

# Triple E Standard

The  
Guidelines

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*Building up on common best practices*

(Final version of the Triple E Standard, including the quality standards, methodology and tools and the final version of the Triple E Guidelines based on national consultations and in communication with EBTN governing bodies and members)

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## INTRODUCTION

When analysing the Triple E Standard, one should take into consideration the following assumptions:

- The Triple E standard derives from three fundamental instruments promoting and facilitating Life Long Learning activities of citizens in EU. Those are:
  - **EQF** (European Qualifications Framework, Recommendation of the European Parliament and the Council of Europe of 23 April 2008). This is the first “E” in the name of the standard,
  - **ECVET** (European Credit System for Vocational Education and Training, Recommendation of the European Parliament and the Council of Europe of 18 June, 2009). This is the second “E” in the name of the standard,
  - **EQAVET** (European Quality Assurance Reference Framework for Vocational Education and Training, Recommendation of the European Parliament and of the Council of 18 June 2009). This is the third “E” in the name of the standard.
- The Triple E standard has been elaborated as a foundation standard that brings an important change to the professional qualifications of the financial services sector in EU. Consequently, the design process of the Triple E standard has been a search for a solution which is fit for the purpose of achieving **quality AND scale**.
- The Triple E standard is **a quality standard for the financial sector** . It stipulates **how** a qualification should be designed and executed. It does not refer to what the technical content of a qualification should be. Therefore, the Triple E standard is not a certification tool for individuals. It is **an accreditation proposal for institutions** seeking recognition of the quality of qualifications they provide.
- The Triple E standard **is applied on the level of a qualification**. This means that the standard formulates requirements that need to be fulfilled by a Triple E qualification as a whole and NOT by its units, although there are some requirements on the level of a unit as well. Moreover, the standard that is presented in this document proposes some recommendations for Triple E qualifications which are not strict requirements. As a result, the standard stipulates requirements which are obligatory for a Triple E label and offers recommendations, which can be followed but are not indispensable for Triple E accreditation.
- Focusing on a qualification as a whole, the Triple E standard encourages modularisations of qualifications and segmentation of Learning Outcomes (LO) into **smaller qualifications** (e.g. one unit qualifications) to facilitate life-long learning and flexible accumulation and transfer of qualifications among qualifications and among systems of qualifications in EU.
- The Triple E standard tries to **encompass core existing good practices** for professional qualifications which are rendered possible for substantial scale implementation in the financial services sector in EU.
- The Triple E requirements are formulated so as to be **flexible enough** to allow for **the recognition of existing national good practices** rather than to enforce strict compliance with rigid stipulations, e.g. the standard automatically reconfirms the level of a qualification awarded by national competent authorities, the standard accepts nationally recognised institutional accreditations for training/certifications providers.

- Triple E standard is a voluntary initiative undertaken by EBTN with the aim of creating value added to professional qualifications of the financial services sector, built on common good practices.
- **Bridging solutions** are foreseen within the guidelines to allow individual national cases to be accredited for the Triple E label in the event an expected national, official solution is not yet in place, e.g. temporary EQF levelling recommendation by EBTN
- The Triple E standard is built on **common understanding of core concepts** relating to professional qualifications, which are defined in the enclosed “Glossary of Terms” (see: Appendix A).

## THE TRIPLE E STANDARD

The Triple E Standard is composed of three pillars: The Infrastructure Pillar (the green pillar), The Pillar of 10 Values (the blue pillar) and the Body Pillar (the red pillar) of Triple E qualifications. The centrepiece is constituted by the 10 values of Triple E qualifications (see: Appendix B. The Ten Values of the Triple E Standard). The values are represented both in the Body of Triple E qualifications and in the Infrastructure in which the Triple E qualifications function.

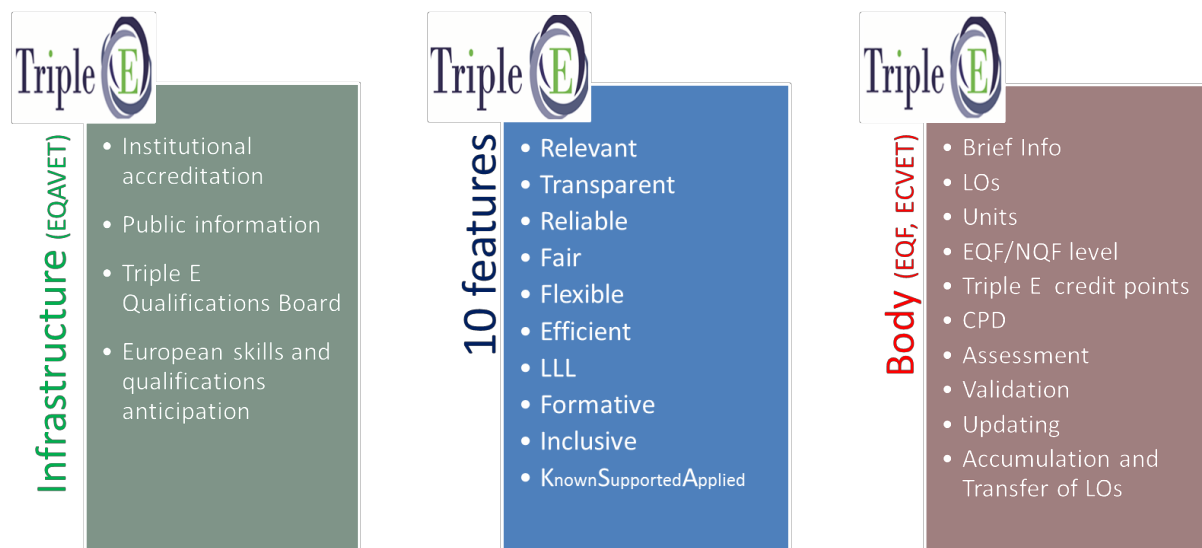


Figure 1. The Triple E Standard

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

The three pillars together give the outline of what is to be required from Triple E qualifications. All the requirements have to be fulfilled by a qualification to be accredited for the Triple E standard. As mentioned earlier, few elements (depicted in lighter red and lighter green colours in the figures below) are proposed as recommendations only. Those are not going to be required from Triple E qualifications, but are recommended as best practices to raise quality and sectoral recognition of Triple E qualifications.

The fourth column of the two elaborated pillars gives a reference to individual guidelines which define how the requirements should be implemented and in-built into the design of Triple E qualifications. The green pillar cover 7 guidelines, the red pillar has 15 guidelines.

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

## The TRIPLE E STANDARD - THE RED PILLAR

RED PILLAR	QUALITY STANDARDS	METHODOLOGY AND TOOLS	GUIDELINES
BODY	<b>Brief info</b>	Name of the qualification Target group of the qualification Aim of the qualification	GUIDELINE 1
	<b>LOs</b>	Defined by knowledge, skills and competences	GUIDELINE 2
		Minimum size of a qualification: 50 hrs	GUIDELINE 3
	<b>Units</b>	Coherent set of LOs with a common title	GUIDELINE 4
		Minimum size of a unit: 10 hrs	GUIDELINE 5
		Accepted assessment methods	GUIDELINE 6
		Accepted validation methods <sup>1</sup>	GUIDELINE 7: a recommendation
		Accepted accumulation and transfer procedure	GUIDELINE 8: a recommendation
	<b>EQF/NQF level</b>	NQF or transitionally recommended by EBTN	GUIDELINE 9
	<b>Triple E points</b>	Workload for LOs translated into Triple VET credits	GUIDELINE 10
		10 hrs = 1 Triple VET credit	
	<b>CPD</b>	Minimum requirement: 10-15 h per year	GUIDELINE 11
		Accepted activities	
		Accepted validation procedure	
	<b>Assessment</b>	Accepted methods	GUIDELINE 12
<b>Validation</b>	Formal, non-formal, informal LOs	GUIDELINE 13: a recommendation	
	Accepted methods		
<b>Updating</b>	Accepted procedure	GUIDELINE 14	
<b>Accumulation Transfer of LOs</b>	Accepted accumulation and transfer procedure	GUIDELINE 15: a recommendation	

## The TRIPLE E STANDARD - GREEN PILLAR

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

1) Lighter colour (red or green) indicates an element which is recommended but not required by the Triple E standard

# TRIPLE E GUIDELINES

## BODY

### Brief Info

#### *Name, target group, aim of the qualification*

##### Guideline 1

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

### Learning Outcomes

#### *Knowledge, skills, competences*

##### Guideline 2

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

#### Reference:

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

#### *Minimum size of a qualification*

##### Guideline 3

The minimum size of a Triple E qualification is 50 hours of learning effort (called 'workload' hereafter) needed from an average learner in order to achieve the qualification. An average learner should be understood as a „target“ learner, i.e. a model person for whom a given qualification is designed. She or he possesses adequate background and professional experience which will allow to build the learning outcomes of the new qualification on top of those which she or he has already achieved. It is also a person for whom the new



qualification fits the current professional profile and will lead to professional progression. The workload can include a variety of activities undertaken in order to attain the learning outcomes required by a qualification. The list of activities accepted for the workload is provided in Annex I.

## **Units**

### ***Set of LOs with a title***

#### **Guideline 4**

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

### ***Minimum size of a unit***

#### **Guideline 5**

The minimum size of a unit of a Triple E qualification is 10 hours of workload. This constitutes 1 "Triple VET credit" (see below: Guideline 10).

### ***Accepted assessment methods***

#### **Guideline 6**

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

### ***Accepted validation methods***

#### **Guideline 7: a recommendation**

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

adequate to validate the learning outcomes declared by the qualification. The list of accepted validation methods for Triple E qualifications is provided in Annex III.

### ***Accepted accumulation and transfer procedure***

#### **Guideline 8: a recommendation**

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

#### Reference:

- Recommendation of the European Parliament and of the Council on the “establishment of a European Credit System for Vocational Education and Training (ECVET)”, 18 June 2009, (2009/C 155/02)
- ECVET User Guide, EU Commission, 2011

### **EQF/NQF level**

#### **Guideline 9**

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

In case a National Qualifications Framework does not yet exist in the country of usage of the qualification, the Triple E qualification can be benchmarked to the European Qualifications Framework by a recommendation of EBTN. This is a bridging solution until the official NQF level is allocated by the national competent body. It is performed by EBTN exclusively within the Triple E accreditation procedure. The procedure of allocating an EQF level to a Triple E qualification by EBTN is provided in Annex V.

## **Triple E points**

### **Guideline 10**

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

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

### Reference:

- Recommendation of the European Parliament and of the Council on the “establishment of a European Credit System for Vocational Education and Training (ECVET)”, 18 June 2009, (2009/C 155/02)
- ECVET User Guide, EU Commission, 2011.

## **CPD**

### **Guideline 11**

The Triple E qualification requires a Continuous Professional Development (CPD) activity to maintain the learning outcomes of the qualification of a minimum of 10 hours per year. Qualifications which are bigger than 15 Triple VET credits (i.e. 150 hours of workload or more) should require at least 15 hours of CPD activities per year. Up to 50 per cent of this requirement can be fulfilled by self-study. The requirement cannot be fulfilled by practice on the job only. The CPD activities and the annual requirement have to be validated at least every three years. The Triple E qualification has to specify who is responsible for the CPD validation and how it is going to be checked and validated. Noncompliance with the CPD

requirement should result in the termination of the qualification by the provider. An appeal procedure should be in place. The list of activities accepted for CPD, the procedure and a list of accepted methods and documentation for CPD validation is provided in Annex VIII.

## **Assessment**

### **Guideline 12**

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

## **Validation**

### ***Formal, non-formal, informal learning outcomes***

#### **Guideline 13**

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

## **Updating**

### **Guideline 14**

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

## **Accumulation and transfer of learning outcomes**

### **Guideline 15: a recommendation**

Building up on the recommended Guideline 8, it is further recommended that the Triple E qualification should be suitable for accumulation and transfer procedures. This means that the set of learning outcomes of the qualification has been adequately assessed and

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

## INFRASTRUCTURE

### **Institutional accreditation**

#### ***Recognition of accreditations granted***

##### **Guideline 16**

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

#### ***Provided by EBTN***

##### **Guideline 17**

In case an applicant for the Triple E standard accreditation does not possess an institutional accreditation, it can apply to EBTN to have their quality assurance confirmed. The review process and decision is vested in the Triple E Committee of EBTN. The service of quality assurance confirmation by EBTN is open to all organizations who seek the Triple E standard for their qualifications.

#### ***Minimum requirements***

##### **Guideline 18**

An organization seeking confirmation of their quality assurance by EBTN has to guarantee three quality assurance provisions as a minimum. Firstly, that it has key quality assurance

procedures in place. Secondly, in case it runs both training AND examination and/or certification activities, that it maintains Chinese walls between those two types of activities. Thirdly, that it can provide proof of sustainability of its operations. A detailed description of acceptable fulfillment of those requirements is provided in Annex XI.

## **Public Information**

### **Guideline 19**

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

## **Triple E qualifications board**

### **Guideline 20: a recommendation**

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

## **European skills and qualifications anticipation**

### **Guideline 21**

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

## **Applying for the Triple E Standard Accreditation**

### **Guideline 22**

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

# ANNEXES



## ANNEX I: List of accepted activities for workload

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

The activities accepted for the workload for a Triple E qualification are the following:

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

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

## ANNEX II: List of accepted assessment methods

**Assessment** is the process of appraising knowledge, skills and competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by validation and certification.

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

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

### Source:

- Terminology of European education and training policy, 2<sup>nd</sup> edition, A selection of 130 key terms, Cedefop, 2014

### ANNEX III: List of accepted validation methods for Triple E qualifications

**Validation** is a confirmation by a competent body that learning outcomes (knowledge, skills and competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

Validation consists of four distinct phases:

- identification through dialogue of particular experiences of an individual;
- documentation to make visible the individual's experiences;
- formal assessment of these experiences; and
- validation (confirmation) of the results of the assessment which may lead to a partial or full qualification.

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

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

#### Source:

- European guidelines for validating non-formal and informal learning, Cedefop, 2009
- Terminology of European education and training policy, 2<sup>nd</sup> edition, A selection of 130 key terms, Cedefop, 2014

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

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

For a Triple E qualification to offer accumulation and transfer procedure the following documents have to be prepared and instituted:

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

## ANNEX V. EQF level allocation as a recommendation by EBTN

In case there is not yet a National Qualification Framework in the country of usage of the qualification, a Triple E qualification is benchmarked to the European Qualification Framework by a recommendation of [EBTN](#). Following is a brief description of the procedure, related requirements and restrictions.

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

## **ANNEX VI: List of accepted activities, procedure and accepted methods and documentation for CPD validation**

### List of accepted methods

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

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

### Documentation

The fulfilment of the CPD requirement for a Triple E qualification has to be documented and reported. It is the obligation of the awarding body to collect the information and validate compliance with the CPD requirement. The accepted forms of documentation include:

- Written declaration by the certificate holder of the activities performed, with confirming evidence, i.e. a diploma, a certificate, exam results, a participation confirmation, an article, a presentation. The declarations may be submitted in a paper or electronic form,
- It is recommended that self-declarations not supported by evidence are confirmed by a third party, preferably the employer.

### Procedure

- The awarding body maintains a registry of compliance with CPD requirement by Triple E qualification holders,
- The information is collected at least every 3 years,
- The information is available for inspection by EBTN on request. Non-compliance cases resulting in the termination of certification is reported to EBTN annually.

## **ANNEX VII: Accepted procedure for updating the Triple E qualification**

Each Triple E qualification should be reviewed and updated at least every 3 years. The process can be performed by:

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

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

## ANNEX VIII: Open-end **list of accepted existing institutional accreditations**

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



## ANNEX IX: Minimum quality assurance standards for confirmation by EBTN

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

### Key quality assurance procedures

Transparent assessment and validation rules, including: clear format, assessment and validation criteria and tools and an appeal procedure;  
Plan-Do-Check-Act as a minimum operational standard.

### Chinese walls between training AND examination and certification

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

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

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

### Proof of sustainability of operations

Provision of financial statements, or  
Auditors' reports, or  
Management report, or  
Other reliable statements and reports.

## **ANNEX X: European skills and qualifications anticipation**

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

It is a permanent body, with an institutional membership list, who each year offers a common platform of discussion for all sectoral stakeholders during an annual event. The round table may include an expert discussion and an open conference for sectoral audience. The proceedings of the round table are supported by a report from the Triple E System of Qualifications, which provides current information on Triple E qualifications.

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

## ANNEX XI: Applying for the Triple E Standard

List of steps in the [application process](#) for the Triple E standard:

### Step 1:

The provider of the qualification fills in [the application form](#) for Triple E standard, encloses all required documentation and submits it in electronic form to the Triple E Committee:

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

### Step 2:

[The Triple E Committee](#) grants accreditation or declares a negative decision:

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

### Step 3:

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

### Step 4:

Publication of the accreditation decisions and related information:

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