



## **ECVET achievements and future developments**

### **Looking towards higher qualifications levels**

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## Roadmap

1. The current state of play of ECVET
2. Ways for identifying learning outcomes
3. Building partnerships for ECVET

## ECVET is, for the time being,

- ... gaining momentum
- ... strongly related to policies on enhancing international learning mobility, to VET reforms towards more permeability and to qualifications frameworks
- ... national, regional or local levels
- ... inward and outward oriented

## Timetable for ECVET implementation

- From now to 2012:
  - Member States are asked to create the necessary conditions and to adopt measures for introducing ECVET;
  - Possible actions in that period:
    - Adopt and introduce ECVET;
    - Carry out tests and experiments without waiting until 2012;
- 2012 to 2014:
  - Gradual introduction of ECVET
- 2014:
  - Possible revision of the European Recommendation

**Strategy 1: Setting up broad range testing initiatives**

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

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

**Strategy 2: Measuring impact**

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

ex: Austria, Czech Republic, Germany and Finland.

**Strategy 3: Updating VET legislations and regulations**

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- ☐ Taking on board technical features of ECVET;

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

**Strategy 4: Adapting qualifications system**

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- ☐ 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**

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

**Strategy 6: Combining ECVET with NQF development**

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- ☐ 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

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- ☐ 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

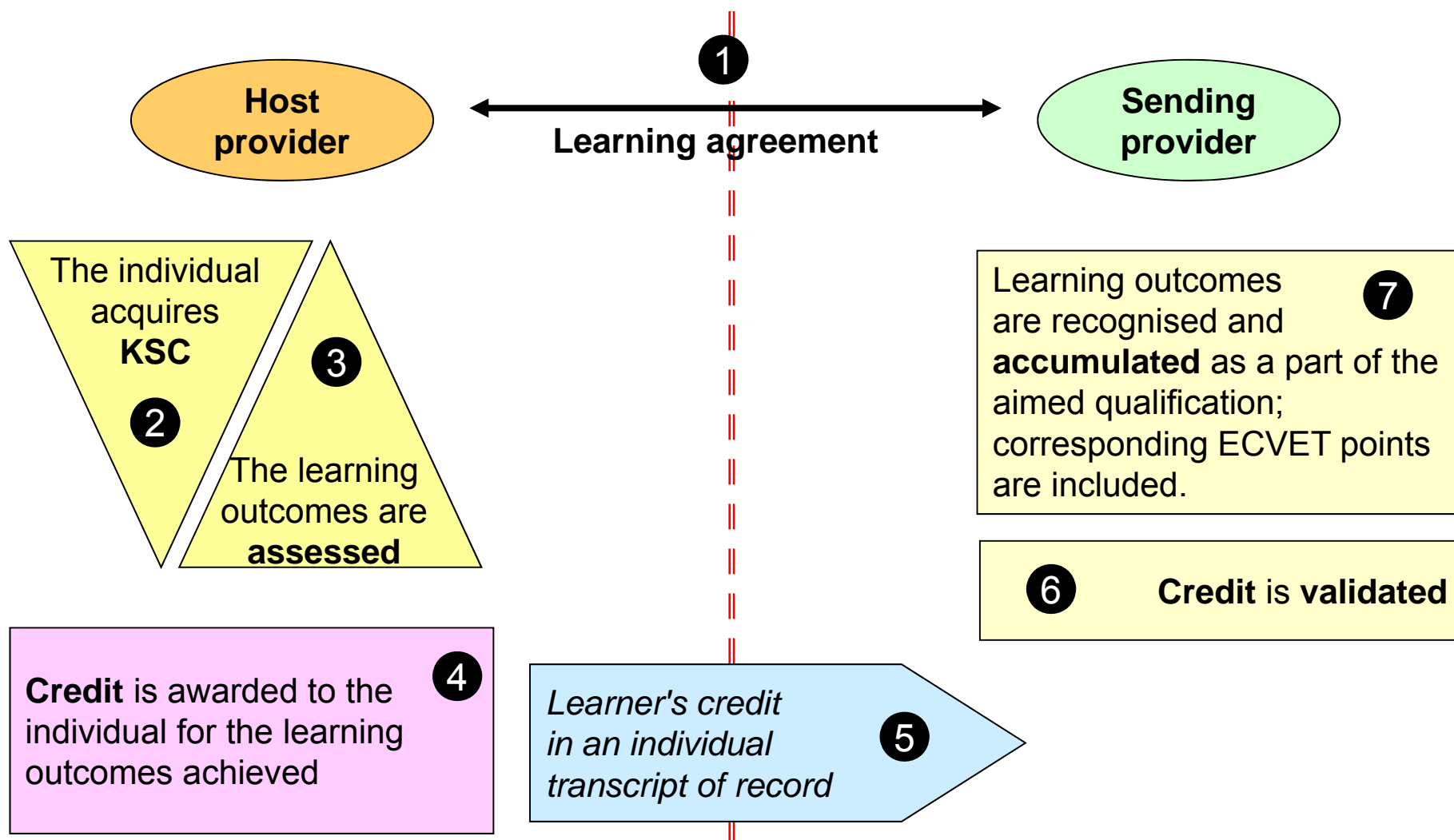
6/30

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

## Tackling ECVET for the time being,

- ... 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







## At higher qualifications levels,

- ... ECVET: European Credit System for VET
- ... ECTS: European Credit Transfer System
- ... EQF: European Qualifications Framework
- ... Bologna Framework

## Insights

- ... Development stages
- ... Traditions and understanding of education and training
- ... Approach by learning outcomes
- ... Support to mobility and progression
- ... Involvement of stakeholders

## 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
- ECTS is formally implemented in most EU countries

### ➤ **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

### ➤ **Some commonalities already**

- EQF compatible with the EHEA QF (higher levels)
- ECVET/ECTS: same credit points convention, learning outcomes approach
- ECVET/EQF share a number of definitions

### ➤ **The governance**

- EQF/ECVET: Open Method of Coordination, technical working groups (Member States, social partners), supporting and steering role by the European Commission
- EHEA QF: inter-ministerial agreements, exchange among HE institutions
- ECTS: European LLL programme, network of ECTS counsellors

## Identifying and formulating learning outcomes

- ... from labour market to education and training
- ... the role of qualifications frameworks
- ... examples from ECVET pilot projects
- ... considering further development



## 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

## Descriptors for learning outcomes

Framework for Qualifications of the European Higher Education Area - Dublin descriptors -	European Qualifications Framework for lifelong learning
Statements of what a learner is expected to know, understand and be able to do after successful completion of a process of learning	Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competences that can be assessed and validated.
<ol style="list-style-type: none"> <li>1. Knowledge and understanding</li> <li>2. Applying knowledge and understanding</li> <li>3. Making judgements</li> <li>4. Communication skills</li> <li>5. Learning skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Skills</li> <li>3. Competence</li> </ol>

# What is happening at higher qualifications levels?

## The descriptors

### 1) Integrated national qualifications frameworks

- Permeability, progression, one logic for all level descriptors,
- Levels 6-8 are explicitly open to qualifications awarded outside the traditional higher education area (defined by the EHEA)

### 2) Clear divide between level 1-5 and 6-8 of EQF

- Level 1-5 descriptors and level 6-8 descriptors → different logics
- Levels 6-8 are not open to qualifications awarded outside traditional higher education area (defined by EHEA)

### 3) Parallel level structures and descriptors at levels 6-8 of EQF

- Levels 6-8 are open to all qualifications but distinguishes different strands of qualifications, with different or same descriptors

## Examples for learning outcomes (from QF to CS)

Proposal for a German Qualifications framework

<i>Level indicator</i>			
Structure of requirements			
Professional competence		Personal competence	
<i>Knowledge</i>	<i>Skills</i>	<i>Social competence</i>	<i>Self-competence</i>
Depth and breadth	Instrumental and systemic skills, judgment	Team/leadership skills, involvement and communication	Autonomy/responsibility, reflectiveness and learning competence



Niveau 6 <sup>3</sup>			
Über Kompetenzen zur Planung, Bearbeitung und Auswertung von umfassenden fachlichen Aufgaben- und Problemstellungen sowie zur eigenverantwortlichen Steuerung von Prozessen in Teilbereichen eines wissenschaftlichen Faches oder in einem beruflichen Tätigkeitsfeld verfügen. Die Anforderungsstruktur ist durch Komplexität und häufige Veränderungen gekennzeichnet.			
Fachkompetenz		Personale Kompetenz	
Wissen	Fertigkeiten	Sozialkompetenz	Selbständigkeit
<p>Über breites und integriertes Wissen einschließlich der wissenschaftlichen Grundlagen, der praktischen Anwendung eines wissenschaftlichen Faches sowie eines kritischen Verständnisses der wichtigsten Theorien und Methoden</p> <p><b>oder</b></p> <p>über breites und integriertes berufliches Wissen einschließlich der aktuellen fachlichen Entwicklungen verfügen.</p> <p>Kenntnisse zur Weiterentwicklung eines wissenschaftlichen Faches</p> <p><b>oder</b></p> <p>eines beruflichen Tätigkeitsfeldes besitzen.</p> <p>Über einschlägiges Wissen an Schnittstellen zu anderen Bereichen verfügen.</p>	<p>Über ein sehr breites Spektrum an Methoden zur Bearbeitung komplexer Probleme in einem wissenschaftlichen Fach, weiteren Lernbereichen</p> <p><b>oder</b></p> <p>einem beruflichen Tätigkeitsfeld verfügen.</p> <p>Neue Lösungen erarbeiten und unter Berücksichtigung unterschiedlicher Maßstäbe beurteilen, auch bei sich häufig ändernden Anforderungen.</p>	<p>In Expertenteams verantwortlich arbeiten</p> <p><b>oder</b></p> <p>Gruppen oder Organisationen<sup>4</sup> verantwortlich leiten.</p> <p>Die fachliche Entwicklung anderer anleiten und vorausschauend mit Problemen im Team umgehen.</p> <p>Komplexe fachbezogene Probleme und Lösungen gegenüber Fachleuten argumentativ vertreten und mit ihnen weiterentwickeln.</p>	<p>Ziele für Lern- und Arbeitsprozesse definieren, reflektieren und bewerten und Lern- und Arbeitsprozesse eigenständig und nachhaltig gestalten.</p>
Proposal for a German Qualifications Framework for lifelong learning (10.11.10)			



### Example of level descriptor 5 (<sup>123</sup>):

#### Description of competences

Be familiar with documentation, norms, standards and regulations in use in the field to the extent that he or she can explain them to others in standard situations

Select appropriate procedures, methods, tools, raw materials etc. from various options, according to conditions and requirements

Evaluate the quality of his or her products or services, and those of others

Carry out quality control, determine the causes of deficiencies and their consequences and decide how to eliminate them

Identify problems which occur while following the selected procedures, determine their causes and implement the required changes to the procedure

Identify social, economic and environmental aspects of any problems which arise

Distinguish between usual and unusual behaviour from individuals and objects in the workplace, determine causes and context of unusual behaviour, and draw conclusions and formulate proposals

Analyse moderately complex systems, phenomena and processes

Evaluate the relevance of technical information to resolving standard problems

Evaluate the methods of others from the point of view of using them in his or her own work

Carry out selected procedures, with modifications depending on conditions and requirements including taking into account social, economic, and ecological considerations

Independently carry out common technical tasks by standards methods

Solve problems requiring abstraction and employ simple research methods

Use technical information from a variety of sources in problem solving

Integrate several components into complex solutions

Formulate proposals for improvements including proposals for new processes

Design moderately complex procedures and products

Present his or her work, products or services, discuss problems and find solutions, communicate effectively and present convincing arguments

Direct a group carrying out moderately complex technical tasks depending on unforeseen conditions and requirements





## Level 5 descriptor

### Knowledge:

Possesses comprehensive and/or specialised knowledge of the facts and theory and is capable of utilising this knowledge and skills in a creative manner when solving abstract problems. Understands the boundaries of knowledge in different fields.

### Work method and application (skills)

Possesses comprehensive cognitive and practical skills which are needed when solving abstract problems creatively. Works independently in changing operating environments.

### Responsibility, management and entrepreneurship

Possesses the capability to manage and oversee complex operating environments that change unpredictably. Possesses the capability to oversee task performed by others.

Possesses the capability to work as an independent entrepreneur in the field.

### Evaluation

Evaluates and develops his/her own as well as others' performance and work.

### Key skills for lifelong learning

Possesses the capability for continuous learning. Knows how to communicate verbally and in writing both to audiences in the field and outside it. Possesses the capability to communicate at an international level and interact in his/her field in one official language and at least one foreign language.

## **UNIT 1: VEHICLE STABILITY MANAGEMENT SYSTEMS**

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



# 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.				



## 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**

## What is a Memorandum of Understanding?

- agreement between competent institutions = framework for credit transfer;
- formalises the ECVET partnership = mutual acceptance of the status/ procedures of competent institutions involved;
- establishes partnership's procedures for cooperation.

### Content points:

#### 1. accept each other's

- status as competent institutions,
- quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer,

#### 2. agree

- conditions for the operation of the partnership (objectives, duration, review of the MoU);
- comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF,

#### 3. Identify

- other actors and competent institutions that may be involved in the process concerned and their functions.

## Items covered in MoU (ECVET pilot projects)

- Introduction (what is it?)
- Identification of competent bodies, Who is signing? (Including an authorised person)
- Description of the competent institution signing the MoU (what is the competence/role of these institutions in their qualifications systems?)
- Qualifications concerned (title) (Learners preparing which qualifications are concerned?)
- Units for mobility (what units can be concerned by mobility?) including Learning outcomes, Europass supplement
- Identification of accredited providers (who is entitled to operate in the MoU framework?)
- Duration of validity of the MoU (How long is it valid for?)
- Information about mobility (How long? What type of learning?)
- The division of responsibilities between the host and home institutions (Who does what?)
- The commitment to certain quality principles (how is the quality of mobility ensured?)
- Assessment (Who assessed and how?)
- Validation and recognition (Who validates and how?)
- Conditions for providers (under what conditions do providers operate within the MoU?)
- Conditions for the validity of the MoU (Under which conditions is the MoU valid?)
- Which the institutions accept the MoU?
- (Reference to the learning agreement)

Work in progress – no template provided, examples in the ECVET Questions and Answers





## Items covered in learning agreement (ECVET pilot projects)

- Identification of the learner + the home and host institution
- Qualification being prepared
- Units concerned (What will s/he learn during the mobility period)
- The credit points for the units
- Course/programme preparing for the units
- Description of units
- Assessment procedure + grid with recorded results
- Content and nature of mobility (What will the learner do?)
- Pre-requisites
- Practical aspects of the mobility such as: - Language – Costs – Housing – Insurance
- Division of responsibilities (Who does what?)
- Obligations of the different parties
- Signatures

➤ Work in progress, no template provided

➤ Consider using Europass documents, esp. **Europass Mobility**

[http://europass.cedefop.europa.eu/img/dynamic/c1386/type.FileContent.file/MobExamples\\_en\\_GB.pdf](http://europass.cedefop.europa.eu/img/dynamic/c1386/type.FileContent.file/MobExamples_en_GB.pdf)



## Thank you for your attention

*For your reading:*

*Cedefop (2010). Linking credit systems and qualifications frameworks. An international comparative analysis.*

[http://www.cedefop.europa.eu/EN/Files/5505\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5505_en.pdf)

*Cedefop (2010). The ECVET development in Europe.* [http://www.cedefop.europa.eu/EN/Files/6110\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/6110_en.pdf)

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