of banking, the IFBL uses an extensive portfolio of experienced practitioners selected on the basis of rigorous criteria: training - professional experience - teaching qualities. Particular importance attaches to enhancement of the culture of the local banking system.

On the basis of the Ministerial Decree of 17 May 1999, the IFBL has been officially approved as an in-service occupational training course provider within the meaning of the law of 4 September 1990.

2.4.3 Relay Points

Febelfin Academy – (Belgium) www.febelfin.be

Febelfin, founded on March 28, 2003, is the Federation of six trade associations from the Belgian financial industry:

- the Belgian Bankers' Association (BBA) (*)
- the Professional Union of Credit Providers (PUCP)
- the Belgian Association of Investment Funds and Companies (BAIFC) (BEAMA as from 25/03/2004)
- the Belgian Association of Stock Exchange Members (BASEM) (*)
- the Belgian Association of Asset Managers and Investment Advisers (BAAMIA) (BEAMA as from 25/03/2004)
- the Belgian Leasing Association (BLA)

(*) as from 1/1/2005, BBA and BASEM form the Belgian Bankers' and Stockbroking Firms' Association.

The Belgian Bankers Academy, the international training & consulting division of the Belgian Bankers' Association offers an evolutionary curriculum, structured to react pro-actively to new developments in the financial services industry, the changing environment and the development of new products.

This curriculum is implemented through five different channels:

- Classroom Seminars
- Banking Simulations
- Computer Based Training
- Distance Learning
- Conferences and Workshops

Aside of the training sessions organised on an inter bank level, more and more training is offered in-company, tailored to the individual needs of the customer. All courses are available both in French and Dutch, senior level seminars are also available in English.

In addition to the national activities, the BBA is contributing strongly to the development of the Financial Services Industry through the support of banks, financial institutions and training institutes in the framework of EU, World Bank and EBRD projects.

This contribution mainly consists of individualised services and advice on financial and banking activities and products, as well as pedagogical and technical assistance in the development of training programmes.

International Banking Institute IBI – (Bulgaria) www.ibi-bg.com

International Banking Institute LLC (IBI) - established in 1991 by the Bulgarian National Bank and the Bulgarian Foreign Trade Bank (since 1994 - Bulbank)

Its mission is to improve performance of the employees in banking and finance through specialized training.

Its activities are:

- Development of training programmes in accordance with the Bulgarian and foreign banking practice
- Development of qualification programmes upon individual clients' needs
- Training of trainers
- Expansion of the forms and methods of professional training
- Integration of modern Information Technologies into the training process
- Research and training needs analysis
- Training efficiency valuation

Since 1994, the IBI is associated, and since 1997 a full member of the European Bank Training Network (EBTN). The director of the IBI is a member of the Board of Directors of the EBTN.

In a strategic point of view the International Banking Institute - Bulgaria concentrates its efforts on establishing and developing basic competences to guarantee success and professional stability of Bulgarian banking specialists and banking institutions as a whole:

- Banking Skills
- Management Skills
- Sales & Marketing Skills

The topics included in the catalogue are publicly available to all banks and appropriate for in-bank training.

Centre de Formation de la Profession Bancaire CFPB – (France) www.cfpb.fr

The CFPB is the training organisation for the banking industry. It aims to assist all businesses in the sector with the training and certification of their employees, regardless of their profession, throughout their professional life:

- firstly, with the professional integration of young employees through work study programmes (apprenticeship and vocational training contracts), which concern around 8,000 young people in the banking sector every year;
- then with the development of skills for all employees at each step in their career, whether in acquiring fundamentals, perfecting knowledge of a business or in a field, or developing expertise using a wide range of courses leading to a qualification⁴ which, according to circumstances, provide preparation or are based on a more cross-functional approach;
- or training courses and advanced training or job adaptation units, available either in face-to-face or distance learning format, and either “off the shelf” (inter-company models) or tailor made (intra-company models): in particular, this offer covers the individual customer market, the professional and corporate market, wealth management, the financial markets, back-office banking, management and personnel development, as well as, on a more cross-functional level, the main collective subjects affecting the profession (money laundering, for example).

In particular, the CFPB endeavours to offer:

- certification via the formal recognition of an employee's professionally acquired skills (VAE) VAE will be applicable to ITB and ITM diplomas and to the Fund Administration Expert Degree from the summer of 2008, with the aim of adapting it to all CFPB professional certifications;
- personalised career paths, professional analyses, skills assessments, etc.

These solutions, which are designed to help companies with their HR issues, especially in terms of career development and internal mobility, are part of an extended offering being examined by CFPB and which is completely consistent with the current activity of its PBM Bilans & Conseil subsidiary.

To successfully achieve its assignments, the CFPB uses:

- a teaching body of some 2,500 contributors, all working professionals,
- tried and tested pedagogical engineering, backed by a documentary base of some 5,000 teaching supports,
- and, increasingly, distance training tools (online training courses) and an internet-assisted self-training method called e-BRP

⁴ Banque de Ressources Pédagogiques

Institute of Banking Education of National Bank of Slovakia IBE of NBS – (Slovakia)
www.nbs.sk

The Institute of Banking Education of the National Bank of Slovakia was established on 1st September 1991 to act on a non-profit basis. On the 1st of February 2003 the Institute became National Bank Headquarters Department. Position, role and main tasks of the Institute are defined in the Organizational Order of the National Bank of Slovakia (NBS).

The Institute (IBE) is the part (department) of the National Bank of Slovakia. The National Bank of Slovakia (NBS) is the independent central bank of the Slovak Republic. The primary objective of the NBS is to maintain price stability. The NBS has nine local offices and employs around 1 200 employees. IBE itself has 20 full-time employees, including Director of the Department and a secretary. IBE is divided into two sections:

- Education Projects and Planning Section
- Training Section

From the beginning, the main purpose of the Institute was to provide professional training and education for banks staff and the provision of developed banking know-how to the Slovak banking and financial sector. Since February 2003, when it merged with the former NBS Training Department, the Institute has been fully responsible also for training and education of the NBS employees.

The Institute organizes a wide range of training activities and educational programmes that cover the following main categories:

- Basic courses, mainly for newcomers to the NBS and banks:
 1. Development of social skills and competences
 2. Foreign languages training
 3. Development of IT skills and competences
- Euro integration training
- Professional training of the NBS and banks' specialists (including training in areas which are not directly connected to their original functions or business lines)
- Management training and development
- Distance Learning
- Training of lecturers and consultants, especially for the Institute's needs as well as for the NBS and banks internal banking education systems.

The above-mentioned training events and education programmes for bank employees are provided in the context of the up-to-date overall development in the area of increasingly demanding banking activities.

Distance learning represents an important component of the Institute's Programme, focusing on bank managers as well as on identified specialist bankers' further development. Distance Learning programmes include the Preparation course for the European Foundation Certificate in Banking (EFCB).

The key education programmes, including all the distance learning programmes, are accredited by the Ministry of Education of the Slovak Republic. Graduates are thus awarded certificates with nationwide validity. The EFCB Certificate is valid across Europe as the IBE is authorized to run the exams by the EBTN Accreditation Committee.

The Bank Association of Slovenia - Training Centre BAS – (Slovenia) www.zbs-giz.si

The beginning of the Bank Association of Slovenia operation starts in 1956 when the Alliance of Communal Banks was established. In 1965 the communal banks were reorganized into universal banks and correspondingly the Alliance was also reorganized and became the Bank Association of Slovenia.

Following the independence of the Republic of Slovenia in 1991, the Association became a permanent member of the International Chamber of Commerce in Paris, joined the European Banking Federation as a correspondent member and established contacts with other banking associations.

Pursuant to the law on Commercial Companies, the Association was reorganised in 1994 with acceptance of the Articles of Agreement as an Economic Interest Association. The objectives were set forth and the business activity of the Association and its bodies were specified.

Primary objective of the Association is to promote the development of banking activities, to improve banking operations of its member banks and to institute good business practices and ethics.

According to the Articles of Agreement the main activities of the Association are:

- advocates the common interests of its members in relation to the state and financial authorities
- performs numerous tasks for the benefit of its members which are important for their banking operations
- suggests the uniformity, modernisation, organisation, working technology and standardisation of all financial operations conducted by its members
- provides financial and legal consulting
- engages experts on behalf of its members
- formulates projects in the area of research and development of financial operations and banking
- organises professional training of banking personnel
- organises information and publishing activities

In March 2002 the Bank Association of Slovenia signed an agreement with EBTN to be involved in the European Foundation Certificate in Banking project (EFCB), formally confirmed by the European Commission in June same year. The aim of the project, proceeding within the Leonardo da Vinci programme, is to design and introduce a common European certified banking exam for the newly employed in banks and to the staff without any formal or informal education in banking.

In December 2004 the Accreditation Committee of the EFCB of the European Banking Training Network has taken the decision to accredit the Bank Association of Slovenia within the EFCB system of EBTN. First EFCB certificates in Slovenia were delivered in June 2005.

There is also a long-running cooperation between the Association's Training Centre and Financial Technology Transfer Agency from Luxembourg.

The Association is seeking to implement training according to European banking standards to meet the needs of the modern financial market. The Training Centre of the Association became the main source of theoretical and practical training for bankers in Slovenia and it represents a very important part of the Association activities. The activities of Training centre is monitored by the Training Committee (9 HRM representatives of banks). There are six people employed in Training Centre on a permanent basis.

Institut D'Estudis Financers IEF- (Spain) www.iefweb.org

Due to high level of internal training in banks in Spain for lower level training, the Institute is highly specialized on Financial Markets, Portfolio Management, Financial Planning, Corporate Finance, Derivatives, Private banking, financial analysis and corporate financial management

Institut d'Estudis Financers is a private foundation created in 1990 as a financial training and diffusion initiative in Barcelona, for a sector undergoing important changes, permanent innovation and the globalisation of its activity.

Through high-level training oriented towards the products, markets, and techniques of the future in finances and the diffusion of the latest news and changes in the sector, IEF specialises in the areas of investment and wealth management, corporate finances, bank management, financial analysis, new products and instruments, international finances, etc. IEF also offers publicity, consultancy and financial promotion services.

Netherlands Institute for Banking, Insurance and Investment NIBE -SVV- (The Netherlands) www.nibesvv.nl

NIBE-SVV is the leading education and training facilitator for the financial institutions in the Netherlands. The organisation services more than 40.000 students a year with training and educational programmes on different levels and a wide range of subjects.

NIBE-SVV is a limited company (BV) and was established in 1999 when the former bank training association (NIBE established 1967) and the former insurance training foundation (SVV established 1953) merged. Shareholders are the Netherlands Bankers' Association and the Dutch Association of Insurers.

NIBE-SVV has a strong network within the financial industry and works closely together with this industry in order to get a close fit between the needs and applied training. This also guarantees that we can bring together the best parties in order to run customized training and develop (customized) programmes for our clients. Learning materials are developed by a staff of approximately 30 content developers. These developers work closely together with reference groups and authors from the working field and the internal e-learning/didactical staff. All content developers have recently been trained in developing competence and case driven training in order to keep up the quality standards NIBE-SVV imposes on its learning materials. Content is either delivered as self tuition courses, face to face training or through e-learning.

In many cases learning is supported by tutors, either face to face or through the learning environment of NIBE-SVV: Studienet. Besides this NIBE-SVV has a lot of experience in testing and certification of bank staff. Since 2003 this is done by using the internet and test centres throughout the Netherlands. Students can take their examination five days a week. As of July 2006 all exam-activities are done through our independent Exam Institute: NIBE-SVV Examen.

Further on NIBE-SVV has a publishing house that publishes two major magazines for professionals working in the financial sector and has a specialized fund.

NIBE-SVV has run major projects for professional organisations among which e.g. NEW ERA for ABN AMRO, Training Competencies for RVS (insurance group ING) using e-learning facilities and a learning platform using community-activities. NIBE-SVV has gained a wide international experience in projects in Eastern Europe in which NIBE-SVV did the project management and content- and exam development in close relation with its counterparts.

2.4.3.1 Partner Relay Points Of Greece

Sofia University "St. Kliment Ohridski", Centre for European RTD Projects – (Bulgaria) [www-it.fmi.uni-sofia.bg](http://www.it.fmi.uni-sofia.bg)

CERTDP's activities are subjected to the fulfilment of the following several major goals:

- To create a platform for knowledge, education, training and research development and to enlarge to a regional center for establishing European standards;
- To establish links and maintain relations with international official bodies introducing standards in education, training and professional qualifications.
- To design, develop and implement international projects and activities for transferring knowledge and experience.
- To develop educational, training and qualification programmes in the field of Economics, Banking, Finance, Information Technologies, Management etc;
- To conduct studies and surveys in the field of Economics, Banking, Finance, Management, Information Technologies, etc;
- To develop a platform for implementing the project and scientific results in the practice thus multiplying the efficiency of the resources involved;
- To promote innovative research and training methods and to implement state of art information technologies in the activities.

The core activities of CERTDP involve training, research and development.

The CERTDP is motivated by the challenge of supporting the development, introduction and wide use of Information Society Technologies of different economic fields and mainly Banking and Financial Sector. CERTDP is the biggest and most experienced Centre for distance learning and Web-based training in Bulgaria.

This challenge is addressed by performing high-quality research on IST-based systems, on their user-friendly environments, and on design techniques and enabling technologies for specialized vocational training. The main areas covered by the Centre are:

- Research, Development and Training in Advanced Information and Communication Technologies: Networked Multimedia, WWW Data Bases, Artificial Intelligence, Intelligent Agents, Computer Supported Co-operative Work Systems, Virtual Environments, Distributed Information Systems, Object-Oriented Technologies, Computational Methods in Economics.

- Application of Advanced Information and Communication Technologies in: Business and Management, Banking and Finance, Education and Training, Electronic Commerce, Telework, European Studies in Information Society.

The research activities performed by the staff of the CERTDP have a pivotal role in integrating awareness and understanding of information technologies, as well as their implementation into the Bulgarian Banking Sector and Public Society. Regional development, local economic development and issues of cohesion are among the main goals in research, analysis and development of the CERTDP in the last years. Strong efforts have been applied in promotion of global society development using the new technologies.

The research activities of the Centre offer different ways how banks and companies could best benefit from new information technologies.

The Centre aims at assisting the processes of liberalisation and standardisation of financial, banking and market processes and their harmonisation with the best European practice.

The Centre brings together the theoretical and applied interdisciplinary research in information technology and their applications in the economic sciences and training activities. CERTDP provides its capabilities at the service of the banking, financial and economic sector development of the region and the country, in its efforts to meet the standards of accession to the European Union.

3. CONTEXT ANALYSIS AND SURVEY

3.1 Context Analysis

This chapter presents the key findings emerged from the surveying tasks carried out in the first six month of the project activities.

Two different kinds of surveys have been made, one regarding the existing system for competences certification and accreditation in Europe, and another one regarding the study report for the priority thematic areas for the definition of the three piloting phases.

3.2 Survey:

“Identification of existing systems for competences certification and accreditation of training providers and training programmes/courses”

The questionnaire “Survey tool.- Identification of existing systems for competences certification and accreditation of training providers and training programmes/courses” has been distributed among EBTN members throughout Europe.

On May 2007, the representatives of the following Countries have sent back their detailed replies:

- | | |
|-------------|-----------------|
| 1. Belgium | 10. Netherlands |
| 2. Bulgaria | 11. Poland |
| 3. Denmark | 12. Portugal |
| 4. Finland | 13. Scotland |
| 5. France | 14. Slovenia |
| 6. Germany | 15. Slovakia |
| 7. Greece | 16. Spain |
| 8. Ireland | 17. Switzerland |
| 9. Italy | |

Whereas a reasonable amount of good quality information have been collected on the existing systems for the certification of individual workers, the coverage of the existing accreditation systems (for training providers and programmes) is less representative and addresses only very few countries.

The collected results have been analyzed in order to be consistent with the structure of the survey tool; that is to say:

- General features of the national contexts.
- Specific features of the existing systems for the certification of individuals’ competences.
- Specific features of the existing systems for the accreditation of training providers.
- Specific features of the existing systems for the accreditation of training programmes.
- The document is still in its draft version and is expected to be integrated with additional data eventually delivered by other EBTN members.

The analysis is based on the information and details provided by the involved EBTN members across Europe. In this respect, it is intended to be only representative and not exhaustive of the existing systems for certification and accreditation in Vocational Education and Training (VET) within the Financial Services Sector and in other sectors.

The CERTIFIED survey on the existing systems for the certification of workers' competences has highlighted that in most of the covered Countries, sometimes competences are considered within qualifications frameworks.

As officially and broadly recognized, the development of national frameworks of qualifications (NFQs) is taking place within a European context of developments concerning qualifications, responding to the priorities for action set forth in the Copenhagen declaration.

3.2.1 Survey Tool

During the Consolidation Meeting the Partners agreed on the need to set up a tool aimed at the identification of existing systems for competences certification and accreditation of training providers and training programmes/courses.

CERTIFIED being a transnational Project, started on October 2006, developed in the framework of the Leonardo da Vinci Programme:

- Key competences for employees in the Financial Services Sector
- Pilot new competence-based Certification/s that will meet priority business needs of the Sector in the coming years.
- Transparent system for Accreditation of training providers/training courses to secure high quality and adequacy of their offerings.

In this respect, CERTIFIED aims at developing European certificates based on competences related to expert employees and middle managers working in the Financial Services Sector.

This survey tool has been arranged at the aim of collecting information from each EBTN member on competences, qualifications and accreditation systems existing in one's own country, and used or usable in the Financial Services Sector (FSS).

The addressed systems can be, for instance:

- national Qualifications Frameworks (general/addressing a variety of sectors) defined by the Government or other competent authorities
- sector-level competences or qualifications systems used by the Banking Associations or by their Institutes
- competences or qualifications systems used at the organization level by large corporations in the FSS

Preference should be given to systems that are explicitly competence-based, although other widely-used frameworks need to be described as well.

CERTIFIED Partners were kindly asked to provide as much detailed information as possible, in order to have a comprehensive overview of the existing certification and accreditation systems in use in their Country, and finally in Europe.

The purpose of this exercise was to make sure that the CERTIFIED system (for competences certification and for the accreditation of training providers and training programmes) is compatible with the existing practices and thus more widely accepted and applicable to the players in the FSS.

3.2.2 Questionnaire Template

SECTION A: COUNTRY PROFILE CONCERNING COMPETENCE-BASED SYSTEMS, QUALIFICATION SYSTEM AND ACCREDITATION SYSTEM

1. Name of the Country	
2. Who are the key players in Vocational Training in the FSS? (e.g. banking institutes, universities, other training providers, etc.)	
3. Who are the key players in <u>certification of individuals</u> in the FSS? (Please, specify whether certification addresses knowledge, or competences)	
4. Who are the key players in <u>accreditation of training providers</u> in the FSS? (e.g. national government, regional/local public authorities, sectoral bodies, etc.)	
5. Who are the key players in <u>accreditation of training programmes</u> in the FSS?	
6. Does a national general (i.e. non specific to the FSS) qualification system exist in your Country? (e.g. the National Vocational Qualifications in the UK)	
<i>If yes:</i>	
• What kind of organisation is responsible for it? (e.g. national authority, regional authority, sectoral body, etc.)	
• Is it based on a competence framework?	
• How widely is it used in the FSS? (e.g. for all job profiles, or only for entry level positions, or only for managerial positions, etc.)	
• Please, add other information and comments as you judge relevant to the purpose of the CERTIFIED project. Please, also add references to the sources of information that you have used (e.g. Internet links, publications, etc.)	
7. Does a specific qualification system exist for the FSS in your Country?	

SECTION B:
CONCISE DESCRIPTION OF THE IDENTIFIED CERTIFICATION SYSTEM
(certification of individuals' competences)

1.	Title of the experience	
2.	What is certified? <i>(e.g. profile, competences, etc.)</i>	
3.	Why has the certification system been established? <i>(e.g. Quality assurance, facilitating training design and evaluation, etc.)</i>	
4.	Who is the initiator? <i>(e.g. Government, banking authorities, bank association, professional association, etc.)</i>	
5.	How are competences (or qualifications) assessed? <i>(e.g. external evaluation made by assessors or self evaluation made by the individual)</i>	
6.	In what learning / professional context is the certification system implemented? <i>(e.g. Initial Vocational Training, Continuing Vocational Training, academia, work context, etc.)</i>	
7.	What kind of evidence is collected and evaluated for certification? <i>(e.g. knowledge, performance in an abstract situation, performance in a work context, etc.)</i>	
8.	Does the system utilise competences standards? <i>(Please, add details)</i>	
9.	Does the system utilise typical and accepted procedures? <i>(Please, add details)</i>	
10.	Is the system oriented to check conformance to given standards/target achievements, or does it allow to recognise outstanding performance? <i>(Please, add details)</i>	
11.	Is the system subject to periodic review and updating? How frequently? <i>(e.g. twice a year, once a year, etc.)</i>	
12.	Who are the involved organisations? <i>(e.g. public body or sector body)</i>	
13.	Please, add references (also Internet links) that allow to trace the described experience	

**SECTION C:
CONCISE DESCRIPTION OF THE IDENTIFIED ACCREDITATION SYSTEM FOR
TRAINING PROVIDERS**

1. Title of the experience	
2. What is accredited? <i>(e.g. infrastructure, services, etc.)</i>	
3. What are the steps in the accreditation procedure? <i>(Please, add details)</i>	
4. Why has the specific accreditation system been established? <i>(e.g. Quality assurance, creation of a registry of accredited providers, etc.)</i>	
5. Who is the initiator? <i>(e.g. Government, banking authorities, bank association, professional association, etc.)</i>	
6. Who carries out the accreditation process? <i>(e.g. external evaluation made by competent authorities or sector associations, self evaluation made by the training provider, etc.)</i>	
7. Is the system subject to periodic review and updating? How frequently?	
8. Who are the involved organisations? <i>(e.g. public body or sector body)</i>	
9. Please, add references that allow to trace the described experience	

SECTION D:
 CONCISE DESCRIPTION OF THE IDENTIFIED ACCREDITATION SYSTEM FOR
 TRAINING PROGRAMMES

1. Title of the experience	
2. What is accredited (e.g. contents as a whole, single modules, services, etc.)	
3. What are the steps in the accreditation procedure? (Please, add details)	
4. Why has the accreditation system been established? (e.g. Quality assurance, creation of a directory of relevant courses for a specific subject, etc.)	
5. Who is the initiator? (e.g. Government, banking authorities, bank association, professional association, etc.)	
6. Who carries out the accreditation process? (e.g. external evaluation made by competent authorities or sector associations, self evaluation made by the training provider on the basis of learners' feedback, etc.)	
7. Is the system subject to periodic review and updating? How frequently?	
8. Who are the involved organisations? (e.g. public body or sector body)	
9. Please, add references that allow to trace the described experience	

3.3 Survey: “Study Report on the Priority Thematic Areas”

This Study Report presents the key findings and results concerning the priority subject areas for accreditation and certification as collected through the survey carried out between February and March 2007 among the EBTN Members and Banking and Financial Institutes at local level.

The survey has been developed using the Survey tool – “Identification of priority areas in Certified piloting phase”.

With the aim of determining directly with relevant stakeholders which are the main business areas in the Banking and Financial Services Sector (BFSS) where there is a need for certification and accreditation, it was agreed in the Coordination Meeting, held in Frankfurt on 14th February 2007, that some of the CERTIFIED partners (namely: EBTN, CIOBS, WIB, HBA, and IFB) would involve other EBTN members in the survey.

They have been organized in National Reference Centres and Relay Points (both groups under the direct supervision of EBTN), and in Partners’ Relay Points (each one under the supervision of one of the CERTIFIED partners).

In this respect, the involved EBTN members⁵ are:

- ◆ 6 National Reference Centres:
 - Hungary, International Training Centre for Bankers
 - Italy, ABIFORMAZIONE
 - Romania, Romanian Banking Institute
 - Germany, Frankfurt School of Finance & Management
 - Ireland, The Institute of Bankers in Ireland
 - Luxembourg, The Luxembourg Institute for Training in Banking

- ◆ 7 Relay Points:
 - Belgium, Febelfin Academy
 - Bulgaria, International Banking Institute
 - France, Centre Formation Profession Bancaire
 - Slovenia, The Bank Association of Slovenia
 - Slovakia, The Institute of Banking Education of the National Bank of Slovakia
 - Spain, Private Foundation Institute of Financial Studies
 - The Netherlands Institute for Banking, Insurance and Investment

⁵The Financial Technology Transfer Agency, the International School of Banking and Finance are no more taking part to the partnership

◆ Possible EBTN Partners' Relay Points:

- Czech Republic, The College of Banking, Ukraine, The National Centre for the Training of Bank Personnel (CERTIFIED partner in charge: CIOBS)
- Bulgaria, Sofia University "St. Kliment Ohridski", Centre for European RTD Projects, (CERTIFIED partner in charge: HBA)
- Luxembourg, Financial Technology Transfer Agency (CERTIFIED partner in charge: HBA)
- Cyprus, Institute of Financial Services, (CERTIFIED partner in charge: IFB)
- Spain, Asociación Española de Banca Privada (CERTIFIED partner in charge: IFB)
- Poland, the Gdansk Academy of Banking, (CERTIFIED partner in charge: WIB)
- Poland, The International School of Banking and Finance (CERTIFIED partner in charge: WIB)

The filled-in questionnaires were returned to SCIENTER and EBTN on April 2007. In this respect, EBTN, in cooperation with SCIENTER, analyzed the survey results and developed a Report.

On May 2007, twenty questionnaires (seventeen by Banking Institutes and Banks, and three reports consolidating data from several organizations in the three Countries involved in the Piloting Phase, namely Greece, Poland and Portugal) have been collected.

Involved organizations have sent their feedback on the most relevant certification and training needs classified in Business Areas and Professional Roles.

The following table provides a list of the Institutions which have filled in the questionnaire⁶.

Country	Organization	Role
Greece	Hellenic Bank Association (HBA)	P
Poland	Warsaw Institute of Banking (WIB)	P
Portugal	The Portuguese Bank Training Institute (IFB)	P
Hungary	International Training Centre for Bankers (ITCB)	NRC
Denmark	Danish Bankers Association (DBA)	NRC
The Netherlands	The Netherlands Institute for Banking Insurance & Investment (NIBE-SVV)	NRC
Slovakia	The Institute of Banking Education of the National Bank of Slovakia (IBE)	NRC
Spain	Private Foundation Institute of Financial Studies (IFIFS)	NRC
Belgium	Febelfin Academy	RP
Bulgaria	International Banking Institute (IBI)	RP
France	Centre Formation Profession Bancaire (CFPB)	RP
Luxembourg	The Luxembourg Institute for Training in Banking (IFBL)	RP
Cyprus	Institute of Financial Services (IFS)	PRP
Czech Republic	Banking Institute/The College of Banking (BICB)	PRP
Poland	International School of Banking & Finance (ISFB)	PRP
Turkey	The Banks Association of Turkey (BAT)	EAM
Egypt	Egyptian Banking Institute, Central Bank of Egypt (EBI)	EAM
Greece	National Banks & Financial Institutions (involved by HBA)	
Poland	National Banks & Financial Institutions (involved by WIB)	
Portugal	National Banks & Financial Institutions (involved by IFB)	

Once the subject areas and the professional roles have been validated, the following “step” will consist in the development of the Competence Framework (for the subject areas / professional roles as emerged from the survey), to be then tested in the Piloting Phases.

⁶ The acronyms used refer to: “P”: CERTIFIED Partner; “NRC”: National Reference Centre; “RP”: Relay Points; “PRP”: Partner Relay Points; “EAM”: EBTN Associate Member. Actually Danish Bankers Association and the Banks Association of Turkey are no more taking part to the partnership

3.3.1 Survey Results Presentation

As the survey requested, every Bank or Financial Institute had to rank each of the Professional Roles and Business Areas from 1 to 8, being 1 the most relevant training need identified in the organization and 8 the less relevant.

The entire analysis passes through the production of three different outcomes as a guarantee of a quality approach:

- ♦ A grid considering the highest couple of values (1 and 2). In this grid, the preferences expressed by each Institution of the three Countries involved in the piloting phase, count as one opinion;
- ♦ A grid considering the highest couple of values (1 and 2) and the second highest couple of values (3 and 4). In this grid, the preferences expressed by each Institution of the three Countries of the piloting phase involved, count as one opinion;
- ♦ A grid considering the highest couple of values (1 and 2) and the second highest couple of values (3 and 4). In this grid, the preferences expressed by all the Institutions of the three Countries of the piloting phase, count as one opinion.

To summarize these results and to help to draw conclusions and suggestions on the best way to select the Areas for the Piloting Phase, we have arranged a comparative results grid.

As the tables indicate by summarizing the ‘ratings’ of every Professional Roles and Business Areas, it is possible to identify the “most relevant needs” for a certification system:

Comparative results grid

Professional Roles	1st and 2nd Grid Total	Positioning	3rd Grid Total	Positioning
Middle Manager	14	IV	14	II
Branch Manager	22	II	14	II
Training Manager	12	V	6	V
Compliance Officer	21	III	9	III
Customer Relationship Manager	26	I	17	I
Internal Audit Manager	14	IV	8	IV

Business Areas	1st and 2nd Grid Total	Positioning	3rd Grid Total	Positioning
Retail	32	I	19	I
Corporate	24	II	12	IV
SMEs	23	III	13	III
Risk Management	18	IV	17	II
Asset / Liability Management	6	VI	6	VI
Call Centre Operations	9	V	8	V

3.3.2 Identification of Subject Areas/Professional Roles and Piloting Phase developing

The Piloting Phase aims at verifying the consistency, effectiveness, quality and transferability of the CERTIFIED system by assuming a competence-based certification process.

The Project Full Proposal foresees to select possibly one subject area for the CERTIFIED system which will be validated through three Piloting experiences in Greece (where activities will be coordinated by the Hellenic Bank Association), Poland (where activities will be coordinated by the Warsaw Institute of Banking), Portugal (where activities will be coordinated by the Portuguese Bank Training Institute).

The surveys analysis shows that there are at least three Business Areas and Professional Roles relevant for the Banking and Financial Services Sector.

In this respect, considering the Comparative Results Grid and the three following aspects:

- ◆ the survey results show that there is a widespread interest for several Subject Areas/Professional Roles;
- ◆ the Project Full Proposal schedules three pilot experiences;
- ◆ CERTIFIED aims at developing an Accreditation and Certification System in line with the Banking and Financial needs and priorities.

It clearly appears that the testing grounds for the Piloting Phase may cover more than one thematic topic. A hypothesis for the implementation of the three piloting experiences, designed on the basis of the survey analysis results, refers to the possibility that each individual pilot site selects and elaborates one specific issue to be chosen among the following ones:

1. Customer Relationship Manager;
2. Branch Manager as an exemplificative Middle Management profile;
3. Compliance Officer;
4. Retail and SMEs' operations.

3.3.2.1 Questionnaire Template

SURVEY FORM

Please, rank each of the following from 1 to 8, being 1 the most relevant training need in your Organization.

Professional roles

1. Middle Manager
2. Branch Manager
3. Training Manager
4. Compliance Officer
5. Customer Relationship Manager
6. Internal Audit Manager
7. Other (*please, add details*)
8. Other (*please, add details*)

Business areas

1. Retail
2. Corporate
3. SMEs
4. Risk Management
5. Asset / Liability Management
6. Call Centre Operations
7. Other (*please, add details*)
8. Other (*please, add details*)

4. CERTIFICATION OF COMPETENCES AND PILOTING PHASES



Project

4.1 Guidelines for Validation and Piloting of the Competence Certification Model developed by the CERTIFIED Project

Through the validation, the project partners and other EBTN Members will create the conditions for the adoption of the system across the EU and beyond. In this respect, the CERTIFIED system will be designed to have a powerful impact on the mobility of employees working in the Financial Services Sector.

Coherently with current literature and policy views⁷, “valorisation” in the CERTIFIED project means “building on project achievements and outcomes”, enhancing them through validation and exploitation. This is aiming to increase their value and impact, and to integrate them into development and training systems and practices at local/national as well as at European level.

The adoption of a competence-centred approach for the certification system will allow the adaptation of the system according to local/national specificities (in a logic of ‘scalability’). This will assure quality of the system and comparability of the certification outcomes across Countries. The shift from a knowledge-centred method to a competence-centred approach for examinations leading to certification will greatly facilitate the valorisation process and constitutes the key innovation of CERTIFIED.

The validation experiences in three different pilot sites (Poland, Portugal and Greece) will also provide inputs for the fine-tuning of the accreditation and certification system, thus meeting the needs of local users. The involvement of key players in the Financial Services Sector as well as of certification authorities will make sure that the CERTIFIED system responds to real needs and complies with institutional guidelines and priorities at national and international/EU level.

The innovative and flexible approach to certification and accreditation in CERTIFIED, together with its high quality assurance standards, will extend the project results beyond the target groups defined in the project. It will also give benefit to the life long and vocational training practices and frameworks in the EU sector.

According to the project, the Guidelines for Validation and Piloting of the Competence Certification Model have been created with the aim of providing the framework for conducting the validation/pilot experiences within the CERTIFIED project.

The **Validation** is defined as the confirmation that the stakeholders of Financial Service Sector (including the training providers) accept the validity of the tools, the products and the processes developed within the CERTIFIED system, while suggesting, at the same time, modifications and improvements to make them more effective and/or more easy to use.

The term **piloting** refers to the implementation of the CERTIFIED outputs to a sample of end-users, to allow the evaluation of impact and benefit before the implementation across the organizations.

Both processes of validation and piloting share the same tools and methods, even if they are clearly separated and have different timelines and target groups.

The goal of the following paragraphs will be, therefore, to give the readers a view of the adopted tools, synthesizing their purposes.

⁷ European Commission, Valorisation Guide for the Leonardo da Vinci Programmeme.
Leonardo UK National Agency, Valorisation Guidance Note for Applicants and Projects

4.1.1 Outline of the validation protocol

The following table summarizes the main activities foreseen to carry out the validation phase.

ACTIVITIES OBJECT OF VALIDATION / PILOTING	VALIDATION (all Countries)	TIMING	PILOTING COUNTRIES Greece, Poland, Portugal	TIMIN G
1. COMPETENCE FRAMEWORK AND FORMATS	Focus group with - Banking training institutes - banks - other stakeholders and experts & web-based forum*	From 10 th of April to 1 st -31 st of May 2008	Employees/trainees focus group	JUNE 2008
2. IDENTIFICATION OF THE CORE COMPETENCES UNITS IN EACH FIELD (3)	Focus group with - banking training institutes - banks - other stakeholders and experts & web-based forum*	From 10 th of April to 10 th of May 2008	Employees/trainees focus group	JUNE 2008
3. COMPETENCE FIELDS DESCRIPTIONS (3)	Focus group with - banking training institutes - banks - other stakeholders and experts & web-based forum*	From 10 th of April to 10 th of May 2008	Employees/trainees through self assessment	JUNE 2008
4. USABILITY OF COMPETENCES FRAMEWORK FOR TRAINING DESIGN, CERTIFICATION, SELF ASSESSMENT ETC.	Focus group with - banking training institutes - banks - other stakeholders and experts & web-based forum*	From 10 th of April to 10 th of May 2008	Employees/trainees in focus group	JUNE 2008
5. METHODS FOR COMPETENCE ASSESSMENT TO THE THREE FIELDS, IN GENERAL: 5a) knowledge/understanding based exam 5b) competences (portfolio/ self assessment/ organizational evidence/exam) – project work based	Focus group with - banking training institutes - banks - other stakeholders and experts & web-based forum*	From 10 th of April to 10 th of May 2008	Employees/trainees inFocus group & self assessment questions for employees	JUNE 2008

*The web-based debates will be activated after the 10th of June on the basis of the first results (face to face, focus group and validation).

4.1.2 The object of the validation

A. Competence framework and formats

Object of the validation/piloting are:

- the overall approach to the description of competences (based on functional analysis)
- the structure of the template used (missing sections/subjects, readability of the template, usefulness of the template)
- the appropriateness of the performance criteria adopted
- the possibility to integrate the tool in the existing frameworks.

Questions to be answered:

- is the design of the competence framework clear?
- is the design of the competence framework usable?
- is the template adopted complete or is anything missing?
- is the template clear and user friendly?
- Any suggestions to make it better?

Target groups for validation countries	Target groups for piloting countries
<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts	<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts- employees- trainees
Methods and tools	
<ul style="list-style-type: none">- focus group- web-based debates*	

* The web-based debates will be activated after the May 20th on the basis of first results (face to face, focus group and validation)

B. Identification of the characterizing competences units in each field

Object of the validation/piloting

- the identified competences for Branch Management
- the identified competences for Compliance Officer
- the identified competences for Costumer Relationship Management

Questions to be answered

- are the identified characterizing competences corresponding to the observable practices (in your organization), for Branch Manager, Compliance Officer and Customer Relationship Manager?
- are they all concentrated in a single job profile (e.g. Branch Manager, Compliance Officer and Customer Relationship Manager) or are they distributed among different job profiles?

Target groups for validation countries	Target groups for piloting countries
<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts	<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts- employees- trainees
Methods and tools	
<ul style="list-style-type: none">- focus group- web-based debates*	

*The web-based debates will be activated after the 20th of May on the basis of first results (face to face, focus group and validation)

C. Competence fields descriptions

Object of the validation/piloting

- the description of core competences for Branch Management
- the description of core competences for Compliance
- the description of core competences for Customer Relationship Management

Questions to be answered

- are the characterizing competences descriptions for Branch Manager appropriate?
- are the characterizing competences descriptions for Compliance Officer appropriate?
- are the characterizing competences descriptions for Customer Relationship Manager appropriate?
- any suggestion to make them more accurate?

Target groups for validation countries	Target groups for piloting countries
<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts	<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts- employees- trainees
Methods and tools	
<ul style="list-style-type: none">- focus group- web-based debates*	

- * The web-based debates will be activated after the 20th of May on the basis of first results (face to face, focus group and validation)

D. Competence assessment

Object of the validation/piloting

- the assessment methods adopted for competences assessment within CERTIFIED
- the assessment tools adopted for competences assessment within CERTIFIED

Questions to be answered

- are the proposed methods effective in assessing the competences?
- do you think they can be implemented in a cost-efficient way?
- any suggestion to make the process of assessment more efficient/effective?
- are the proposed methods comprehensive for competences assessment?
- are the proposed tools consistent with the adopted methods?
- are the proposed tools effective for assessment purposes?

Target groups for validation countries	Target groups for piloting countries
<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts	<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts- employees- trainees
Methods and tools	
<ul style="list-style-type: none">- focus group- web-based debates *- self assessment questions for employees	

- * The web-based debates will be activated after the 20th of May on the basis of first results (face to face, focus group and validation)

E. Usability of competences framework

Object of the validation/piloting

- the usability of competences framework for training design
- the usability of competences framework in the assessment and certification process
- the usability of competences framework for self assessment purposes

Questions to be answered

- could the proposed framework be integrated in the existent training design processes?
- is the proposed framework consistent with the needs of training design?
- is the proposed framework adaptable to the assessment and certification process?
- is the competence framework usable for career planning?
- do you see any other possible use of the framework?

Target groups for validation countries	Target groups for piloting countries
<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts	<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts- employees- trainees
Methods and tools	
<ul style="list-style-type: none">- focus group- web-based debates*	

- * The web-based debates will be activated after the 20th of May on the basis of first results (face to face, focus group and validation)

4.1.3 *Methods and Tools*

Focus Group – organization

A focus group is a form of qualitative research in which a group of people are asked about their opinions towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members.

Opening the focus group

The first few moments in a focus group discussion are critical. In a short time the moderator should create a thoughtful, permissive atmosphere. Much of the success of group interviewing can be attributed to this 2-4 minutes introduction. Excessive formality and rigidity can stifle the possibility of dynamic interaction among participants.

By contrast, too much informality and humour can cause problems in that participants might not take the discussion seriously.

The recommended pattern for introducing the group discussion for CERTIFIED validation workshops is the following one:

- Overview of the topic.
- Guidelines or ground rules (guideline on how the discussion should be guided: number of questions, level of moderator involvement).
- Opening questions (typically an open-ended question that allows participants to tell about how they see or understand the phenomenon under investigation).

Asking Questions

Several things are worth remembering when asking questions:

- The questions listed in chapter 2 have to be answered.
- Questions should be carefully phrased and appropriately sequenced.
- Questions should be asked in conversational manner.
- Moderators should alter the sequence of questions or topics if some of them have already been discussed or answered in previous discussions.

Listening

One of the greatest challenges for novice moderators is to make the distinction between people talking and people answering the question. It is dangerous to assume that participants are answering the question that was asked because they are talking.

Therefore, moderators should consider the following:

- when the discussion shifts quickly off topic, moderators should pull it back to the original intent
- considering the type of the question, the importance of that question, whether participants are becoming redundant to their answers, the remaining time, moderators should decide when enough has been said on a particular question/topic and when to ask the next one.

Closing the Discussion

The moderator has several options for closing the focus groups. Some of the most common ones are the following:

- Summarize briefly the main points of the view and ask if this perception is accurate.
- After the 2 to 3 minutes summary is completed, the moderator should invite comments, amendments or corrections.
- The moderator should ask if the participants have any questions (inviting question can be illuminating and provide insights that can be incorporated into subsequent focus groups).

Debriefing the discussion

As soon as participants leave, the moderator should debrief the discussion and fill the report. While debriefing, moderators should consider responding to the following questions:

- What are the most important themes or ideas discussed?
- How did this differ from what moderators expected?
- How did these differ from what occurred in earlier focus groups?
- What points need to be included in the written report?
- What quotes should be remembered and possibly included in the report?
- Were there any unexpected findings?

4.1.4 *Templates*

To reach a clear understanding among the Partners and to assure a conformity in the different topics to be described and analyze, it was decided to create some different kind of models. The templates defined has been very useful to compare the different work done and to disseminate the contents inside and outside the partnership.

You can see the main models created in the following pages.

4.1.4.1 *Elements of the focus group in the CERTIFIED validation exercise*

Element	Focus Group
Format	Group session
Size	5-10 per session
Length	1H 30min to 2H 30min
Number of sessions	1
Participants	- selected (by invitation) - similar characteristics
Forms of data	- conversation, including the tone of voice - silences (words and issues) - body language
Data collection	- transcribe - audiotape
Moderator	- flexible yet focused - users interview guide (at least oral)
Formats of reporting	- selected quotation - general impression

4.1.4.2 Focus Group – report template

BACKGROUND INFORMATION	
USERS PROFILE	
Number of participants	
Professional profile	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Organization category	<input type="checkbox"/> Bank <input type="checkbox"/> Financial Service Organization <input type="checkbox"/> Academic Organization <input type="checkbox"/> Non-governmental Organization <input type="checkbox"/> Other
Experience in the field	<input type="checkbox"/> Advanced <input type="checkbox"/> Intermediate <input type="checkbox"/> Beginner

GROUP RESPONSES TO QUESTIONS	
Brief Summary and Key Points	Notable Quotes
Comments and Observations	

4.1.4.3 Web-based debates – organization

According to the well known methodology of the Community of Practice a web-based consultation could be based:

- on moderated e-mail groups run by a moderator. The moderator sends the e-messages to be discussed to participants in a group of selected participants, compiles a short report of the discussion and then he/she sends the summary back to the participants, with comments and follow up.
- on collection of individual feedbacks from experts (one-to-one communication) who answer the list of questions.

4.1.4.4 Web-based debates – templates

Competence Framework and Formats

Object of the validation exercise:		Competences description template		
Please, answer the following questions:				
1	Is the design of the competence framework clear?	Yes	No	Remarks:
2	Is the design of the competence framework usable?	Yes	No	Remarks:
3	Is the template adopted complete or is anything missing?	Yes	No	Remarks:
4	Is the template clear and user friendly?	Yes	No	Remarks:
5	Any suggestions to make it better?	Yes	No	Remarks:

Identification of the core competences

Object of the validation exercise:		Core competences of the profiles a) Branch Manager; b) Compliance Officer; c) Customer Relationship Manager		
Please, answer the following questions:				
1	Are the identified characterizing competences corresponding to the observable practices (in your organization), for Branch Manager, Compliance Officer and Customer Relationship Manager?	Yes	No	Remarks:
2	Are they all concentrated in a single profile (for Branch Manager, Compliance Officer and Customer Relationship Manager)?	Yes	No	Remarks:

Competences description

Object of the validation exercise:		Competences description		
Please, answer the following questions:				
1	Are the characterizing competences descriptions for Branch Manager appropriate?	Yes	No	Remarks:
2	Are the characterizing competences descriptions for Compliance Officer appropriate?	Yes	No	Remarks:
3	Are the characterizing competences descriptions for Customer Relationship Manager appropriate?	Yes	No	Remarks:
4	Any suggestion to make them more accurate?	Yes	No	Remarks:

Competence assessment

Object of the validation exercise:		Assessment process and tools		
Please, answer the following questions:				
1	Are the adopted methods efficient in assessing the competences?	Yes	No	Remarks:
2	Do you think they can be made efficient?	Yes	No	Remarks:
3	Any suggestion to make the process of assessment more efficient/effective?	Yes	No	Remarks:
4	Are the adopted methods comprehensive for competences assessment?	Yes	No	Remarks:
5	Are the proposed tools consistent with the adopted methods?	Yes	No	Remarks:
6	Are the proposed tools efficient for assessment purposes?	Yes	No	Remarks:

Usability of competence framework

Object of the validation exercise:		Usability of the competence framework		
Please, answer the following questions:				
1	Could the proposed framework be integrated in the existent training design processes?	Yes	No	Remarks:
2	Is the proposed framework consistent with the needs of training design?	Yes	No	Remarks:
3	Is the proposed framework adaptable to the assessment and certification process?	Yes	No	Remarks:
4	Is the competence framework usable for career planning?	Yes	No	Remarks:
5	Do you see any other possible use of the framework?	Yes	No	Remarks:

4.2 General Template Structure

The following template is used by CERTIFIED for the Competences Description.

The description of competences may be very useful to clarify the communications and interactions between employers, workers and educational entities. The resulting Competence Descriptions are standards of comparison rather than a compulsory legal instrument to comply with.

The competence descriptions are formed by the *knowledge*, *skills* and *attitudes* (all of which are explained in the template) required for a competent performance of a certain function.

In this sense, they are an instrument that allows identifying the labour competence required by a certain function. In addition, two sections underline the potential variables to the standards coming from the *sector specific elements* and the *context specific elements*.

4.2.1 Overview of the Competence Area or Profile

The template structure used by every partners for the description of the competences will follow.

After a first draft discussed in depth among the Partners, it was decided to ameliorate the usability and than a second final version was created. The main characteristic of this template is the possibility to be used with a great flexibility.

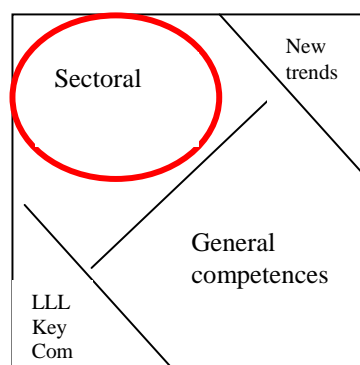
This template may be used for a Competence Area (e.g. Compliance), with several possible roles, or to a specific profile (e.g. Compliance Officer).

TEMPLATE STRUCTURE (first draft) [please duplicate this template for each competence analyzed]

<p>Name of the competence: [please insert here the competences names as listed in Competence description] [if applicable, refer to level C sectoral competence what does it mean]</p>	<p>Please position the red circle upon the section to which the competence refers to.</p>
--	---

Elements of competence [an element is a component of the competence, it is the building block of the competence: identifying the elements that composes the competence, helps in providing its description. Normally the ideal number of elements to be identified is between 3 and 8]

- ...
- ...



[Please breakdown the competence description in the following section (the breakdown in knowledge/skills/attitude is easier if it follows the list of the identified elements of competence). Please note that the sector specific and country specific elements are not compulsory, but available if needed.]

Knowledge	Skills	Attitudes
<i>[domain of knowledge] [Knowledge of facts, principles, processes and general concepts, in a field of work or study]</i>	<i>[domain of skills] [Cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information]</i>	<i>[domain of behaviours and attitudes] [Take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems]</i>

Competence Description Updating Requirement: [please note that this part is for those experts who define the competence description. It does not refer to the validity of the Certificate for the applicant. Choose only one of the following levels; add notes if you think something relevant should be underlined]

Level 1	Needs to be reviewed every 5 years	
Level 2	Needs to be reviewed every 3 years	
Level 3	Needs to be reviewed every year	

Sector specific elements	Context specific elements
<i>[This box doesn't need be filled, but it is available if additional elements of knowledge, skills or attitudes which are distinctive of those specified in the previous columns are required. When the formers are general, it may refer to FSS sector specifications. If the formers are already FSS specific, it may mean specific to bank, insurance or other financial services]</i>	<i>[Specific elements of context affecting knowledge, skills and/or attitudes. This area doesn't need to filled but it is available to organizations in order to customize competence description to fit the culture and needs of the specific organization]</i>

Performance Description Template [please duplicate this table to describe each competence element]

Performance Description: Providing personalized service to customers, members of the professions and small business (small companies)

[The following table should be filled for each of the elements. While compiling the Performance Description, keep in mind the performance level C defined as follows: “Can perform autonomously foreseen task and most anomalies/unexpected developments, but need supervision/support in particularly complex tasks”.]

	<i>Main Action(s) to be performed</i>	<i>Quality criteria</i>	<i>Other conditions (time, interaction, ...)</i>
The applicant is able to			

An example of performance description for one competence element will follow.

COMPETENCE ELEMENT: Developing Relationship with Corporate and Private Clients

Overall introduction to the Competence Area and/or Profile

	<i>Main Action(s) to be performed</i>	<i>Quality criteria</i>	<i>Other conditions (time, interaction, ...)</i>
The applicant is able to	Match the available institutional solutions with clients needs	Effort in deeply knowing each client and their expectations	To understand other people points of view
	Develop strong and complete contacts list	Classify the clients according to institutional criteria.	To look up for useful information among the rest of the team and useful links.
	Analyze economic and financial diagnoses	Look up for reliable information sources Follow ethical principals and honesty	To get feedback on the clients satisfaction
	Build a commercial strategy	Focus on results	To list priorities.

TEMPLATE STRUCTURE (Final Version): COMPETENCE GRID

EQF LEVEL:

Core Competences

1.
2.
3.
4.

CORE ATTITUDES	
♦
♦
♦

ROLE WITHIN PROCESS	
PLACE OF WORK	
FUNCTIONAL AREA	
GOAL OF PROCESS	
PROCESS DESCRIPTION	
KEY ACTIVITIES	

KNOWLEDGE	
SKILLS	
ATTITUDES	
OVERALL PROFILE OF KEY ROLES	

Competence 1:			
PERFORMANCE DESCRIPTION			
The candidate is able to	Key activities	Key Performance Indicators	Type of competence
Description updating requirement			

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements

4.3 Piloting Phases

As foreseen by the objectives of CERTIFIED, in order to carry out a carefully designed validation process, every Partner developed pilot phases describing in detail a specific professional profile.

4.3.1 Compliance Officer

WIB: Warsaw Institute of Banking – Poland

A competent Compliance Officer is able to:

- 1 Identify compliance implications of rules, regulations and legislature for the business
- 2 Manage compliance risk management effectively in the organization
- 3 Identify and resolve non-compliant activities
- 4 Develop guidelines and recommendations to improve compliance risk management
- 5 Assure organizational compliance vis à vis all regulatory requirements
- 6 Assure adequate competence level of employees in compliance issues
- 7 Build a compliance focused culture
- 8 Build a perception of a compliant organization among key external stakeholders

Competence grid for compliance process

Professional role: Compliance Officer

EQF LEVEL 4

Core competences:

A competent Compliance Officer is able to:

Identify compliance implications of rules, regulations and legislature for the business.

Manage compliance risk effectively in the organization.

Identify and resolve non-compliant activities.

Develop guidelines and recommendations to improve compliance risk management.

Assure organizational compliance vis à vis all regulatory requirements.

Assure adequate competence level of employees in compliance issues.

Build a compliance focused culture.

Build a perception of a compliant organization among key external stakeholders.

CORE ATTITUDES
<ul style="list-style-type: none">◆ Integrity◆ Accountability◆ Autonomy◆ Transparency◆ Inclusiveness◆ Initiative◆ Service orientation◆ Non-conformism◆ Holistic Approach

Competence 1: Identify compliance implications of rules, regulations and legislature for the business

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Identify all sources of current information about all relevant laws, regulations and rules</p> <p>Identify all laws, regulations and rules relevant for the business of your organization, including the adopted Code of Ethics and corporate culture</p> <p>Monitor the regulatory environment: monitor upcoming new rules and legislature, both at European and national level, that might be relevant for the business of your organization</p> <p>Identify the implications of regulation and legislation for the business</p> <p>Advise on the regulatory implications of business strategies</p>	<p>Is the point of reference of compliance related rules, regulations and legislature in the organization</p> <p>Knows where to find needed information quickly</p> <p>Has a good grasp of the goals and mechanics of the business</p> <p>Refers to expert advice where needed</p>	Sectoral
Description updating requirement	Every year		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>European and national current and upcoming regulations relevant for financial services and the organization.</p> <p>The Organization's own rules, procedures and codes of conducts, including Code of Ethics.</p> <p>The business strategies, policies and models of the organization.</p> <p>Products and services offered by the organization.</p> <p>Internal control systems and processes.</p>	<p>Data finding skills.</p> <p>Presentation skills.</p> <p>Analytical skills.</p> <p>Computer skills.</p> <p>Report writing skills.</p> <p>Ability to synthesize based on analysis.</p>	<p>Integrity.</p> <p>Accountability.</p> <p>Autonomy.</p> <p>Transparency.</p> <p>Inclusiveness.</p> <p>Initiative.</p> <p>Service orientation.</p> <p>Self direction.</p> <p>Inquisitiveness.</p> <p>Paying attention to details.</p> <p>Self discipline.</p>		

Competence 2: Manage compliance risk effectively in the organization

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Identify, assess and prioritise compliance risks and obligations within the organization, Develop methodology, principles and procedures for the compliance risk management process Mitigate compliance risk: develop and implement mitigation tools Develop, agree and Implement organization’s compliance policy and related plans, covering at least client confidentiality, responsibility and accountability, training, monitoring and evaluation Prepare annual Compliance Plan/Programme and review implementation Coordinate relevant activities with Internal Audit and Operational Risk functions within the organization Identify resources needed to assure effectiveness of compliance risk management in the organization Ensure that all plans and programmes undertaken are proportionate to the risks posed in terms of impact and probability and flexible enough to accommodate changes in the legislative and regulatory environment Develop methods and measurement criteria for evaluating the effectiveness of adopted solutions for compliance risk management Monitor, test and report on compliance risk following agreed reporting lines and schedules</p>	<p>Looks for adequate balance between costs and benefits of compliance controls within allowed discretion Works well and coordinates with related departments</p>	<p>Sectoral</p>
Description updating requirement	<p>Every 3 years</p>		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Best practices in compliance.</p> <p>The business strategies, policies and models of the organization.</p> <p>Products and services offered by the organization.</p> <p>Compliance management process, including planning, organization, execution, monitoring and reporting.</p> <p>Risks management process: rules and tools, including identification, assessment and mitigation of risk.</p> <p>Internal control systems and processes.</p>	<p>Strong communication skills.</p> <p>Presentation skills.</p> <p>Negotiation skills.</p> <p>Analytical skills.</p> <p>Computer skills.</p> <p>Report writing skills.</p> <p>Team management skills.</p> <p>Project management skills, including planning.</p> <p>Budgeting skills.</p>	<p>Integrity.</p> <p>Accountability.</p> <p>Autonomy.</p> <p>Transparency.</p> <p>Result orientation.</p> <p>Inclusiveness.</p> <p>Consensus building.</p> <p>Initiative.</p> <p>Service orientation.</p>		

Competence 3: Identify and resolve non-compliant activities			
PERFORMANCE DESCRIPTION			
The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	Identify, investigate and resolve non-compliant activities Monitor action plans for non-compliant activities Co-ordinate efforts with other units of the organization, including internal audit and operational risk Learn from non-compliant activities to improve the system of controls	Eager to create a culture of openness Motivated to learn from mistakes	Sectoral
Description updating requirement	Every 3 years		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
European and national current and upcoming regulations relevant for financial services and the organization. The Organization's own rules, procedures and codes of conducts, including Code of Ethics. Products and services offered by the organization. Compliance management process, including planning, organization, execution, monitoring and reporting. Risks management process: rules and tools, including identification, assessment and mitigation of risk Internal control models, systems and processes.	Strong communication skills. Analytical skills. Problem/conflict solving skills. Report writing skills.	Integrity. Objectivity. Fairness. Accountability. Autonomy. Transparency. Inclusiveness. Initiative. Service orientation. Decisive. Drive for improvement.		

Competence 4: Develop procedures and guidelines to improve compliance risk management

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Advise on compliance risk, recommending policies, rules and procedures to mitigate compliance risks</p> <p>Develop and monitor procedures to improve management compliance risks</p> <p>Contribute to the development of new products and services of the organization to increase effectiveness of compliance risk prevention</p> <p>Identify any gaps in information about compliance risks faced by the organization and locate this information</p> <p>Ensure that the improvements reflect the requirements of the organization and the regulations and legislation</p>	<p>Drive for improvement</p> <p>Works to build consensus around new procedures and guidelines</p> <p>Can see the big picture of the organization and takes a holistic approach in analysis</p> <p>Has a strong focus on protecting the interests of the final clients</p>	Sectoral
Description updating requirement	Every 3 years		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>The Organization’s own rules, procedures and codes of conducts, including Code of Ethics.</p> <p>The business strategies, policies and models of the organization.</p> <p>.</p> <p>Products and services offered by the organization.</p> <p>Compliance management process, including planning, organization, execution, monitoring and reporting.</p> <p>Risks management process: rules and tools, including identification, assessment and mitigation of risk.</p> <p>Internal control models, systems and processes.</p> <p>Corporate MIS and reporting system</p>	<p>Strong communication skills.</p> <p>Presentation skills.</p> <p>Analytical skills.</p> <p>Report writing skills.</p> <p>Team management skills.</p> <p>Project management skills.</p>	<p>Integrity.</p> <p>Accountability</p> <p>Autonomy.</p> <p>Transparency.</p> <p>Inclusiveness.</p> <p>Initiative.</p> <p>Service orientation.</p> <p>Quality orientation.</p>		

Competence 5: Assure organizational compliance vis a vis all regulatory requirements			
PERFORMANCE DESCRIPTION			
The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	Prepare and perform an annual review of the Compliance Policies Develop and secure support for a Compliance Handbook Prepare for and manage compliance inspections by the regulator Assure adequate arrangements for inspections by the regulator Provide regulatory, statutory and other relevant bodies with the information to which they are entitled Inform the regulator of breaches of regulations and the actions undertaken	Communicates across the organization Focuses on preventive actions Can and eager to build a sense of common purpose in compliance	Sectoral
Description updating requirement	Every 3 year		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
Financial Services Sector: markets, structures, standards and products. European and national current and upcoming regulations relevant for financial services and the organization. The Organization's own rules, procedures and codes of conducts, including Code of Ethics. The business strategies, policies and models of the organization. Products and services offered by the organization.	Strong communication skills. Presentation skills. Negotiation skills. Analytical skills. Monitoring skills. Computer skills. Report writing skills. Team management skills.	Integrity. Accountability. Autonomy. Transparency. Inclusiveness. Initiative. Service orientation.		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Compliance management process, including planning, organization, execution, monitoring and reporting.</p> <p>Risks management process: rules and tools, including identification, assessment and mitigation of risk.</p> <p>Internal control systems and processes;</p>	<p>Project management skills, including planning</p>			

Competence 6: Assure adequate competence level of employees in compliance issues

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Gather and disseminate information about compliance requirements throughout the organization</p> <p>Advise line managers on the scope and implication of the organization's compliance policy</p> <p>Work with HR Division to assure adequate competence framework for financial services staff: : measure adequacy of competence of staff for compliance purposes,</p> <p>Identify training needs, assure and provide adequate training</p> <p>Inspect the work of staff to confirm compliance with regulations and offer support</p>	<p>Eager to help</p> <p>Constantly updates and upgrades his/her professional qualifications in compliance</p> <p>Promotes the need for continuous professional development</p> <p>Initiates new training and development activities for the staff</p>	Sectoral
Description updating requirement	Every 3 years year		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Financial Services Sector: markets, structures, standards and products.</p> <p>European and national current and upcoming regulations relevant for financial services and the organization.</p> <p>The Organization's own rules, procedures and codes of conducts, including Code of Ethics.</p> <p>The business strategies, policies and models of the organization.</p> <p>Products and services offered by the organization.</p> <p>Compliance management process, including planning, organization, execution, monitoring and reporting.</p> <p>Risks management process: rules and tools, including identification, assessment and mitigation of risk.</p> <p>Internal control systems and processes.</p> <p>Training needs analysis</p>	<p>Strong communication skills.</p> <p>Presentation skills.</p> <p>Negotiation skills.</p> <p>Analytical skills.</p> <p>Computer skills.</p> <p>Report writing skills.</p> <p>Team management skills.</p> <p>Project management skills, including planning.</p> <p>Training skills.</p>	<p>Integrity.</p> <p>Accountability</p> <p>Autonomy.</p> <p>Transparency.</p> <p>Inclusiveness.</p> <p>Initiative.</p> <p>Service orientation.</p> <p>Leading by example.</p>		

Competence 7: Build a compliance focused culture			
PERFORMANCE DESCRIPTION			
The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Liaise and build relationship with all stakeholders of compliance risk management system in the organization, including internal audit and operational risk to increase effectiveness of compliance risk prevention</p> <p>Agree values and assumptions that encourage behaviour that is consistent with the organization's overall vision and strategy for compliance and preventing financial crime</p> <p>Communicate agreed compliance values to people across the organization and motivate them to put these into practice</p> <p>Work with HR Division to assure consistency of the reward system with compliance objectives and policies</p>	<p>Leads by example</p> <p>Works to build consensus around the importance and need for compliance</p> <p>Promotes the power of learning from mistakes</p> <p>Promotes trust and openness</p>	Sectoral
Description updating requirement	Every 3 years		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>European and national current and upcoming regulations relevant for financial services and the organization.</p> <p>The Organization's own rules, procedures and codes of conducts, including Code of Ethics.</p> <p>The business strategies, policies and models of the organization.</p> <p>Compliance management process, including planning, organization, execution, monitoring and reporting.</p> <p>Risks management process: rules and tools, including identification, assessment and mitigation of risk.</p> <p>Internal control systems and processes</p>	<p>Strong communication skills.</p> <p>Presentation skills.</p> <p>Negotiation skills.</p> <p>Team management skills.</p> <p>Leadership.</p>	<p>Integrity.</p> <p>Accountability.</p> <p>Autonomy.</p> <p>Transparency.</p> <p>Inclusiveness.</p> <p>Initiative.</p> <p>Service orientation.</p>		

Competence 8: Build an image of a compliant organization among key external stakeholders

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	Identify, liaise and build relationship with all relevant regulatory and statutory bodies: create key contacts Respond to requests from regulatory, statutory, industry and market bodies to contribute to consultations Identify resources needed to effectively implement relationship strategy	Understands the needs and motivations of other people Honours commitments Enjoys contacts with people	Sectoral
Description updating requirement	Every 3 year		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Regulatory, statutory, industry and market bodies relevant for the compliance function of the organization: their roles and powers.</p> <p>The Organization's own rules, procedures and codes of conducts, including Code of Ethics.</p> <p>The business strategies, policies and models of the organization.</p> <p>Compliance management process, including planning, organization, execution, monitoring and reporting.</p> <p>Risks management process: rules and tools, including identification, assessment and mitigation of risk.</p> <p>Internal control systems and processes.</p>	<p>Strong communication skills.</p> <p>Presentation skills.</p> <p>Relationship building.</p> <p>Persuasion skills.</p> <p>Report writing skills.</p>	<p>Integrity.</p> <p>Accountability</p> <p>Autonomy.</p> <p>Transparency.</p> <p>Inclusiveness.</p> <p>Initiative.</p> <p>Service orientation.</p> <p>Outgoing.</p>		

Developed by WIB, with full consideration given to the content and feedback received from: ABIFormazione Italian Banking Association, Italy, Chartered Institute of Bankers in Scotland, Scotland, The College of Banking, Czech Republic Egyptian Banking Institute ,Egypt, Financial Services Skills Council, The Institute of Banking Education of the National Bank of Slovakia, Hellenic Bank Association, Greece, International Banking Institute, Bulgaria, ITCB Consulting and Training, Hungary, The Portuguese Bank Training Institute, Portugal, Swiss Bankers' Association, Switzerland

Amended November 2008, based on CERTIFIED partners meeting, Lisbon, October 31st 2008

4.3.1.1 Competence profile for compliance process

EQF Level 4

ROLE WITHIN PROCESS	Compliance Officer
PLACE OF WORK	Banks and financial institutions
FUNCTIONAL AREA	Management and Control Reports directly to CEO or Member of Board and to a relevant Board Committee (e.g. Internal Audit Committee) or Board of Directors Independent, but falls under overall supervision of Internal Audit/Internal Control
GOAL OF PROCESS	“An independent function that identifies, assesses, advises on, monitors and reports on the banks compliance risk, that is the risk of legal or regulatory sanctions, financial loss, or loss to reputation a bank may suffer as a result of its’ failure to comply with all applicable laws, regulations, codes of conduct and standards of good practice” (Basel Committee on Banking Supervision)
PROCESS DESCRIPTION	The Compliance process comprises identifying, assessing, advising, training, monitoring and reporting on the compliance risk in the organization as a whole. It is a cross organizational process, involving all people engaged in compliance roles throughout the organization.
KEY ACTIVITIES	Identify, assess and prioritise compliance risks and obligations within the organization, Identify the implications of regulation and legislation for the business: monitor the regulatory environment, Liaise and build relationship with all stakeholders of compliance risk management system in the organization, including internal audit and operational risk to increase effectiveness of compliance risk prevention, Liaise and build relationship with all relevant regulatory bodies: create key contacts, Respond to requests from regulatory, statutory, industry and market bodies to contribute to consultations, Gather and disseminate information about compliance requirements throughout the organization, Advise on compliance risk, recommending policies, rules and procedures to mitigate compliance risks, Advise on the regulatory implications of business strategies,

	<p>Approve policies, rules and procedures for any new products prior to launching to mitigate compliance risks.</p> <p>Prepare annual Compliance Plan/Programme and review Prepare and perform an annual review of the Compliance Policy Identify, investigate and resolve non-compliant activities Prepare for and manage compliance inspections by the regulator Monitor and report on compliance risk following agreed reporting lines and schedules, Assure adequate competence level of employees in compliance issues: assure and provide adequate training, Build a compliance culture throughout the organization,</p>
KNOWLEDGE	<p>A sound knowledge of:</p> <p>Financial Services Sector: markets, structures, standards and products European and national current and upcoming regulations relevant for financial services and the organization The Organization's own rules, procedures and codes of conducts, including Code of Ethics The business strategies, policies and products of the organization Compliance management process, including planning, organization, execution, monitoring and reporting Risks management process: rules and tools, including identification, assessment and mitigation of risk Internal control systems and processes;</p>
SKILLS	<p>Strong communication skills Presentation skills Negotiation skills Analytical skills Computer skills Data finding skills Report writing skills Relationship building skills Team management skills Problem solving skills Project management skills, including planning</p>

ATTITUDES	Integrity Accountability Autonomy Transparency Inclusiveness Initiative Service orientation Non-conformism Holistic Approach
OVERALL PROFILE OF KEY ROLES	A Compliance Officer is a generalist. Experience in legal issues of the business, good understanding of risk management and in-depth business expertise is recommended. Strong communication skills are important

This outline has been prepared by WIB with the application of information, materials and feedback received from EBTN members from Bulgaria, Czech Republic, Egypt, Greece, Hungary, Italy, Portugal, Scotland, Slovakia, Switzerland.

4.3.1.2 Validation Report Focus Group Compliance Officer

GROUP RESPONSES TO QUESTIONS	
Brief Summary and Key Points	Notable Quotes
<p>In general, the group highly appreciated the results of the project as it was presented. They supported the competence-based approach to certification, the process orientation in deriving a competence profile and the modularity of the framework.</p> <p>Competence framework and formats The framework and formats were made clear, usable and friendly. The group strongly opted for attitudes to be presented at the level of competence profile, arguing that attitudes are general categories and it is difficult to differentiate them at the level of core competence or of element of competence. Repeating the same attitudes for all competences was not considered a good idea. Similarly, performance descriptions together with key activities should be developed at the level of core competence, instead of at the level of element of competence. It was not clear what quality criteria were expected to provide or cover (the attempt to provide those in the description of CRM profile did not help in this case). The use of critical behaviours did not add value to the overall description as it repetitively included attitudes and skills. The recommendation was to transfer attitudes to the overall pool at the level of profile and skills to the skills section for a core competence.</p> <p>This exercise should prove if we would loose something by simplifying the descriptions. The use of levels in the updating requirement is misleading: do not show it as levels or reformulate.</p> <p>There was some doubt if the columns for sector specific elements are needed. It was commonly agreed that the certification should be developed and positioned for level 4 of EQF as more general and universal and hence more widely applicable for the European financial services sector.</p> <p>Identification of the characterizing competences units in each field The group recommended the following modifications: ▪ Reformulate Core competence 3: "Identify and resolve non compliant activities"</p>	<p>"It is important that certification requirements mirror real life demands of a professional role in the working place"</p> <p>"Too detailed descriptions make the competence qualification more rigid, less flexible and thus less applicable"</p> <p>"Attitudes are quite broad and intertwined in nature and hence it is difficult to attribute then at a very detailed level of an element of competence, or even core competence"</p> <p>"Assurance is more a higher management competence. On EQF level 4, it appears to be too much to demand"</p>

- Reformulate Core competence 2: “Effectively manage compliance risk in the organization”. Given that the recommendation was to place the qualification on level 4, assuring effectiveness was rendered too much to be required from the certificate holder at this level.

Competence fields descriptions

The group recommended the following modifications:

- Competence 1, Performance description. Modify Activity 1: Identify all laws, regulations and rules relevant for the business of your organization, including the Ethics Code and corporate culture. Add new activity: “Monitor upcoming new rules and legislature, both at European and national levels, that might be significant for the business of your organization.
 - Competence 2, Performance description. Add new activity: Develop methodology, principles and procedures for the compliance risk management process
 - Competence 2, Performance description. Add new activity: Mitigate compliance risk: develop and implement mitigation tools.
 - Competence 2, Performance description. Modify activity: develop methods and measurement criteria to evaluate the effectiveness of the solutions adopted for the compliance risk management.
 - Competence 2, Performance description. Modify activity: Monitor, test and report on compliance risk following agreed reporting lines and schedules; Add activity: Coordinate relevant activities with Internal Audit and Operational Risk functions within the organization.
 - Competence 3, Performance description, Add activity: Monitor action plans for non-compliant activities.
 - Competence 4, Knowledge: Add “Corporate MIS and reporting system; Modify : Internal control models, systems and procedures.
-
- Competence 5, Updating requirement, Change: every 3 years.
 - Competence 6, Performance description, Add activity: Work with HR to measure adequacy of competence of staff for compliance purposes.
 - Competence profile, Attitudes, Add attitudes: non-conformism, holistic approach.

Competence assessment

The group reconfirmed the challenge of verifying competences, especially with regard to skills and behavioural elements. The need for a realistic and feasible solution was emphasised. Self-evaluation was much supported as a good tool for professional self awareness and responsibility for continuous development. The use of a/b/c/d/e levels for the self-assessment grid was much appreciated. There was a recommendation to formulate level “e” in terms of complexity and

predictability of situations a person can perform and management capabilities expected by the certificate holder. There was a call for a non-performing level, but it was not a unanimous opinion that it was needed. The group recommended a wider use of case studies and project work within the examination model. Portfolio of evidences was made problematic and unrealistic, leaving the 3rd party confirmation as the only option for catching the behavioural dimension of competence. The 3rd party could be the employer (irrespective of the type of employment, e.g. institutions using freelance services from an individual could issue a confirmation). A confirmation for a sectoral non-governmental organization/professional bodies should be accepted, but confirmation from clients should not be used. The group supported introduction of a CPD requirement monitored within 2-year intervals. 20-36 hours of development effort was recommended. One could also indicate the core areas for CPD effort, e.g. ethics.

Usability of competences framework

In general, the framework was viewed as relevant to the business context of financial institutions today. The critical factor is profiling competences, so that they mirror business processes. Going away from job descriptions was the right approach. The group opted for less details rather than more details, as this leaves room for corporate modifications (given the differences in approach taken by different financial institutions) and limits mistakes in elements which are more integrated in nature (e.g. attitudes, some activities). Limits of time did not allow the elaboration of this topic in the discussion

Comments and Observations

The group was very engaged in the discussion which shows their interest in the contents and results of the project. Good follow-up and a well planned, solid implementation plan is critical to sustain the interest in the new certifications. Integration of key feedback collected during validation and piloting is important for a successful implementation.

More information is needed on EU developments in the area of competence-based qualifications, EU wide recognition of qualifications and employees' mobility.

4.3.2 Customer Relationship Management ***The Portuguese Banking Training Institute - IFB (Portugal)***

Competence grid for Customer Relationship Management process

EQF LEVEL 4

Core Competences

5. Developing relationship with retail clients.
6. Developing relationships with private clients.
7. General data and information management.
8. Provision of solutions to match consumer needs/proposal.
9. Relationship management.
10. Analysis of return and cost of financial operation.

Core Attitudes

- Client orientation
- Self direction
- Result orientation
- Receptivity
- Proactiveness
- Creativity
- Initiative
- Adaptability to constant change
- Teamwork
- Fit into different social and professional settings
- Deal with stress
- Empathy

4.3.2.1 Competence Profile for Customer Relationship Manager

EQF LEVEL 4

ROLES WITHIN THE PROCESS	Customer relationship manager. Customer account manager. Personalised service provider/manager.
PLACE OF WORK	Banks, Savings banks, Investment companies, Financial Leasing Companies, Factoring companies, Credit Purchase Financing Companies and other financial companies.
FUNCTIONAL AREA	<ul style="list-style-type: none"> - Commercial area. - Works in collaboration with marketing and customer services areas.
GOAL OF THE PROCESS	<ul style="list-style-type: none"> - To help a company to organize and manage customer relationships aiming to obtain loyalty and satisfaction from clients, in order to guarantee effective profitable sales. - To initiate, maintain and expand long term, rewarding and profitable relationships with clients in the retail segment.
PROCESS DESCRIPTION	The CRM process comprises managing customers' relationships with the institution, providing personalised advice and monitoring their portfolios in order to meet their needs and enter into deals of interest to the institution.
KEY DUTIES	<ul style="list-style-type: none"> - Providing personalised service to customers, including independent professions (self-employed) and small businesses (small companies). - Analysing client needs - Providing tailor-made solutions - Analysing client satisfaction - Advising customers on the bank's products and services. - Advising customers on how to manage their assets. - Preparing customer files on current operations in their activity. - Calculating the return or cost of financial operations using computer software. - Possibly participating in preparing opinions on customers' proposals. - Prospecting for new customers. - Drawing up reports on activities. - Managing and developing his/her commercial activity.
KNOWLEDGE	<p>A sound knowledge of:</p> <ul style="list-style-type: none"> - Analysing economic and financial diagnoses. - Sales and negotiation techniques - Types of clients and their life circles: segmentation

	<ul style="list-style-type: none"> - The products and services offered by the bank. - Taxation on the bank's products and services. - CRM instruments/tools. <p>General knowledge of:</p> <ul style="list-style-type: none"> - Financial maths and analysis. - Marketing. - Accounting. - Economics and management.
SKILLS	<ul style="list-style-type: none"> - Client profiling and needs analysis - Sound computer skills - Ability to identify and use specific reporting options available in the data system. - Performing general banking operations. - Ability to conduct sales interviews. - Ability to use and interpret information on the branch's socio-economic context. - Personal and telephone communication skills – active listening, reformulation and skills of reasoning and persuasion. - Ability to use the right language for each interlocutor - Ability to share useful and pertinent information to the rest of the team. - Ability to deal with complaints.
ATTITUDES	<ul style="list-style-type: none"> - Client orientation - Self direction - Result orientation. - Receptivity. - Proactive. - Creativity. - Initiative. - Adaptability to constant change. - Teamwork. - Fit into different social and professional settings. - Deal with stress. - Empathy
EXPERIENCE – CAREER PATH	<ul style="list-style-type: none"> - University degree in Management or Marketing (is preferred). - Real working experience (at least 4 years) in a marketing, sales or customer service department in a Financial Institution as: marketing assistant manager, account supervisor, key account manager, sales manager, with effective use of communications and information technology for financial services management. - Self standing capabilities, collaboration skills, creativity - IT literate. - In-depth understanding of CRM. - Should be considered a mentor to provide support and guidance.

4.3.2.2 Validation Report Focus Group Customer Relationship Manager

BACKGROUND INFORMATION	
USERS PROFILE	
Number of participants	14
Professional profile	10 CRM /Personal Managers 4 Human Resources Managers
Organisation category	x Bank <input type="checkbox"/> Financial Service Organisation <input type="checkbox"/> Academic Organisation <input type="checkbox"/> Non-governmental Organisation <input type="checkbox"/> Other
Experience in the field	x Advanced x Intermediate <input type="checkbox"/> Beginner

GROUP RESPONSES TO QUESTIONS	
Brief Summary and Key Points	Notable Quotes
<p>The majority of the participants involved in this focus group considered the project as an interesting step to certification. They welcomed the competence based approach to certification, process orientation in deriving a competence profile as well as the framework adopted.</p> <p>Competence framework and formats</p> <p>The framework and formats were considered clear, usable and friendly. It was referred that it would be easier to follow either performance or competence criteria.</p> <p>The structure of the template was considered by the majority as complete and broad, covering all the main issues, analysing correctly a competence. However, one participant remarked that the background and training was missing in the structure of the template.</p> <p>As for the template itself, all the items were considered important, though a minor number of participants considered the template too extensive.</p>	

There were suggestions concerning the possibility of creating tools to measure competences acquisition and maintenance.

There was a suggestion to emphasise the commercial attitude of the CRM.

Identification of the characterising competences units in each field

The group considered that the characterizing competence units used to describe CRM competences were relevant and referred that the focus should be given on the good practices of commercial management. Only few considered there was a slight deviation from the reality.

For most of the participants the identified competences for CRM were concentrated not in one but in several profiles.

Competence fields descriptions

The group recommended the following modifications:
consider a wider focus on the human aspect; include diagnosis / advisement (MIFID), include the measurement of the real performance (competences use).

Competence assessment

The group recommended the identification of levels to measure the competence in real working context.

Some participants pointed out the complexity of the certification process due to some subjectivity in the portfolio material.

The assessment tools considered more adequate by the group was the assessment centre (written exam, for skills and knowledge + simulation or role play, for attitudes and behaviours).

In what concerns the self-assessment grid, the majority of people performing similar function, classified their performance as “more autonomous” rather than more “under supervision”. To be more coherent with our reality, some participants believe that self-assessment should be revised with a scale from “excellent performance” to “performance under supervision” or from “A – excellent performance” to “E – performance under supervision”

Usability of competences framework

In general, the framework was seen as important to the business context of financial institutions today. The framework can be integrated in the training design processes and can be adaptable to the assessment and certification process, even though it does not allow a proper measuring of competences as it stands.

A participant observed that the present framework represents more a static view of a competence than a dynamics one.

It was referred that the proposed framework can have other use, like remuneration politics.

Comments and Observations

The group was motivated, showing their interest in the contents and development of the project.

The importance of the follow up as well as a solid implementation is fundamental to sustain the interest in the new certifications.

The model for assessing competences must be well balanced and wide enough to cover all aspects of competence: knowledge, skills and behaviours, and should consider an evolutionary approach to the certification.

Competence 1: Developing Relationship With Retail Clients

PERFORMANCE DESCRIPTION

The candidate is able to:	<i>Key Activities</i>	<i>Key Performance Indicators</i>	Sectoral Competence	
	Diagnose a customer financial situation	Analyse all the details in order to maximise customer profitability		
	Advise customers on banks products and services	Share of wallet Product market share New retail customers		
	Identify the products that fit in each segment	Deep familiarity with banks products and services		
	Identify different types of clients/ segments	Define an effective segmentation criteria Customer segment profitability emphasis		
	Identify the causes that led to the complaints and overtake them.	Customer satisfaction index Conduct complaints to the proper department and make sure that they will not happen again		

Updating requirements for the competence descriptions:	Needs to be reviewed every 3 years
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Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Knowledge of the products and services sold by the bank</p> <p>Knowledge of consumer behaviour and buying processes</p> <p>Knowledge of how to identify customer needs</p> <p>Deep knowledge of what segmentation is</p> <p>knowledge of the taxation on bank's products and services</p> <p>Deep knowledge of CRM instruments/tools</p> <p>Knowledge of the difference between transactional selling and selling to build a relationship</p> <p>Basic knowledge of the key drivers of the national and international market</p>	<p>Ability to recognise value/ potential value of a customer</p> <p>Ability to cross-sell products/ services ("share of Wallet")</p> <p>Ability to use sales and negotiation techniques</p> <p>Ability to articulate your thoughts in a convincing way</p> <p>Ability to deal with complaints</p> <p>Active listening</p> <p>Communication skills</p> <p>Ability to use the results of measurement and monitoring processes so to setup a suitable solution</p> <p>Using IT tools</p>	<p>Deontology and professional ethics</p> <p>Customer oriented</p> <p>Proactive</p> <p>Ability to feel empathy for a person, without taking the situation personally</p> <p>Ability to express your ideas and proposals</p> <p>Using appropriate terminology</p> <p>Respecting times and assignments</p> <p>Focusing on objectives</p> <p>To be assertive, to focus on facts instead of emotions</p>		

Competence 2: Developing Relationship With Private Clients

PERFORMANCE DESCRIPTION

The candidate is able to:	<i>Key activities</i>	<i>Key Performance Indicators</i>
	Provide personalised service to customers	Customer satisfaction index Recognise clients preferences
	Match the available institutional solutions with clients needs	Effort on deeply knowing each client and their expectations
	Advise customers on how to manage their assets	Show competence, knowledge and skills Identify customer needs Total clients assets
	Analyse economic and financial diagnoses	Look up for reliable information sources Follow ethical principals and honesty
	Build a commercial strategy Manage and develop his/her commercial activity	Focus on results New Private customers
	Develop strong and complete contacts list	Classify the clients according to institutional criteria Networking oriented

Updating requirements for the competence descriptions:

Needs to be reviewed every 3 years

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
Knowledge of the key drivers of the national and international financial markets	Ability to use proper language with different interlocutors	Attention to the consumer		
Knowledge of the products and services sold by the bank	Ability to deal with complaints	Receptivity		
Knowledge of taxes matters	Ability to set up meetings with clients (private e corporate)	Proactiveness		
Knowledge of the taxation on bank's products and services	Flexibility to deal with different kinds of clients	Creativity		
Knowledge of analysing economic and financial diagnoses	Ability to use sales and negotiation techniques	Initiative		
Knowledge of CRM instruments/tools	Use of different delivery channels available to build consumers relationship	Availability		
Knowledge of consumer behaviour and buying processes	Ability in what concerns time managing and the identification of priorities	Team spirit		
Knowledge to satisfy customer needs in a profitable manner				

Competence 3: General Data and Information Management

PERFORMANCE DESCRIPTION

The candidate is able to:	<i>Key Activities</i>	<i>Key Performance Indicators</i>
	Operations & Process management	Prepare customer files on current operations in their activity
	Deal with management information, namely build personalised commercial proposals	Use properly CRM tools Deal with customer expectations
	Identify the customer value to the institution	Coverage of all relevant (objective and subjective) aspects Customer LTV (Life Time Value)
	Monitor the competition in order to prepare best offers to the clients	Identify the key advantages of the institution with higher impact among the clients Using Industry reports

Updating requirements for the competence descriptions:

Needs to be reviewed every year

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Knowledge of techniques for information processing</p> <p>Knowledge of techniques for information analysis</p> <p>Knowledge of information management solutions (e.g. business and financial information)</p> <p>Knowledge of IT developments</p> <p>Knowledge of financial markets</p>	<p>Ability to use the web to perform targeted search engines</p> <p>Ability to use data mining tools and related statistical tools to extract data which is coherent with the search actions</p> <p>Ability to use taxonomies and other kinds of classifications</p> <p>Ability to use information management solutions in a way consistent with one`s needs</p> <p>Ability to identify one`s needs and ask for specific applications</p> <p>Ability to identify the specific reporting options available in the data system</p> <p>Ability to identify the most suitable system functionalities for performing the assigned tasks</p> <p>Ability to present the collected/ processed data and information in an appropriate way</p> <p>Ability to make descriptive statements and comments on the collected/processed data and information</p>	<p>Diligent</p> <p>Deontology care and mind for professional ethics</p> <p>Customer focus</p> <p>Efficiency/ accuracy</p> <p>Results-driven</p> <p>Professionalism</p> <p>Honesty</p> <p>Accountability</p> <p>Holistic approach</p> <p>Be open to on-going training and updating</p> <p>Be proactive</p>		

Competence 4: Provision of solutions to match consumer needs/proposal

PERFORMANCE DESCRIPTION

The candidate is able to:	<i>Key Activities</i>	<i>Key Performance Indicators</i>
	Understand what clients desire from a financial institution/ proposal/ product and adopt the adequate strategy towards clients fidelity	Understand clients life-cycle Customer profitability Use adequate language for each client
	Gather relevant information to set up an effective negotiation	Using properly CRM tools Using Industry reports
	Guarantee effective profitable relationship and obtain a win-win approach in every negotiation	Respecting all phases of a negotiation New customers

Updating requirements for the competence descriptions:

Needs to be reviewed every 3 years

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Knowledge of institutional products</p> <p>Knowledge of products offered by competitors</p> <p>Knowledge of procedures related to products selling</p> <p>Knowledge of procedures related to post selling support</p> <p>Knowledge of marketing techniques</p> <p>Knowledge of consumers behaviour patterns</p> <p>Knowledge of how the bank should satisfy customer needs in a profitable manner</p> <p>Knowledge of internal rules and regulations</p> <p>Knowledge of market rules and regulations</p> <p>Knowledge of professional deontology</p>	<p>Ability to understand customers needs</p> <p>Ability to spot opportunities</p> <p>Ability to assess the possible consequences resulting from a decision</p> <p>Ability to set a professional relationship with other people</p> <p>Ability to use a professional/ technical vocabulary</p> <p>The inputs/ requests/ needs expressed by colleagues and customers</p>	<p>Flexibility</p> <p>Capacity to think independently, and to apply the innovation within the organisations rules and regulations</p> <p>Customer focus</p> <p>Manage time properly</p> <p>Focusing on objectives</p> <p>Respecting tasks and assignments</p> <p>Ability to anticipate requests and needs from colleagues and customers</p>		

Competence 5: Relationship Management

PERFORMANCE DESCRIPTION

The candidate is able to:	<i>Key Activities</i>	<i>Key performance Indicators</i>
	Develop and maintain a solid relationship with clients	Be always available Periodical management of the contacts Customer satisfaction index Customer Retention Customer LTV (Life Time Value)
	Prepare customers proposals	All the information concerning products/ services regulations should be presented
	Identify and suggest the adequate product for each client	Share of wallet / cross selling / up selling Deep familiarity with banks products and services
	Understand the needs/expectations of different kinds of customers, managing effective communication	The empathy as a key to the success
	Analyse client satisfaction: conceive and pass satisfaction inquiries to clients	Respect the building rules of a questionnaire

Updating requirements for the competence descriptions:

Needs to be reviewed every 3 years

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Knowledge of consumer behaviour and processes</p> <p>Knowledge that different customers/consumers groups have different value to the organisation</p> <p>Knowledge of the importance of relationship management in attaining customers value</p> <p>Knowledge of the difference between transactional selling and selling to build a relationship</p> <p>Knowledge of the importance of making customers recognise they are valued by the organisation</p> <p>Sound knowledge of consumer behaviour</p> <p>Sound knowledge of the stages in the consumer buying processes</p>	<p>Ability to conduct sales interviews</p> <p>Ability to cross-sell and up-sell</p> <p>Ability to use proper language with different interlocutors</p> <p>Ability to cross-sell products/ services to strengthen customer relationships</p> <p>Ability to deal with complaints</p> <p>Ability to recognise value/potential value of consumer</p> <p>Ability to identify significant changes of a consumer during different life stages</p> <p>Ability to make clear agreements</p> <p>Communication skills</p>	<p>Customer oriented</p> <p>Managing time according to priorities</p> <p>Using appropriate professional behaviour</p> <p>Respecting tasks and assignments</p> <p>Be proactive</p>		

Competence 6: Analysis of Return and Cost of Financial Operation

PERFORMANCE DESCRIPTION

The candidate is able to:	<i>Key Activities</i>	<i>Key performance Indicators</i>
	Calculate the return of cost of financial operations, using computer software - Analyse the risk of credit operations (up to some amount)	Pay attention to details Gather effective information Total segment / Client expenses Total Process cost
	Diagnose a customer asset situation and advise customers on how to manage their portfolio	Use properly CRM tools Total clients assets
	Plan future actions concerning commercial activity	Reach a Win-win result – both client and institution are satisfied
	Draw up reports on activities	Industry reports / benchmarks Build simple but effective reports

Updating requirements for the competence descriptions:	Needs to be reviewed every year
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Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Knowledge of general banking operations</p> <p>Knowledge of the products/ services sold by the bank</p> <p>Knowledge of techniques for information processing</p> <p>Basic knowledge of techniques for information analysis</p> <p>Knowledge of internal rules and regulations</p>	<p>Ability to interpret relevant information</p> <p>Ability to assess the possible consequences resulting from a decision</p> <p>Ability to use a professional/ technical vocabulary</p> <p>Ability to be inventive about options</p>	<p>Understanding and applying specific action lines as defined by the existing regulations</p> <p>Focusing on objectives</p> <p>Ability to identify problems possibly emerging from a task</p> <p>Mind the details</p> <p>Be proactive</p>		

4.3.3 Branch Management

4.3.3.1 Competence Profile for Branch Manager *The Hellenic Banking Association HBA - Greece*

COMPETENCE GRID FOR BRANCH MANAGEMENT PROCESS

PROFESSIONAL ROLE: BRANCH MANAGER

EQF Level 4

CORE COMPETENCES:

A competent Branch Manager of a small or medium-sized branch (10-15 employees) of a commercial/savings bank (mainly oriented to the national market) should be able to:

1. Monitor and assess the local economic environment
2. Comprehend general rules and guidelines set by the bank's Management for the organisation as a whole and identify their local implications
3. Communicate internal/external, market/institutional changes to the branch staff and assure their effective incorporation in the branch operations
4. Manage operations
5. Manage people
6. Understand implications of branch performance on the bank as a whole and provide feedback to the bank's Management

CORE ATTITUDES

Result orientation
Customer orientation
Leadership
Authority/persuasiveness
Integrated approach
Managerial competences
Forward looking
Flexibility
Team work
Synthetic thinking

Competence 1: Monitor and assess the local economic environment

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Map products and services provided by the bank and its competitors in the branch's region</p> <p>Collect business data and analyse trends (national/local)</p> <p>“Translate” environment characteristics into banking business terms.</p> <p>Project environment characteristics and their evolution to prevailing and foreseen infrastructure, human resources and administrative arrangements at the branch level.</p>	<p>Efficiently identify macro-micro- elements in the economy / market according to relevance to branch operations.</p> <p>Conduct SWOT analyses based on reliable environmental indicators.</p> <p>Draw accurate conclusions based on analysis.</p>	<p>Universal</p>
<p>Description updating requirement</p>	<p>Every 3 years</p>		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Basic knowledge of economics, finance and statistics.</p> <p>Understanding of socioeconomic structures (national/local).</p> <p>Knowledge of the characteristics of banking products and services.</p> <p>Knowledge of bank's involvement in various products and services .</p> <p>Knowledge of competitors' strategies and practices</p>	<p>Data finding skills.</p> <p>Presentation skills.</p> <p>Analysis skills.</p> <p>Computer skills.</p> <p>Report writing skills.</p> <p>Communication skills.</p> <p>Ability to spot and exploit opportunities.</p> <p>Ability to prioritize</p>	<p>Competitiveness orientation.</p> <p>Inquisitiveness.</p> <p>Understand the needs and motivations of others.</p> <p>Customer orientation.</p> <p>Forward looking.</p> <p>Result orientation</p>		

Competence 2: Comprehend general rules and guidelines set by the bank’s management for the organisation as a whole and identify their local implications

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Collect and study bank’s management guidelines and circulars</p> <p>Participate in periodic meetings with bank’s Management</p> <p>Assess their impact on branch’s operations and activities</p> <p>Transform impact assessment into internal branch guidelines and working methods</p> <p>Identify adaptation difficulties and devise solutions</p>	<p>Perceive bank’s management guidelines accurately and operate on a top-down approach.</p> <p>Be well prepared for active participation in meetings with bank’s management.</p> <p>Efficient reconciliation of constraints, expectations and targets.</p>	Universal
Description updating requirement	Every 3 years		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>The organisation’s own rules.</p> <p>Procedures and basic strategy.</p> <p>Products and services offered by the bank.</p> <p>Local market’s demand for banking products and services.</p> <p>Competitors’ strategies and practices.</p>	<p>Communication skills.</p> <p>Presentation skills.</p> <p>Analysis skills.</p> <p>Computer skills.</p> <p>Report writing skills.</p> <p>Budgeting skills.</p>	<p>Customer orientation.</p> <p>Inquisitiveness.</p> <p>Forward looking.</p> <p>Quality approach to work.</p> <p>Corporate thinking.</p> <p>Compliant.</p> <p>Result orientation.</p>		

Competence 3: Communicate internal/external, market/institutional changes to the branch staff and assure their effective incorporation in the branch operations

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Prepare and circulate internal branch guidelines and circulars.</p> <p>Set targets and deadlines.</p> <p>Hold regular meetings with branch staff to present, discuss and justify changes.</p> <p>Allocate tasks.</p> <p>Coach staff whose activities are affected and resolve problems.</p> <p>Regularly monitor implementation.</p> <p>As a result of monitoring, revise guidelines periodically.</p>	<p>Create internal communication tools requiring minimum effort to comprehend and adopt.</p> <p>Be able to hold short meetings and still achieve a high degree of consensus and compliance.</p> <p>Allocate tasks with minimum discrepancy between employees' skills, personalities and aspirations</p>	<p>Universal</p>
<p>Description updating requirement</p>	<p>Every 3 years</p>		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Deep knowledge of job profiles and required competences.</p> <p>Technical and administrative aspects of required changes.</p> <p>Knowledge of “change management” basic principles.</p> <p>Knowledge of “team-building” basic principles.</p>	<p>Communication skills.</p> <p>Analysis skills.</p> <p>Report writing skills.</p> <p>Team management skills.</p> <p>Project management skills.</p> <p>Budgeting skills.</p> <p>Negotiation skills.</p> <p>Problem solving skills.</p> <p>Ability to prioritize.</p> <p>Handling complaints.</p>	<p>Empathy.</p> <p>Leading by example.</p> <p>Decisiveness.</p> <p>Drive for improvement.</p> <p>Understand the needs and motivations of others.</p> <p>Fairness.</p> <p>Flexibility.</p> <p>Setting and keeping deadlines.</p>		

Competence 4: Manage operations			
PERFORMANCE DESCRIPTION			
The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Supervise the sales process and ensure that the branch staff have all the needed information and resources to provide quality service to the target customers.</p> <p>Occasionally participate in sales process (special cases).</p> <p>Actively participate in credit procedures as specified in the Credit Regulation and the applicable circulars.</p> <p>Carry out audits according to the bank’s procedures and policies.</p> <p>Review and jointly sign along with the</p>	<p>Effective project management</p> <p>Efficient reconciliation of constraints, expectations and targets</p> <p>Design and implement customer satisfaction measurement tools</p> <p>Be up to date with bank’s rules and procedures</p>	Sectoral

	<p>Operations Officer the branch's account reconciliations.</p> <p>Communicate with the relevant central division of the bank, as necessary, in order to solve any problems and provide the best possible service to customers.</p> <p>Build direct relationship with key customers of the branch and provide personalized advice on more complex credit products or investment products</p> <p>Approve credits granted to customers (current, sight accounts)</p> <p>Approve the purchasing of cheques for any reason and for the amount exceeding the Operation Officer's limit and validate any transactions above the limits of Operations and Customer Service Officers.</p> <p>Monitor the evolution of the branch's operations, any divergence from specified targets and approve the relevant expenses provided they do not exceed the branch's budget.</p> <p>Communicate with the relevant central division of the bank, as necessary, in order to solve any problems and provide the best possible service to customers</p>	<p>Implement standard banking business KPIs and devise new, customized ones</p>	
<p>Description updating requirement</p>	<p>Every 3 years</p>		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Basic knowledge of economics, finance and statistics.</p> <p>Understanding of socioeconomic structures (national/local).</p> <p>Deep knowledge of the characteristics of banking products and services.</p> <p>Basic knowledge of competitors' strategies and practices.</p> <p>The organisation's own rules.</p> <p>Procedures and basic strategy.</p> <p>Products and services offered by the bank .</p> <p>Local market's demand for banking products and services.</p> <p>Knowledge of "Change Management" basic principles.</p> <p>Technical and administrative aspects of required changes.</p> <p>Project management principles</p>	<p>Strong communication skills.</p> <p>Presentation skills.</p> <p>Analysis skills.</p> <p>Computer skills.</p> <p>Report writing skills.</p> <p>Project management skills.</p> <p>Budgeting skills.</p> <p>Problem solving skills.</p> <p>Handling complaints.</p> <p>Ability to spot and exploit opportunities.</p> <p>Ability to use IT solutions.</p> <p>Ability to prioritize.</p>	<p>Customer orientation.</p> <p>Competitiveness orientation.</p> <p>Empathy.</p> <p>Forward looking.</p> <p>Corporat thinking.</p> <p>Compliant.</p> <p>Inquisitiveness.</p> <p>Learning from mistakes.</p> <p>Flexibility.</p> <p>Pro-activity.</p> <p>Setting and keeping deadlines.</p> <p>Understand the needs and motivations of others.</p>		

Competence 5: Manage people			
PERFORMANCE DESCRIPTION			
The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Conduct periodic evaluations of branch staff performance</p> <p>Identify training needs and make the necessary arrangements for the staff to receive the required training</p> <p>Identify any problems in general working conditions within the branch and devise their solutions</p> <p>Meet individually with members of the staff to discuss their performance and receive suggestions for improvement</p> <p>Provide guidance when needed</p>	<p>Build a sense of common purpose</p> <p>Effective project management</p> <p>Efficient reconciliation of constraints, expectations and targets</p> <p>Implement standard employees' performance recognition tools and devise new, customized ones</p> <p>Be up to date with bank's HR rules and procedures</p> <p>Create continuous training opportunities and inspire participation</p>	Universal
Description updating requirement	Every 3 years		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>Understanding of socioeconomic structures (national/local).</p> <p>Deep knowledge of the characteristics of banking products and services.</p> <p>Basic knowledge of competitors' HR practices.</p> <p>The bank's HR procedures and policies.</p> <p>Knowledge of "Change Management" basic principles.</p> <p>Deep knowledge of job profiles and required competences.</p> <p>Technical and administrative aspects of required changes.</p> <p>Project management principles.</p> <p>Human Resources management and development principles.</p> <p>Manpower planning principles.</p>	<p>Strong communication skills.</p> <p>Presentation skills.</p> <p>Analysis skills.</p> <p>Report writing skills.</p> <p>Team management skills.</p> <p>Project management skills.</p> <p>Negotiation skills.</p> <p>Handling complaints.</p>	<p>Responsiveness.</p> <p>Decisiveness.</p> <p>Fairness.</p> <p>Drive for improvement.</p> <p>Competitiveness orientation.</p> <p>Empathy.</p> <p>Leading by example.</p> <p>Drive for excellence.</p> <p>Forward looking.</p> <p>Corporate thinking.</p> <p>Learning from mistakes.</p> <p>Be open to ongoing training and updating of staff's competences.</p> <p>Flexibility.</p> <p>Understand the needs and motivations of others.</p>		

Competence 6: Understand implications of branch performance on the bank as a whole and provide feedback to the bank's Management

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<p>Continuously monitor branch performance (branch business plan)</p> <p>Regularly report on branch performance to the bank's supervising division</p> <p>Communicate with the relevant central division of the bank, as necessary, in order to solve any problems and provide the best possible service to customers</p> <p>Participate in periodic meetings with bank's Management</p>	<p>Present branch operations accurately and operate on a bottom-up approach</p> <p>Deliver reports to the bank's management requiring minimum effort for comprehension and performance evaluation</p>	<p>Universal</p>
Description updating requirement	<p>Every 3 years</p>		

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>The organisation's own rules.</p> <p>Procedures and basic strategy.</p> <p>Products and services offered by the bank.</p> <p>Local market's demand for banking products and services.</p> <p>Basic knowledge of competitors' strategies and practices</p>	<p>Communication skills.</p> <p>Presentation skills.</p> <p>Analysis skills.</p> <p>Computer skills.</p> <p>Report writing skills.</p> <p>Budgeting skills.</p>	<p>Competitiveness orientation.</p> <p>Inquisitiveness.</p> <p>Customer orientation.</p> <p>Forward looking.</p>		

Developed by the Hellenic Banking Institute,
with full consideration given to material and information received from: Warsaw Institute of Banking,
Instituto de Formacao Bancaria, CERTDP, CIOBS

Finalised in November 2008, following feedback from WIB and Scierter after the CERTIFIED partners' meeting in Lisbon (October 2008).

4.3.3.2 Validation Report Focus Group Branch Manager

BACKGROUND INFORMATION	
USERS PROFILE	
Number of participants	7
Professional profile	2 Trainers and former bank executives 2 University professors and former bank executives 1 Branch manager 1 Bank training designer 1 Bank training institute executive – moderator of the group
Organization category	x Bank <input type="checkbox"/> Financial Service Organization x Academic Organization <input type="checkbox"/> Non-governmental Organization x Bank training provider
Experience in the field	x Advanced <input type="checkbox"/> Intermediate <input type="checkbox"/> Beginner

GROUP RESPONSES TO QUESTIONS	
Brief Summary and Key Points	Notable Quotes
<p>All the participants in the focus group expressed their appreciation for the project as a whole and for its competence-based approach. They considered the draft competence profile discussed to be complete and comprehensive, and their comments – as incorporated in the final version of the BM competence profile – aimed at producing a result that would not only include all the desired competences for a Branch Manager, but also be realistic enough to put to practical use.</p>	

Competence framework and formats

The competence framework was deemed as a step towards the right direction for the modernization of professional training.

Regarding the competence profile template some ideas were expressed on how to make it clearer and more user-friendly. In particular:

1. It was mentioned by two participants that it would be better to record the attitudes only at the core competences level (i.e. core attitudes) and not in the analysis of each competence, as there are often overlaps, the profile becomes too detailed and thus impractical in terms of assessment.
2. The definition of the “updating requirement” component was not clear to all the participants. It was proposed to rename it as “performance description revaluation requirement”.

Identification of the characterizing competence units

The group considered the characterizing competence units identified for BM to be accurate and complete. Slight re-wordings were proposed to make the core competence titles clearer and more to the point.

All the participants agreed that the identified competences for BM were not found only in the BM profile and – with the exception of competence 4 – that they were also not restricted to the banking sector.

Competence descriptions

For practical reasons, the participants proposed to divide competence 4 (“Manage people and operations”) into two parts (“Manage operations” and “Manage people”).

Other suggestions that have been incorporated in the final version of the profile were aimed at limiting overlaps and rendering the description easier to use and assess.

Competence assessment

The group suggested inserting levels, at least for knowledge and skills, in order to measure them more accurately.

With regard to the personal portfolio proposed as a means to assess a candidate, it was recommended that detailed specifications should be provided to candidates, mainly to determine what would be appropriate to be included in it.

One participant also expressed the view that the proposed “line manager approval” tends to add a subjective element to the

assessment, if such an approval refers to validation of skills and attitudes. Therefore, it should either be combined with some additional tool (e.g. psychometric test) or other options should be considered.

Case studies were proposed as a useful addition to a multiple choice written exam, while an oral exam–interview (including role playing and case studies) was considered appropriate for the assessment of skills and attitudes.

Usability of competence framework

The group thought that training institutes, HR bank departments and existing or prospective bank employees may greatly benefit from the use of the proposed framework.

Especially for HR banks’ departments, it was suggested that the competence framework may be used in different ways (e.g. better design of career paths, better planning of personnel training, re-design of staff evaluation sheets).

Comments and Observations

The experts participating in the validation exercise fully adopted the principles of the project.

They readily adhered to the idea that certification of competences is an essential policy for banks’ superior performance alongside of human resources development, as long as it can be implemented in a cost-efficient and practical way.

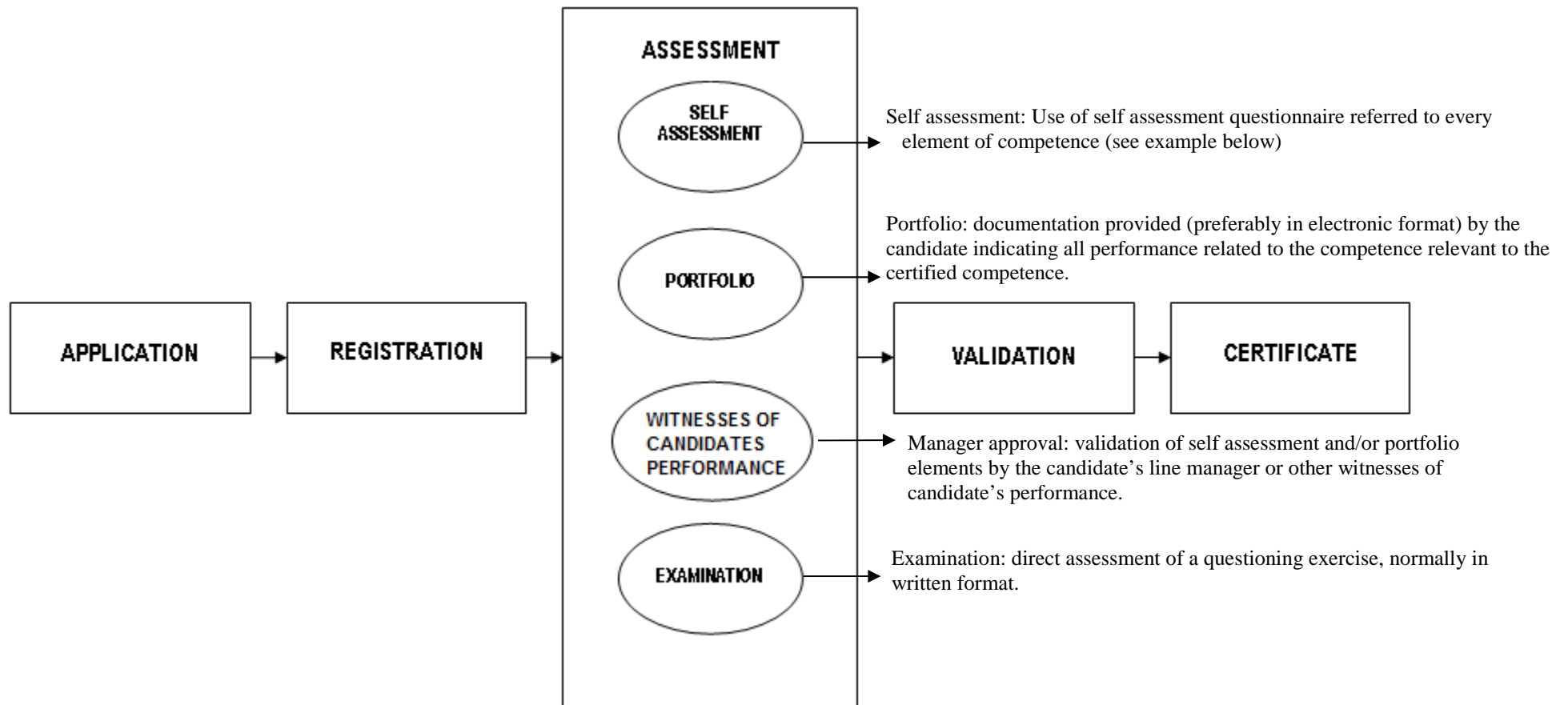
However, they expressed some doubt regarding the extent of applicability of the entire context of the Bank Manager’s competence profile (in particular the “key activities” expected to be undertaken), given the harmonization of national operation systems which is still not complete and definitely the differences of European banks in terms of size, corporate strategy and top-management style. It was therefore suggested that, while the competences described may be considered a guide, sufficient room should be left for national and bank-by-bank diverging practices. Consequently, users should attribute utmost importance to the template column for “context specific elements”.

4.4 Assessment Tools and Usability

4.4.1 Assessment Tools

This tool of certification process has been discussed not only among the Partnership of the Project but also in several meetings with the EBTN Members representing all the European Countries and some foreign Countries as Egypt or India.

The following graph summarizes the proposed process of certification, it includes the assessment components and its articulations.



4.4.2 Usability

One of the most relevant feature of the competence map process is the possibility to select among the different competences pertaining to a job the specific one that is necessary to better define and consequently to develop in a coherent and integrated system.

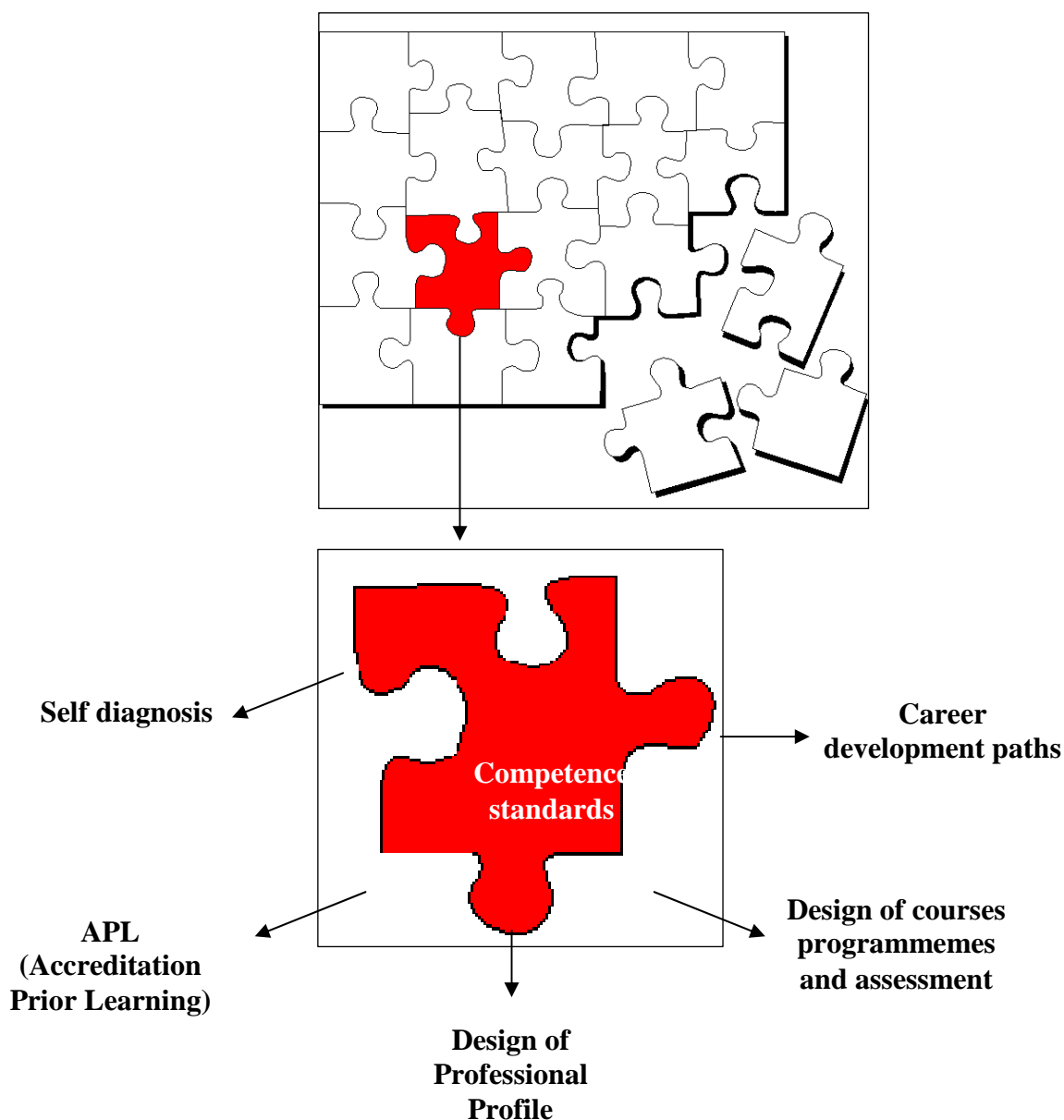
The LLL system and the EQF are both based on the relevance of the learning outcomes. Until now through the habitual training courses only the learning incomes has been validated.

This new process based on competences allows to use the self diagnosis to evaluating its own knowledge, skills and competences.

Further more the previous learning outcomes become relevant in order to receive an accreditation, in a predefine professional profile. Clearly, in case of similar professional profile, it will be necessary not to assess all the competences but only the few that are crucial for the new job position.

The meaning and the use of a competence framework is summarized in the following draft:

COMPETENCE MAP



**5. ACCREDITATION AND CERTIFICATION SYSTEM:
A PROPOSAL**

5.1. Relevance for EBTN to have an accreditation system

EBTN, as a European Network of Banking Associations and Banking Institutes, has been committed since many years to provide quality training and quality certificates to the banking sector and more broadly to the financial service sector.

The European initiative of the Common Quality Assurance Framework (CQAF) has found EBTN ready to undertake a project -EUROBANQUA-, in which a “sectoral version” of the CQAF has been proposed, and a project that started recently -QUALOBSTER- is attempting to integrate the resulting Quality Assurance approach with the previous work of EBTN members, consisting in developing a self-assessment instrument and a benchmarking toolkit, in order to implement the Learning Organization principles in a bank (LOBSTER Project).

At the same time, a big effort has been made to develop the previous experience of delivery of banking certificates in the view of a broader competence-based assessment by relating this initiative to the recently adopted European Qualification Framework - EQF (the CERTIFIED project, from which this document is originated, and to the €QUALIFISE project, conducted in cooperation with EFPA and by developing a method to assign a reference EQF level to the existing certificates in the Financial Services Sector).

Therefore, it seemed natural to include, in the arrangement of the CERTIFIED project proposal, the development of an accreditation model, in order to guarantee that training and certifying bodies, and training programmes allowed the participation to the EBTN Certificates and Qualifications operation through a process of Quality Assurance (Q.A.).

However, it must be said that the existing praxis and the existing concepts of quality in the sector are more related to prestige, brand, international acknowledgment, national standing in the financial sector than on formal Q.A. procedures.

This particularly applies to the category of Training Bodies, in which strong market positions of Banks Associations and Banking Institutes make their demand for institutional accreditation very weak or inexistent; Universities and primary Business Schools have other Institutional accreditation options or obligations (National Agencies for H.E., EFMD Equis, etc.) and major (non-financial sector specific) training bodies have frequently the accreditation requirements to access to public funds according to national or regional regulations. The training bodies’ demand for EBTN institutional accreditation would most probably come from the recently established, smaller and less prestigious private entities that are eager to address the banking sector with a sectorally-relevant quality mark delivered by EBTN. But are the EBTN members really willing to offer this opportunity to a new cohort of potential competitors?

The discussion held in CERTIFIED project meeting, and the recent workshop organized in Luxembourg on the 31st of March and on the 1st of April 2008 brought the project partnership to consider accreditation of training bodies, probably a third-level priority among the three considered options.

The “existing praxis” and “existing concepts of quality” case also applies, to a certain extent, to the accreditation of training programmes: the most established and prestigious training bodies (including EBTN members) would normally not require an accreditation for their training courses, and those who would demand accreditation are probably less established competitors of the EBTN members. However, since EBTN is offering certificates and is developing new ones, it is its own interest to propose an accreditation process for those courses/programmes that are specifically intended to prepare for an EBTN certificate.

This accreditation will add coherence and credibility to the certificates themselves, by checking the coherence of the respective training programmes and, implicitly, of the institutional/organizational quality of training providers. For this reason, the priority level attributed to this accreditation function by the CERTIFIED project is 2, that means a recommendation to EBTN and to A&CC for a short-term implementation.

Finally, what is recognised to be the first priority for the EBTN Accreditation Systems is the accreditation of certifying bodies, a condition without which the existence of new certificates would risk not to be fully exploited to produce a significant impact on national financial sector communities. In fact, the CERTIFIED project estimates a high potential demand for the existing and the new certificates to be launched, but the development of the capacity to deliver competence-based examination, together with certification capacity are essential requirements for a fast market up-take and organizational impact. Therefore, CERTIFIED suggests a quick implementation of this accreditation element.

The following chapters show the proposed “what”, “how”, and the structure (“who”) of the accreditation model proposed by the CERTIFIED project to the EBTN decision making bodies and to the recently established Accreditation and Certification Committee (A&CC). Both entities are the immediate “target groups” of this document, that requires critical and hopefully constructive contributions before becoming an instrument of operational impact on EBTN activities.

5.2 Accreditation of Certifying Bodies

The Certifying Bodies that will be accredited need to be capable of delivering the EBTN certificates and to be fully equipped in terms of:

- ◆ expertise related to the Banking Sector
- ◆ expertise in delivering the Certification and using the necessary tools for evaluation
- ◆ knowledge and experience in evaluating the candidates from a competence point of view, related to the job profile or the competence area they are certifying

In the Luxembourg workshop a recommendation was provided for EBTN to establish a cooperation with the existing and recognized Certification Bodies. CERTIFIED aims at delivering certification according to COMPETENCE. At this stage, not all Institutions are ready for such a new approach to evaluate candidates.

EBNT is the exclusive entitled body for the issuing of the CERTIFIED certificates. EBTN, through the Accreditation & Certification Committee, will accredit the EBTN national members that will candidate themselves to become the certification body at national level. The accreditation of non-EBTN members certifying bodies will be discussed by the Accreditation & Certification Committee.

5.2.1 *Criteria*

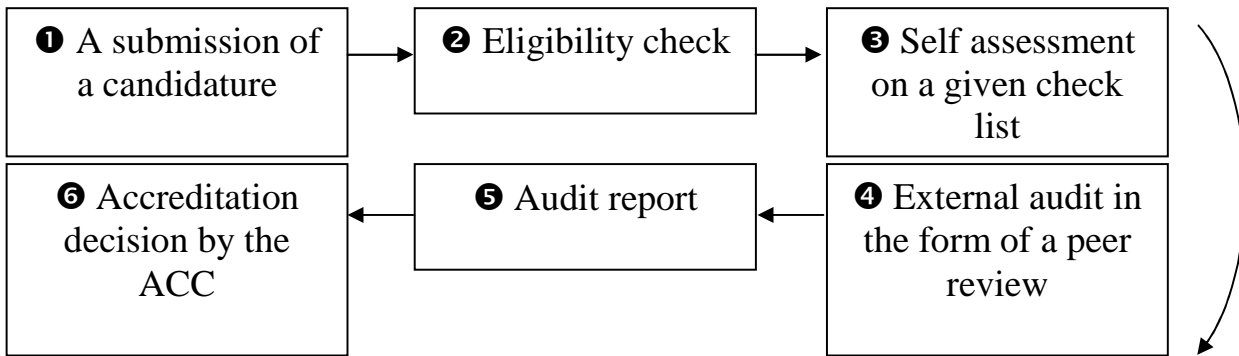
It is proposed that, up to 2010, in order to be eligible as a Certifying body, the Institution must be a full member of EBTN.

In addition the Institute must provide evidence that it has the capacity and ability to deliver certification:

- 1 They have a CERTIFIED coordinator, who is the nominated the main reference for all CERTIFIED matters.
- 2 They have a suitable staff with the necessary expertise to undertake the assessment and certification of CERTIFIED programmes. The Institutions should be able to supply details regarding staff recruitment, induction and development policies.
- 3 They should have the ability to deploy sufficient financial, technical and staffing resources to support the assessment and certification of programmes.
- 4 They have a system for storing information on CERTIFIED programmes which ensures that the information on the candidate is appropriately captured, retained and managed.
- 5 They have a process for assessment which includes review procedures, guidance, evidence gathering, portfolio development and an appeals procedure.
- 6 In their processes and arrangements for assessment and awarding, they have ensured access and equality of opportunity in compliance with the current legislation.

5.2.2 *Procedures*

The following scheme synthesizes the proposed procedures for the accreditation of Certifying Bodies:



5.3. Accreditation of Training programmes leading to EBTN certificates

The training programmes to be accredited by EBTN should be the only ones that train to get an EBTN certificate/qualification.

5.3.1 *Criteria*

Institutions bringing forward a programme for accreditation are required to provide evidence that the proposals meet the following criteria:

- ◆ **Aims and Objectives**
The aims and objectives of the programme should be clearly stated and should be consistent with aims and objectives of the CERTIFIED project.
- ◆ **Level of Qualification**
The Institution should state the intended level of the certified programme indicating any pre-entry requirements for candidates. Institutions should also indicate whether the programme articulates with other provisions and indicate any progression routes for candidates.
- ◆ **Target Group**
Institutions should clearly state the identifiable population group for this programme, and how the programme will benefit from the identified users.
- ◆ **Programme Content**
The subject of the programme must support the aims and objectives of the qualification. Institutions should specify the knowledge, skills and knowledge required, giving a clear indication of the coverage and depth. The programme should be specified according to what a successful candidate will learn or will be able to do. The programme should relate to financial services and its content must be accurate and up to date.
- ◆ **Programme Structure**
The qualification should normally be composed of units that can include core units and optional units. In the case of very small qualifications, they can be single unit awards.
- ◆ **Assessment**
Institutions should state how the programme will be assessed including the conditions for assessment, authentication, decision making and re-assessment. Institutions should refer to the Certification for guidance on assessment.
- ◆ **Fathering Process**
Institutions should state whether a fathering process would be used to allow candidates to gain or partially gain the award and state the rationale of this process.
- ◆ **Promotion**
Institutions should indicate how they intend to promote, implement and support the sustainability of the approved CERTIFIED programme.

5.3.2 Procedures

In order to have a accredited programme, Institutions bringing forward a training programme leading to an EBTN Certification will have to follow these main steps to be accredited:

0. Inquiry
1. Application
2. Eligibility
3. Self-Assessment
4. Auditors' Review of Self-Assessment, (Student Interviews)
5. Audit Team Visit
6. Audit Team Report, including evaluation results, committed steps for improvement and Auditors' accreditation recommendations
8. Awarding Body Decision
9. EBTN Accreditation, valid for 3 years

The Institution will have to provide the following documentation:

- ◆ Course content
- ◆ Course duration
- ◆ Learning objects
- ◆ Training methods
- ◆ Examinations
- ◆ Course location, language and facilities

5.4 Accreditation of Training Providers

The Institute or other body seeking Institutional Accreditation should be able to evidence that they have the capacity and ability to deliver programmes with CERTIFIED requirements.

The Accreditation of a provider is the process by which it is ascertained that an Institute or another appropriate body has the capacity to operate competence-based training programmes that meet the CERTIFIED requirements and that aim at obtaining CERTIFIED certificates.

5.4.1 *Criteria*

The following criteria should be met by those Institutes seeking to offer CERTIFIED programmes:

It is assumed that, where an Institute or another body has successfully completed the application process for EBTN membership, this body will fulfil the first element of Institutional Accreditation.

Where an Institute or another body is not a member of EBTN, it should be able to prove to be a responsible body of good standing, which means that it should be able to provide evidence which demonstrates that:

1. It is formally constituted and can provide evidence of its constitution including its identity, formal structure, ownership, legal standing, aims and objectives.
2. It is a secure and stable organization evidenced by its length of existence, annual reports and accounts, business plans and personnel resources.
3. It can provide evidence of strong and transparent corporate governance arrangements.
4. It can provide evidence of a successful track record of devising and delivering quality assured training programmes in Europe.
5. It can provide evidence that it has the appropriate ethical standards and practices in relation to learner support and accessibility.
6. It can provide evidence of certified experience as training provider in the Financial Services Sector.

The Institute should be operating a Quality programme for the design, approval, implementation, assessment and review of its learning programmes. The Institute should be able to show that their Quality programme ensures the reliability and validity of the learning programmes through an audit process.

The Institute or another body seeking Institutional Accreditation should be able to provide evidence that it has the Quality systems in place to ensure that certification programmes meet CERTIFIED requirements.

The Institution will be required to provide documented evidence that appropriate policies and procedures are in place to guarantee the quality of its provision. This may take the form of a quality manual or description of activities carried out to ensure quality.

As a minimum requirement CERTIFIED would expect bodies to meet the following criteria:

- ◆ Customer Service Statement
The Institution should have a customer service statement that specifies the quality of service that

customers can expect in relation to the certification programmes. The statement should include relevant points of contact, the fee structure applicable to the programme or the authentication arrangements and the associated performance measures and feedback arrangements.

- ◆ Operation of an Internal Quality Assurance System

The Institution should have an internal Quality Assurance system to ensure that consistency is attained in the assessment of all certification programmes. The internal Quality Assurance procedures should document the roles and responsibilities of those involved in the assessment of programmes. The procedures should also outline how assessment methods and materials are verified to ensure that they are appropriate.

There should be evidence that the procedures in place can ensure that the personnel has the necessary expertise to ensure that the consistency and the validity of assessment decisions are maintained. There should be also evidence that steps have been taken to ensure consistency of interpretation in the programmes assessment.

The Institution should provide evidence that it regularly reviews and strives to improve its quality assurance through an internal audit process.

- ◆ Operation of an External Quality Assurance System

The Institution should provide evidence that an External Quality Assurance System is in place for the review of its programmes. This could be an external audit by a National Authority, a Government Body or other appropriate external validation bodies. It could also take the form of a verification system operated by the body which is externally moderated and audited by appropriate people. The key aspect is that all bodies should have processes of external validation and should review to ensure that standards are being maintained. EBTN might be in the condition to provide the external quality assurance if necessary/required.

5.4.2 *Procedures*

The Accreditation process for Training Providers is composed by the following steps:

1. Enquiry
2. Formal Application
3. Briefing Visit
4. Eligibility
5. Self-Assessment
6. Audit
7. Accreditation
8. Continuous Improvement following Accreditation
9. Re-Accreditation every 3 years

To be accredited, the Institution must submit a complete application with the following documents enclosed:

- ◆ evidence of being a EBTN member or, if not, a responsible body of good standing and certified experience as training provider in the FSS
- ◆ evidence of its identity, formal structure, ownership, legal standing, aims and objectives.
- ◆ evidence of its Quality Assurance system
- ◆ evidence of its External Quality Assurance System

6. CERTIFIED PROJECT IMPLICATIONS (Executive Committee Declaration of Endorsement)

CERTIFIED Project received great consideration for its contains and for the technical and political implications not only from the Partners and Relay Points, but also from the different Institutions at European and International level. Even the Insitute of Bankers of India expressed concrete interest in applying European certificate based on competences in its Country.

The same from some Mediterranean Countries as Egypt and Lebanon.

As foreseen in the Project the Accreditation and Certification system based on competences was appreciated by different stakeholders that expressed their own interest in applying it.

In particular they agree that the key feature of the CERTIFIED system are innovation, transparency, self sustainability, high professional standards and in-built quality assurance mechanism.

The Final results of CERTIFIED Project was endorsed by:

- CERTIFIED Partners and other Stakeholders, during the Dissemination Conference on 12th December 2008 in Brussels
- EBTN Executive Committee in the meeting of 23rd January 2009 in Brussels (see follow image)
- EBTN Board of Directors (it will express its willingness to further the development of the system and to apply it within the Members, in the next meeting foreseen on 20th March 2009 in Helsinki)

To validate the effectiveness of the system the CERTIFIED system and Quality Assurance mechanism, including all relevant contains, procedures, documents and guidelines has been circulated among Project Partners, EBTN Members and other stakeholders.

To reach this goal three Piloting Phases, developed in Greece, in Poland and in Portugal, have demonstrated the consistency, quality and transferability of the CERTIFIED system in Europe.

The main political implications of the Project can be summarized as follow:

All the EBTN Bodies (The Association is governed by The General Meeting of Members; The Board of Directors; The Executive Committee) expressed, during the duration of the project (2006 – 2008), their approval in developing such certification system.

Whereas

The certification and accreditation system (CERTIFIED Project) has been conceived to answer the need for common competences and qualification frameworks, coherently with the following key policy achievements:

- the European Qualifications Framework for Lifelong Learning,
 - the EU Directive 2005/36/EC on the Recognition of Professional Qualifications,
 - the Copenhagen policy priorities;
- Since

The CERTIFIED System aimed at setting the conditions for a harmonized and transparent qualification framework at EU level for the Financial Services Sector, through the creation of a common EBTN certification and accreditation system;

Since

The key aims of the project have been:

- To accompany and facilitate the increasing macro-level regulation process occurring within the European Financial Services Market,
- To cover the different areas of the Financial Services Sector with a comprehensive certification and accreditation system,
- To carry out a carefully designed validation process;

Since

CERTIFIED has carried out a carefully designed validation process, through pilot experiences (in Greece, Poland and Portugal);

Since

CERTIFIED has enabled the extension of the range and scope of the sector-based certification and accreditation system by creating a wide and active community of practice in certification and accreditation for Financial Services Sector in Europe;

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The Members of the Executive Committee Meeting held on January 23rd 2009 in Brussels at the premises of Febelfin, decide

To endorse the results of the CERTIFIED Project aimed to build an European comprehensive, transparent and self-sustaining system for the certification of employee competences and for the accreditation of training providers working in the Banking and Financial Services Sectors,

To promote and disseminate this system in their own Countries and also at international level.

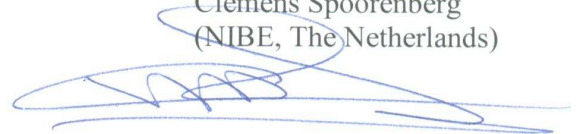
EBTN President

Mario Spatafora
(Luxembourg)



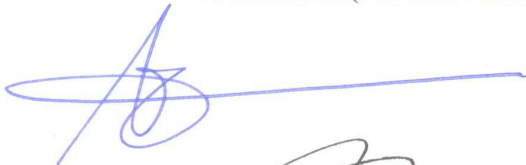
EBTN Secretary

Clemens Spoorenberg
(NIBE, The Netherlands)

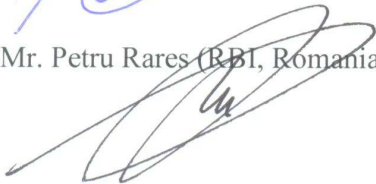


Executive Committee Members attending the Meeting:

Mr. Werner Abelshausen (Febelfin Academy, Belgium)



Mr. Petru Rares (RBI, Romania)



Mr. Luis Vilhena da Cunha (IFB, Portugal)



Mr. Simon Thompson (CIOBS, UK)



EBTN Secretariat:

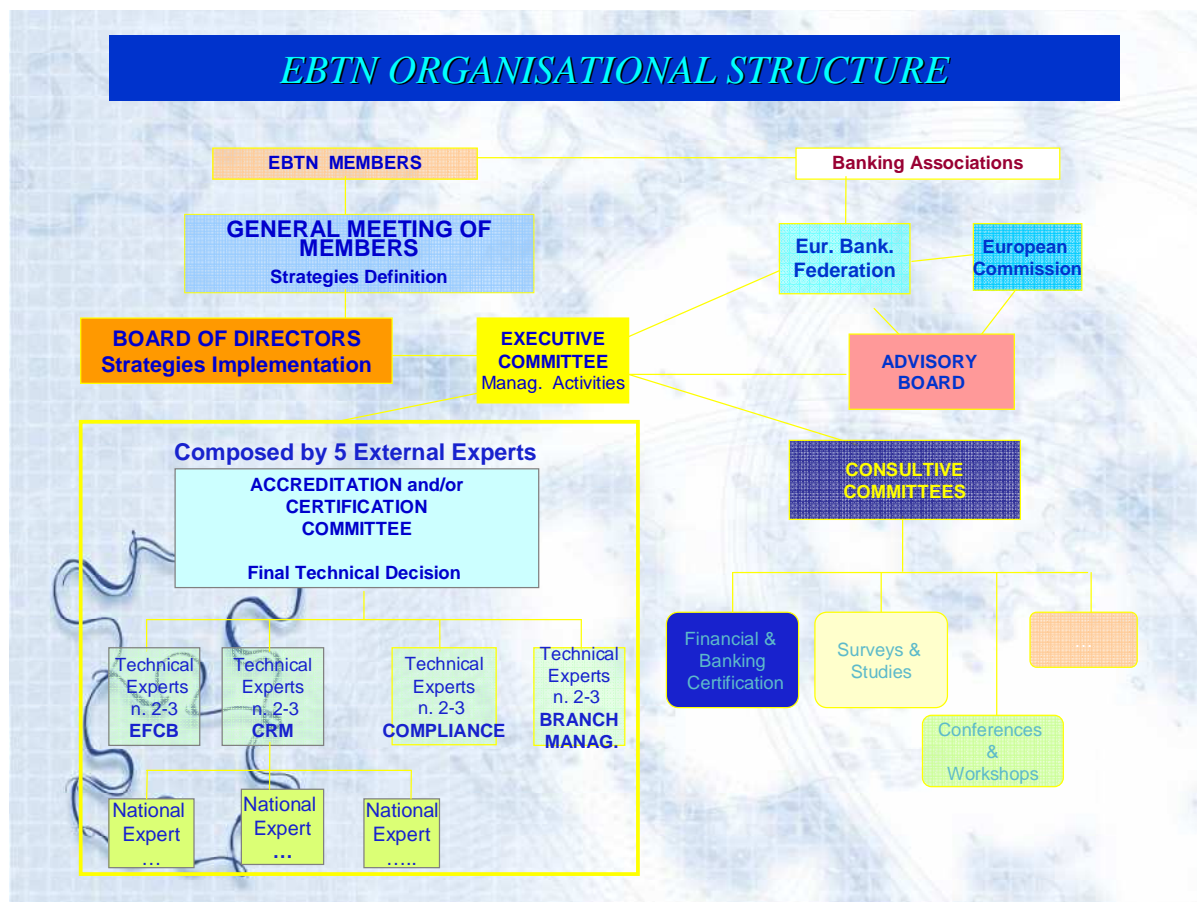
Via dell'Oca, 27 - 00186 Rome - Italy

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E-mail: ebtnetwork@tin.it - www.ebtt.eu

Therefore the EBTN Statute was modified by the General Meeting (Full and Associate Members – around 50 Institute of Bankers) to be in line with the provisions of the European legal framework.

Then an **ACCREDITATION AND CERTIFICATION COMMITTEE** was set up with the foremost effect on the organizational structure of the Association.



It was decided that the Association may have technical Accreditation and/or Certification Committee(s) composed of a minimum of three (3) and a maximum of five (5) External Experts, appointed by the Board of Directors for a two-year period.

Although these External Experts are autonomous in all technical aspects of accreditation and certification, the Board of Directors shall take the final decisions in all the matters handled by these experts.

The characteristics of the EBTN Accreditation & Certification Committee are:

1. Its Members are University Professors, Experts in Training and Education, Bankers and Financial Services professionals, European representatives, etc., elected by the Board of Directors.
2. The Committee can accredit organizations to deliver certification exams, specific training courses. It certifies the content and defines the exam procedures.
3. It establishes the validity period of the content of the training courses.
4. The Committee also decided when updating is necessary.
5. It guarantees the observance of the Quality Assurance principles.

In particular the relevant activities of this Committee are aimed to:

- Define general principles (functioning regulations) of the Accreditation & Certification System.
- Establish the standards for certificates, including Competence P Development requirements.
- Set rules and requirements for accreditation.
- Identify and monitor the reference subject, training courses framework and related contents for the accreditation of the Training programmes and Providers.
- Propose Members, functioning modalities, terms and conditions of the Technical Experts Group
- Take the final technical decision.

EBTN A&C Committee is actually composed by:

- | | |
|---|------------------------------|
| 1. BELGIUM - Mr. Sebastien de Brouwer
-European Banking Federation – Chairperson | Expert in Legal Affairs |
| 2. ITALY - Mr. Claudio Dondi
Scienter | Expert in Methodology System |
| 3. GREECE - Prof Josep Hassid
University of Piraeus | Expert in Banking Activities |
| 4. THE NETHERLANDS -Mr Kees Oosterholt | Expert in Financial Markets |
| 5. GERMANY -Prof Erwin Seyfried
Berlin University | Expert in Quality Assurance |
| THE NETHERLANDS - Mr. Clemens Spooremborg
NIBE - SVV A &CC Secretary | EBTN Secretary |

The A & C Committee supervises and controls the **TECHNICAL EXPERT GROUP (T.E.G.)** that works in cooperation with the Accreditation and Certification Committee in order to define the analytic contents for each new certificate, training course and referring examination based on the Accreditation and Certification Committee Framework.

They are Composed by a small number of Expert Members (EBTN Internal or External Members). chosen on the basis of professional curriculum vitae.

There are also foreseen **NATIONAL EXPERT** to provide professional support and assistance to the T.E.G at national level, through the supply of data information.

They work on the national language of the exam questions and programme to be accredited in order to avoid the translation of the whole content of a programme.

At the moment two TEGs are set up. One on Compliance Officer and a second one on the European Banking Diploma for middle Managers.

To better support the above mentioned political and technical activities decided by the different EBTN

Bodies - in particular in the field of certification and accreditation activities - it was created an Advisory Council composed by eminent European experts.

The contents and the results of CERTIFIED Project can be considered the reference points on which other EBTN EUROPEAN PROJECTS were developed.

Trough EUROBANQUA Project (see annex D) the Quality Assurance was developed and applied in the B&FFS.

The QUALLOBSTER Project will allow to relate the QA system in a Learning Organization.

With the results of the €QUALIFISE it will set up a League to assure the quality of EQF levels assigned to FFS and to promote the Copenhagen and Bologna Process.

The QUADULTRAINERS Project aims to analyze the feasibility of an associative technical coordination mechanism to guarantee European Qualification for Adult Trainers in the different working contest.

With reference to the different European Projects above mentioned, it is evident the tight interconnection among the CERTIFIED Project and the others EBTN Projects that are complementary element of the certification system.

ANNEXES

A

ACCREDITATION (OF INSTITUTIONS, PROGRAMMES)

Relates to institutions or programmes: process of accrediting an institution of education or training, a programme of study, or a service, showing it has been approved by the relevant legislative and/or professional authorities and/or organizations by having met predetermined standards.

ACCREDITATION (of a VET provider or training programme)

Process of accrediting an institution of vocational education or training, a programme or study, or a service, showing it has been approved by the relevant legislative and professional authorities by having met predetermined standards.

ACCREDITATION OF PRIOR LEARNING – APL

Validation of informal/non formal learning: the process of assessing and recognising a wide range of knowledge, know-how, skills and competences, which people develop throughout their lives within different environments, e.g. through education, work and leisure activities.

ASSESSMENT

The sum of methods and processes used to evaluate the attainments (knowledge, know-how, skills and competences) of an individual, and typically leading to certification.

ATTITUDE

Attitudes are the motivators of performance, the basis for continued competent performance. They include ethics, values, and priorities. They can also include responsibility and autonomy as in EQF for competence element. Attitudes tend to operate at the subconscious level and are not consciously learned; attitudes can be assessed by psychometric tests, or inferred from behaviour.

AWARDING BODY

A body (organization or consortium) issuing qualifications (certificates or diplomas) formally recognizing the achievements of an individual, following a standard assessment procedure. Awarding Bodies can be at a national, European or sectoral level, and can be governmental or otherwise. Awarding Bodies must meet the requirements of the national regulatory authorities where applicable.

B

BASIC SKILLS

The skills and competences needed to function in contemporary society, e.g. listening, speaking, reading, writing and mathematics.

BLENDED LEARNING

The acquisition of knowledge using a mix of ICT and presence or distance methods.

C

CERTIFICATE/DIPLOMA

An official document, issued by an awarding body, which records the achievements of an individual following a standard assessment procedure. It confirms the attainment of knowledge, skills or overall competences related to a professional area, job or role. From this perspective, there are certificates/diplomas which are knowledge-based, skills-based or competence-based.

CERTIFICATION (of knowledge, of skills and competences)

Relates to individuals: the process of formally validating (i.e. assessing and confirming) knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies.

COMPETENCE

Commonly competence is defined as knowledge, skills and attitudes. It is the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

COMPETENCE – BASED ASSESSMENT

A Competence Based Assessment is an assessment process based on the collection of evidence on which judgements are made concerning progress towards satisfaction of the three elements of competence, i.e. knowledge, skills and attitudes. [NB the competency-based assessment of an individual takes no account of the performance of others in the wider group being assessed (as is the case in norm-referenced assessment), and can be limited to mastery/non-mastery].

CONTINUOUS CERTIFICATION PROGRAMME

An organized programme for specific careers such as doctors or financial consultants.

CONTINUOUS EDUCATION/CONTINUING VET

Educational or training after initial education or entry into working life, aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development.

Comment: continuing education and training is part of lifelong learning and may encompass any kind of education (general, specialized or vocational, formal or non-formal, etc.). It is crucial for the employability of individuals.

COURSE

A learning unit with clear goal.

CREDITS/CREDIT POINTS

Credits express the volume or size of learning outcomes achieved in a learning process. It refers to the content of a qualification, the acquisition of knowledge, skills and competences, i.e. the codified results of learning activities which might be aggregated in learning units. The term credit points is used in reference to the numerical and accountancy system of points towards the value of a full training programme. Credits and credit points are based on a convention.

CREDIT TRANSFER SYSTEM (in VET)

A system which provides a way of measuring and comparing learning achievements (resulting from a course, training or a placement) and transferring them from one institution to another, using credits validated in training programmes.

Comment: A credit transfer system supports the transparency and comparability of education and training pathways, curricula and systems. In a credit transfer system, a value is allocated to every learning unit (course, training or placement) that the learner is required to successfully complete, in order to pass a full training programme at a school or training centre, including examinations or other assessments.

CURRICULUM

In formal education, it is the set of courses and their content offered at an institution such as a school or university. In some cases, a curriculum may be partially or entirely determined by an external body (e.g. awarding body). The term curriculum describes the collective teaching, learning and assessment materials that are available for a particular course or programme. A crucial part of the *curriculum* is the definition of the course objectives which are often expressed in terms of learning outcomes and normally includes the assessment strategy for the programme. These learning outcomes (and assessments) are often grouped into modules and the curriculum, therefore, comprises a collection of such modules, each specialising on a specific part of the curriculum.

E-ACCREDITATION

Proof of skill using ICT methods.

E-LEARNING

Learning supported by information and communication technologies (ICT).

Comment: e-learning is not limited to 'digital literacy' (acquiring ICT skills). It may encompass multiple formats and hybrid methods: using software, Internet, CD-ROM, online learning or any other electronic or interactive media.

EMPLOYABILITY

The degree of adaptability an individual demonstrates in finding and keeping a job, and updating occupational skills.

Comment: Employability depends not only on the adequacy of knowledge and skills of individuals but also on the incentives and opportunities offered to individuals to seek employment.

EMPLOYMENT REFERENCE

A document, sometimes detailed (especially in Germany), proving asserted employment and experience.

EUROPEAN QUALIFICATION FRAMEWORK (EQF)

The EQF is a translation device for comparing qualifications in Europe. The core of the EQF are eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational. The system shifts the focus from the traditional approach which emphasizes 'learning inputs' such as the length of a learning experience, or type of institution. It also encourages lifelong learning by promoting the validation of non-formal and informal learning.

EQF LEVELS

Each of the 8 EQF levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications. The levels are described by learning outcomes defined through knowledge (theoretical and factual), skills (cognitive and practical) and competences (expressed as responsibility and autonomy).

FORMAL LEARNING

Learning that occurs in an organized and structured environment (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification.

FUNCTIONAL ANALYSIS

The analysis and specification of competence according to functions providing today a broader conception of competence than earlier task analysis approaches. The concentration on function shifts the focus of competence from tasks and procedures to the purpose and outcome of work activity. These are more likely to endure as technology and work procedures change rapidly. There is also less likelihood to neglect the non-technical aspects of competence, to the degree these are required to achieve a successful outcome.

FURTHER EDUCATION

An umbrella term including any organized educational activity -but not at a university level- provided for people who are older than school age. See continuous education.

FURTHER TRAINING

Short-term targeted training typically provided following initial vocational training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training.

FORMAL EDUCATION

Systems of organized learning 'hierarchically structured and chronologically graded' (from first level education to higher education).

I

ICT

Information and Communication Technology - Technology which provides for the electronic input, storage, retrieval, processing, transmission and dissemination of information.

ICT SKILLS

The skills needed for efficient use of information and communication technologies (ICT).

Comment: In a report on ICT skills and employment, OECD proposes a simple classification:

- Professional ICT skills: ability to use advanced ICT tools, and/or to develop, repair and create such tools;
- Applied ICT skills: ability to use simple ICT tools in general workplace settings (in non-IT jobs);
- Basic ICT skills or 'ICT literacy': ability to use ICT for basic tasks and as a tool for learning.

INFORMAL LEARNING

Learning resulting from daily activities related to work, family or leisure. It is not organized or structured (in terms of objectives, time or learning support). Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification.

INFORMALLY ACQUIRED SKILLS

Skills acquired through experience and not formal educational methods.

INITIAL VET

General or vocational education carried out in the initial education system, usually before entering working life.
Comment:

- Some training undertaken after entry into working life may be considered as initial training (e.g.re-training);
- Initial education and training can be carried out at any level in general or vocational education (full-time school-based or alternation training) pathways or apprenticeship.

K

KEY QUALIFICATIONS

A combination of basic and soft skills as well as learning skills (see learning how to learn) which allows an individual to develop and maintain his or her employability (also core skills, generic skills) . See soft skills.

KNOWLEDGE

The cognitive outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

KNOWLEDGE VS. INFORMATION

Knowledge is the ability to process and use information.

KNOWLEDGE VS. SKILL

Knowledge is theoretical and skill is an ability to actually do something, such as repair an air conditioning condenser: one can know the theory without doing the repair; one can repair the condenser without being able to mentally process the theory.

L

LEARNING

A cumulative process whereby individuals gradually assimilate increasingly complex and abstract entities (concepts, categories, and patterns of behaviour or models) and/or acquire skills and competences.

LEARNING OUTCOMES

Statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes constitute a fundamental element of EQF, where they are defined in terms of knowledge, skills and competence. Can also be defined through knowledge, skills and attitudes.

LEARNING TO LEARN

The analysis of the process of acquiring knowledge or skills or the process where the learner learns how to learn.

LEVELING

In EQF: assigning one of the eight levels to a qualification. May also be called positioning.

LIFELONG LEARNING

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons.

LIFEWIDE LEARNING

Learning, formal, non-formal or informal, that takes place across the full range of life activities (personal, social and/or professional) and at any stage.

Comment: Life-wide learning is a dimension of lifelong learning.

N

NATIONAL QUALIFICATIONS FRAMEWORK

An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

NATIONAL QUALIFICATIONS SYSTEM

All aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework.

NON FORMAL EDUCATION

Any organized educational activity outside the established formal system with identifiable learners and evident learning objectives.

NON-FORMAL LEARNING

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It normally does not lead to certification.

Comment: Non-formal learning is sometimes described as semi-structured learning.

P

PART-TIME OR OCCASIONAL TRAINERS

Professionals in various fields who take on, in their normal duties, part-time training activity, either in the company (as mentors and tutors of recruits and apprentices or as training providers) or externally (by occasionally offering their services at a training establishment).

PERSONAL REFERENCE

A letter from an acquaintance of the subject attesting to the written content.

PRESENCE LEARNING

Traditional acquisition of knowledge situation with teacher and learner physically in same place.

PROFESSIONAL CERTIFICATION

Professional certification is usually awarded by a *professional body*. Requirements will be a certain level of qualification and membership of the body. Possible requirements may be years of experience, signing up to a code of conduct or ethics, commitment to continuing professional development (CPD) and payment of a membership fee.

Certifications, generally, need to be renewed periodically, or may be valid for a specific period of time. There is usually a requirement that the financial advisor show evidence of continual learning.

PROFESSIONAL PROFILE

The set of standards of competence required to perform a professional role.

PROFESSIONAL TRAINERS

Teachers which are teaching specialists who have completed a teacher training course for delivering vocational training. Their job may coincide with that of the teacher in a vocational training establishment.

PROGRAMME (OF EDUCATION AND TRAINING)

An inventory of activities, learning content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills or competences), organized in a logical sequence over a specified period of time.

Q

QUALIFICATION

A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to a given standard.

- An official record (certificate, diploma) of achievement which recognises successful completion of education or training, or satisfactory performance in a test or examination;

and/or

- The requirements for an individual to enter or progress within an occupation.

R

RECOGNITION

The process of granting official status to knowledge, skills and competences either through the award of certificates or through the grant of equivalence, credit units, validation of gained knowledge, skills and/or competences.

REGULATED PROFESSION

Professional activity or group of professional activities access to which, and the practice of which (or to one of its forms) is directly or indirectly subject to legislative, regulatory or administrative provisions concerning the possession of specific professional qualifications.

S

SECTOR

A grouping of professional activities on the basis of their main economic function, product, service or technology.

SECTORAL QUALIFICATION

A qualification implemented by a group of companies belonging to the same sector in order to meet common qualification needs.

SME

Small and medium sized enterprise(s).

SKILL

The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

SOFT SKILLS

Basic interactive skills or abilities like communication and teamwork (plus negotiation and problem solving).

T

TEACHER IN VET

A person whose function is to impart knowledge or know-how to students or trainees in a vocational school or training centre.

Comment: A teacher may fulfil several tasks such as organizing and carrying out training programmes/courses and transmitting knowledge/know-how, whether generic or specific, theoretical or practical. A teacher in a vocationally oriented institution may be referred to as a 'trainer'.

TECHNICAL SKILLS

Abilities, such as those required to repair a motor, washer or automobile (as opposed to soft skills and as opposed to theoretical knowledge).

TRAINER

Anyone who fulfils one or more activities linked to the (theoretical or practical) training function, either in an institution for education or training, or at the workplace.

Comment:

Trainers must carry out various tasks:

- design training activities;
- organize and implement these activities;
- provide the actual training, i.e. transfer knowledge, know how and skills; help apprentices develop their skills by providing advice, instructions and comments throughout the apprenticeship.

TRAINING PROGRAMME

A structured programme for the acquisition of skills.

TRANSFERABILITY (OF SKILLS AND COMPETENCES)

The capacity (of skills and competences) to be transferred to and used in a new occupational or educational

environment.

TRANSFERABLE SKILLS

(as opposed to specific skills) technical or other skills which can be applied to various workplace situations.

TRANSNATIONAL

Within the EU between two or more countries.

TRANSPARENCY (OF QUALIFICATIONS)

The degree to which the value of qualifications can be identified and compared on the (sectoral, regional, national or international labour and training markets.

V

VALIDATION

The process of accreditation refers more to the assessment of informal and formal acquired skills and competencies. Accreditation of formal learning may lead to certification whereas accreditation of non formal/informal learning may lead to validation or to a more formal way of accreditation. In that sense, validation refers to the process of assessing and recognizing a wide range of skills and competencies which people develop through their lives and in different context, i.e. education, work, leisure time. A certification process may follow validation or accreditation of non formal or informal learning.

VALIDATION OF INFORMAL / NON-FORMAL LEARNING

The process of assessing and recognizing a wide range of knowledge, know-how, skills and competences, which people develop throughout their lives within different environments, for example through education, work and leisure activities.

VALUING LEARNING

The process of promoting participation in and outcomes of (formal or informal) learning, in order to raise the awareness of its intrinsic worth and to reward learning.

VOCATIONAL EDUCATION AND TRAINING (VET)

Education and training which aims to equip people with skills and competences that can be used on the labour market.

ANNEX B: WORKSHOPS

The Integration Workshop is open to all Ebtn Members

1. VALIDATION WORKSHOP FEBRUARY 16TH 2007 FRANKFURT, GERMANY

CERTIFIED

**Validation Workshop
Frankfurt, February 16th 2007**

Venue: Bankakademie
Sonnemann Strasse – 9/11
Frankfurt

Agenda

09:15 *Welcome Speech*

*Opening Session : Project state of the art
(Mario Spatafora, EBTN)*

Questions and Answers

*CERTIFIED Competence approach
(Claudio Dondi, Elisa Mancinelli, Scienter)*

Questions and Answers

10,15-10:30 *Coffee Break*

*The change form Bankakademy to Frankfurt School of Finance and Management
(Ingolf Jungmann, Bankakademie)*

12:30 *Closing session – Lunch offered by CFPB – Salle B (Ground Floor)*

The Integration Workshop is open to all Ebtn Members

INTEGRATION WORKSHOP NOVEMBER 14TH 2007 PARIS, FRANCE

CERTIFIED

Integration Workshop Paris, November 14th 2007

Venue: French Banking Federation
Salle du Conseil – 1st Floor
18, Rue Lafayette - Paris

Agenda

09:15

Welcome Speech
(François Xavier Noir, CFPB)

Opening Session : Project state of the art
(Mario Spatafora, EBTN)

*“Université de Rentrée 2007 – La place du diplome professionnel”
Presentation of the CFPB Benchmarking Study on diplomas and
certificates in France, Germany, Italy and Spain*
(Alain Simon, CFPB)

Questions and Answers

10,15-10:30

Coffee Break

*CERTIFIED: I. EBTN European Accreditation & Certification System
II. Piloting Phases: presentation of the selected professional
profiles (Branch Manager, Compliance officer, Customer
Relationship Manager)
III. Validation of the piloting methodology*
(C. Dondi, Scienter)

Questions and Answers

12:30

Closing session – Lunch offered by CFPB – Salle B (Ground Floor)

The Integration Workshop is open to all Ebtn Members

CONSOLIDATION WORKSHOP MARCH 31ST – APRIL 1ST 2008 LUXEMBOURG

CERTIFIED

Consolidation Workshop Luxembourg, March 31st 2008 (1st Session)

Venue: Dexia Banque Internationale
69, Route d'Esch – L2953 Luxembourg

Salle: Antoine ZINNEN

Agenda

- 2.30 pm *Welcome Speech*
Mr C. Scharf - Dexia – Member of Management Board
- Opening Session : Project state of the art*
Mr M. Spatafora – EBTN President
- Speech by Mrs K. Pundel*
ANEFORÉ - Director
- 3.30 - 5.00 pm *CERTIFIED Project: Accreditation and Certification System and*
Guidelines
Mr M Spatafora - EBTN
Mr C. Dondi – SCIENTER
- 5.00 - 6.00 pm *Questions and Answers*
- 6.00 *Closing 1st session*
- Evening: Free Time.*

*The Consolidation Workshop is open to all Ebtn Members and Stakeholders
from Luxembourg*

CERTIFIED

Consolidation Workshop
Presentation of the certification approach defined by the Project

Luxembourg, April 1st 2008 (2nd Session)

Venue: Dexia Banque Internationale
69, Route d'Esch – L2953 Luxembourg

Salle: Michel LENTZ

Agenda

- 9.15 Opening session
Mr M. Spatafora – EBTN President
- 9.30 - 10.00 Presentation of Validation process of certification
and results regarding the methodological aspects
Mr C. Dondi – Scierter

Presentation of first validation results concerning the three Pilot Areas

- 10.00 – 10.30 Compliance Officer
Mrs Mariola Szymanska-Koszczy - WIB
- 10.30 – 11.00 Coffee Break
- 11.00 – 11.30 Costumer Relationship Manager
Mrs Ana Maria Terras - IFB
- 11.30 – 12.00 Branch Management
Mrs Maria Maghiorou - HBI
- 12.00 – 13.00 Questions and Answers
- 13.00 Closing Workshop

The Integration Workshop is open to all Ebtn Members

Dissemination Workshop June 27th 2008, Copenhagen, Denmark

May 29th 2008

Certified Dissemination Workshop

27th June 2008

Venue: Danish Bankers Association,
Amaliegade 27, 1256, Copenhagen (DK)
Copenhagen- Denmark

Dear Certified Partners,

Dear Certified Relay Partners,

I'm pleased to invite you to attend the **Certified Dissemination Workshop**, that will be held on the 27th of June 2008 from 1.45 to 4.15 pm in Copenhagen at the premises of the Danish Bankers Association (DBA) with the following agenda:

1. Certified: State of the Art (EBTN, Luxemburg)
2. Presentation of Guidelines for Validation - Version draft 5.(SCIENTER, Italy)
3. Presentation of Piloting Report on Compliance (WIB, Poland)
4. Presentation of Piloting Report on CRM (IFB, Portugal)
5. Miscellaneous

For organizational reasons, a soon confirmation of your presence will be appreciated.

I seize the occasion to thank you very much for your precious cooperation and I look forward to meet you in Copenhagen.

ANNEX C: DISSEMINATION CONFERENCE



“COMPETENCES MANAGEMENT”

***ACCREDITATION AND CERTIFICATION SYSTEM
IN THE EUROPEAN FINANCIAL SERVICES SECTOR***

December 12th 2008

Espace Monte Paschi Belgio

Avenue d'Auderghem 22-28

Brussels





**LdV Project
CERTification & Accreditation
System for FInancial Services
Sector EDucation & Training
LU/06/B/F/PP-156990**

Dissemination Conference

“RE-ESTABLISHING TRUST AND TRANSPARENCY: Competence-based accreditation and certification system for the European Financial Services Sector”

Friday December 12th 2008

MAIN OBJECTIVES:

CERTIFIED provides for identification and recognition of shared competence frameworks and transparent quality accreditation of training providers involved in the Financial Services Sector.

The Project builds a comprehensive, clear and self-sustaining system for the certification of employees' competences and for the accreditation of training providers related to the Financial Services Sector.

CERTIFIED has carried out a carefully designed validation process, through pilot experiences (in Greece, Poland and Portugal) with the involvement on the research and dissemination activities of other Members of EBTN.

The CERTIFIED Project enabled the extension of the range and scope of the sector-based certification and accreditation system by creating a wide and active community of practice in certification and accreditation for Financial Services Sector in Europe.

PROGRAMME

8.30 Participants' Registration & Welcome Coffee

9.00 Welcome speech

Mr F. Giannotti - General Manager - Monte Paschi Belgio

Mr M. Spatafora - EBTN President

Opening session

Mr. J. Delgado - Head of Unit - European Commission - Directorate General for Education and Culture (*to be confirmed*)

Mr G. Ravoet -Secretary General - European Banking Federation

Mrs K. Pundel - Director - ANEFORÉ (Luxembourg)

10.30 *Coffee Break*

11.00 *Introduction to the Certified Project*

Mr M. Spatafora - EBTN President

Accreditation and Certification System:

Mr C. Dondi - SCIENTER President

Presentation of Piloting Phases:

- Compliance: M. Szymanska-Koszczyc – WIB- Poland
- Customer Relationship Management: L. Vilhena da Cunha – IFB - Portugal
- Branch Management: A. Maniati – HBA - Greece

Round Table: The way forward

Coordinator: W. Kugemann – University Erlangen- Nurnberg -Germany

Panelists:

C. Morrison - CIOBS - United Kingdom

F. Savi - Federazione Autonoma Bancari Italiani - Italy

C. Spoorenberg - NIBE - The Netherlands


From vision to action

Mr M. Spatafora - EBTN President

13.30 *Lunch Buff*


ANNEX D: EBTN EUROPEAN PROJECTS

EUROBANQUA

	<p align="center">EUROpean Banking Network for QUALity Assurance (2006 - 4053/001-001 LE2 78CQAF)</p>												
<p>DURATION</p>	<p>From 01/02/2007 to 31/03/2008</p>												
<p>PARTNERS</p>	<table border="0"> <tr> <td>LU</td> <td>EBTN - European Banking & Financial Services Training Association</td> </tr> <tr> <td>NL</td> <td>NIBE-SVV The Netherlands Institute for Banking, Insurance</td> </tr> <tr> <td>DE</td> <td>FHVR Fachhochschule fuer Verwaltung und Rechtspflege</td> </tr> <tr> <td>PT</td> <td>IFB - The Portuguese Bank Training Institute</td> </tr> <tr> <td>EL</td> <td>HBA - Hellenic Bank Association, Greece</td> </tr> <tr> <td>RO</td> <td>RBI – Romanian Banking Institute</td> </tr> </table>	LU	EBTN - European Banking & Financial Services Training Association	NL	NIBE-SVV The Netherlands Institute for Banking, Insurance	DE	FHVR Fachhochschule fuer Verwaltung und Rechtspflege	PT	IFB - The Portuguese Bank Training Institute	EL	HBA - Hellenic Bank Association, Greece	RO	RBI – Romanian Banking Institute
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PT	IFB - The Portuguese Bank Training Institute												
EL	HBA - Hellenic Bank Association, Greece												
RO	RBI – Romanian Banking Institute												
<p>RELAY POINTS</p>	<p>International Banking Institute, (Bulgaria) CFPB – Centre de Formation de la Profession Bancaire, (France) ABI FORMAZIONE, (Italy) The Bank Association of Slovenia, (Slovenia) The Chartered Institute of Bankers in Scotland (CIOBS, UK)</p>												
<p>MEETINGS</p>	<p>Kick off Meeting, 9th -10th March 2007, Berlin Project Meeting , 14th -15th July 2007, Amsterdam Project Meeting, 14th -15th September 2007, Athens Project Meeting, 18th -19th October 2007, Lisbon Project Meeting & Dissemination Conference, 15th February 2008, Athens</p>												
<p>AIM OF THE PROJECT</p>	<p>To apply the Common European Quality Assurance Framework (CQAF) to the Banking and Financial Services Sector in Europe by linking this model with current developments and challenges towards improvement of training provision in this Sector. In particular, the project has identified and evaluated tools able to increase the responsiveness of training systems to newly emerging demands in the Sector.</p>												
<p>OBJECTIVES</p>	<ol style="list-style-type: none"> 1) An overview of good practices containing inter alia methods and tools used to improve the match between training supply and qualification demand by implementing practical projects based on the use of the CQAF in different national settings. 2) A mapping and identification of the roles of observatories operating in the participating countries and in some of the “relay points” providing qualitative and quantitative data on skills and competencies needs in the short, medium and long terms 3) The identification of key areas for further cooperation and networking to improve the quality and the responsiveness of VET systems to changing demands. 												
<p>OUTPUTS according to the stage of the project</p> <p>WP1 Starting phase</p>	<ul style="list-style-type: none"> - Kick off meeting - Set up of a website 												


WP2 Survey phase	<ul style="list-style-type: none"> - Survey to identify and describe existing practices and approaches for Quality Assurance in VET - Survey report
WP3 Development phase	<ul style="list-style-type: none"> - Guide on the procedures required for development a coherent approach to better match supply and demand for training in the B.F.S.S.
WP4 Testing phase	<ul style="list-style-type: none"> - Procedure implementation - Pilot application of the CQAF (EUROBANQUA Guide) - National Reports - Synthesis Report
WP5 Summing-up phase	<ul style="list-style-type: none"> - Inventory of good practice - Final Report
WP6 Follow-up phase CURRENT STAGE	<ul style="list-style-type: none"> - Dissemination conference

QUALOBSTER - STATE OF ART (Updated January 2009)

	QUALITY ASSURANCE IN LEARNING ORGANISATION IN THE BANKING & FINANCIAL SECTOR IN EUROPE (LU/07/LLP-LdV/TOI-156005)										
DURATION	1/10/2007 – 31/3/2009 postponed to 30/06/09										
PARTNERS	<table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">LU</td> <td>EBTN - European Banking & Financial Services Training Association</td> </tr> <tr> <td>IT</td> <td>SCIENTER Soc. Consortile a r.l.</td> </tr> <tr> <td>DE</td> <td>FHVR Fachhochschule fuer Verwaltung und Rechtspflege</td> </tr> <tr> <td>PT</td> <td>IFB - The Portuguese Bank Training Institute</td> </tr> <tr> <td>SL</td> <td>B.A.S The Bank Association of Slovenia</td> </tr> </table>	LU	EBTN - European Banking & Financial Services Training Association	IT	SCIENTER Soc. Consortile a r.l.	DE	FHVR Fachhochschule fuer Verwaltung und Rechtspflege	PT	IFB - The Portuguese Bank Training Institute	SL	B.A.S The Bank Association of Slovenia
LU	EBTN - European Banking & Financial Services Training Association										
IT	SCIENTER Soc. Consortile a r.l.										
DE	FHVR Fachhochschule fuer Verwaltung und Rechtspflege										
PT	IFB - The Portuguese Bank Training Institute										
SL	B.A.S The Bank Association of Slovenia										
RELAY POINTS	<p>Slovenia, Nova Ljubljanska Banka d.d., Ljubljana</p> <p>Portugal, Caixa Central de Credito Agricola Mutuo</p> <p>Luxemburg, Dexia (until June 2008)</p>										
MEETINGS	<p>Kick-Off Meeting, 9th January 2008, Amsterdam</p> <p>Partners Meeting, 28th March 2008, Luxembourg</p> <p>Coordination Meeting, 10th - 11th September 2008, Ljubljana</p> <p>Coordination Meeting, 27th -28th November 2008, Berlin</p> <p>Coordination Meeting, Lisbon 2009 (dates to be defined)</p> <p>Workshop, 8th May 2009, Luxembourg</p> <p>Dissemination Conference, June 2009 (to be defined)</p>										
AIM OF THE PROJECT	<p>Improving the quality of training provision in the FSS, integrating the existing benchmarking approach and tool for the Learning Organisation (developed in the Leonardo da Vinci Network 'LOBSTER') with Quality Assurance principles and methods. This is expected to improve diversity management practices, by fostering organisational learning and enhanced continuous professional development programmes.</p>										
OBJECTIVES	<ol style="list-style-type: none"> 1) To enhance the innovative potential of the benchmarking approach to the banking and financial services sector where the role of human resources is increasingly considered as an organisational asset to nurture and develop continuously. 2) To improve diversity management by using an innovative tool based on the Learning Organisation and quality assurance criteria, to the banking sector with the main experimentation implemented in Luxembourg and additionally in Slovenia. 3) To offer the FSS a suitable and validated benchmarking approach and tool so to increase human resources development processes and quality of services at large 4) To apply the European Common Quality Assurance Framework (CQAF) and its inherent management tools to support and to improve the life long learning processes of FSS employees 										
OUTPUTS according to the stage of the project WP1 Project Management	Project Management and Quality Plan										


WP2 Transfer of Innovation: Approach and Methodology	<p>Guidelines for Transfer of Innovation</p> <ul style="list-style-type: none"> - National overview of the receiving countries (Luxembourg and Slovenia) - Adapted benchmarking system to implement the Learning Organisation in the Financial Services Sector
WP3 Training	<ul style="list-style-type: none"> - To train the practitioners who will be involved locally in the use of the transferred LOBSTER methodology and toolset - To design and carry out face-to-face sessions as well as an - To organise ad hoc events with the involved practitioners so to support their familiarisation with the benchmarking system and its practical applications
WP4 Transfer of the LOBSTER model: piloting and validation	<p>Piloting and validation experiences</p> <ul style="list-style-type: none"> - Case studies collection - Guidelines for Human Resources Development according to a Learning Organisation approach
WP5 Evaluation	<ul style="list-style-type: none"> - Evaluation Plan - Evaluation Report
WP6 Valorisation and sustainability building	<p>Adapted web site</p> <ul style="list-style-type: none"> - Laboratory of Innovation - Final dissemination conference - Conference proceedings - Sustainability and Transferability Report

€QUALIFISE - STATE OF ART (Updated January 2009)

	EUROPEAN QUALIFICATION ASSURANCE LEAGUE IN FINANCIAL SERVICES (2007-10350/TRA-EQF-NL-EACEA)																										
DURATION	1/1/2008 – 30/6/2009																										
PARTNERS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">NL</td> <td>€FPA - European Financial Planning Association</td> </tr> <tr> <td style="text-align: center;">LU</td> <td>EBTN - European Banking & Financial Services Training Association</td> </tr> <tr> <td style="text-align: center;">IT</td> <td>Scienter Soc. Consortile a R.L.</td> </tr> <tr> <td style="text-align: center;">DE</td> <td>FSFM - Frankfurt School of Finance & Management</td> </tr> <tr> <td style="text-align: center;">DK</td> <td>DBA - Danish Banking Association</td> </tr> <tr> <td style="text-align: center;">EL</td> <td>HBA - Hellenic Banking Association</td> </tr> <tr> <td style="text-align: center;">ES</td> <td>AEAPFP - Asociación Española de Asesores y Planificadores Financiero Patrimoniales</td> </tr> <tr> <td style="text-align: center;">FR</td> <td>CFPB : Centre de Formation de la Profession Bancaire</td> </tr> <tr> <td style="text-align: center;">IT</td> <td>ABISERVIZI – Divisione ABIFormazione</td> </tr> <tr> <td style="text-align: center;">NL</td> <td>FFP – Federation of Financial Planners</td> </tr> <tr> <td style="text-align: center;">PL</td> <td>WIB – Warsaw Institute of Banking</td> </tr> <tr> <td style="text-align: center;">PT</td> <td>IFB- The Portuguese Bank Training Institute</td> </tr> <tr> <td style="text-align: center;">UK</td> <td>CII - Chartered Insurance Institute</td> </tr> </table>	NL	€FPA - European Financial Planning Association	LU	EBTN - European Banking & Financial Services Training Association	IT	Scienter Soc. Consortile a R.L.	DE	FSFM - Frankfurt School of Finance & Management	DK	DBA - Danish Banking Association	EL	HBA - Hellenic Banking Association	ES	AEAPFP - Asociación Española de Asesores y Planificadores Financiero Patrimoniales	FR	CFPB : Centre de Formation de la Profession Bancaire	IT	ABISERVIZI – Divisione ABIFormazione	NL	FFP – Federation of Financial Planners	PL	WIB – Warsaw Institute of Banking	PT	IFB- The Portuguese Bank Training Institute	UK	CII - Chartered Insurance Institute
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RELAY PARTNERS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">RP EBTN</td> <td>Malta (IFS); Romania (RBI); Slovakia (NBS); Slovenja (BAS)</td> </tr> <tr> <td style="text-align: center;">RP €FPA</td> <td>Hungary, Czech Republic, Cyprus, Croatia</td> </tr> </table>	RP EBTN	Malta (IFS); Romania (RBI); Slovakia (NBS); Slovenja (BAS)	RP €FPA	Hungary, Czech Republic, Cyprus, Croatia																						
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MEETINGS	<p> Kick-Off Meeting: 10th - 11th January, Amsterdam. EQF Meeting: “Observation and Analysis-Studies, Comparative research and EQF projects”, 4th February, Brussels. Steering Committee Meeting: 12th February, London Ad Hoc Working Group: “Review of the Project Objectives and update on EQF”, 13th February, London Partners Meeting: 29th /30th May 2008, Barcelona Steering Committee Meeting: 15th July 2008, Brussels Partners Meeting: 16th /17th September 2008, Cambridge Steering Committee Meeting: 8th January 2009, Barcelona Partners Meeting: 12th /13th March 2009, Prague Dissemination Conference: 27th / 28th May 2009 Brussels </p>																										
AIM OF THE PROJECT	<p>To set up a European Financial Services (FS) Qualifications League to promote the Copenhagen process and to ensure that the EQF levels assigned to financial qualifications by national organisations are reliable and consistent throughout Europe, taking account of the differences between knowledge based and professional competence based qualifications.</p>																										

<p>OBJECTIVES</p>	<p>1) To develop a methodology for assigning EQF levels that takes account of the distinction between knowledge-based qualifications and professional qualifications;</p> <p>2) To assign EQF and NQF levels to the FS Qualifications in the Partner countries;</p> <p>3) To share experience and develop best practice between the Partners;</p> <p>4) To set up a system to monitor, review and endorse the EQF levels that are assigned by the Partners (taking academic qualifications and the Bologna process into account);</p> <p>5) To set up a permanent League that will promote the Copenhagen process in the European FS Sector and provide overview and assurance of EQF levels (and potentially of ECVET and quality) that are assigned by national organisations;</p> <p>6) To hold a conference to launch the League and its work at the end of the project.</p>
<p>OUTPUTS according to the stage of the project Wp1: Project management</p>	<p>1.1. Contractual arrangements 1.2. Interim and final reports 1.3. Financial reporting 1.4. Web based collaborative area 1.5. Minutes of the meetings</p>
<p>Wp2: Articulation with EQF and NQF levels</p>	<p>2.1 Report on existing qualification framework in Europe in the FS sector 2.2 Report on procedure for assigning EQF levels 2.3 Agreement with EC EQF implementation body 2.4 Report on EQF levels added to qualification, with the procedure revised and examples of good practices</p>
<p>Wp3: Institution Development</p>	<p>3.1 Report on documented procedure on assurance methodology system for monitoring, reviewing and endorsing EQF level 3.2 Common understanding with EC EQF implementation body 3.3 Business plan of initial League 3.4 Legal and institutional arrangements of League</p>
<p>Wp4: Promotion and awareness raising</p>	<p>4.1 Attendance at conferences, workshops in the field 4.2 Organisation of 3 seminars with Relay Partners 4.3 Final conference in Rome (IT)</p>
<p>Wp5: Dissemination and exploitation of results</p>	<p>5.1 Dissemination and exploitation plan 5.2 Dissemination documentation 5.3 Web site</p>
<p>Wp6: Evaluation</p>	<p>6.1 Quality and evaluation plan 6.2 Tools for evaluation and quality management 6.3 Evaluation reports (shared and discussed within partners)</p>

QUADULTRAINERS - STATE OF ART (Updated January 2009)

	<p style="text-align: center;">TOWARDS A EUROPEAN QUALIFICATION PROTOTYPE FOR ADULTS TRAINERS</p> <p style="text-align: center;">(142592-LLP-1-2008-1-NL-LEONARDO-LMP)</p>	
DURATION	1/11/2008 – 31/10/2010	
PARTNERS	NL	NIBE-SVV
	LU	EBTN - European Banking & Financial Services Training Association
	IT	SCIENTER Soc. Consortile a R.L.
	IT	AIF-Associazione Italiana Formatori
	BE	Febelfin Academy
	DE	FHVR Fachhochschule für Verwaltung und Rechtspflege
	PT	IFB - The Portuguese Bank Training Institute
MEETINGS	<p>Steering Committee Meeting 10 th October 2008, Bologna</p> <p>Kick-Off Meeting : 13th / 14th November 2008, Brussels</p>	
AIM OF THE PROJECT	<p>This Project aims at increasing the recognition, the social prestige and the attractiveness of the adults trainers profession by proposing - through a multistakeholder research and consensus building process - a European Qualification Prototype for Adult Trainers.</p>	
OBJECTIVES	<p>1) To mobilise professional associations in this domain to collect their views on existing needs/opportunities and on the implementation framework that would be needed to implement a European Qualification in this domain.</p> <p>2) To build - through an open dialogue among all involved categories of stakeholders - a European definition of the professional area and a representation of the related competencies and levels of performance/expertise, suing EQF as a reference point.</p> <p>3) To analyse the feasibility of an associative technical coordination mechanism to guarantee European Qualification for Adults Trainers, focusing this initial activity on the trainers of adult learners in the different working context (industry, finance, non profit organisations etc)</p>	
OUTPUTS according to the stage of the project		
WP1 Awareness Raising & Network Building	<p>1) Action plan for the activation of the European Learning Networks</p> <p>2) Concertation Seminar</p> <p>3) Quadultrainers MetaCommunity</p>	
WP2 Open Review and comparative analysis of the state of the art of the existing qualification and competences framework	<p>1) Research framework - Report</p> <p>2) State of the art Report on existing qualification and competences framework</p>	
WP3 Competences framework	<p>1) Competences framework - Report</p>	

WP4 European Qualification Prototype	1) European Qualification Prototype and methodological guidelines
WP5 Validation and Piloting	1) Report
WP6 Valorisation and dissemination	1) Valorisation and Dissemination Plan - Report
WP7 Exploitation	1) Diffusion, application and experimentation of the European Qualification Prototype and its methodological guidelines. 2) Transferability Plan - Report
WP8 Project Management	1) Project Management and communication Plan 2) Project Interim and Final Report
WP9 Evaluation, Monitoring and Quality Assurance	1) Evaluation Plan - Report 2) Project final evaluation Report
MEETINGS:	1) Steering Committee Meeting 10th October 2008, Bologna 2) Kick off Meeting 13 th – 14 th November 2008, Brussels 3) Steering Committee Meeting 21 st January 2009, Bologna 4) Advisory Board Meeting + Concertation Semimar, to be decided 5) Partners Meeting, to be decided

ANNEX E: EBTN ACTIVITIES



**The Role of EBTN
in the
European banking training
activities**



The slide features a light blue background with a faint grid pattern. At the top, there are four European Union flags. Below them is a yellow rectangular box with a blue border containing the title text. At the bottom right, the EBTN logo is displayed, consisting of a stylized green and blue circular graphic followed by the text 'EBTN' and 'EUROPEAN BANKING & FINANCIAL SERVICES TRAINING ASSOCIATION ASBL' in smaller letters.



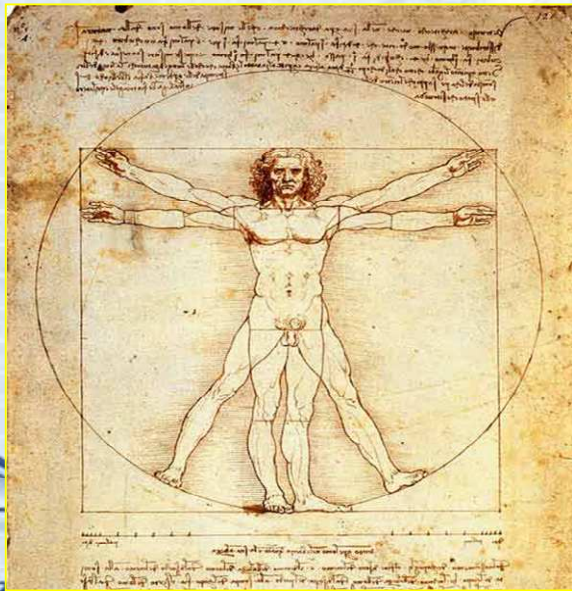
Prof. Mario Spatafora
⌘ **President**
EBTN – European Banking & Financial Services
Training Association Asbl, Luxemburg

⌘ **General Secretary**
**FINANCE & BANKING – Organizational &
HR Development Association,**
Rome - Italy

⌘ **Professor in “Corporate Organization &
Life Long Learning”**
Faculty of Training Sciences
University Roma Tre

The slide has a light blue background with a faint grid pattern. On the left side, there are three logos: the EBTN logo at the top, the 'fb' logo in the middle, and the 'ROMA TRE' logo at the bottom. On the right side, there is a large blue rectangular box with a white border containing the text about Prof. Mario Spatafora. The text is centered and uses various colors (red, blue, black) and symbols (⌘) to highlight different roles and affiliations.

Role of the Institutes of Bankers EBTN Members



- ⌘ **Develop professionalism of the employees**
- ⌘ **Foster education & training activities**
- ⌘ **Promote and co-ordinate programmes**

MEMBERSHIP

⌘ FULL MEMBERS: *European Countries*

- Associations, Institution or Companies having established relationship with :

A) Representative National B.& F. Associations *OR*

B) The majority of the National B.& F. S. Institutions



- providing banking & financial education or training *OR*
- whose objectives are related to B. & F.S. education & training

⌘ ASSOCIATE MEMBERS:

Outside Europe

MEMBERSHIP

⌘ AFFILIATE MEMBERS

- Associations, Institutions or Companies
(*Banks, Universities, Insurances*)
- involved in B. & F.S. education & training
- having an interest in the activity of the Association

EBTN Full Members

• INSTITUTION

- 1. ABIFormazione - ABI Italian Banking Association
- 2. Association of Serbian Banks
- 3. Bankarkepzoz Consulting and Training
- 4. Banking Institute of the Association of Russian Banks
- 5. Banking Institute College of Banking
- 6. Norwegian School of Management
- 7. Center for Banking Studies
- 8. Febelfin Academy Asbl.
- 9. Federation of Finnish Financial Services
- 10. Finance & Banking Organisational and HR Development Association
- 11. Financial Technology Transfer Agency
- 12. Foundation Warsaw Institute of Banking
- 13. Frankfurt School of Finance & Management
- 14. French Bank Training Institute
- 15. Georgian Banking Training Center
- 16. Hellenic Banking Institute of the Hellenic Bank Association
- 17. Institute of Banking Education of the National Bank of Slovakia
- 18. Institute of Financial Services
- 19. Institute of Financial Services, Cyprus
- 20. Institute of Financial Studies
- 21. International Banking Institute
- 22. International Banking Institute
- 23. International School of Banking and Finance
- 24. National Center for the Training of Bank Personnel of Ukraine
- 25. Romanian Banking Institute
- 26. Sofia University St. Kliment Ohridski CERTDP
- 27. Swiss Bankers Association
- 28. The Bank Association of Slovenia
- 29. The Banks Association of Turkey
- 30. The Chartered Institute of Bankers in Scotland
- 31. The Danish Bankers Association
- 32. The Gdańsk Institute for Market Economics - Gdańsk Academy of Banking
- 33. The Institute of Bankers in Ireland
- 34. The Luxembourg Institute for Training in Banking
- 35. The Netherlands Institute for Banking Insurance and Investment
- 36. The Portuguese Bank Training Institute

COUNTRY

Italy
 Serbia
 Hungary
 Russia
 Czech Republic
 Norway
 Switzerland
 Belgium
 Finland
 Italy
 Luxemburg
 Poland
 Germany
 France
 Georgia
 Greece
 Slovak Republic
 Malta
 Cyprus
 Spain
 Bulgaria
 Russia
 Poland
 Ukraine
 Romania
 Bulgaria
 Switzerland
 Slovenia
 Turkey
 United Kingdom
 Denmark
 Poland
 Ireland
 Luxemburg
 The Netherlands
 Portugal

Role of the EBTN Full Members



⌘ *Reference Points of EBTN*
for:

- *Accrediting training programmes*
- *Certifying knowledge and/or competencies*

⌘ *in the national B. & F. Sector*

How?

EBTN Associate Members

INSTITUTION

COUNTRY

- | | |
|---|---------------------|
| 1. Almaty Bank Training | Kazakhstan |
| • 2. Arab Academy for Banking & Financial Sciences | Jorda |
| • 3. Azerbaijan Bank Training Center | Azerbaijan Republic |
| • 4. Association of Banks in Lebanon | Lebanon |
| • 5. Egyptian Banking Institute, Central Bank of Egypt | Egypt |
| • 6. Finsia Financial Services Institute of Australasia | Australia |
| • 7. Indian Institute of Banking & Finance | India |
| • 8. Institute of Bankers in South Africa | South Africa |
| • 9. Institute of Canadian Bankers | Canada |
| • 10. The Bank. and Fin. Academy of the Rep. Uzbekistan | Uzbekistan |
| • 11. The Hong Kong Institute of Bankers | Hong Kong |

EBTN VISION

- **CREATE** education & training standards in Europe
- **ENHANCE** professional European Culture
- **INCREASE** international relations & alliances



THE IMPACT ON HR

Banking & Financial Services Sector PRIORITIES

- **increase the professionalism and personnel competencies**
- **adopt the EQF - European Qualification Framework**

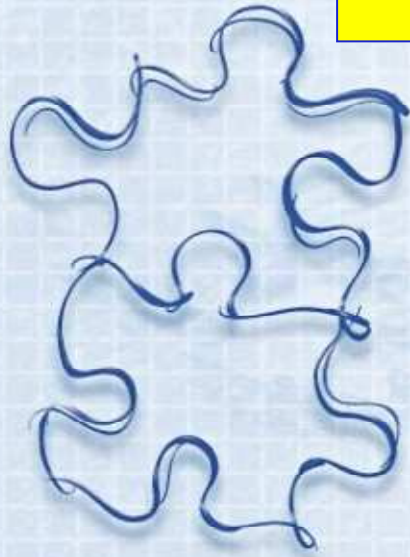
THE IMPORTANCE OF TRAINING

**Mutual Formal -
Informal learning**
Job Training

**Sharing
experiences**

**Community
of practices**

IMPACT ON



- **Career paths**
- **Professional mobility**
- **Competencies (Certification)**



LdV Project EFCB

European Foundation Certificate in Banking



- **Business-oriented qualification**
- **Accredited Institutes (n. 17)**
- **Certificates issued (more than 7.500)**



ANNEX F: EQF LEVELS

THE EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING

DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	KNOWLEDGE	SKILLS	COMPETENCE
LEVEL 1 The learning outcomes relevant to Level 1 are	<ul style="list-style-type: none"> ➤ basic general knowledge 	<ul style="list-style-type: none"> ➤ basic skills required to carry out simple tasks 	<ul style="list-style-type: none"> ➤ work or study under direct supervision in a structured context
LEVEL 2 The learning outcomes relevant to Level 2 are	<ul style="list-style-type: none"> ➤ basic factual knowledge of a field of work or study 	<ul style="list-style-type: none"> ➤ basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools 	<ul style="list-style-type: none"> ➤ work or study under supervision with some autonomy
LEVEL 3 The learning outcomes relevant to Level 3 are	<ul style="list-style-type: none"> ➤ knowledge of facts, principles, processes and general concepts, in a field of work or study 	<ul style="list-style-type: none"> ➤ a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information 	<ul style="list-style-type: none"> ➤ take responsibility for completion of tasks in work or study ➤ adapt own behaviour to circumstances in solving problems
LEVEL 4 The learning outcomes relevant to Level 4 are	<ul style="list-style-type: none"> ➤ factual and theoretical knowledge in broad contexts within a field of work or study 	<ul style="list-style-type: none"> ➤ a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study 	<ul style="list-style-type: none"> ➤ exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change ➤ supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

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