



CEDEFOP

European Centre for the Development
of Vocational Training



Rational and objectives of the 2nd LdV pilots Workshop

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Bridge with the 1st LdV Workshop one year ago...

- ❑ Organized to build on lessons learners so far from 2006 and 2007 projects
- ❑ 19 projects were represented covering a wide range of stakeholders (national authorities, sectors, students organisations, social partners, NGOs, etc)
- ❑ Two main questions were addressed:
 - ❑ How can NQS link up to the EQF?
 - ❑ How can the EQF serve the interests and needs of sectors?



Main challenges identified

- ❑ EQF descriptors can be read in different ways
- ❑ Learning outcomes can be and have been understood in different ways
- ❑ Terminology (definition of key terms such as competence, profile, qualification) varies and so does the quality of its official translation



Recommendations drawn

1. Develop common ways for defining, designing and categorising qualifications to increase transparency
 - qualifications maps, typologies, identify common best cases, etc.
2. Develop common approaches to guide stakeholders to identify and define learning outcomes
 - prototypes, Europass supplements, etc.
3. Invest on a common language to establish zones of mutual trust
 - glossaries produced in projects, EQF Recommendation, etc
4. Systematically draw on the results and recommendations of the test and pilot projects



How Cedefop responded?

- ❑ Prominent role in the EQF Advisory Group and cluster on learning outcomes
- ❑ Research studies on key issues related to EQF (e.g. qualification standards, quality assurance and certification processes, etc.)
- ❑ European Guidelines on validation of non-formal and informal learning
- ❑ Updated Cedefop glossary
- ❑ Mapping of National Qualification Frameworks
- ❑ Mapping of 2006 LdV pilot projects

Mapping of 2006 LdV projects

- 12 projects from the 2006 call and additional projects selected

Ongoing mapping and analysis on:

- ❑ the application of the learning outcomes approach
- ❑ sectoral developments and tendencies



The learning outcomes approach

- ❑ LO tested in five broad thematic areas/activities when developing:
 - Qualifications Frameworks
 - Qualifications Profiles
 - Curricula
 - Accreditation and assessment procedures
 - Methodology for the referencing process to the EQF



LdV Projects outcomes

- ❑ Bring the LO approach into a wider range of organisational units, universities, training institutions and key actors involved.
- ❑ Detailed recommendations both for decision-makers but also for practitioners were drawn.
- ❑ Practical guidelines, competence matrixes, templates, and other tools (incl. glossaries) for facilitating the application of the LO approach in the different thematic activities were produced.
- ❑ Test and valorise the methodologies developed for the possibility of transferability and application to other sectors