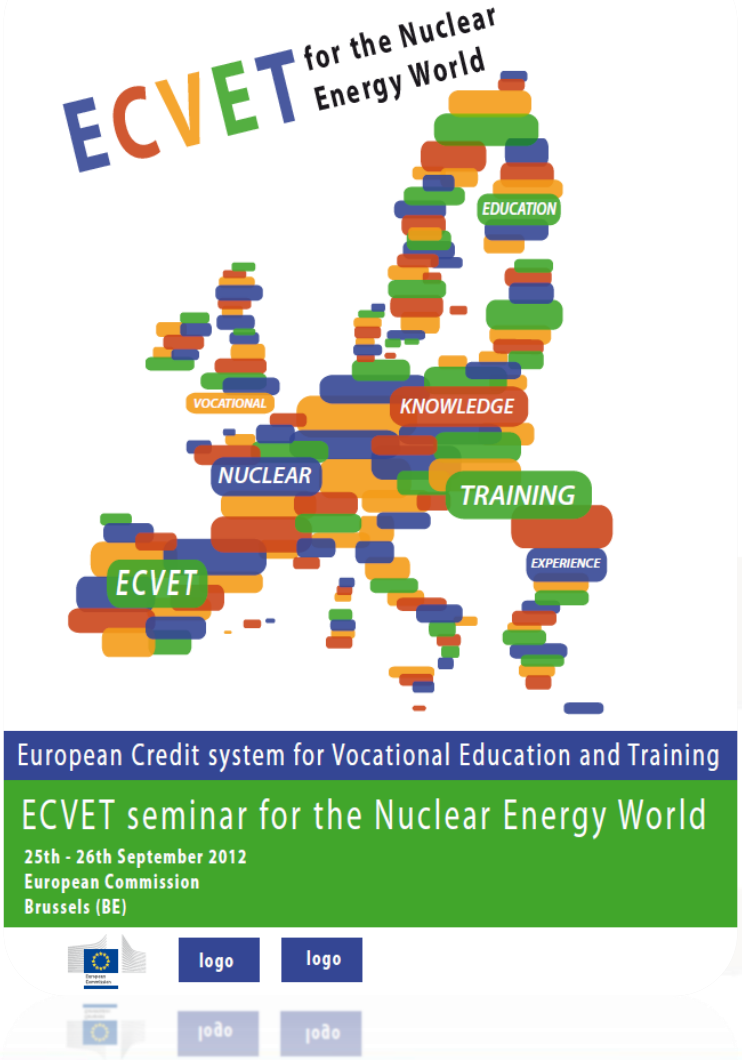
ecvet
European Credit system for Vocational Education & Training

Education and Culture DG

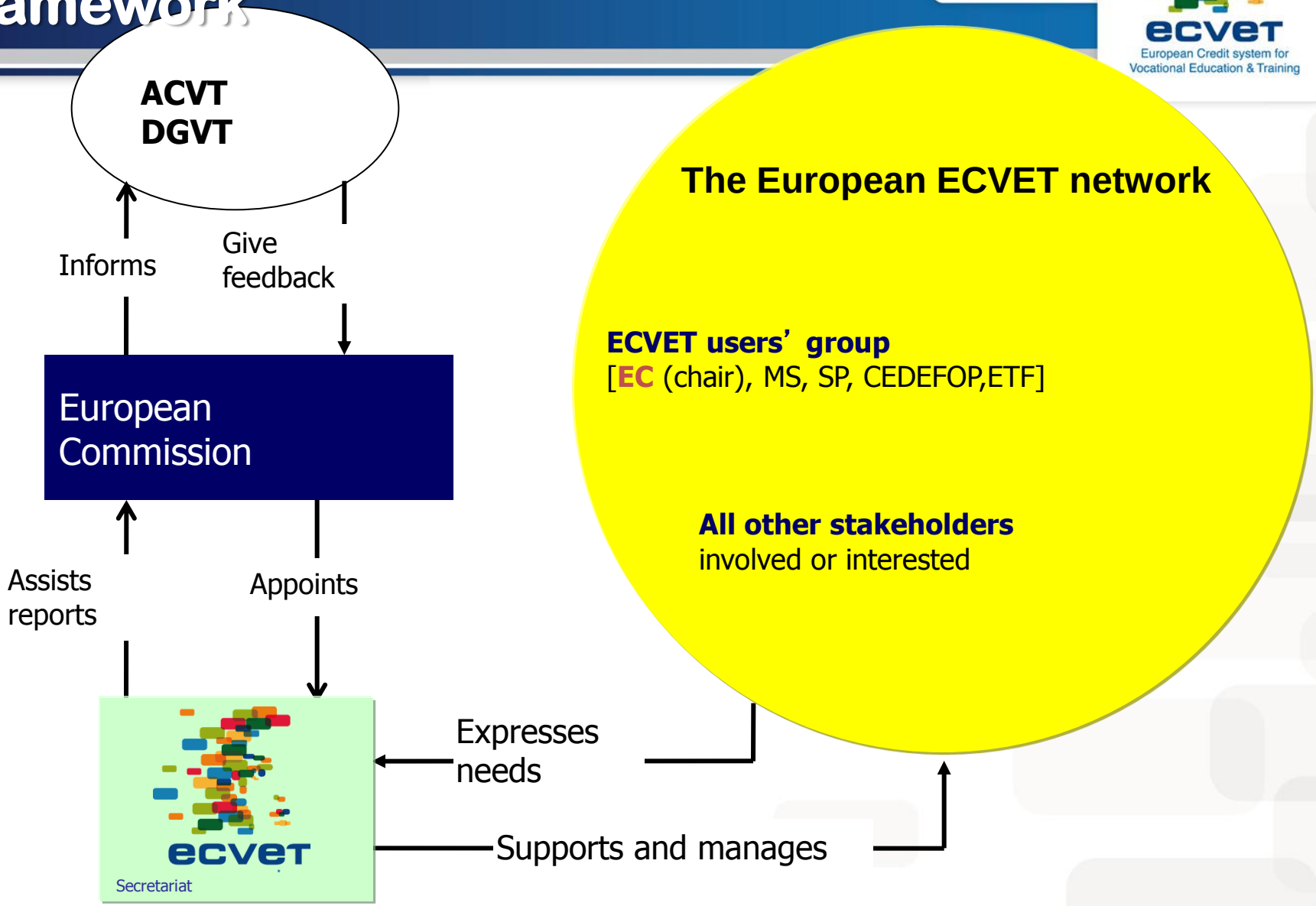
ECVET for the nuclear sector

Brussels 25-26 September

Introduction



ECVET: coordination and cooperation framework



www.ecvet-team.eu

European policy context

Where do we come from?

2005: European Reference tools: EQF, ECVET, EQAVET

Emphasis on collaboration between EU member states, as a basis for mobility and LLL

2002	2004	2006	2008	2010
Copenhagen	Maastricht	Helsinki	Bordeaux	Brugge

2008: EQF Recommendation

2009: ECVET/ EQAVET Recommendation

EU2020:
- ET 2020
- Youth on the Move
- New skills for jobs

Policy context
Copenhagen declaration

"The Copenhagen Declaration"	29 and 30 November 2002

The following main priorities will be pursued through enhanced cooperation in vocational education and training: [2]

On the basis of these priorities we aim to increase voluntary cooperation in vocational education and training, in order to promote mutual trust, transparency and recognition of competences and qualifications, and thereby establishing a basis for increasing mobility and facilitating access to lifelong learning.

Policy context
Maastricht Communiqué

Maastricht Communiqué
on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET)

29 October 2004

THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES MEETING WITHIN THE COUNCIL,

AGREE that

v) the development and implementation of open learning approaches, enabling people to define individual pathways, supported by appropriate guidance and counselling. This should be complemented by the establishment of flexible and open frameworks for VET in order to reduce barriers between VET and general education and increase progression between initial and continuing training and higher education. In addition, action should be taken to integrate mobility into initial and continuing training.

Policy context
Helsinki Communiqué

The Helsinki Communiqué (2006) on Enhanced European Cooperation in VET

(Review of the Council conclusions of 15 November 2004)

THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES MEETING WITHIN THE COUNCIL,

EMPHASISE that

6. the diversity of European VET systems is an asset which serves as a basis for mutual learning and inspiring reforms. At the same time, this diversity makes it important to increase transparency and common understanding on quality issues, and hence mutual trust between VET systems and practices. The aim should be to promote a European VET area in which qualifications and skills acquired in one country are recognised throughout Europe, thus supporting the mobility of young people and adults.

Policy context
Bordeaux Communiqué

THE BORDEAUX COMMUNIQUÉ

Make the concept of lifelong learning and mobility a reality

Workers, learners' and teachers' mobility, from one system to another, from one country to another should be promoted in VET systems. Citizens should be able to accumulate and transfer learning outcomes acquired in formal, non-formal or informal contexts so that those learning outcomes can be recognised thanks to the implementation of European tools for transparency and recognition of qualifications.

1. **IMPLEMENTING THE TOOLS AND SCHEMES FOR PROMOTING COOPERATION IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING (VET) AT NATIONAL AND EUROPEAN LEVEL**

   The process has created major tools for improving the transparency of qualifications and promoting mobility. Insofar as they are based on a learning-outcomes approach and entail the use of quality assurance mechanisms for mutual trust, they have significant implications for national VET systems.

   It is now essential to ensure they are implemented using appropriate methods and developed in a coherent manner.

It is important to:

2. Implement the future European Credit System for VET (ECVET), together with the future European Quality Assurance Reference Framework (EQARF), in order to strengthen mutual trust;

Policy context
ECVET Recommendation

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 18 June 2009

on the establishment of a European Credit System for Vocational Education and Training (ECVET)

Policy context
ECVET Recommendation

7 DECEMBER 2010

The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020

I. NEW IMPETUS FOR VOCATIONAL EDUCATION AND TRAINING IN EUROPE

Quality and excellence

The diversity of European VET systems is an asset for mutual learning. But transparency and a common approach to quality assurance are necessary to build up mutual trust which will facilitate mobility and recognition of skills and competences between those systems. In the decade ahead we must give high priority to quality assurance in our European cooperation in VET.

III. STRATEGIC OBJECTIVES FOR THE PERIOD 2011-2020, FOLLOWED BY SHORT-TERM DELIVERABLES 2011-2014

4. Developing a strategic approach to the internationalisation of I-VET and C-VET and promoting international mobility

(c) Participating countries should systematically use and promote European transparency tools such as EQF, ECVET and Europass to promote transnational mobility;

Policy context
Europe 2020 strategy

- Europe 2020 is the EU's growth strategy for the coming decade.
  In a changing world, we want the EU to become a smart, sustainable and inclusive economy.
  These three mutually reinforcing priorities should help the EU and the Member States deliver high levels of employment, productivity and social cohesion.

Policy context
Europe 2020 strategy

- **Smart growth**
  - an economy based on knowledge and innovation requires:
    - **improving the quality of education;**
    - **knowledge transfer;**
    - **openness and relevance of education systems by building national qualification frameworks;**
    - **better gearing learning outcomes towards labour market needs**
- **Sustainable growth**
  - future skill needs; ”skills for green jobs”
- **Inclusive growth**
  - implementation of lifelong learning principles; flexicurity

Policy context
Europe 2020 strategy

Strategic framework for European cooperation in education and training ("ET 2020")

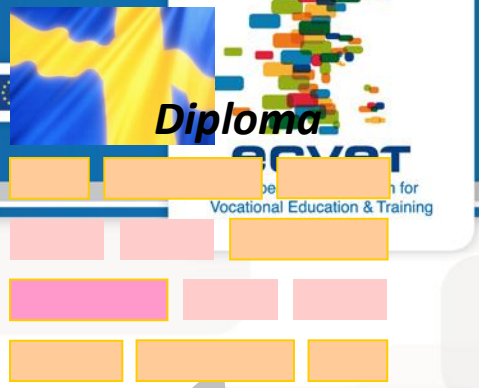
- Significant progress being made:
  - in support of national reforms of lifelong learning;
  - the modernisation of higher education;
  - the development of common European instruments promoting **quality**, **transparency** and **mobility**;
- Strategic objectives:
  - Making lifelong learning and mobility a reality;
  - Improving the quality and efficiency of education and training

Policy context
Europe 2020 strategy

- IVET as an attractive learning option with high relevance to labour market needs and pathways to higher education;
  - Flexible systems based on the recognition of learning outcomes and supporting individual learning pathways;
  - Cross-border mobility as an integral part of VET practices;
  - Recognition of the mobility training experience has to be ensured through the use of ECVET;
- *Validation of non-formal and informal learning provides pathways for up-skilling and reintegration of people to the labour market. The adoption of an outcome-based approach for vocational qualifications, as promoted by the EQF and ECVET, is key to achieving this*;
- By 2020, systematic use of EQF, ECVET and Europass aimed at transparency of qualifications and portability of learning outcomes

European initiatives and tools

LLL



Formal training abroad

Informal learning

Formal training

Working experience

EU initiatives

EQAVET
European Quality Assurance
in Vocational Education and Training

European
Qualifications
Framework

ecvet
European Credit system for
Vocational Education & Training

europass

Non formal and informal learning

European Qualifications Framework

ecvet
European Credit system for Vocational Education & Training

European Qualifications Framework

		KNOWLEDGE	SKILLS	COMPETENCE
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.		In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
LEVEL 1	The learning outcomes relevant to Level 1 are	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
LEVEL 2	The learning outcomes relevant to Level 2 are	basic factual knowledge of a field of work or study	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	work or study under supervision with some autonomy
LEVEL 3	The learning outcomes relevant to Level 3 are	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	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	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	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

EQF Principles (key words)

- Meta-framework
- Learning Outcomes
- Knowledge – Skills – Competence
- Descriptors defining referencing levels
- Best fit
- Mutual trust
- Quality Assurance
- **”Qualification means 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 given standards”** Definitions, EQF Recommendation Annex I

The Recommendation EQF

- The EQF aims to relate different countries' national qualifications systems to a common European reference framework of eight levels. In the Recommendation Member States (MS) are invited to:
  - relate their national qualifications systems to the European Qualifications Framework
  - indicate the EQF level at each new qualification by 2012
  - use an approach based on learning outcomes when defining and describing qualifications, and promote the validation of non-formal and informal learning
  - promote and apply the principles of quality assurance in education and training
  - designate a national coordination point

Referencing proces

Table 1: Overview referencing national qualifications frameworks and systems to the EQF

Year	Number of countries	Countries (presented their referencing report)
Referenced by 2011 (1st January 2012)	**12** (11 MS and BE-vl)	BE-vl, DK, EE, FR, IE, LV, MT, NL, PT, UK, CZ and LT.
Referencing by 2012 (foreseen)	**19** (14 MS, BE-f, 2 EEA countries and 1 accession country (HR) and TK)	Quarter 1: LU, IT, AT, DE, HR, NO and RO.
		Quarter 2: FI, SE
		Quarter 3: -
		Quarter 4: BE-f, EL, ES, IS, CY, PL, HU, SK, SI and TK, BG

Source: Information provided by the European Commission[148]

EQF newsletter end 2011

- Some 26 countries have proposed or adopted eight levels for their NQF.
- This consensus contrasts with the earlier frameworks. For example, Ireland's NQF has 10 levels. The UK (Scotland) NQF has 12. The French NQF is being revised from a 5 to an 8-level structure.
- Of the newer frameworks, Iceland's and Norway's both have seven levels. Slovenia has proposed 10.

Availability of data through use of a EQF-portal

Type of Information	Specification
Title of the qualification	
Description of the qualification	Text (up to 5000 characters). At least the learning outcomes description /competence profile of the qualification. However, the description may provide further information that the EQF National Coordination Point (NCP) considers relevant[12].
Thematic Area(s)	On-going discussion on the classification to be adopted.
National Qualification Level	Level according to the NQF
EQF Level	Corresponding level in the EQF
The name or code of the country or region the qualification is issued	31 countries and regions
Source of information	Name of the NCP, description and logo
Information language	Language in which information about the qualification is available in the national qualifications database (code)
Awarding Body	The name of the awarding body and its legal status (public, private), when defined, or the typology of awarding bodies.
URL of the awarding body	URL of the website of the awarding body
Web-Link to Certificate/Qualification Supplement documents	Countries often provide further structured information on qualifications by issuing either a Europass Diploma or Certificate Supplement or a specific national supplement.

http://ec.europa.eu/eqf/compare_en.htm

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Scotland	EQF Levels	Ireland
NCP: Scottish Credit and Qualifications Framework Partnership Referencing Report (Mar 2010) NQF/NQS SEE MORE SELECT ANOTHER COUNTRY		NCP: National Qualifications Authority of Ireland Referencing Report (Jun 2009) NQF/NQS SEE MORE SELECT ANOTHER COUNTRY
SCQF Level 12 Doctoral Degrees Professional Development Awards	EQF Level 8	NFQ level 10 Doctoral Degree
SCQF Level 11 Masters Degrees Post Graduate Diploma Post Graduate Certificate Professional Development Awards SVQ 5	EQF Level 7	NFQ level 9 Masters Degree Post-graduate Diploma
SCQF Level 10 Honours Degree Graduate Certificate / Diploma Professional Development Awards	EQF Level 6	NFQ level 8 Honours Bachelor Degree Higher Diploma

EQAVET
European Quality Assurance
in Vocational Education and Training

ecvet
European Credit system for
Vocational Education & Training

EU Quality Assurance

in Vocational Education & Training

The European Quality Assurance Reference Framework – quality cycle

A quality assurance cycle, including planning, implementation, evaluation and review of VET

A set of common quality criteria and indicative descriptors at system and provider level

A set of indicators

•that fully respects the competence of Member States

Complementary to EQF, ECVET and principles of validation of non-formal and informal learning

List of Indicators

http://www.eqavet.eu/index.html

1. Relevance of quality assurance systems for VET providers
2. Investment in training of teachers and trainers
3. Participation rate in VET programmes
4. Completion rate in VET programmes
5. Placement rate in VET programmes
6. Utilisation of acquired skills at the workplace
7. Unemployment rate
8. Prevalence of vulnerable group
9. Mechanisms to identify training needs in the labour market
10. Schemes used to promote better access to VET

europass

ecvet
European Credit system for Vocational Education & Training

- Five documents to make your skills and qualifications clearly and easily understood in Europe

Curriculum Vitae

A document to present your skills and qualifications effectively and clearly

Create your CV online - Follow the instructions and save the completed document (download or e-mail).

Update your CV (PDF+XML) online

Download the CV template and instructions - You can then generate your CV on your computer.

Examples

Learn more »

Language Passport

A self-assessment tool for your language skills and qualifications

Create your Language Passport online - Follow the instructions and save the completed document (download or e-mail).

Update your Language Passport (PDF+XML) online

Download the Language Passport template and instructions - You can then generate your Language Passport on your computer.

Examples

Learn more »

The other Europass documents

Europass Mobility - A document to record knowledge and skills acquired in another European country

Certificate Supplement - A document describing the knowledge and skills acquired by holders of vocational training certificates.

Diploma Supplement - A document describing the knowledge and skills acquired by holders of higher education degrees.

National Europass Centres

In every country (European Union and European Economic Area), a National Europass Centre coordinates all activities related to the Europass documents. It is the first point of contact for any person or organisation interested in using or learning more about Europass.

Learn more »

NFIL

- European countries are increasingly emphasising the need to recognise the full range of an individual's knowledge, skills and competences – those acquired not only at school, university or other education and training institutions, but also **outside the formal system**.

- This requires new approaches to **validate** such learning experiences (i.e. identify, document, assess and/or certify), making them **usable for further studies or advancement in work**. Helping people in this way could also make a contribution to smart, sustainable and inclusive growth.

- This is why the Commission has made a proposal for a Council Recommendation inviting EU governments to establish **validation systems by 2015**, linked to the European Qualifications Framework, including the possibility to obtain a **full or partial qualification** on the basis of non-formal or informal learning.

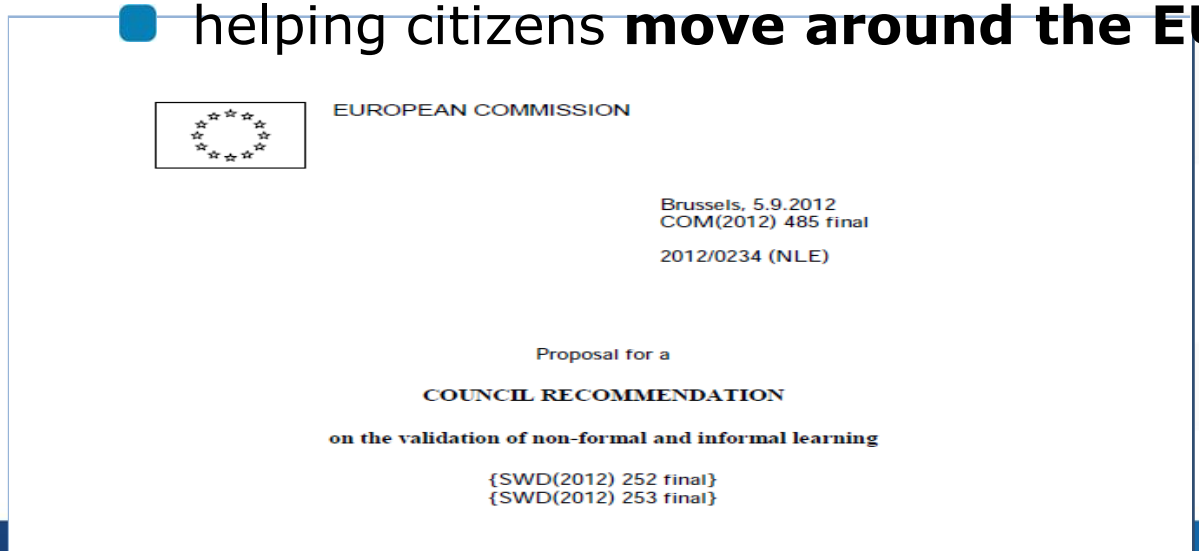
- The majority of EU Member States do not have a comprehensive validation system.

Proposal recommendation

- Ensure, by 2015, that a national system of validation of non-formal and informal learning27 is established providing the opportunity for citizens to
  - Have their skills, knowledge and competences acquired through nonformal and informal learning, including via open educational resources, validated,
  - Obtain a full or partial qualification on the basis of validated non-formal and informal learning experiences
  - Ensure that the national system of validation of non-formal and informal learning includes the following elements: support, assistance, assessment, certification
  - Ensure synchergie with ECTS and ECVET

Benefits of validation

- **Systematic validation** mechanisms would make clear which skills are available in the European workforce:
- facilitating a better **match between skills and labour demand**, addressing skills shortages in growing sectors
- promoting better **transferability of skills** between companies and sectors
- helping citizens **move around the EU** to live and work.


EUROPEAN COMMISSION

Brussels, 5.9.2012
COM(2012) 485 final

2012/0234 (NLE)

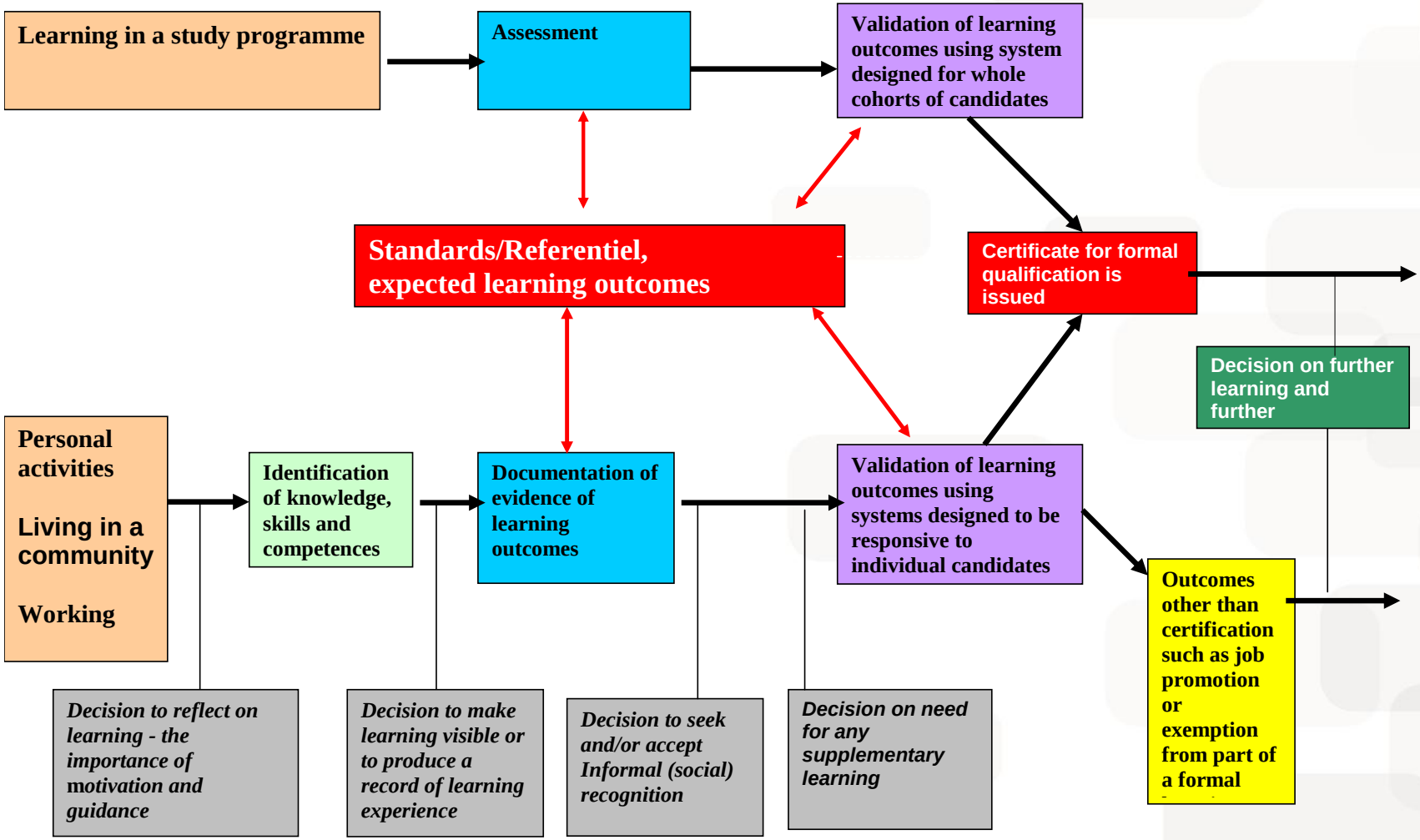
Proposal for a

COUNCIL RECOMMENDATION

on the validation of non-formal and informal learning

{SWD(2012) 252 final}
{SWD(2012) 253 final}

Validation of NFIL; routes from learning to certification



A coherent set of Recommendations

EQAVET
European Quality Assurance in Vocational Education and Training

European Qualifications Framework

Quality of VET systems
Mutual trust

Transparency of VET qualifications
LO approach

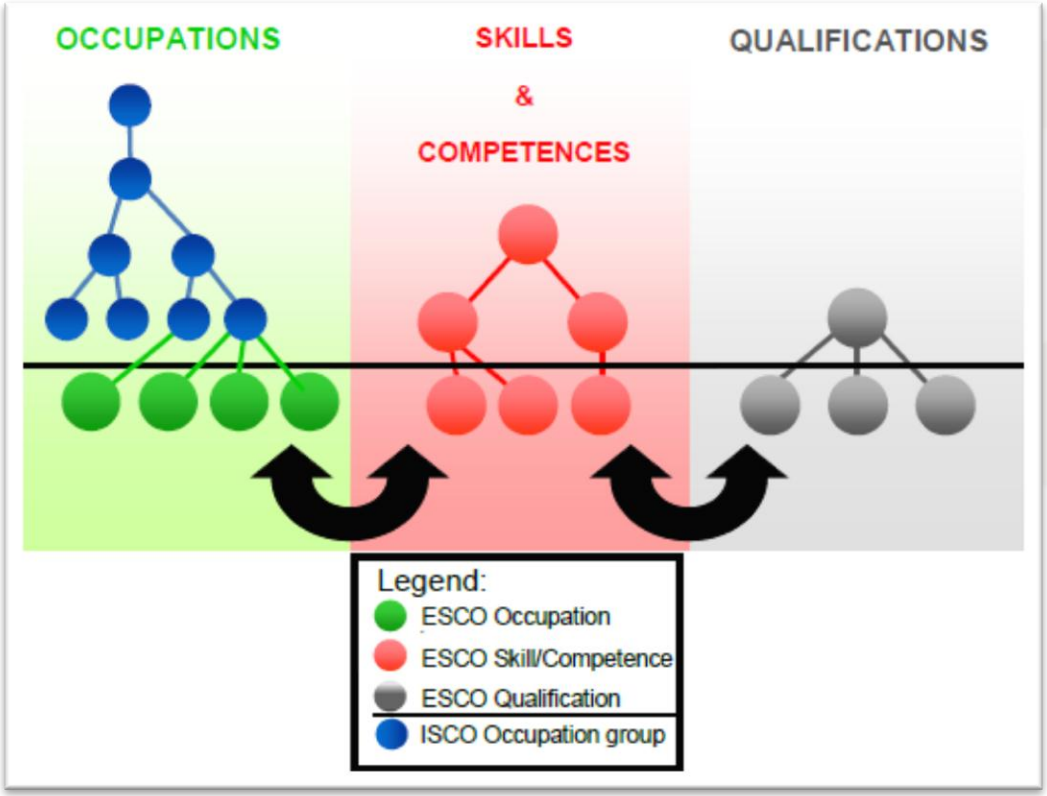
Progressive access to VET qualifications
Transfer and recognition

Promoting LLL
Transfer and recognition from NFIL to formal system

Non formal and informal learning

ESCO

ESCO - European Skills/Competences, qualifications and Occupations



ESCO is the European multilingual classification linking skills and competences and qualifications to occupations and will be available to all labour market, education institutions and other stakeholders.

- Each pillar will have its own semantic structure.
- The occupations pillar of ESCO currently includes around 5 000 occupations, that are organised under the 390 unit groups of the ISCO classification. Since a repository of terms and a semantic structure already existed in the EURES classification it is the pillar of ESCO that is developed the furthest.
- The skills/competences pillar will contain two large groups of skills/competences: Job specific skills/competences and transversal skills/competences which are by nature cross-occupational.
- The qualifications pillar is under development, does not yet exist.
- Version pre-ESCOvO not yet published

The basics of ECVET Recommendation

ECVET: one of several EU tools

- The European credit system for vocational education and training (ECVET) is one of several European tools designed to make qualifications systems more easily understood and flexible throughout the European Union (EU) and so support more mobility for workers and learners

ECVET objectives and technical components

Transnational mobility

Lifelong learning

Recognition

Learning outcomes

Transparency of qualifications

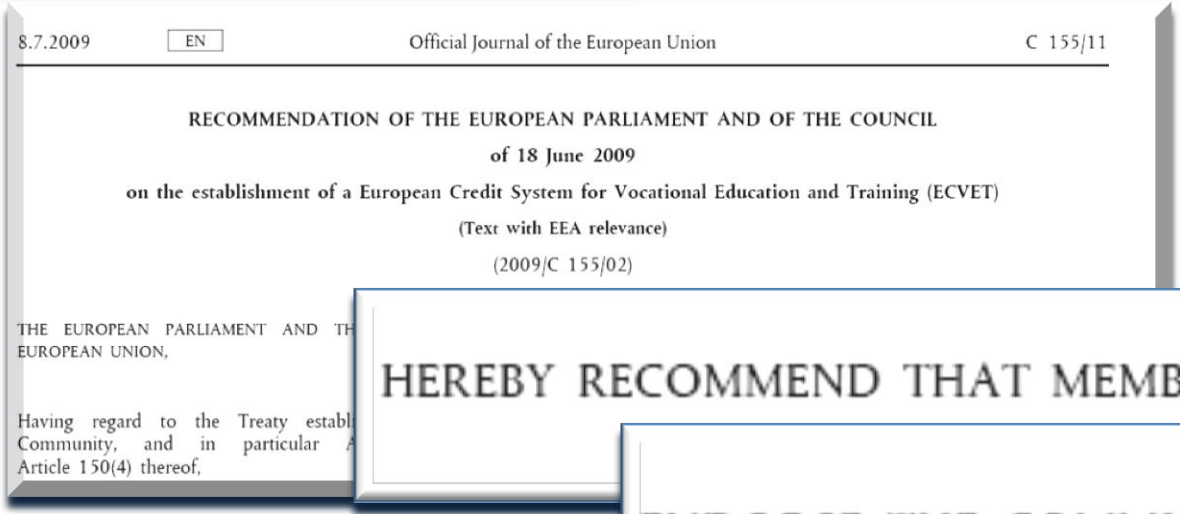
Accumulation process

Transfer process

The objectives of ECVET

- **Instrument for mobility and recognition**
  - recognition of learners' achievements
  - stimulating exchanges and mutual trust
    - Supporting mobility of European citizens
  - recognition of learning outcomes without extending learners' education and training pathways
    - Facilitating lifelong learning

Recommendation



8.7.2009 EN Official Journal of the European Union C 155/11

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 18 June 2009

on the establishment of a European Credit System for Vocational Education and Training (ECVET)

(Text with EEA relevance)

(2009/C 155/02)

THE EUROPEAN PARLIAMENT AND TH
EUROPEAN UNION,

Having regard to the Treaty establ
Community, and in particular
Article 150(4) thereof,

What is the objective?

HEREBY RECOMMEND THAT MEMBER STATES:

ENDORSE THE COMMISSION'S INTENTION TO:

What has to be done?

ANNEX I

DEFINITIONS

What has to be implemented?

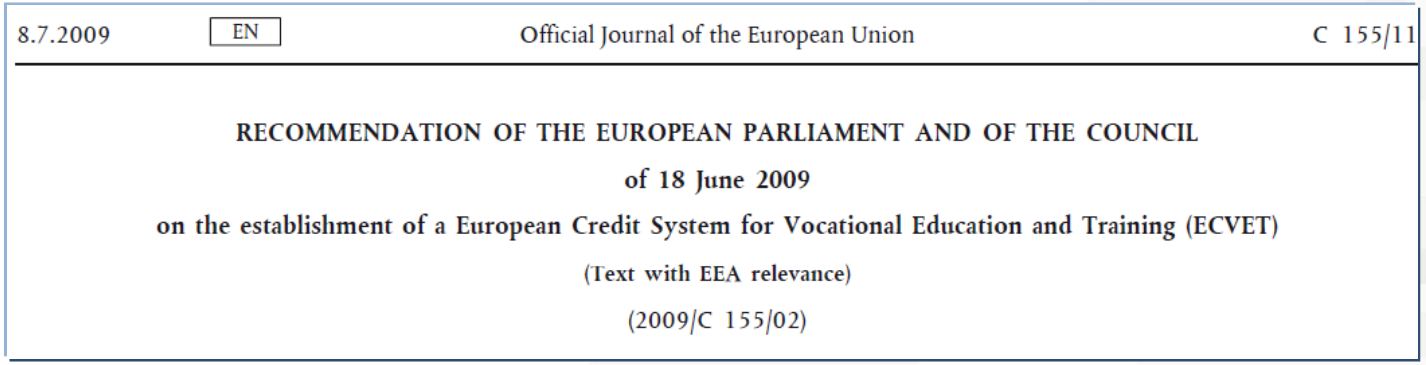
ANNEX II

ECVET — PRINCIPLES AND TECHNICAL SPECIFICATIONS

Recommendation

What is the objective?

Introduction



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of 18 June 2009

on the establishment of a European Credit System for Vocational Education and Training (ECVET)

(Text with EEA relevance)

(2009/C 155/02)

- ✓ European Credit System for Vocational Education and Training (ECVET) is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification.

Recommendation

What has to be done?

HEREBY RECOMMEND THAT MEMBER STATES:

1. promote the European Credit system for Vocational Education and Training ('ECVET') as set out in Annexes I

2. create the necessary conditions and adopt measures, as appropriate, so that as from 2012 – in accordance with national legislation and practice, and on the basis of trials and testing – it is possible for ECVET to be gradually applied to VET qualifications at all levels of the EQF, and used for

3. support the development of national and European partnerships and networks involving institutions and authorities

4. ensure that stakeholders and individuals in the area of VET have access to information and guidance for using ECVET,

5. apply, in accordance with national legislation and practice, the common principles for quality assurance in VET set out

6. ensure that there are functioning coordination and monitoring mechanisms at the appropriate levels, in accordance with the legislation, structures and requirements of each Member State, in order to guarantee the quality, transparency and consistency of the initiatives taken to implement ECVET.

ENDORSE THE COMMISSION'S INTENTION TO:

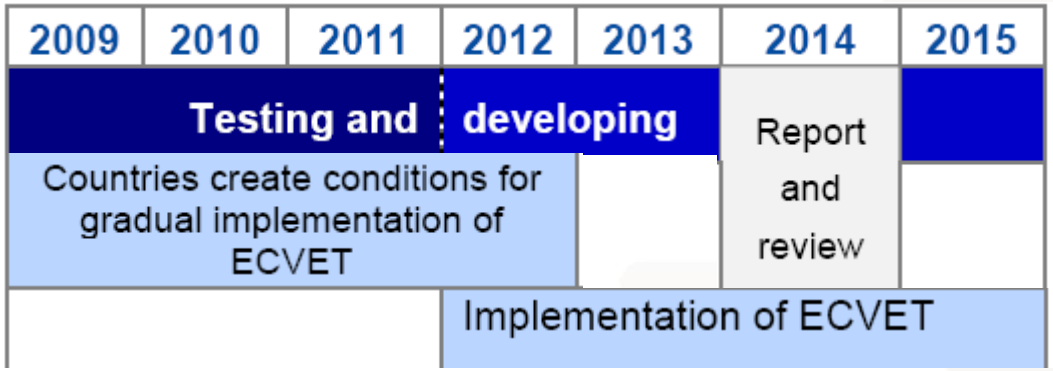
1. support Member States in carrying out the tasks referred to in points 1 to 6 and in using the principles and technical specifications of ECVET as set out in Annex II, in particular

2. develop users' guides and tools, and adapt relevant Europass documents, in collaboration with Member States, national and European experts and users; develop expertise for enhancing the compatibility and complementarity of ECVET and ECTS used in the higher education sector, in collaboration with VET and higher education experts and users at European and national levels; and provide regular information on the developments of ECVET;

3. promote, and participate together with the Member States in, a European ECVET network involving relevant VET stake-

4. monitor and follow up the action taken, including the results of trials and testing, and, after the assessment and evaluation of this action carried out in cooperation with the Member States, report, by 18 June 2014, to the European Parliament and the Council on the experience gained and implications for the future, including, if necessary, a review and adaptation of this Recommendation, involving the updating of the Annexes and guidance material, in cooperation with the Member States.

Timetable



- a preparatory period running until 2012, during which the Member States will be asked to create the necessary conditions and to adopt measures with a view to introducing ECVET
  - each Member State may adopt and introduce ECVET (and also carry out tests and experiments) without waiting until 2012
- a period for the gradual introduction of ECVET, running until 2014
- possible revision of the European Recommendation in 2014

Units with a summative character

Host provider

1

Learning agreement

Sending provider

The individual acquires KSC

2

3

The (unit) learning outcomes are assessed

Learning outcomes are recognised and accumulated as part of the intended qualification, corresponding ECVET points are included

7

6

Credit is validated

Credit is awarded for the individual learning outcomes achieved

4

Learner's credit in a individual transcript of record

5

ECVET objectives and technical components

Transnational mobility

Lifelong learning

Recognition

Learning outcomes

Transparency of qualifications

Accumulation process

Transfer process

- Units of learning outcomes
- ECVET points
- Assessment of learning outcomes
- Validation of learning outcomes
- Recognition of learning outcomes
- Memorandum of understanding (partnership)
- Learning agreements
- Transcript of record

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Education and Culture DG

ECVET Technical specifications

Learning outcomes

Learning outcomes

- Learning outcomes are statements of
  - what a learner knows, understands and is able to do
  - on completion of a learning process
  - and which are defined in terms of knowledge, skills and competence

KSC

- ’Knowledge’ means the 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.
- ’Skills’ means the ability to apply knowledge and know-how to complete tasks and solve problems.
- ’Competence’ means 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.

Descriptors defining levels in EQF

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

Knowledge	Skills	Competence
Is described as theoretical and/or factual	Are described as cognitive and practical	Is described in terms of responsibility and autonomy
Level 1: Basic general knowledge *Level 2-7 hierarchy of 'knowledge':* *Factual* *Facts, principles, processes and general concepts* *Comprehensive, specialised* *Awareness of boundaries* *Advanced* *Highly specialised* **Level 8: Knowledge at the most advanced frontier of a field of work or study and at the interface between fields**	**Level 1: Basic skills required to carry out simple tasks** *Level 2-7 hierarchy of 'solve problems':* *routine – specific– abstract– complex and unpredictable – critical* **Level 8: The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice**	**Level 1: Work or study under direct supervision in a structured context** *Level 2-7 hierarchy of 'contexts':* *usually predictable – unpredictable change – unpredictable – complex, unpredictable and require new strategic approaches* **Level 8: Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes in the forefront of work or study contexts including research**

Learning outcomes in EQF

Levels	Knowledge	Skills	Competence
1			

Learning outcomes - what a learner knows, understands and is able to do on completion of a learning process

The 8 levels distinguished by:

– the complexity and depth of knowledge and understanding
– the degree of necessary support or instruction
– the degree of integration and independence required
– the range and complexity of practise/application
– the degree of transparency and dynamics of situations

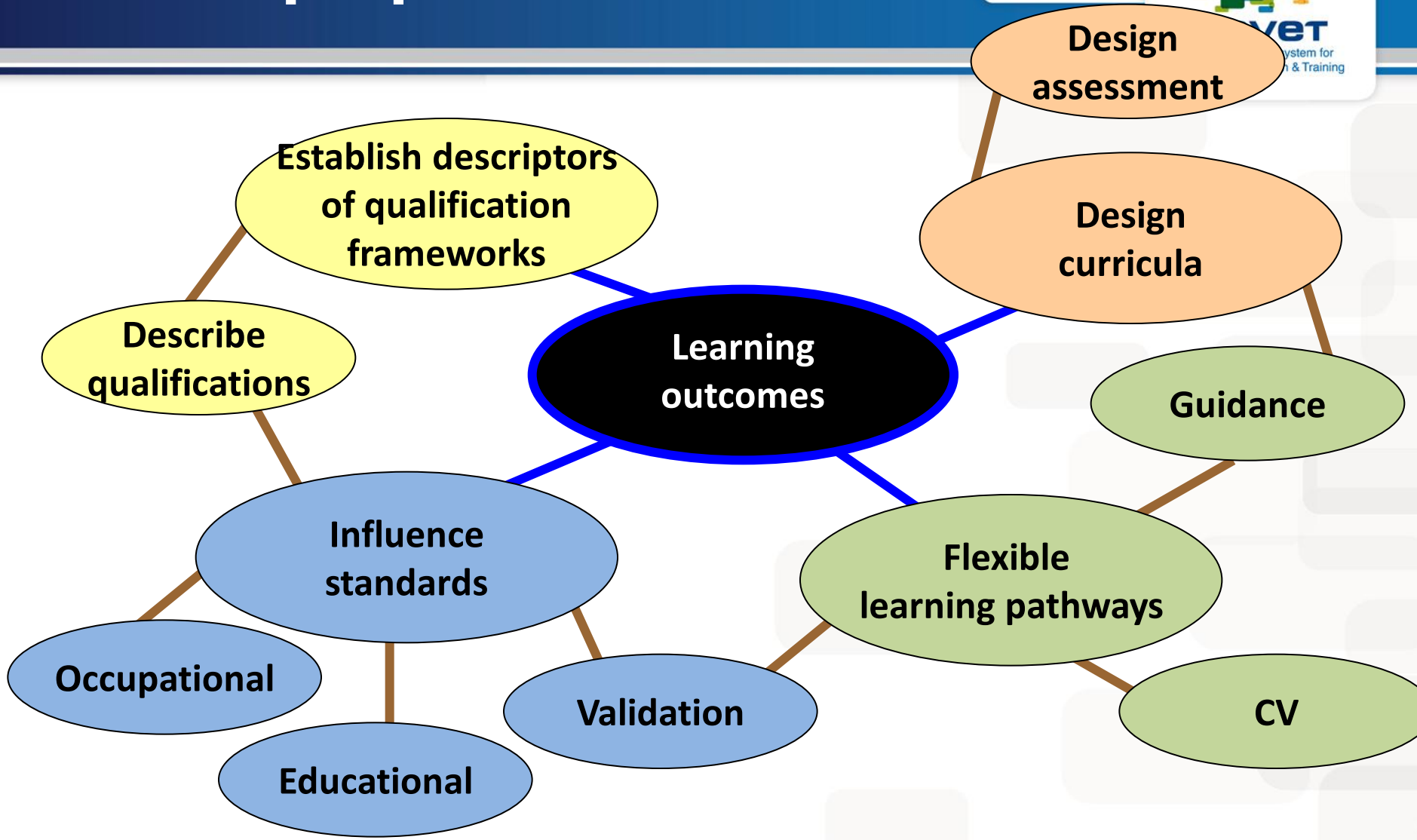
Learning outcomes

- The European definition of learning outcomes which uses the terms of knowledge, skills and competence (see EQF recommendation) is the **common denominator that fits with the diversity of approaches to describing learning outcomes**
- **ECVET does not provide a template or a taxonomy concerning the format of learning outcomes descriptions.** Such templates or classifications may exist at national, regional or system level (for example as part of a national qualifications framework)
- There are **different approaches** to identifying and describing learning outcomes **depending on the qualifications system**
- It is clear that application of the learning outcomes concept will **vary, depending on whether the focus is VET, general or higher learning**

Learning outcomes

- Increases consistency between the European tools (as they all follow this approach);
- Linking the occupational and the educational standards used for the definition of qualifications and VET learning processes, and, at a macro level, education and the labour market;
- Introducing a common language;
- Clarifying the relationships between different forms and contexts of learning;
- Call for dialogue on the relevance and quality of qualifications

Various purposes



Learning outcomes (examples)

www.ecvet-projects.eu/Documents/SME-Master_Manual_01.pdf

Formulation of learning outcomes and steps of learning outcomes

"With reference to the representation of the learning outcomes, it was decided to abstain from differentiating them into knowledge, skills and competences. While this form of representation would correspond to the ECVET recommendation of the European Commission, learning outcomes should – following the agreement of the SME Master partners – reflect professional capacities in a comprehensive and transparent manner. A further division of the learning outcomes would have been contrary to both these claims."

Learning outcomes (examples)

ecvet
European Credit system for Vocational Education & Training

SME MASTER
Skilled • Mobile • European

6. SME Master –Learning Outcomes Matrix "Master Baker"

To acquire the learning outcomes properly the following cross sectional qualifications are essential:

- **S/he is able to act with social and ecological responsibility,**
- **S/he is able to adopt a quality management,**
- **S/he is able to use information and communication technology.**

Units	Credit Points	Learning Outcomes		
U1 Accounting and Controlling	AT 12 DE 10 NO 6	S/he is able to apply basic rules of accounting.	S/he is able to carry out company-specific cost accounting including profit and loss summary, depreciations, operations account and audit.	S/he is able to interpret a balance sheet.
		S/he is able to provide a profit and loss calculation, transfer its results into a balance and draw conclusions out of it.	S/he is able to control the cost and performance calculation.	S/he is able to plan and implement actions to control and reduce effects of deviations.
U2 Budgeting and Calculation	AT 10 DE 10 NO 14	S/he is able to plan a budget by taking into account the relationship between operational accounts, calculations and results deviations.	S/he is able to control the bases of investment budgeting and liquidity as well as the ways of financing.	S/he is able to provide a financial programme for the liquidity of SME and to define and quantify the needs in investment.
		S/he is able to draw up a profit and loss calculation, calculate the contribution margins and	S/he is able to produce operational accounts for SME.	
			S/he is able to calculate the costs of products and services and to analyse profitabil-	

Learning outcomes (examples)

http://www.evta.net/intent/cominter.pdf

IMPORT AND EXPORT SALES ASSISTANT

JOB DEFINITION

The import and export sales assistant contributes to the sustainable international development of

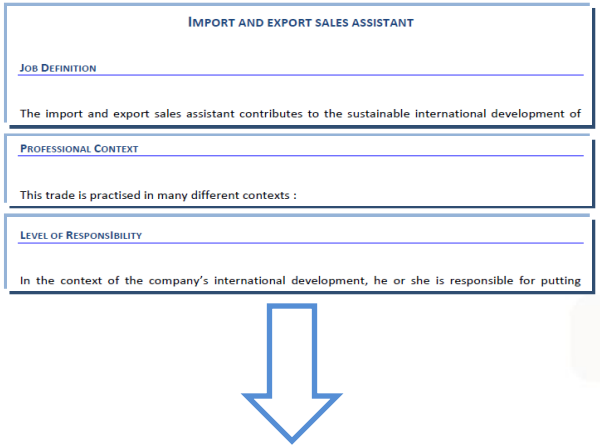
PROFESSIONAL CONTEXT

This trade is practised in many different contexts :

LEVEL OF RESPONSIBILITY

In the context of the company's international development, he or she is responsible for putting

Learning outcomes (examples)



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Descriptive table of the common reference units

Certification units	Skills (S)	Competence (C)	Knowledge(K)
CU1 : International marketing			
CU11 : Market research and market planning on foreign markets	CU11S1 Collecting information through permanent market monitoring (desk research) and field research abroad and checking reliability CU11S2 Analysing and selecting relevant commercial information and regulation constraints about foreign markets	CU11WC1 Organising and planning work activities, being autonomous CU11WC2 Being alert to opportunities and threats	**1 International marketing** 1.1 Introduction to marketing 1.2. Market principles and structure 1.3. Marketing plan 1.4. Monitoring and Market studies 1.5. Export « swot » 1.6. Internationalization strategies 1.7. Internationalization support networks 2 Computing

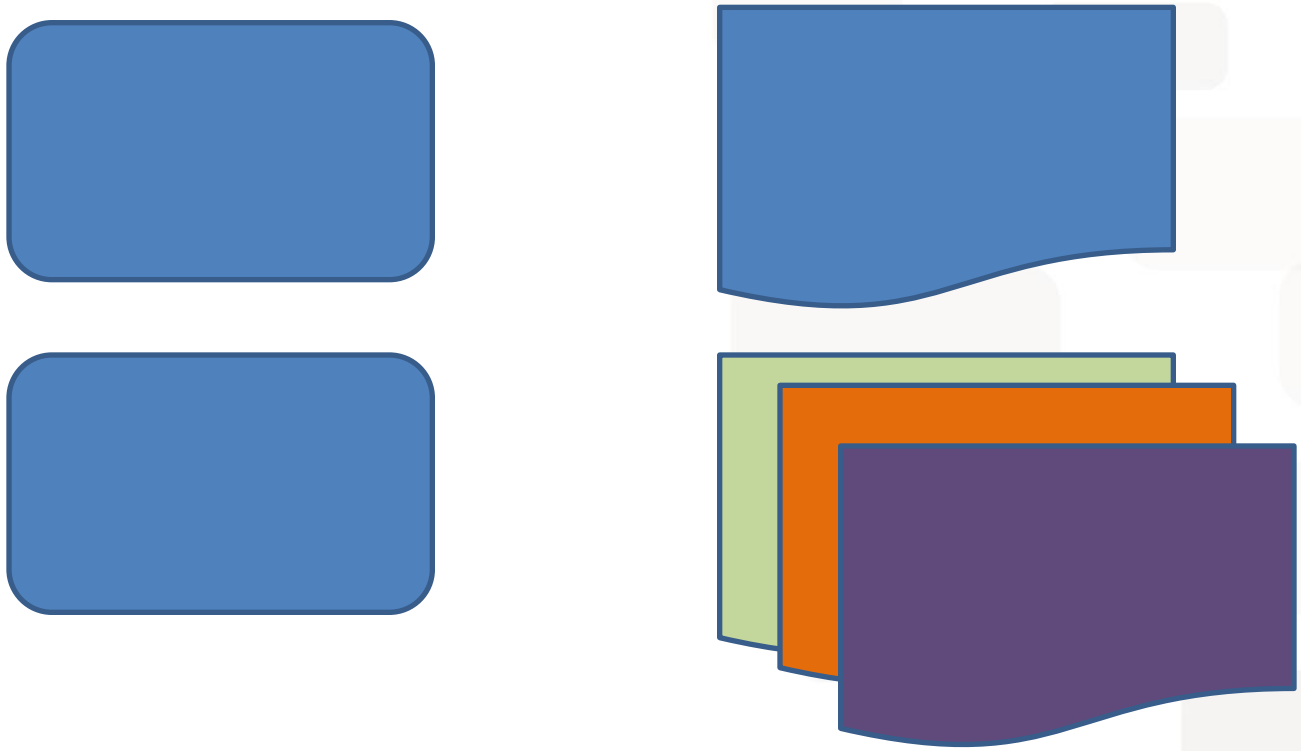
Units

Units

- A unit is a component of a qualification, consisting of a **coherent set of knowledge, skills and competence** that can be assessed and validated
  - Identify what learners can learn
  - Describe the learning outcomes that the learner is expected to achieve
  - It’s feasible what is to achieve
  - The credit to this unit can be recognised

Units in relation to qualifications

- Depending on the existing regulations, units may be common to several qualifications
- or specific to one particular qualification



How can learning outcomes be grouped to create units?

- The learning outcomes relate to the same set of occupational activities/tasks

Units	Sub-Units
International Marketing	Market research and market planning on foreign markets
	Business information system
Export Selling	Prospecting and customer/partner follow up
	Negotiating
Import Buying	Identifying potential suppliers and sourcing
	Organising the negotiation
Managing International Trade Operations	Choosing and working with service providers
	Managing the international business administration
Working in a Multicultural Context	Business English language A
	Business foreign language B
	Intercultural management and communication

How can learning outcomes be grouped to create units?

- The fact that they are related to the same product or production technique

How can learning outcomes be grouped to create units?

- They can also be grouped according to the stages in the production process or process of performing a service
  - (Baltic education)

Unit 0:	Education (common studies and general capabilities)
Unit 1:	Paintwork
	Unit 1.1: Indoor
	Unit 1.2: Outdoor (Facade)
Unit 2:	Glue and Wallpaper work
Unit 3:	Object lacquering (and metal painting)
Unit 4:	Dam work
Unit 5:	Floor covering work
Unit 6:	Plasterwork (no preparation work)
Unit 7:	Dry mortarless construction work
Unit 8:	Designing and renovation work (specialisation)

How can learning outcomes be grouped to create units?

- They can be grouped in a unit because they relate to the same field of knowledge, skills or competence

Units with a summative character

Host provider

1

Learning agreement

Sending provider

The individual acquires KSC

2

3

The (unit) learning outcomes are assessed

Learning outcomes are recognised and accumulated as part of the intended qualification, corresponding ECVET points are included

7

6

Credit is validated

Credit is awarded for the individual learning outcomes achieved

4

Learner's credit in a individual transcript of record

5

Units with a formative character

Host provider

1

Learning agreement

Sending provider

The individual acquires KSC

2

3

Formative assessment

5

Integrated part of the education and training pathway, but no part of the certification

Duration of practical training abroad is validated as part of the requirements (number of hours practice training)

4

KSC &Time in Europass documents

Formative units of LO for mobility

- Units designed with a formative character
  - Units of LO only for mobility
  - Integrated part of the education and training pathway (documented learning outcomes achieved)
  - An additional certificate
  - Duration of practical training abroad is validated as part of the requirements (number of hours practice training)
  - The formative assessment for the module is recognised, but no part of the certification. It's part of the education and training pathway

Small units advantages

- Units can be obtained in a rather short period of learning and therefore are particularly suitable for geographical mobility
- They can also be suitable for adult learners who combine learning and employment or learners who are at risk of dropping out from longer programmes

Small units disadvantages

- Because of the greater number of units in a qualification, this approach implies putting in place a large number of assessments
- Fragmentation of qualifications and of assessments may make it more difficult to identify whether the learner can combine all the knowledge, skills and competence in a more complex manner

Large units advantages

- Assessment of a larger unit enables learners to demonstrate their capacity to combine knowledge, skills and competence in view of delivering a more complex service or a product
- The number of summative assessments is small

Large units disadvantages

- More substantial amount of learning activities is required to prepare for a unit. Hence it may be difficult to achieve a full unit in the context of a short transnational mobility period
- The duration of learning activities preparing for the unit may be too substantial for learners outside initial VET to be able to benefit from accumulation

ECVET points: technical specifications

Why do you need points?

- Motivation:
  - Additional info for labor market
  - Guidance for students
  - Pathway (transparency)
- (for the students, for the system, financial reasons, minimal points for progress)?

Credit and ECVET point

- **What is the difference between ECVET points and credit?**
  - ECVET points are not to be confused with credit.
  - Credit designates the learning outcomes the learner has achieved.
  - ECVET points provide information about the qualification and the units.
  - Credit is transferred and accumulated.
  - ECVET points provide information about the credit the learner has transferred and accumulated.

ECVET points

- Numerical representation of the overall weight of learning outcomes in qualification and of the relative weight of units in relation to the qualification.

ECVET points

- Allocation of ECVET points to a qualification is based on using a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET
- Each unit is allocated a number of points based on its relative weight within the qualification
  - The relative importance of the unit LOs for labour market, for progressions to other qualification levels of for social integration
  - The complexity, scope and volume of the unit LOs
  - The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit

Transfer and accumulation of learning outcomes

Host provider

1

Learning agreement

Sending provider

The individual acquires KSC

2

3

The learning outcomes are assessed

Learning outcomes are recognised and accumulated as part of the intended qualification, corresponding ECVET points are included

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Learner's credit in a individual transcript of record

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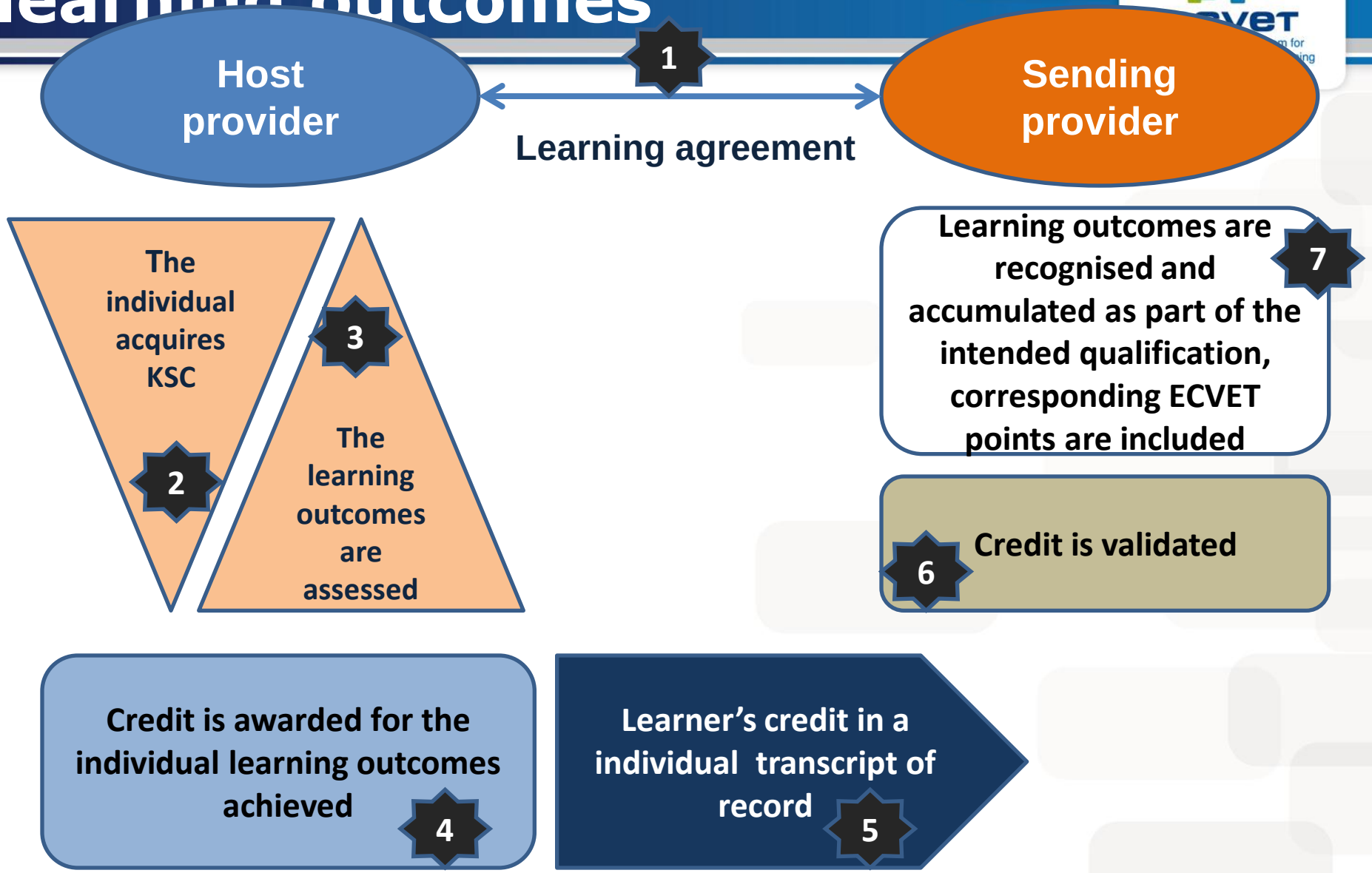
ECVET for Mobility

Transfer and accumulation of learning outcomes



Different types of mobility

Level	Objectives	Key elements	Partnership	Partnership agreement	Pre-condition
Level 0 Study Visit	EXPLORING				
Level 1 Classical Mobility	TESTING				
Level 2 Structured mobility	STRUCTURING				
Level 3 recognised mobility	RECOGNITION				

Mutual trust

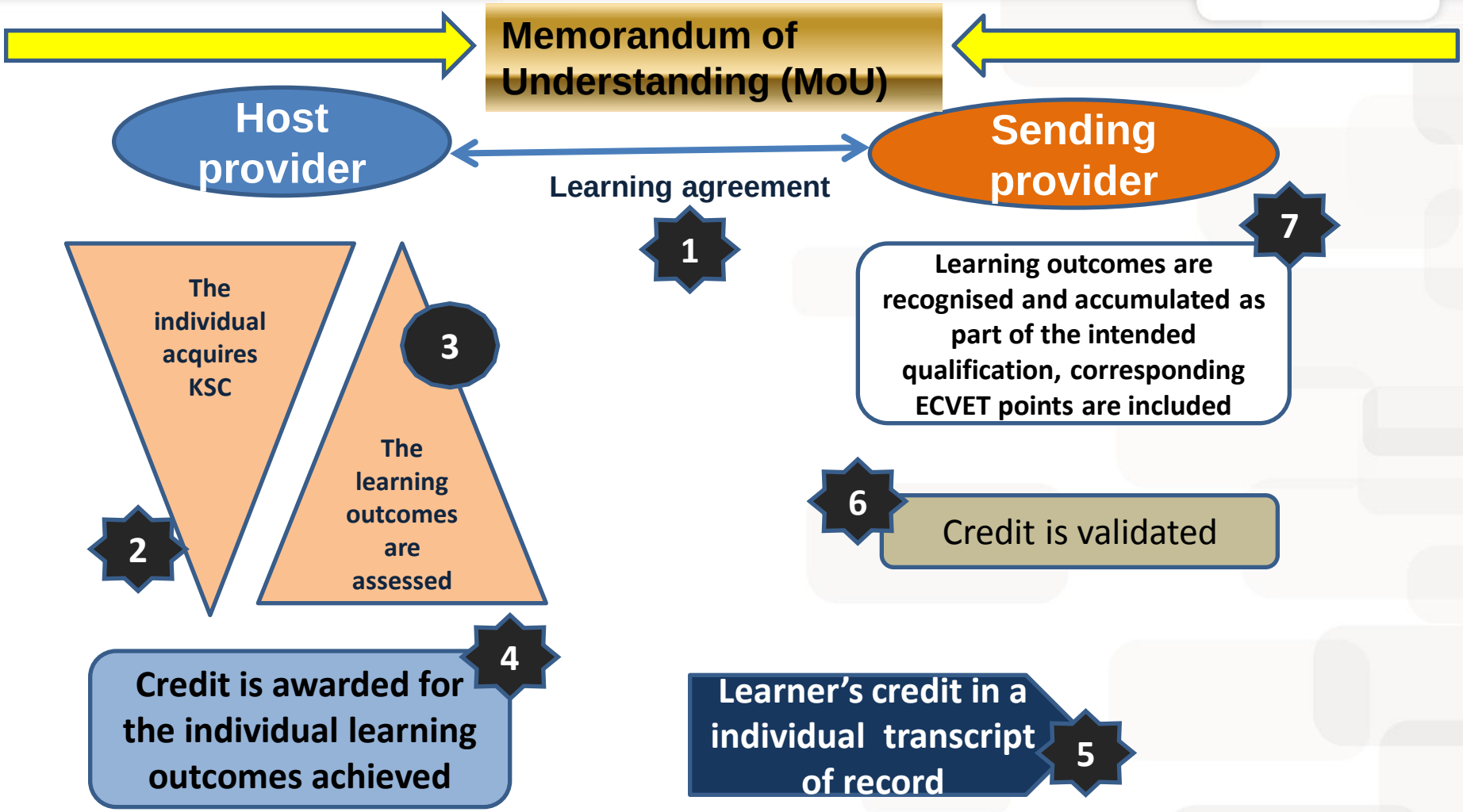
Horizontal

Horizontal trust between authorities with equivalent competencies from different countries

Vertical

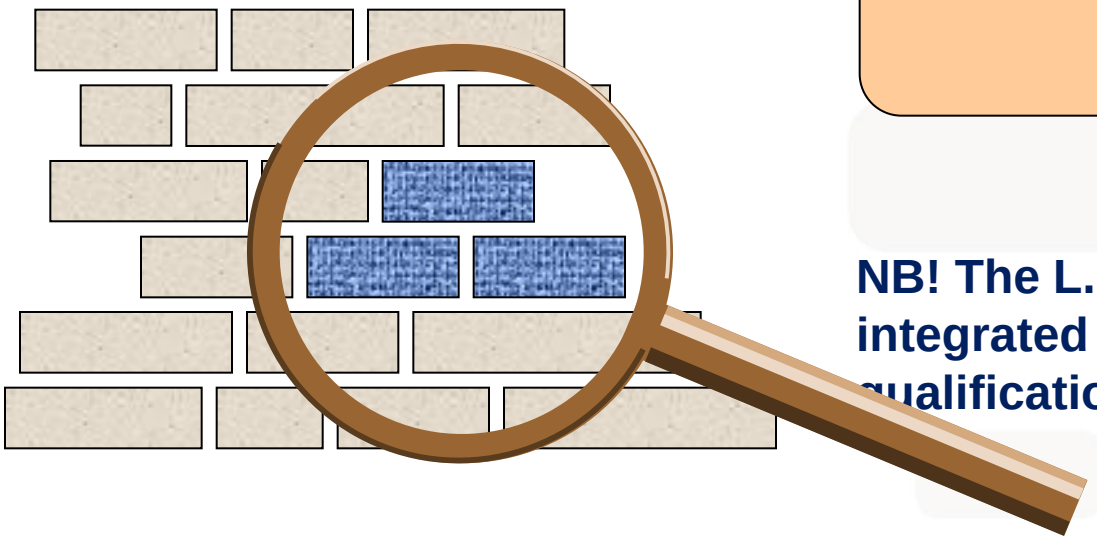
Vertical trust between the national / sectoral authorities and VET provider

Transfer and accumulation of learning outcomes



ECVET's purpose for mobility

Context A
Qualification
—
(only if competent body A validates L.O. achieved in context B)



NB! The L.O. gained are now an integrated part of his qualification

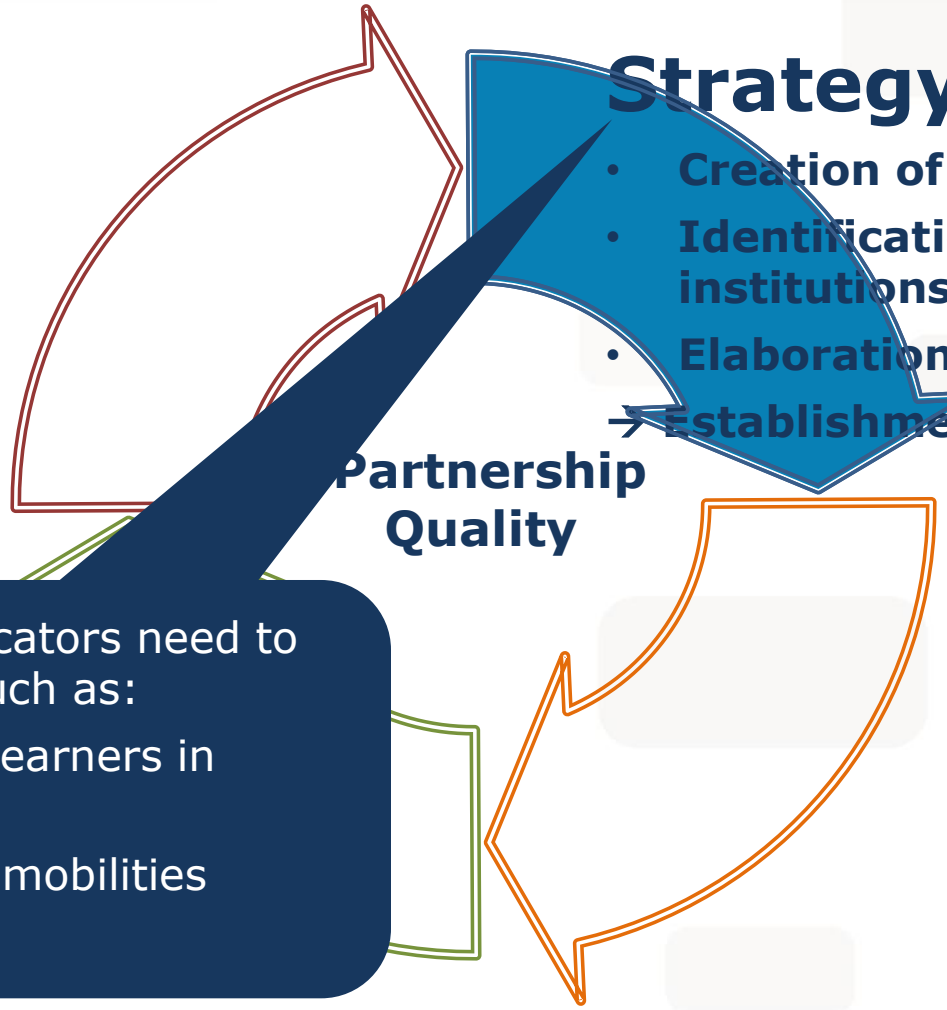
What is a Memorandum of Understanding?

- A MoU is an umbrella agreement
- A MoU is an agreement between competent institutions which sets the framework for credit transfer.
- It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved.
- It also establishes partnership's procedures for cooperation

What is a competent institution?

- Institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as
  - the allocation of ECVET points to qualifications and units,
  - assessment,
  - validation
  - recognition of learning outcomes under the rules and practices of participating countries.

Partnership Quality



Strategy definition

- Creation of partnership
- Identification of competent institutions
- Elaboration of MoU

→ Establishment of MUTUAL TRUST

Quantitative indicators need to be established such as:

- Number of learners in mobility
- Duration of mobilities
- Etc.

MoU examples

MoU (examples)

Memorandum of Understanding

for the

ASSET – ECVET Project

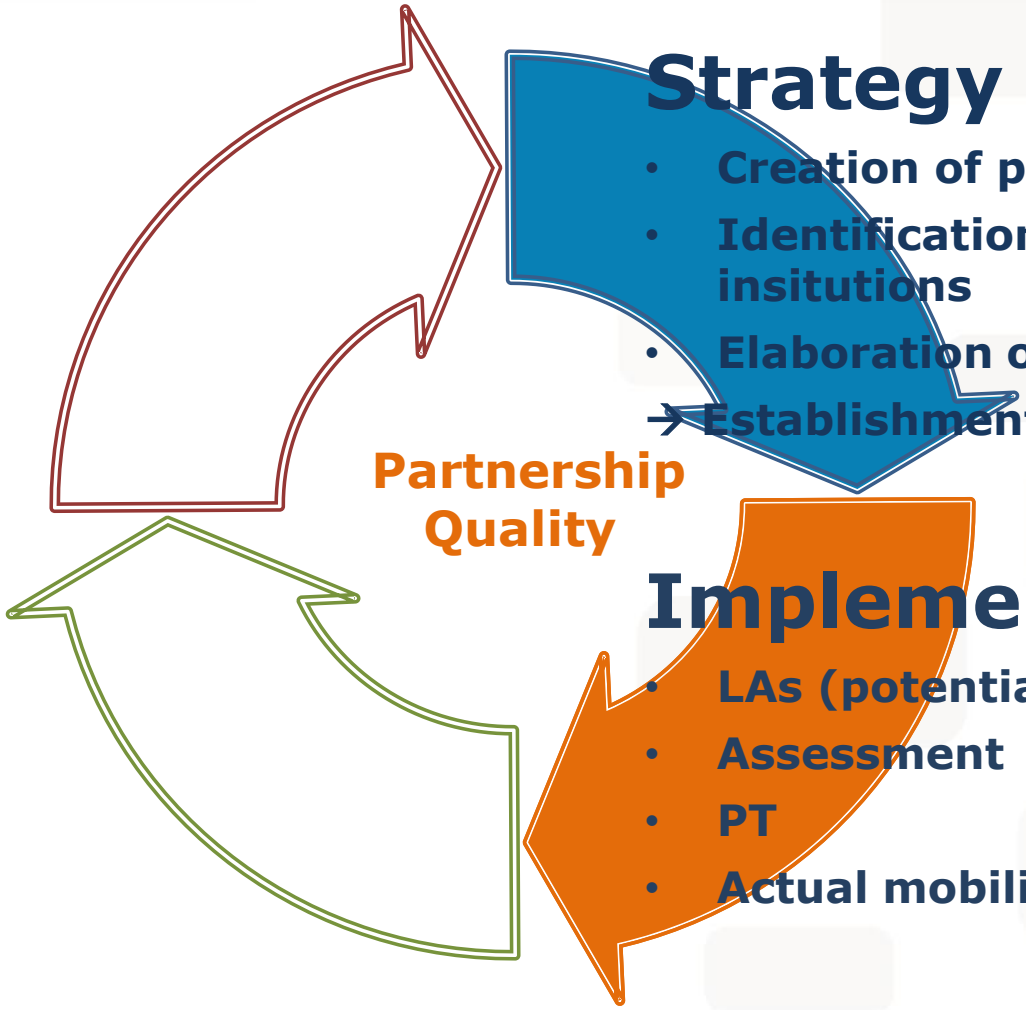
1. Objective
2. Identification of competent bodies involved
3. Identification of the qualifications concerned
4. Identification of the Accredited VET providers involved in this Memorandum of Understanding
5. Units which could be used during the mobility period
6. Conditions concerning the Learning Agreement between the VET providers:

Learning agreement

Learning agreement

- Learning agreement
- Agreement at operational level
  - Operational framework for mobility exchanges
  - More detailed information about the qualifications concerned, the mobility exchange and the conditions for assessment, validation and recognition of credit
  - The decision on who needs to sign such an agreement would also depend on the responsibilities of different actors within the qualifications system

Partnership Quality



Strategy definition

- Creation of partnership
- Identification of competent insitutions
- Elaboration of MoU

→ Establishment of MUTUAL TRUST

Implementation

- LAs (potentially many)
- Assessment
- PT
- Actual mobility takes place

Learning agreement (examples)

Produit 10 - Contrat Pédagogique (n°OPIR/2010/RO-BE)

Préalable

L'objectif de ce Contrat pédagogique est d'encadrer l'organisation des mobilités de jeunes apprenants qui ont été conçues dans le projet OPIR. Chaque Contrat pédagogique doit se référer à l'accord de partenariat signé par les Institutions compétentes dont relèvent les opérateurs de FEP[1] cosignataires du Contrat.

Le projet OPIR a été développé dans le contexte du « Programme pour l'Education et la Formation Tout au Long de la Vie » (EFTLV) 2007 – 2013 (Projets d'expérimentation et de développement du système de crédit d'apprentissages dans l'enseignement et la formation professionnels).

1. Signataires du Contrat pédagogique qui se réfère à l'accord de partenariat conclu par l'Institut Technique de Namur, rue Asty Moulin 60 à 5000 Namur d'une part et par Institut Colegiul Tehnic de Comunicatii "Nicolae Vasilescu Karpen", d'autre part, le …….. 2010

A. L'apprenant :

Nom de l'apprenant	
Coordonnées de l'apprenant (nom, numéro de téléphone, email)	
Personne responsable de l'apprenant (si mineur) (nom, adresse, numéro de téléphone, email)	

The learner

C. Opérateur de FEP d'accueil :

Dénomination	Institut Te
Adresse	Rue Asty
Personne responsable du programme de mobilité (nom, numéro de téléphone, email) et signataire du Contrat pédagogique	XXXXX
Personne directement responsable de l'accueil du jeune (nom, numéro de téléphone, email) :	XXXXX

The host partner

B. Opérateur de FEP d'origine :

Dénomination	Colegiul Teh Vasilescu Kar
Adresse	str. Mioriței, n
Personne responsable du programme de mobilité	XXXXX

The sending partner

Learning agreement (examples)

ASSET Building a brighter future

Learning Agreement (n°ASSET/……..---)

The MoU refers to the partnership agreement signed by …….. and …….. on …….. 2010

A. Learner

B. Home VET provider

C. Host VET provider

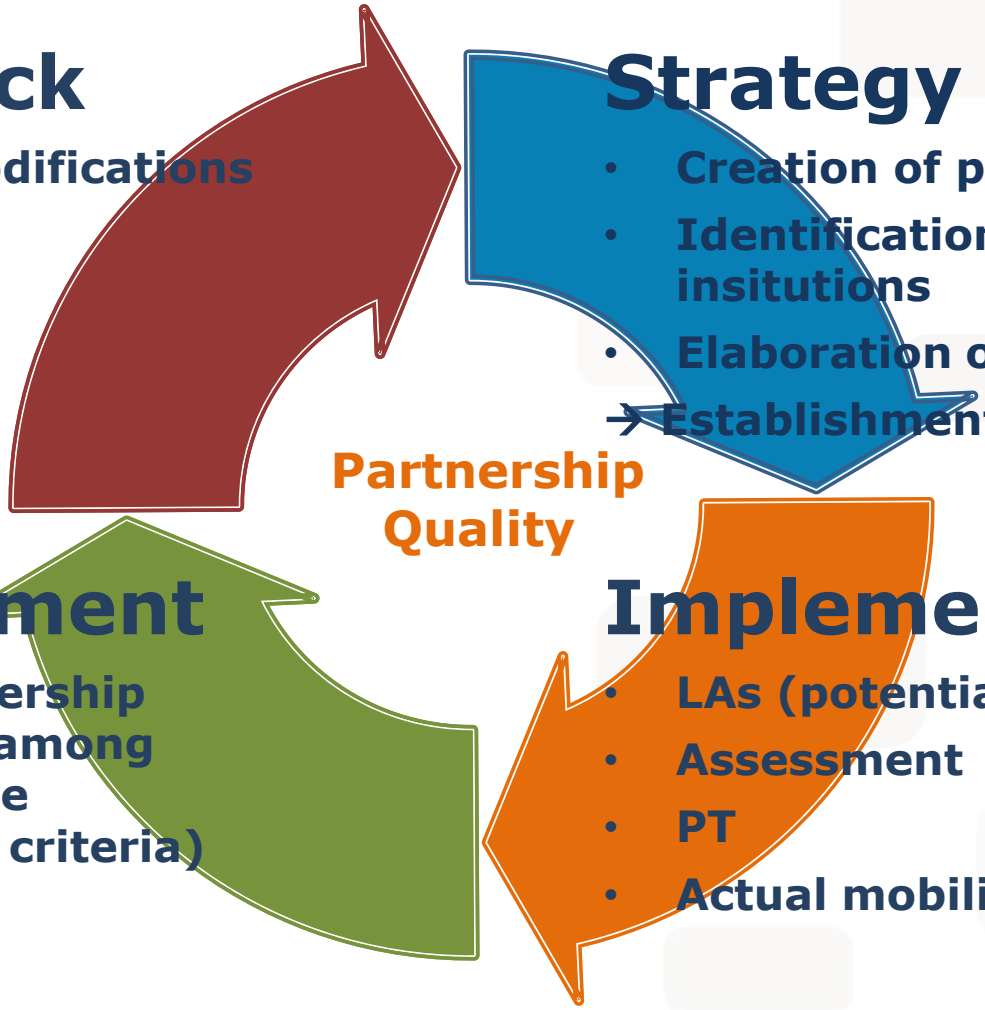
Commitments and Obligations of the VET Providers:

- **Appendix A** s
  mobility period
- **Appendix B**
  period in the
  training centre
- **Appendix C**
  completed pric
- **Appendix D** s
  mobility period
- **Appendix E** i
  completed by
  allocated to ea
- **Appendix F** s
  including infor
  needed for the
- **Appendix G** s
- **Appendix H** ir

Dates and Places of the Mobility Period:

Commitments of the learner:

Partnership Quality



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→ Establishment of MUTUAL TRUST

Implementation

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- Assessment
- PT
- Actual mobility takes place

Assessment

Of the partnership (according, among others, to the quantitative criteria)

Feedback

Proposed modifications on the MoU

ecvet
European Credit system for Vocational Education & Training

Education and Culture DG

Functions and actors

Qualifications system

Conception functions in VET			Realisation functions in VET			
(F1) Design of qualifications	(F2) Design of formal or non-formal programmes	(F3) Design of assessment/ validation process and procedures	(F4) Carrying out the formal or non-formal programme	(F5) Assessment of learning out-comes (formal, non-formal and informal)	(F6) Validation of learning out-comes (formal, non-formal and informal)	(F7) Certification/ recognition of learning out-comes (including the award of qualification, certificate, diploma…)
Transversal function						
(F8) Quality assurance and regulation						

Design of ECVET elements			Use of ECVET for accumulation and Transfer			
(F1.1.) Description of qualifications in terms of units of learning outcomes (F1.2.) Allocation of ECVET points to qualifications and to units	(F2) Link between units of learning outcomes and the formal or non-formal programme	(F3) Link between assessment/ validation processes, the achievement of units of learning outcomes and award of associated ECVET points	(F4) Practical use of learning outcomes and credit for mobility	(F5.1.) Establishment of Learning agreements (F5.2.) Assessment of learning outcomes and award of corresponding credit	(F6.1.) Recording of assessed learning outcomes and credit in the personal transcript (F6.2.) Validation of learning outcomes and of corresponding credit Award of corresponding ECVET points to the learner	(F7) Recognition of learning outcomes and process for taking credit into account for the award of qualification (i.e. transfer and accumulation)
Transversal functions						
(F8) Establishment of Memoranda of Understanding (all actors may be involved in establishment of a MoU directly or by delegation)						
(F9) Provision of Information, its Documentation and Communication						
(F10) Funding and governance						