



CEDEFOP

European Centre for the Development
of Vocational Training



Strategies for implementing ECVET & ECVET specificities

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Strategies for implementation

- **ECVET is, for the time being,**

- ... strongly related to policies on enhancing international learning mobility, to VET reforms towards more permeability and to qualifications frameworks
- ... national, regional or local levels
- ... at prototype stage
- ... no best way but a mix of more or less tightly coordinated lines of actions
- ... push by identified need (permeability, recognition, europeanisation etc)
- ... at EQF levels 3 to 6 in different activities such as construction and building, health care, and transport and logistics

Strategy 1: Setting up broad range testing initiatives

12/30

- ☐ policy-making decision by main stakeholders;
- ☐ specific budget line, co-financing

ex: FINECVET, DECVET, Czech Republic, Belgium (French Community)

Strategy 2: Measuring impact

4/30

- ☐ ECVET readiness or SWOT analysis;
- ☐ evidence-based policy making

ex: Austria, Czech Republic, Germany and Finland.

Strategy 3: Updating VET legislations and regulations

9/30

- ☐ Taking on board technical features of ECVET;

ex: Luxembourg, Estonia, Iceland, Latvia, Slovenia or Catalonia.

Strategy 4: Adapting qualifications system

10/30

- ☐ renewing curricula (Hungary, Estonia, Lithuania or Latvia);
- ☐ conceiving partial qualifications (Czech Republic, Hungary, Slovakia);
- ☐ developing validation (Germany or the Czech Republic);
- ☐ reviewing educational standards (Austria)

Strategy 5: A 'wait and see' strategy

4/30

- ☐ Observing and discussing ECVET developments;
ex: Cyprus or Norway.

Strategy 6: Combining ECVET with NQF development

8/30

- ☐ The development of NQF includes introducing ECVET (Poland; Czech Republic or Greece.
- ☐ NQF are revised to consider credit transfer (England, Wales and Northern Ireland; and Scotland.

Strategy 7: Learning by working in ECVET European projects

27/30

- ☐ Testing of technical features and evaluation of feasibility
- ☐ Realising economies of scale
- ☐ Strong links to policy decision making
- ☐ Ensuring involvement of large range of stakeholders
- ☐ Developing partnerships (domestic, European)

- ☐ In nearly all countries concerned
- ☐ From construction and building to health care and logistics
- ☐ 32% of 110 projects led by VET providers (ADAM database)

**Key role
given to projects**

Strategy 8: Marketing ECVET to the stakeholders

6/30

- ☐ Information materials
- ☐ Organising events
- ☐ Setting up national coordination points

Characteristics of its implementation

Stronger build-ins to validation, learning outcomes, level indicators, etc.

- Not reinventing the wheel
- Supporting project and policy objectives

Definitions and shared vocabulary

- Working with European shared vocabulary means translating into domestic contexts (from mobility agreement to national training regulations);
- Terminology is part of ECVET learning culture and shall not be limited to administrators;

Characteristics of its implementation

The level of formalisation and regulations

- Balancing quality and flexibility in implementation

The ECVET identity

- Diversity of ECVET strategies, adoption and adaption of ECVET leads to questioning what is ECVET? not ECVET?
- Strong communication policy for ownership

- ECVET partnership –

ECVET objectives:

- Transfer, recognition and accumulation of assessed learning outcomes of individuals
- Mobility and portability of qualifications
- European cooperation in education and training

Partnerships contribute to:

- Trial/testing, implementing and promoting ECVET;
- Design of specific arrangements for credit transfer for learners based on ECVET and learning outcomes;

Partnerships are characterised by involvement of competent institutions with wide range of VET (and HE) stakeholders



ECVET specificities

As for today, drivers and enablers for change

➤ **Impact of the European tools on national developments**

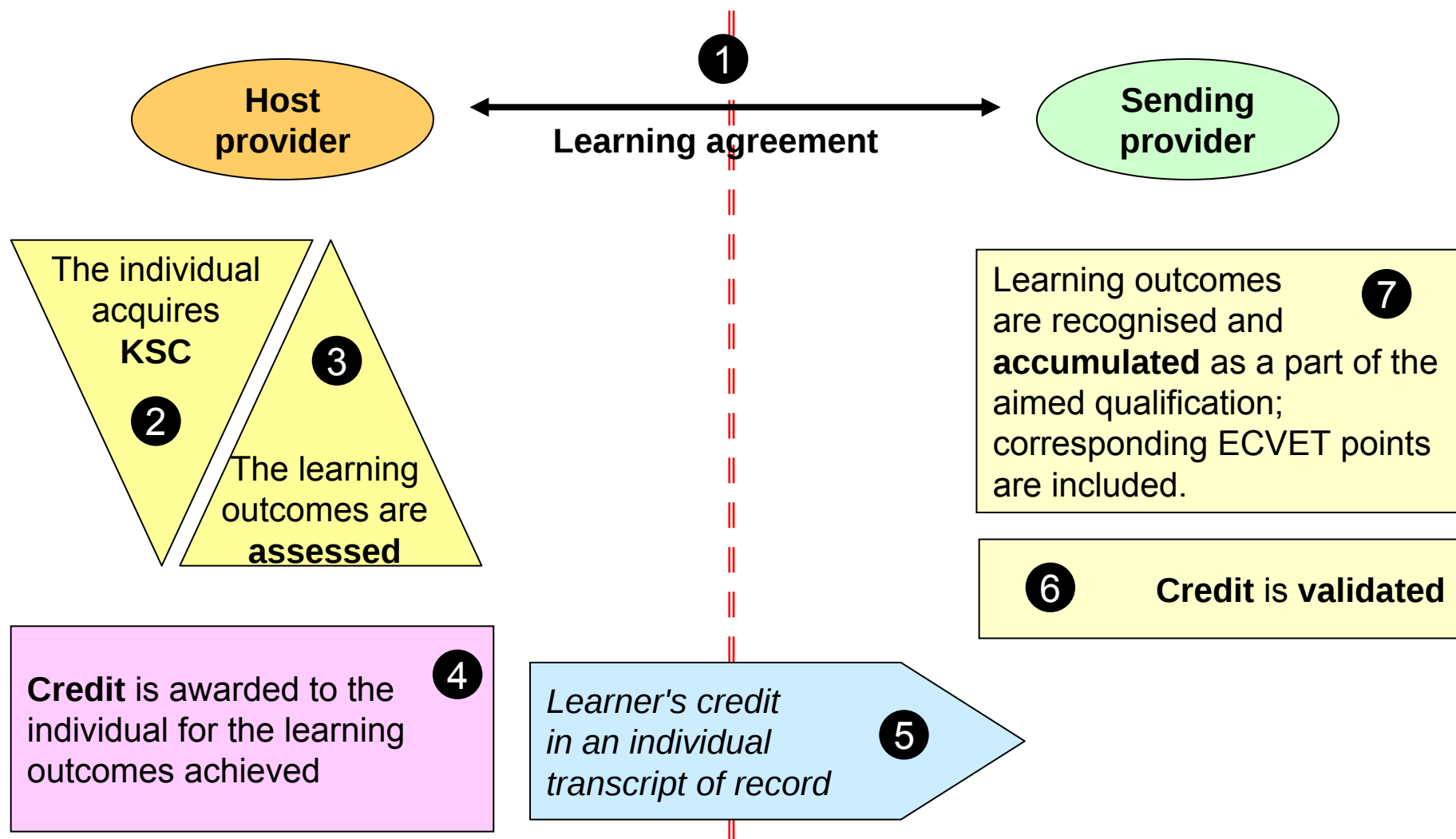
- Many countries take the EU definitions
- The developments of NQF show the impact of EQF
- Increased transparency on qualifications

➤ **Changes in education and training systems**

- Developments in higher vocational education and training
- New demography of learners
- Strengthening of the international dimension of education and training
- Focus on links between education and training and labour market

➤ **Changes in education and training systems**

- Focus on assessment
- Stress on accreditation (incl. Accreditation of providers, and programmes)
- Questionings on pedagogy for lifelong learning and competence-based approach



Shift to Learning Outcomes

More & more countries **use learning outcomes** for qualifications frameworks, standards, curricula and assessment.

Broad agreement about how LO can

- increase **transparency** and strengthen **accountability** ;
- Introduce a **common language** enabling comparison of qualifications

Current challenges

- Some **sectors** (general education) are lagging behind;
- Some **countries** lack commitment or apply LO in a non-coherent way
- How to address increasing need for **mutual learning**

Expectations

- **Better matching**
 - Education and training provisions / qualifications and labour market needs
- **Greater openness of education and training systems**
 - Learning achievements independently of learning process
 - Learner centred approach to teaching and learning
- **Transparency of qualifications**
- **Flexibility and accountability**
- **Coherence of qualifications systems, reform endeavours**

Learning outcomes in EQF

Levels	Knowledge	Skills	Competence
1			
Learning outcomes - what a learner knows, understands or is able to do at the end 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			
8			

Conceptualising learning outcomes

➤ Descriptors in use

- Theoretical position or research findings
- Negotiation between stakeholders
- Borrowed/adapted from elsewhere

➤ Contradiction: input vs outcome orientation ?

Inputs	Processes	Learning outcomes
Definition of teaching hours and subjects, examination requirements, etc.	Inputs and/or learning outcomes translated into programmes of learning and assessment.	How defined and assessed. Impact alongside inputs and processes? Centralised or decentralised.

The approach followed in European projects

Analysis of official documents

Ex. Curricula, qualification profiles, laws and regulations

Analysis of work-related learning outcomes

Ex. Work situations, core activity areas, core tasks

Break down learning outcomes into knowledge, skills and competence – not always !

Development of overviews (activity-matrix, competence matrix) as a referencing tool (QF) – in most cases

Formulating with action verbs

Ex. Europass certificate supplement

UNIT 1: VEHICLE STABILITY MANAGEMENT SYSTEMS

KNOWLEDGE	SKILLS	COMPETENCE
<u>K1: Wheel anti lock break systems:</u> K1.1: Theory of Operation Integrated system Additional system K1.2: Study of the Circuits Electrical Circuit (input/output) Hydraulic Circuit K1.3: Strategy of the logic controller K1.4: Diagnostic, maintenance and servicing <u>K2: Antiskid systems:</u> K2.1: Theory of Operation K2.2: The electrical circuits (inputs/outputs) K2.3: The hydraulic circuits K2.4: Interaction between the auxiliary systems K2.5: Diagnostic, maintenance and servicing K2.6: Particularities of the control of the four-wheel drive system <u>K3: Stability control systems:</u> K3.1: Theory of Operation K3.2: The electrical circuits K3.3: The hydraulic circuits K3.4: Sensors (inputs/outputs) K3.5: Diagnostic, maintenance and servicing	S1: Identify the elements constituting the wheel anti lock break system, the electrical and hydraulic connections and the particularities of the antiskid system and stability control S2: Establish a diagnostic procedure taking into account the possible interactions between the peripheral systems S3: Apply a testing procedure S4: Choose the nature of the action to be taken S5: Repair / Replace the components of vehicle stability management systems	<u>C1: Diagnose and repair a vehicle stability management system</u> C1.1: Identify with precision the symptoms of the fault C1.2: Select the hypotheses of the fault depending on the symptoms C1.3: Test the system C1.4: Validate the malfunction and choose the appropriate action to be done C1.5: Respect the methods and schedule <u>C2: Organise the work respecting health and safety rules</u>

Writing learning outcomes:
Pilot project: ASSET

Example Unit of Learning Outcome

Title of the Qualification	Master Baker Craftsperson			U6	
EQF Level					
Generic Title of the Unit	Marketing and Sales Management				
ECVET points / Relative Weight	AT	DE	FR	NO	SL
Learning outcomes					
S/he is able to interpret analyses and studies of supply and selling markets.	S/he is able to perform a target group specific market analysis considering e.g. clients, suppliers, competitors etc.		S/he is able to use marketing instruments for price, conditions, product, assortment and service policies, such as branding etc. S/he is able to assess the effects of marketing actions.		
	S/he is able to draw up a marketing plan.				
S/he is able to negotiate and to handle contracting.	S/he is able to use sales and after sales techniques.				



Writing learning outcomes:
Pilot project: SME master plus

Components of Finnish NQF

• Knowledge	Levels 1-8
• Work method and application (skills)	
• Responsibility, management and entrepreneurship	
• Evaluation	
• Key skills for lifelong learning	

Some changes we are facing

- Learning outcomes for citizens as lifelong learners
 - Labour market, skills needs
 - Improving skills and adaptability levels of citizens
 - More flexibility in qualifications systems: NQF, credit arrangements, validation
 - Personalisation of curricula and learning pathways

- Learning outcomes within qualification process
 - Sharper idea of learning outcomes
 - what the learner is intended to acquire, even if descriptors vary;
 - Metric for measuring learning;
 - Setting standards
 - Broadening the partnerships and increased scrutiny from the outside



CEDEFOP

European
Qualifications
Framework

	Europass certificate supplement ^(*)	national flag and name of the awarding country
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1. Title of the certificate ^(*)**ESCO**

* In the original language

2. Translated title of the certificate ^(*)**ESCO**

* In the original language

3. Profile of skills and competences**ECVET / ESCO****4. Range of occupations accessible to the holder of the certificate ^(*)****ESCO**

* If applicable

Explanatory note

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 96/C 49/01 of 13 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility with in the Community for students, persons undergoing training, volunteers, teachers and trainers.

More information available at: <http://europass.cedefop.europa.eu>

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5. Official basis of the certificate

Name and status of the body awarding the certificate	Name and status of the national/regional authority providing accreditation/recognition of the certificate
Level of the certificate (national or international)	Grading scale / Pass requirements
Access to next level of education/training	International agreements
Legal basis	

EQF**6. Officially recognized ways of acquiring the certificate**

Description of vocational education and training received	Percentage of total programme (%)	Duration (hours/weeks/months/years)
School/training centre-based		
Workplace-based		
Accredited prior learning		
Total duration of the education/training leading to the certificate		
Entry requirements		
Additional information		
More information (including a description of the national qualifications system) available at:		
www:		
National reference point		
www:		

EQF



Europass Mobility

5.A DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE (No)			
Activities/tasks carried out			
(29a)(*)			
Job-related skills and competences acquired			
(31a)	ECVET	ESCO	
Language skills and competences acquired (if not included under 'Job-related skills and competences')			
(31a)	ESCO		
Computer skills and competences acquired (if not included under 'Job-related skills and competences')			
(32a)	ECVET	ESCO	
Organisational skills and competences acquired (if not included under 'Job-related skills and competences')			
(33a)	ECVET	ESCO	
Social skills and competences acquired (if not included under 'Job-related skills and competences')			
(34a)	ECVET	ESCO	
Other skills and competences acquired			
(35a)			
Date	Signature of the reference person/mentor		Signature of the holder
(36a)(*)	dd	mm	yyyy
(37a)(*)			(38a)(*)

NS: This table is not valid without the signatures of the reference person/mentor and of the holder of the Europass Mobility.
Headings marked with an asterisk are mandatory.

5.B RECORD OF COURSES COMPLETED AND INDIVIDUAL GRADES/MARKS/CREDITS OBTAINED (based on the transcript of records of the European Credit Transfer System - ECTS)					
(29b)(*) Student matriculation number					
(30b)	(31b)(*)	(32b)(*)	(33b)(*)	(34b)	(35b)
Course unit code (*)	Title of the course unit	Duration (*)	Local grade (*)	ECTS/ECVET grade (*)	ECTS/ECVET credits (*)
ECVET					
Add or remove lines if required					
Essay/report/dissertation					
(36b)					
Certificate/diploma/degree awarded if any					
(37b)					
(38b)(*) Surname(s) and first name(s) of mentor/administration officer				(39b)(*) Signature	
Date of validation		Name, address and status of the institution		Stamp or seal	
(40b)(*)	dd	mm	yyyy	(41b)(*)	(42b)(*)

NS: This table is not valid without the signature of the mentor/administration officer and/or the official stamp of the institution.



Thank you for your attention

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