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**Be-TWIN**

## **Testing a joint ECVET - ECTS Implementation**

**147825-LLP-1-2008-FR-ECVET**

### **Fostering learning mobility in Europe**

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## Overall objective of the Be-TWIN project

To develop an effective methodological approach  
and innovative translation tools aimed at facilitating a common  
implementation of ECTS and ECVET;

Not to revise the existing credit systems or the methodology they are based  
on but to find solutions to coordinate them in order to:

- favour the vertical (from VET to HE and vice versa) and horizontal (i.e. recognition between countries) mobility of learners and workers across Europe as well as their employability;
- foster common approaches to education and training in Europe linking the benefits of both systems and enhancing mutual understanding





# Main deliverables

- **Design of a common methodology**

Design and publish a methodological guide linking both credit systems as well as a matrix to be applied in the framework of the case studies. The guide, *“ECTS-ECVET: Building bridges and overcoming differences”* has been issued in July 2010.

- **Operational testing**

Apply the matrix to real case studies, i.e. implement ECVET and ECTS in existing training programmes at different EQF levels (4, 5 and 6) in the field of Plastics Industry, Hospitality Management and Training of trainers. The work undertaken in the framework of the case studies continued until 2011.

- **Toolkit for trainers**

Based on the results of both the methodology and the trial implementation. The toolkit has been issued in June 2011.



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# The Be-TWIN Methodology

**ECVET-ECTS common methodology**



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## Main objectives

- Facilitate the compatibility and comparability between ECVET and the ECTS, which is used in the higher education sector, thus contributing to a greater permeability between levels of education and training
- Develop innovative tools and methodologies linking both credit systems

## Steps

- Elaborate a **state of the art of the existing methodologies** regarding ECVET and ECTS
- **Agree on the concepts and definitions** using the existing key documents (ECTS Key features 2008; ECTS User's Guide 2009; Recommendation on ECVET; ECVET Q&A; CEDEFOP glossary "Terminology of European education and training policy", etc.) and outputs from different workshops and seminars (European Commission, CEDEFOP, GHK)
- **Determine the similarities and differences** between ECVET and ECTS



# At a glance

## ECTS - European Credit Transfer and Accumulation System

- **Historical context:** First experimented 1989 in the framework of the Erasmus programme, then incorporated into the Bologna Process
- **Field of application:** Higher education institutions
- **Objectives :** the recognised mobility of students within the European Higher Education Area
- **Methodological approach:** based on learning content and student workload (input oriented)
- **Limits:** Not applicable to vocational education at tertiary level, nor to alternative learning pathways (continuing education, informal learning, etc.)

ECVET-ECTS common methodology

## ECVET: European Credit for Vocational Education and Training

- **Historical context:** Experimented since 2009 in the framework of pilot projects. Incorporated into the Copenhagen Process through a Recommendation of the EP and Council
- **Field of application:** VET, including continuing education and informal learning
- **Objectives :** putting in place a credit system compatible and in line with the specificities of VET
- **Methodological approach:** based on learning outcomes (output oriented)
- **Limits:** So far, no connection with ECTS has been defined



## Methodological Guide:

# *“ECTS-ECVET: Building Bridges and Overcoming Differences”*

### Content:

- An innovative tool, « the matrix », articulating the learning pathway approach (ECTS) and the learning outcomes approach (ECVET), which stipulates that the only possible translation device between both credit systems are the learning outcomes, the other parameters (workload for ECTS and relative importance of the units of LOs for ECVET) being the main inconsistencies
- Possible application of the matrix on three selected case studies

# The Be-TWIN Matrix

|                            |        | LEARNING ACTIVITIES |     |     |     |     |    | ECVET<br>credit points |
|----------------------------|--------|---------------------|-----|-----|-----|-----|----|------------------------|
|                            |        | L1                  | L2  | L3  | L4  | L5  | Ln |                        |
| UNITS OF LEARNING OUTCOMES | U1     |                     |     |     |     |     |    | ...                    |
|                            | L01    | *                   |     | *   | *   |     |    |                        |
|                            | L02    |                     |     | *   |     |     |    |                        |
|                            | L03    |                     | *   |     | *   |     |    |                        |
|                            | U2     |                     |     |     |     |     |    | ...                    |
|                            | L04    |                     | *   |     |     |     |    |                        |
|                            | L05    | *                   |     |     | *   |     |    |                        |
|                            | L06    |                     |     |     |     |     |    |                        |
|                            | U3     |                     |     |     |     |     |    | ...                    |
|                            | L07    | *                   | *   |     | *   |     |    |                        |
|                            | L08    |                     |     |     |     |     |    |                        |
|                            | L09    |                     |     | *   |     |     |    |                        |
|                            | U4     |                     |     |     |     |     |    | ...                    |
|                            | L010   | *                   |     |     | *   |     |    |                        |
|                            | L011   |                     |     |     |     |     |    |                        |
|                            | L012   |                     |     |     |     |     |    |                        |
|                            | Un ... |                     |     |     |     |     |    | ...                    |
| ECTS credit points         |        | ...                 | ... | ... | ... | ... |    | Total                  |

Double entry table enabling to better depict and present a qualification by detailing the learning outcomes and the learning activities (curriculum)

Can be used from different entry points

Is compatible with the specificities of HE and VET

## HOW TO FILL IN THE TABLE: 4 STEPS

Move your mouse over the icons to reveal the corresponding information

Depict the qualification by filling in the grid with the learning outcomes

Learning  
outcomes

In order to fill in the matrix, one has to be able to depict the qualification in terms of learning outcomes, if possible related to a professional standard or at least having consulted employers about the expected skills, knowledge and competences for the specified position(s). In the framework of higher education degrees, learning outcomes are not traditionally designed in line with one particular job profile. In this context the degree's qualification profile might embrace a wider range and scope of potential perspectives upon completion. After having identified the learning outcomes, these should be grouped into coherent units in order to respect the ECVET specifications.

Depict the qualification by filling in the grid with the associated learning activities

Learning  
activities

Learning activities (courses, internships, theses, practical experimentations, on the job training etc.) are crucial in the framework of the Be-TWIN project since the project's aim is to enable a dialogue between vocational education and training and higher education. Therefore learning pathways, as the result of a sequence of learning activities, have to be addressed. Flexible learning pathways can furthermore be seen as one building block of contemporary higher education. Learning activities, just like learning outcomes, are contextual components of any qualification. However, both (LOs and LAs) are relevant only in a specific temporal context, since they are not set in stone. For example, the evolution of the job market's needs in terms of knowledge, skills and competences, or didactical innovations might spark changes in both of these categories.

Cross which learning activities contribute to each learning outcome in order to identify the overlapping of the learning pathway and the outputs of the qualification described in learning outcomes

Cross

This step is the very core of the work and necessitates the involvement of the pedagogical team as a whole (teachers, professors, training programme managers, learners etc.) in order for the process to be done accurately and to be fine tuned.

Allocate  
credit points

Allocate the credit points to either the units of learning outcomes (ECVET points) or the learning activities (ECTS points) or to both (ECVET and ECTS).



# Operational testing: Three case studies

## **1) Plastics Industry – France/Germany**

Partners: CFI (Centre des Formations Industrielles – CCIP's technological school), Fédération de la Plasturgie (Professional federation), French ministry of education (certifying body), BASF (German partner for the mobility scheme)

## **2) Hospitality Management – UK/France**

Partners: Stratford-upon-Avon College and Ecole de Savignac (training centres), Thames Valley University (certifying body)

## **3) Training of trainers – Italy/France**

Partners: USR Veneto, University of Padua, Rectorat de Paris (GIP)

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# Allocation of ECTS/ECVET credit points to the Foundation Degree in Hospitality Management – UK/France

## THE PROGRESSION AGREEMENT

**Definition:** the PA identifies specific progression routes from Further Education (FE) to Higher Education (HE) from one institution to another partner through recognition of outcomes and the provision of guaranteed places and other agreed collaborative activities designed to support progression between the identified programmes

**Objective:** to facilitate the establishment of a transparent procedure for the recognition and comparison of credit in the context of progression to higher education through vocational routes





# Potential usage of the Be-TWIN methodology

In the framework of **vertical mobility (training of trainers)**:

To offer adult learners the possibility to better formulate and identify the learning outcomes already gained and the ones to be achieved by taking an additional and complementary training pathway

## **CS3 Training the trainers (EQF 5 and 6)**

**Coordinator**: USP Venezia (with University of Padua)

**Testing field**: Adult higher education course designed by the Regional Office of the Ministry of Education and the Educational Sciences Dept. of the University of Padua

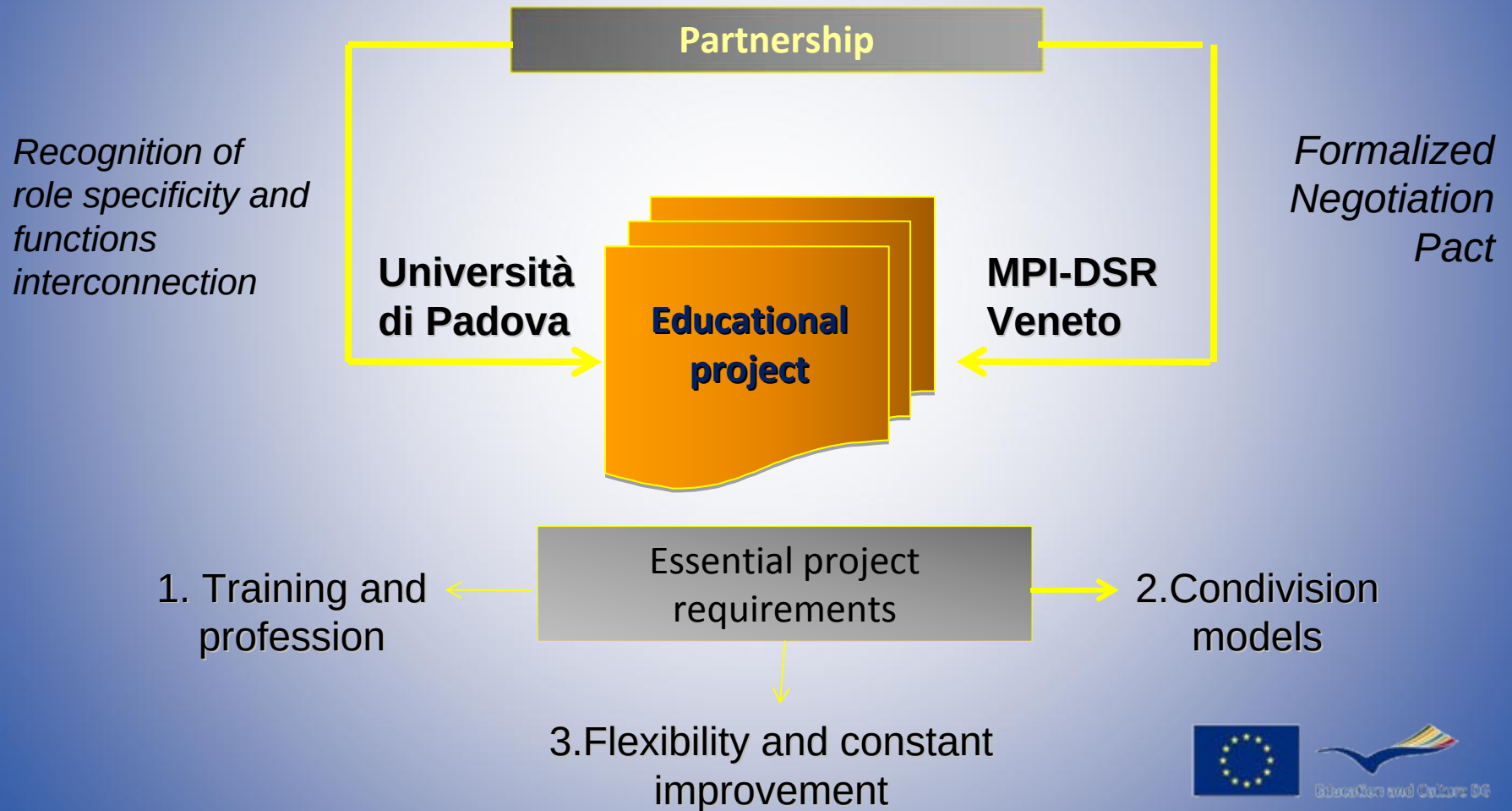
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## CS3: Action planning model





## CS3: training objectives

- To increase educational and professional standards of Adult Educational System
- To improve access to university education to EdA staff
- To speed up a research space and an intervention in Adult Education and in Adult teaching
- To promote and to reinforce interinstitutional partnerships for adult policies coordination



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# CS3: ECTS points

| Courses                                                     | SSD      | Methodology                                                           | CFU | Class lessons | On line lessons | Experimental activities | Personal studying | Total hours |
|-------------------------------------------------------------|----------|-----------------------------------------------------------------------|-----|---------------|-----------------|-------------------------|-------------------|-------------|
| EDA system: models, strategies and developments             | M-PED/04 | Integrated teaching (presence and distance education)                 | 2   | 10            | 10              | /                       | 30                | 50          |
| Educational Leadership and organizational management        | M-PED/04 | Integrated teaching (presence and distance education)                 | 2   | 10            | 10              | /                       | 30                | 50          |
| Network models, planning and evaluation of EdA              | M-PED/04 | Integrated teaching (presence and distance education)                 | 3   | 15            | 15              | /                       | 45                | 75          |
| Laboratory: experimental activities at organizational level | M-PED/04 | Laboratorial teaching and experimentation with assistance in practice | 3   | 15            | 15              | 30                      | 15                | 75          |
| Final report                                                |          |                                                                       | 1   | /             | /               | /                       | 25                | 25          |
| Total amount of hours                                       |          |                                                                       | 11  | 50            | 50              | 30                      | 145               | 275         |



# CS3: BE-TWIN matrix

| CDAF COURSE - ADULT EDUCATION                                                                                                                                                                                    |                                             |                                                  |                                                    |                                                   |                |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------|----------------------------------------------------|---------------------------------------------------|----------------|-------------|
| MODULE                                                                                                                                                                                                           | SUBJECTS                                    |                                                  |                                                    |                                                   | CUF COMPLEXITY | L.O. WEIGHT |
| TRAINING AND METHODOLOGIES IN THE ADULT EDUCATION SYSTEM                                                                                                                                                         | The adult learning in the knowledge society | General training and collaborative methodologies | Methodologies functional to the classroom training | Testing on the training addressed to adult people |                |             |
|                                                                                                                                                                                                                  |                                             |                                                  |                                                    |                                                   |                |             |
| Being able to define and communicate the main psychological and epistemological concepts concerning the lifelong learning                                                                                        | X                                           |                                                  |                                                    |                                                   | 2              | 2           |
| In the building of the genesis and development of the individual competences being able to recognize the individual's active role, his/her social interaction and the cultural dimension of the learning process | X                                           |                                                  |                                                    |                                                   | 2              | 2           |
| Being able to identify the training's main orientations and link them to the adult education's features                                                                                                          |                                             | X                                                |                                                    |                                                   | 2              | 2           |
| Being able to recognize the aspects of the didactics in the adult education and discuss about their application                                                                                                  |                                             | X                                                |                                                    |                                                   | 2              | 3           |
| Being able to set out and communicate the key factors concerning active training techniques                                                                                                                      |                                             | X                                                |                                                    |                                                   | 2              | 3           |
| Being able to promote and argue the choice of training techniques suited to adult users' characteristics                                                                                                         |                                             | X                                                |                                                    |                                                   | 5              | 3           |
| Being able to employ collaborative techniques in the simulations                                                                                                                                                 |                                             | X                                                |                                                    |                                                   | 5              | 3           |
| Being able to evaluate the learners' performance                                                                                                                                                                 |                                             | X                                                |                                                    |                                                   | 5              | 3           |
| Being able to use collaborative techniques to design a training activity addressed to adult learners                                                                                                             |                                             | X                                                |                                                    |                                                   | 5              | 3           |
| <b>Total of formative credits - Workload</b>                                                                                                                                                                     | <b>2</b>                                    | <b>3</b>                                         | <b>2</b>                                           | <b>3</b>                                          |                |             |

## CS3: CdAF experimentation

### During the test phase

In Italy:

- Check - validation of the correct allocation of weights to the Unit of LOs according to relative importance through interviews with headmasters and teachers from 20 VET organizations in Veneto
- Verification - validation of the workload ECTS evaluated with students
- Interviews with 25 to 35 students
- Comparison of synthesis
- In France – comparison with to similar activities





## CS3: some final considerations and results

- Difficulties in matching ECTS and ECVET definition of LO
- Difficulties in grouping Los
- New design of training units according to LOs groups
- MoU between Regional office of the Ministry of Education and University of Padua
- ITS national agreement based on this experience and BE-TWIN methodology (TBC)



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## Main difficulties and constraints encountered during the testing phase

### At system level

- Legal and administrative barriers enabling crediting and valuing across borders of VET systems
- Financial resources shortage: this prevent to have longer period of mobility – difficult to develop LOs in short period of time
- Many curricula are not yet based on LOs – no generalised methods to identify, define and assess them
- Most assessment methods are not based on LOs but on testing the full acquisition of skills (final examination)



## Main difficulties and constraints encountered during the testing phase

### Case study 2

- Pre-existence of a credit system within the UK
- Limited interest in a new system and education and training organisations are not open to changes; lack of support from stakeholders
- Limited mobility in which the UK takes part towards Europe due to the links with Commonwealth Countries and the lack of motivation of students to learn a 2<sup>nd</sup> language.





# Main difficulties and constraints encountered during the testing phase

## Case Study 3

- Difficulties in matching ECTS/ECVET and LOs and LAs
- Reluctance from national bodies to implement ECVET



## Feedback and guidelines

- To **invest in long term transnational partnerships**, in the establishment of institutional networks becoming zones of mutual trust where obstacles are tackled simultaneously, creating formal basis for co-operation and exchange of VET providers, learners and companies for quality placements exceeding the duration of single mobility measures;
- To **invest in long term dialogue between FE and HE organisations** in order to *favour the* establishment of transparent procedures for the recognition of credit in the context of progression to higher education through vocational routes
- Need of a **shift from a project-based mobility to a system-based mobility**

## Feedback and guidelines

- To promote the building of **infrastructures and services supporting mobility** and supported by professionals (portals, reliable companies portfolio, high-quality workplacements, etc.) and foster the implementation of a **quality assurance system for placements** and recognition of the skills acquired abroad
- To **develop** and deepen the **use of learning outcomes** across all aspects of learning, teaching and assessment and to engage with other key players to encourage/ support proper use of LO's
- To **implement thinking in units**, especially regarding the question of the **weighting of learning outcomes**

## what will happen after the project time

### Further developments

#### BE-TWIN2

The proposal implements the Transfer of Innovation from a technical and methodological perspective: the tools developed will be updated to the technical needs of national and sector-specific contexts; contents will be enhanced and made more attractive, interactive and rich including interactive applications/forms.

The testing will be done through the use of the methodology and the BE-TWIN the DRIVING grid in the design phase of a ITS training course. The trial implementation of the methodology and the allocation of points to the ITS training courses will be done using the DRIVING grid.

MAINSTREAMING - General agreement (MoU) between Regional office of the Ministry of Education and/or Region and Universities. ITS national agreement based on this experience and BE-TWIN methodology.



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# Thank you for your attention

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