

VET profiling vs. learning outcomes for ECVET

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Leonardo da Vinci mobility projects and the implementation of ECVET

- National priorities introduced in call for Leonardo da Vinci projects in order to promote specific issues of VET policy
- National priority ECVET in mobility and transfer of innovation projects
- Call 2011: 11 mobility projects with 287 trainees
- Eligibility criteria for awarding a National priority is a completed Vet-profile of both/all partners

VET profile – a prerequisite for projects to receive grants under the National Priority ECVET

The core element of an ECVET mobility project is the design of units of learning outcomes and their outcome oriented description. In order to define common units of learning outcomes certain preconditions have to be met:

An ECVET partnership is based on mutual trust. A prerequisite of such a partnership is a profound knowledge of the vocational education and training system and of the qualifications imparted by the partner.

Therefore recognition of a National Priority ECVET within mobility projects requires the project partners to undertake a joint appraisal of

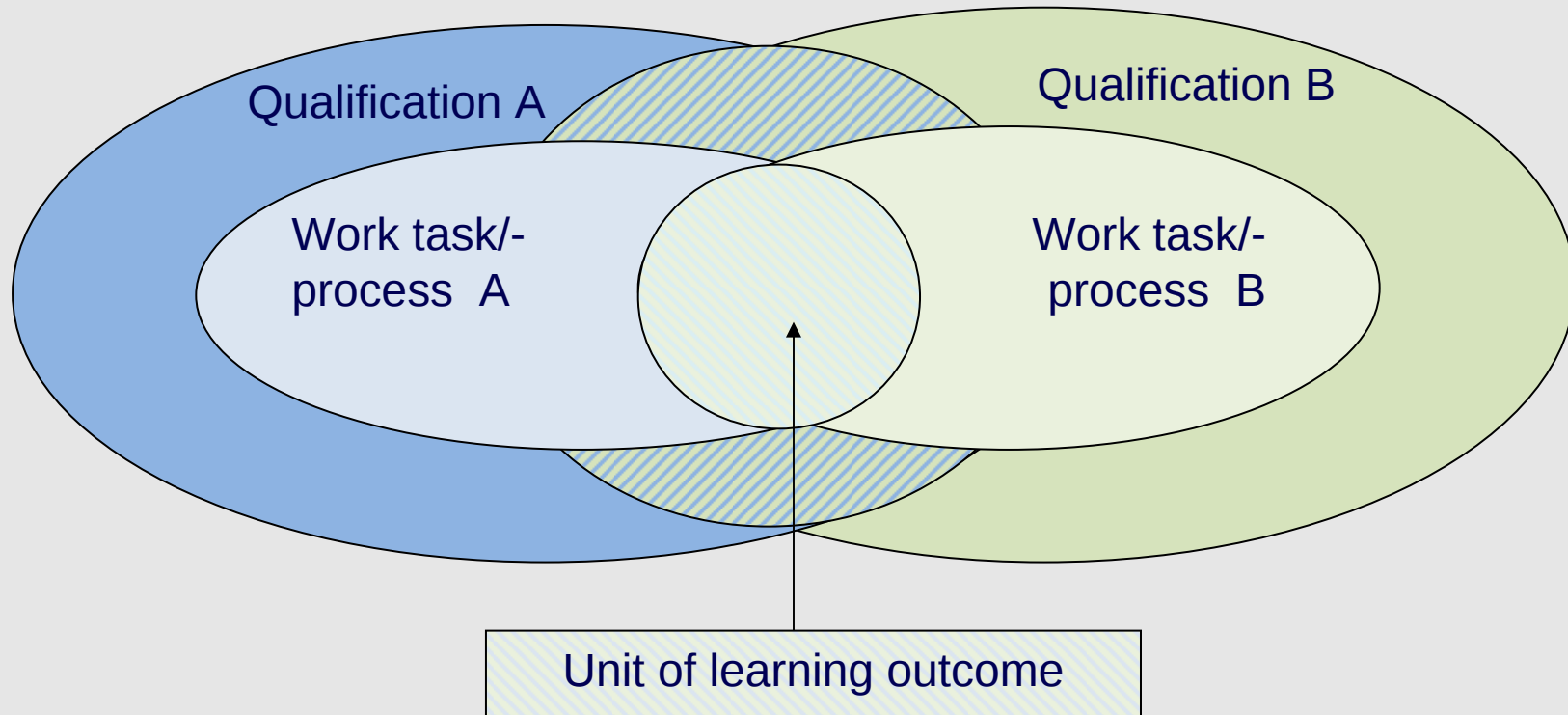
- the relevant general prevailing conditions within the various VET systems
- the characteristics of different courses/qualifications.

Joint contents of different qualifications have to be identified as common ground for units of learning outcomes.

This appraisal takes place via a “VET profile”.



Developing / defining units of learning outcomes





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Programm für lebenslanges Lernen

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Structure of the qualification	A	B
Does a National Qualifications Framework exist?		
If yes, to which reference level is the qualification aligned?		
Does a national credit points system exist?		
Are there partial qualifications which are examined and certified? Do modular structures exist?		
Official title of the qualification		
Which legal framework regulates the training programme?		
At which learning venues does the training take place?		
What is the ratio between theoretical and practical vocational training?		
Which access requirements exist?		
Title of the qualification or certificate		

General prevailing conditions and quality assurance	A	B
Which school-leaving qualification or pre-qualification do the trainees have?		
Which qualification does training staff have?		
How much scope do you have a) in the stipulation of the curriculum b) In the development of training materials?		
Who develop the examination questions?		
Who conducts examinations and in accordance with which rules?		
What qualifications do the examiners have?		
Does the qualification provide access to the next level of training? If yes, to which level does it provide access?		
Which QM instruments are applied?		

Identification and description of work tasks or work processes

Description of joint work tasks or work processes

Joint work task:

- Which opportunities for vocational training exist in your occupational sector?
- What are the characteristic work tasks in certain fields of activity?
- At which workplaces/learning venues are the work tasks carried out?
- Which tools, methods and organisational forms are used?
- Which communication requirements exist within the context of the work task/work process?
- Which basic skills are accorded particular significance?

Description of the agreed units of learning outcomes

Description of the unit: Duration of the unit:	Learning outcome: The learner knows: The learner understands: The learner is able to: The learning outcomes correspond to EQF level (see annex 1)	The unit of learning outcomes refers to a formal qualification •Ausbildungsrahmenplan (occupational field No.): •Rahmenlehrplan (learning field No.): •Ordinance for full-time school based course: •Qualification in the host country: The unit of learning outcomes refers to additional knowledge, skills and competence
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Assessment and documentation of learning outcomes

The heterogeneous nature of the training system means that heterogeneous examination procedures are also to be expected.

This refers to such aspects as the various learning venues

- in-company learning venue
- school-based learning venue

as well as to the different examination procedures such as

- questionnaire
- observation and appraisal
- test
- practical task.

Documentation of learning outcomes in the Europass represents the minimum requirement.

Questions to the participants:

Under the condition that learning outcomes are described in terms of knowledge, skills and competence what else is needed to establish mutual trust?

Do we need profound knowledge of

- the vocational education and training system and of the qualifications imparted by the partner?
- the relevant general prevailing conditions within the various VET systems?
- the characteristics of different training programmes/qualifications?

Or is a consequent learning outcome orientation (in terms of knowledge skills and competence) sufficient to establish mutual trust in order to set up an ECVET partnership?