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## The Netherlands



European Centre for the  
Development of Vocational Training

## CEDEFOP EXPERT WORKSHOP ON “MAINSTREAMING ECVET TO PRACTITIONERS”

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“MAINSTREAMING ECVET TO PRACTITIONERS”  
May 2011, André Huigens

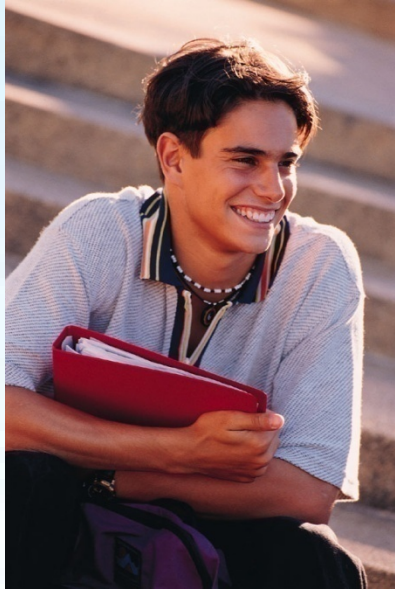




# *Learn and become competent*

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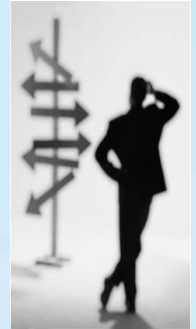
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II



The implications of  
the establishment of  
units of learning  
outcomes in  
competence based  
education and life  
long learning  
processes.



- Policy makers' and boards of directors' awareness of the consequences of the implementation of the EQF.
- Assumption that the NCPs will tell them what EQF level they ought to print on their present certificates.
- A change in our educational dimension, a paradigm shift which asks for changes in organizations, under provision of policymakers and boards of directors.
- The implementation strategy needs to pay attention to these aspects



# What does this mean for the school management?

A manager facilitates this learning process

Learning outcome approach, what is that?

Teacher or student responsible for his own learning process or what?

Competence management

What is EQF and ECVET?



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|                                                                                                                                 |                                    |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Wisdom (Outcome-based competent) knowing what you know and what you don't know.</b>                                          | <b>Life long learning</b>          |
| <b>This is the level of Examination/Certification within educational processes nowadays. The level of income-based learning</b> | <b>Transfer through experience</b> |
| <b>Understanding the use of knowledge in different fields leads to understanding the complexity of situations or questions.</b> | <b>Transfer</b>                    |
| <b>Knowledge, the student is able to translate the information in a practical way.</b>                                          | <b>Through context</b>             |
| <b>Information, selection in the data, what is important and what is not, making a selection in the data.</b>                   | <b>Transfer</b>                    |
| <b>Data (where does it come from? Only the teacher's book? Or the internet as well?)</b>                                        | <b>Through context</b>             |



# EQF is a level indication, ECVET focuses on units of learning outcomes and it makes sense to ask for the quality assurance of the learning process

- If we make the choice for assessments, which competences do these assessors need?
- What is behind a learning outcome approach and should we distinguish that in an assessment?
- A memorandum of understanding in zones of mutual trust between partner schools and stakeholders.
- The involvement of representatives from the labour market from the very beginning is essential !



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# The support needed for teachers and trainers to efficiently implement the learning outcomes approach in supporting learning.

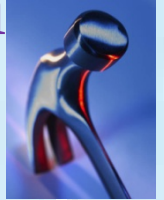
From a teacher centred approach with:

- ✓ a framework of conditions and resources,
- ✓ a subject oriented syllabus
- ✓ restrictions of regulations on teaching methods





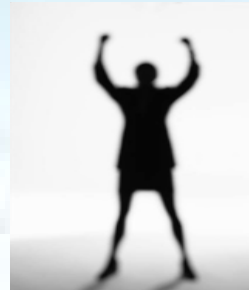
## Towards a learner centered approach



- ✓ focus on outcomes,
- ✓ the learning process which is an application of learning to professional situations.
- ✓ syllabuses oriented on learning aims which are formulated.
- ✓ the qualification standards are based on learning outcomes

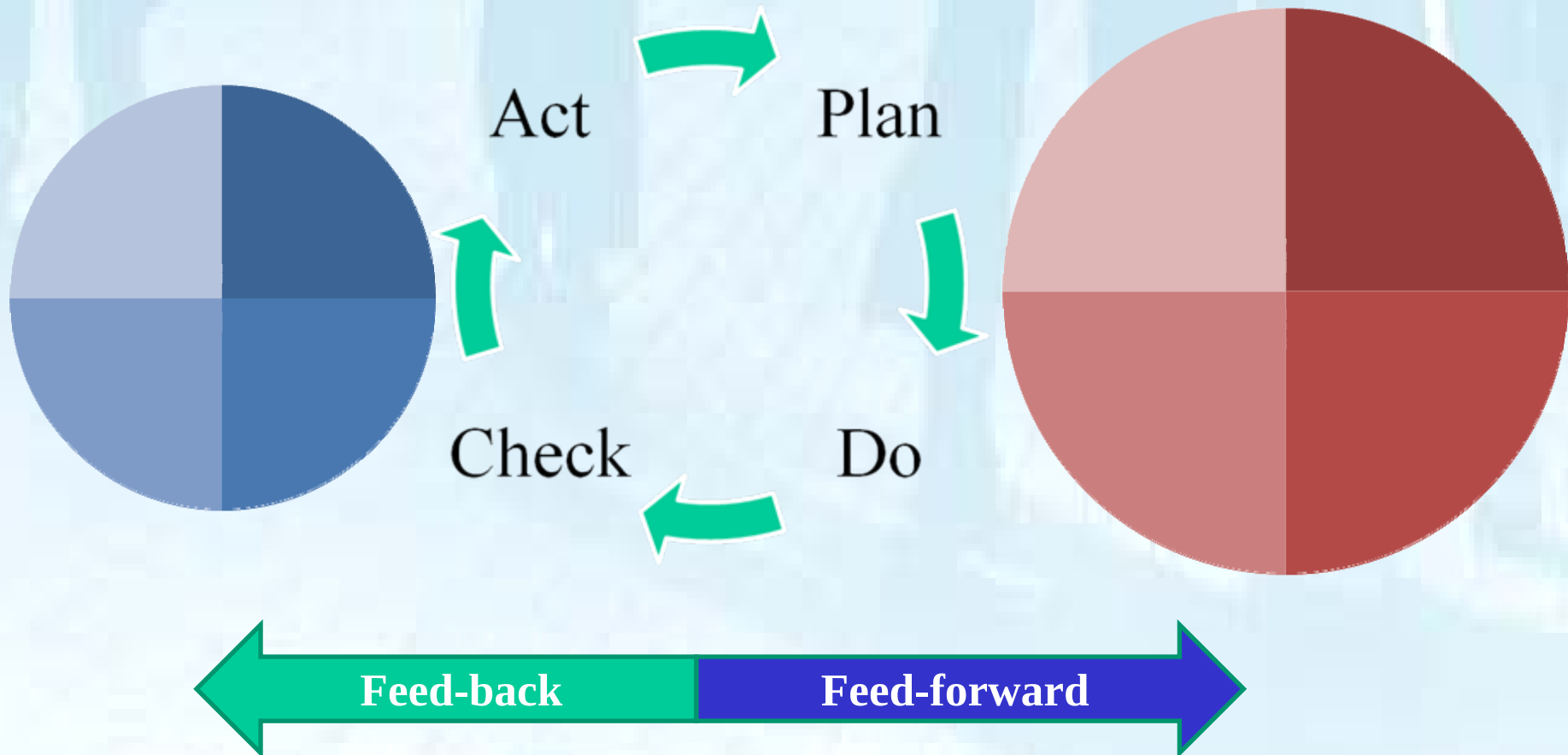
**But more is needed for a successful learning  
traject.....**

Learning success is the assessed overlap between learning objectives and the learning outcomes, the more overlap, the more successful the learning process!



# Focus: Continuous Improvement

## THINKING AHEAD and MOVING FORWARD



### Challenge: Lead-Time for Corrective Action

Used from Volker Gehmlich Osnabrueck  
University of Applied Sciences for this  
presentation

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## EQF learning outcome descriptions as a Ruler in general

|              | Responsibility and autonomy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Relations with others/clients, time line and public range                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                             | Complexity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Transfer                                                                                                                                                                                                                                                      |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | Depending on sort of occupation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Occupations with a lot of customer/clients relations:                                                                                                                                                                                                                                                                             | Occupations with a little customer/clients relations:                                                                                                                                                                                                                                                       | Tasks, Procedures, Knowledge and understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ambiguity, change and range within the field of work                                                                                                                                                                                                          |
| <b>EQF 2</b> | <ul style="list-style-type: none"> <li>Clear work instructions and procedures</li> <li>Working in the right velocity and with good quality</li> <li>Working under direct supervision</li> </ul> <p>Assisting by activities</p> <ul style="list-style-type: none"> <li>Simple structured administration of common activities</li> <li>Able to work in a team as member in a M2 team (maturity levels)</li> </ul>                                                                                                                                                                                | <p>Average customers and colleagues</p> <p>Reactive answering simple questions, referring to colleagues</p> <p>Working under direct supervision</p> <p>Time range in thinking is days</p>                                                                                                                                         | <ul style="list-style-type: none"> <li>No contact with customers only colleagues</li> <li>Time range in thinking is days</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Simple tasks</li> <li>Basic explorative procedures</li> <li>Knows facts and is able to understand simple and clear explanations.</li> <li>Is able to understand what is needed for being a good citizen.</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Transfer in situations with limited changing factors</li> <li>Changes after instruction</li> <li>Is able to transfer in the area of tasks/occupation</li> </ul>                                                        |
| <b>EQF 3</b> | <ul style="list-style-type: none"> <li>Responsible for its own actions plus preparing and carrying out and closing.</li> <li>Carries out tasks autonomously after directed explanation, fully responsible for carrying tasks and shows initiatives</li> <li>Working in the right velocity and with good quality</li> <li>Able to work in a M2 or M3 team</li> </ul>                                                                                                                                                                                                                            | <p>Average customers, contacts in the total working environment.</p> <p>Answering questions of customers in a professional way, giving information in a friendly way, proactive</p> <p>Time range in thinking is weeks</p>                                                                                                        | <p>Has incidentally contact with customers, only informing customers about state of affairs, re-active.</p> <p>Time range in thinking is weeks</p>                                                                                                                                                          | <p>Several tasks in the same time</p> <p>Clear work instructions and procedures</p> <p>Is able to adjust standard procedures</p> <p>Knows facts and methods need for the occupation and is able to explain.</p> <p>Understands the complexity and the context of the job environment in level 3</p> <p>Able to handle structured administration of common activities</p>                                                                                                                      | <p>Transfer in situations with several changing factors</p> <p>Is able to adjust one selves.</p> <p>Is able to transfer within the profession/branche</p>                                                                                                     |
| <b>EQF 4</b> | <p>Responsible for his own planning, organizes and monitors the activities, including reflection.</p> <p>Able to manage a small team</p> <ul style="list-style-type: none"> <li>Evaluates the work activities</li> <li>Reports about the work processes and performance to the management</li> <li>Makes suggestions for improvement to the higher management</li> <li>Uses information for control, updating and reporting the management</li> <li>Takes care of different types of administration</li> </ul> <p>Carries out task autonomously in deliberation</p> <p>Is a M3 team worker</p> | <ul style="list-style-type: none"> <li>Handles sales situations, especially specific ones, such as high-value customers, difficult negotiations, special queries he or she is directly handling with</li> <li>Financial targets for working</li> <li>Advises about customers</li> <li>Time range in thinking is Months</li> </ul> | <ul style="list-style-type: none"> <li>Handles contacts with customers</li> <li>Uses contacts with customers for proposals</li> <li>Communicates with he or she is directly handling with different external stakeholders.</li> <li>Financial targets for working</li> <li>In depended if needed</li> </ul> | <ul style="list-style-type: none"> <li>Combination of tasks, working according to schedules</li> <li>Orientation of procedures, exploring and productive according to.</li> <li>Knowledge of facts and methods; applying knowledge in concrete situations.</li> <li>Plans, organizes and monitors the activities, he or she is directly handling with.</li> <li>Understanding financial information</li> <li>Manages relations with customers he or she is directly handling with.</li> </ul> | <ul style="list-style-type: none"> <li>Transfer related context</li> <li>Is able to adjust the task in changing situations</li> <li>Is able to transfer within the sector</li> <li>Solves problems</li> <li>Only troubleshooting on the work floor</li> </ul> |

## Important issues:

- It is about Permeability of education
- Missing levels 1 and 2 in the NQF?
- Ownership and capacity building for all the users of the EQF is crucial
- EQF is the bridge between the labour market and education, use that bridge!
- Team thinking and team learning in educational institutes.
- An outcome-oriented approach in curricula is absolutely needed.

***We believe in the value of an EQF , ECVET units, quality assurance systems and in our students who deserve a future with mobility and better preparation for the labour market***



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