



EQF and ECVET and why do we need them



Normal path

Fast track

Qualification

Opportunity path

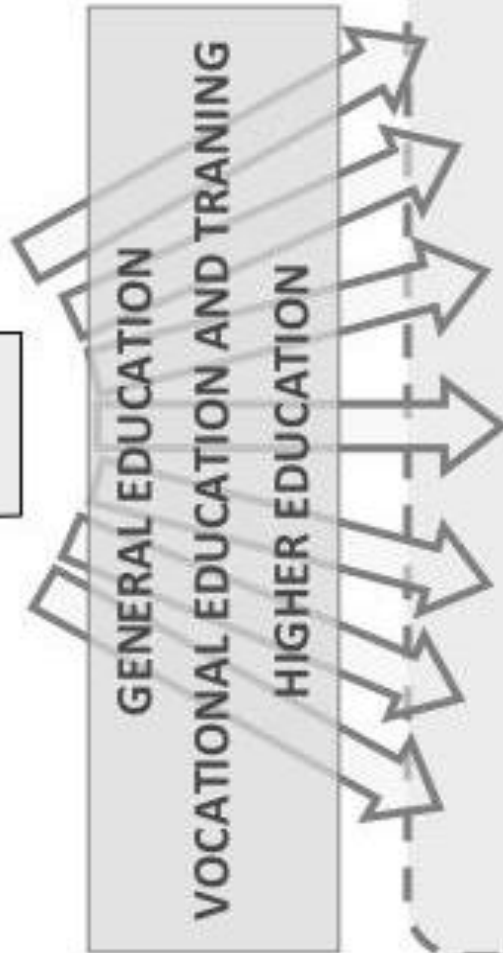
With time



Learning outcomes: ... statements about what learners know, understand and are able to do after completing a learning process

EU MEMBER STATES,
LEARNING OUTCOMES ARE
ALREADY IMPLEMENTED WITHIN

LEARNING
OUTCOMES



ELEMENTS IN THE QUALIFICATIONS SYSTEM

NATIONAL QUALIFICATIONS
FRAMEWORKS

OCCUPATIONAL STANDARDS

QUALIFICATIONS STANDARDS

KEY COMPETENCES

EDUCATIONAL STANDARDS

CURRICULA

QUALIFICATIONS

European Qualification Framework (EQF)



EQF is a reference framework that

- links countries' qualifications systems together
- acts as a translation device to make qualifications more readable and understandable across different countries and systems in Europe.

8 reference levels are described in terms of learning outcomes

European Qualification Framework



EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i> .	In the context of EQF, skills are described as <i>cognitive</i> (involving the use of logical, intuitive and creative thinking), and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of <i>responsibility and autonomy</i> .
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5 ^[1]	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 ^[2]	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 ^[3]	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic

NATIONAL QUALIFICATION FRAMEWORK (NQF)



NQFs classify qualifications by level, based on learning outcomes. This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors.

ECVET is ..



- The European Credit System for VET
- A European instrument designed to support **lifelong learning, the mobility of learners and the flexibility of learning pathways** to achieve qualifications;
- Developed by Member States in cooperation with the European Commission & adopted by the European Parliament and the Council in 2009;
- Adoption and implementation of ECVET in the participating countries is **voluntary**.

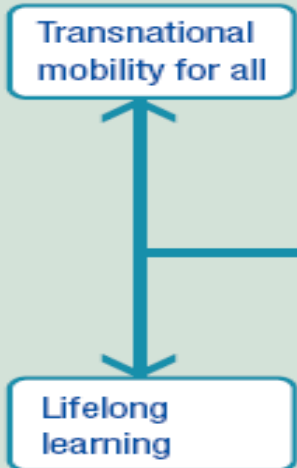
The ECVET key principle



**ECVET supports individuals
to transfer and accumulate
their learning outcomes
throughout Europe**



What are the general objectives of ECVET?



Recognition of learning outcomes
with a view to achieving qualifications

How does ECVET contribute to mobility and lifelong learning?



ECVET technical components





NLQF

Qualification

ECVET

ECVET

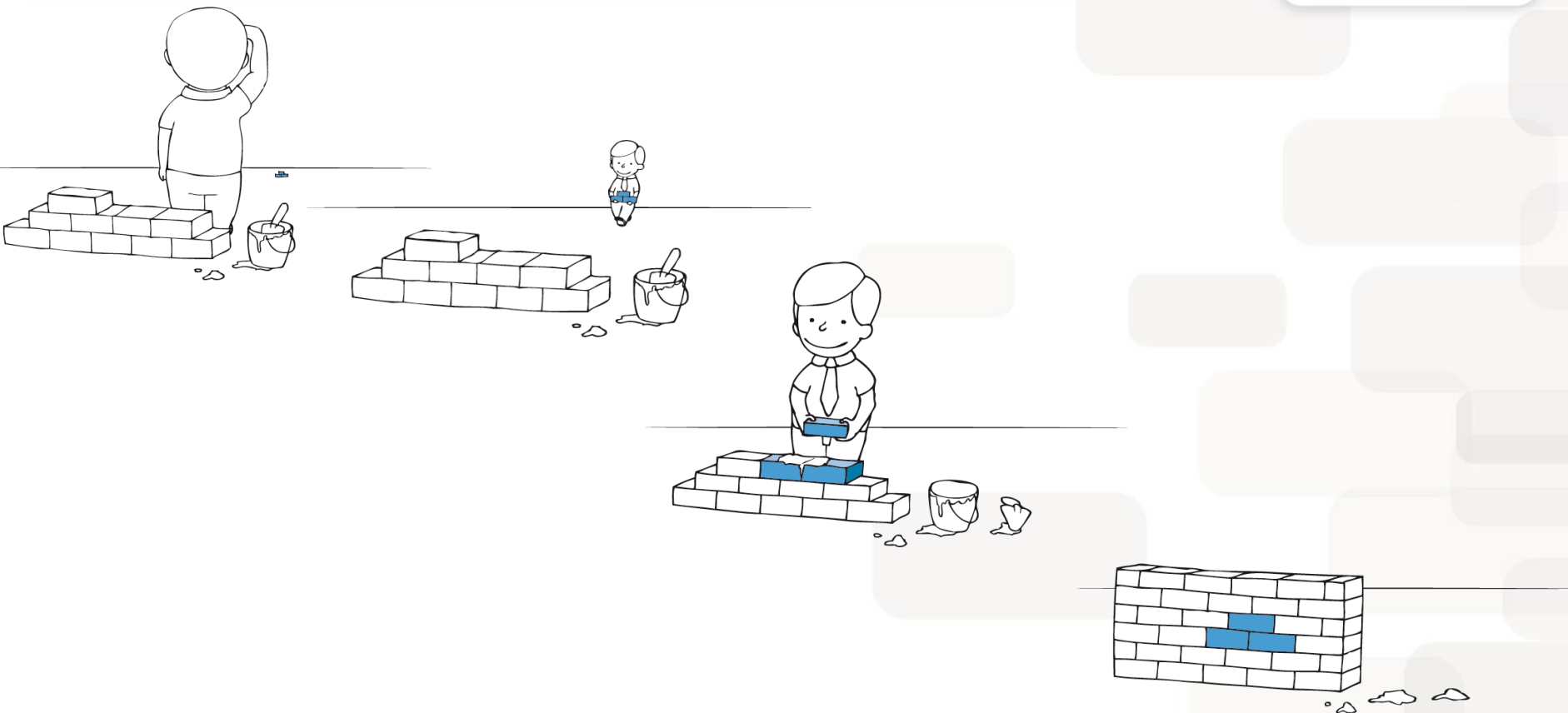
ECVET

ECVET



- Validation (RPL)
- Examination
- Education

The ECVET key principle



Why do we need ECVET?



- It is difficult for learners to get recognition for learning outcomes already achieved.
- There is a mismatch between the great variety of learners' needs and aspirations and the standardised nature of education and training supply.
- The process of updating full standards for qualifications and programmes is too long.
- Based on titles alone, qualifications are not easily understood by employers and learners.

ECVET principles



ECVET

Units of Learning Outcomes

ECVET Points

Transfer/
Accumulation
Process

Structured descriptions of qualifications

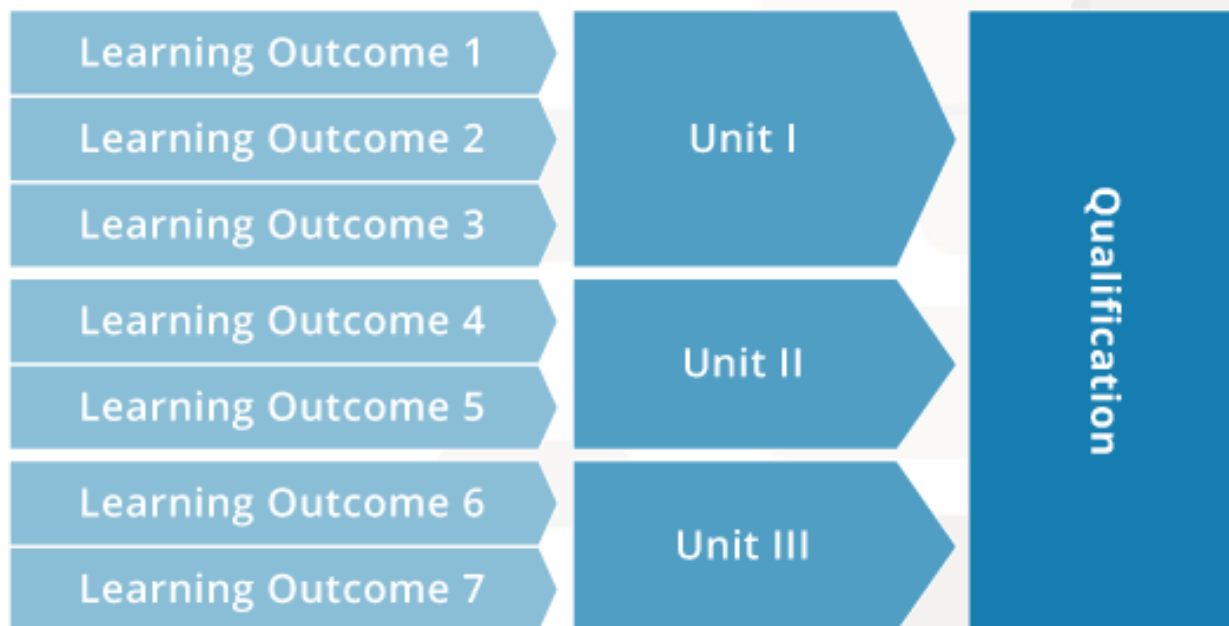
Documents and
steps important for
supporting transfer
processes

(Units of) learning outcomes



- **Learning outcomes:** ... statements about what learners know, understand and are able to do after completing a learning process (often described in terms of knowledge, skills and competences)

- **Unit of learning outcomes:** component of a qualification, consisting of a coherent set of knowledge, skills and competences that can be assessed and validated





ecvet
European Credit system for
Vocational Education & Training

Define the aim

Identify the needs

Formulate learning outcomes

Set the learning units

**Assessment
of learning**

Units of learning outcomes: example



	KNOWLEDGE	SKILLS	COMPETENCE
UNIT 1: Inspection of a motor vehicle (incl. motorcycles and lorries) and its systems			
<i>He/she is able to inspect the electrical system of a motor vehicle (incl. motorcycles and lorries) and trailer.</i>	<p>He/she has knowledge in the following fields:</p> <ul style="list-style-type: none"> - Circuit diagrams and repair instructions - Diagnostic and measurement devices - Regulations on the inspection of electrical and electronic systems - Safety regulations, e.g. protection provisions regarding acid - Starter batteries - Generators - Electrical motor drives - Starters - Lighting system - Wiring - Materials, work and workshop technology 	<p>He/she is able to ...</p> <ul style="list-style-type: none"> - read and apply circuit diagrams and repair instructions. - correctly connect and use measurement and diagnostic devices. - correctly assess and apply measurement results. - comply with regulations and safety provisions. - understand and repair components. - take into account and apply materials, work and workshop technology in the inspection. 	<p>He/she acts independently and on his/her own responsibility or has ultimate responsibility if he/she delegates this work to a team he/she heads or to employees.</p>

ECVET principles



ECVET

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ECVET points

- Numerical representation of the overall weight of learning outcomes in a qualification
- Relative weight of units in relation to the qualification
- Agreement at European level: 60 ECVET points for a year of formal full-time VET, all qualification - 180 points, 1 point \pm 25 hours

ECVET terminology decrypted: 'credit'



Credit: a set of learning outcomes that an individual has achieved, and which have been assessed and recognised. They can be accumulated towards a qualification or transferred to other learning programmes/courses or qualifications.

Credit transfer: process by which learning outcomes achieved in one context can be taken into account in another context. Based on the principles of assessment, validation and recognition.

Credit accumulation: process by which a learner acquires qualifications progressively by successive assessment of learning outcomes.

- Note the difference between 'credit' and 'credit points' (e.g. ECVET points)!

ECVET principles



ECVET

Units of Learning Outcomes

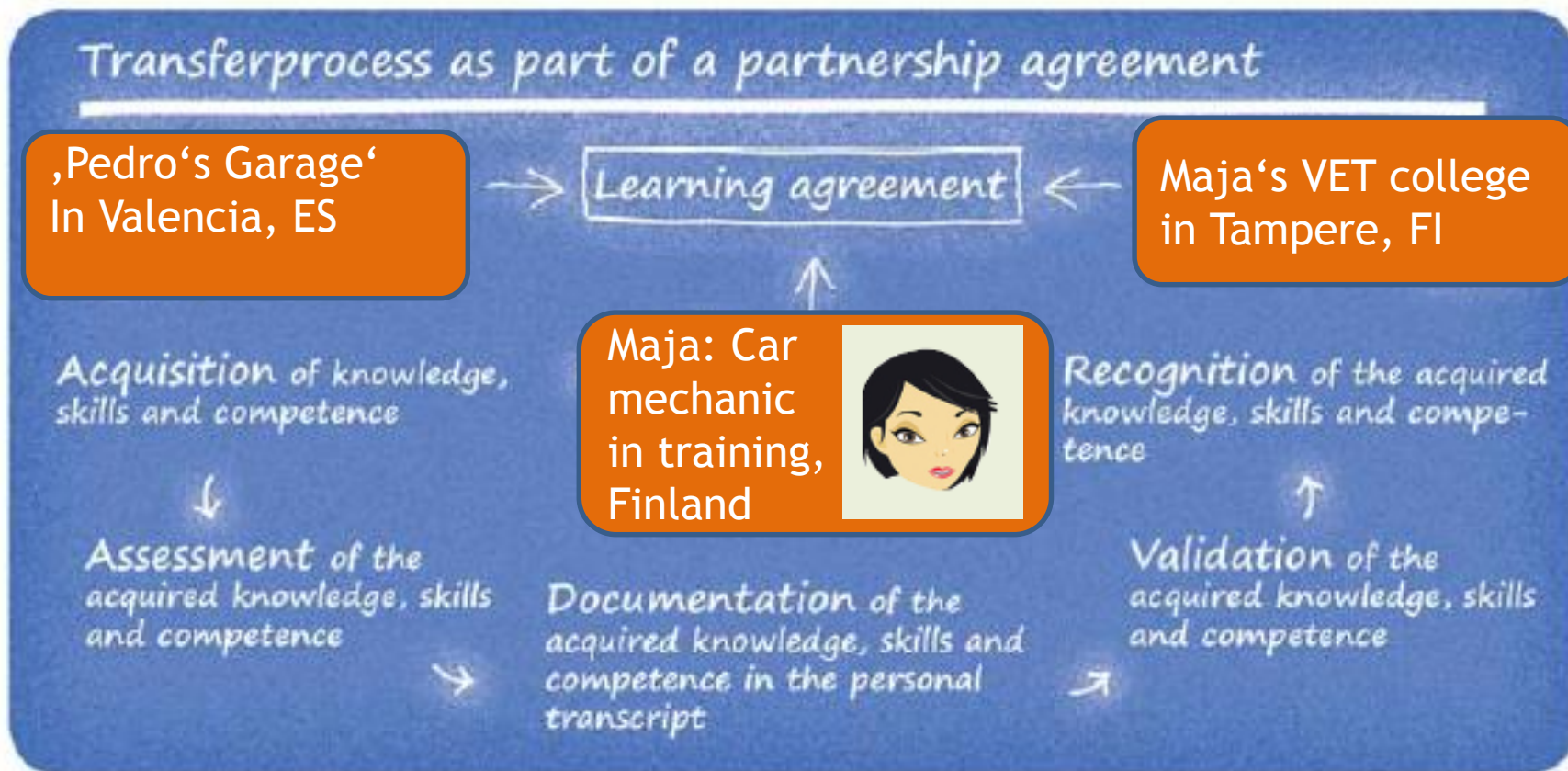
ECVET Points

Transfer/
Accumulation
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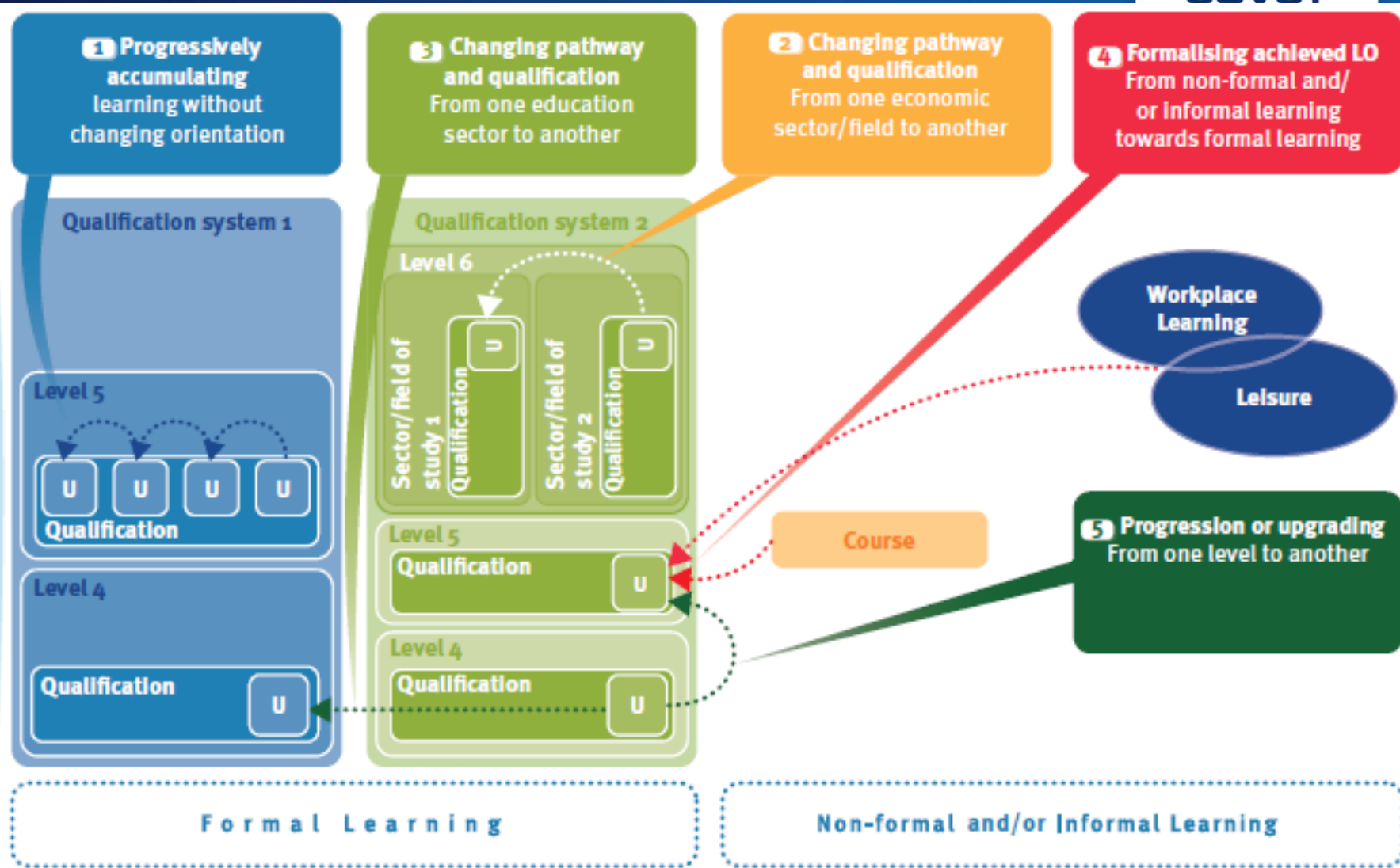
Structured descriptions of qualifications

Documents and steps important for supporting transfer processes

ECVET for cross-border mobility



ECVET for lifelong learning



Note: All examples in the upcoming sections of this note are hypothetical. The main features of these examples are inspired by what is already possible in some EU countries. However, the detailed descriptions in the examples are not based on real-life cases.

ECVET supporting documents



- Memorandum of Understanding
- Learning Agreement
- Assessment and Transcript of Records

Memorandum of Understanding
Version 2013

File code of the Memorandum of Understanding (optional)
(use where necessary)

1. Objectives of the Memorandum of Understanding

The Memorandum of Understanding (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

Are other objectives agreed on? Please tick as appropriate

No
 Yes – these are: (insert information)

Learning Agreement
Version 2013

1. Information about the participants

Contact details of the home organisation

Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	

Contact details of the host organisation

Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	

Personal transcript

This proof of performance or transcript aims to record the knowledge, skills and competence acquired by the learner named below in the course of a mobility stay. It is completed by the receiving institution, documents the knowledge, skills and competence acquired on the basis of the applicable learning agreement and contains information about how they are tested and assessed. The transcript can also be enclosed as an appendix to the learning agreement or integrated into it to reduce the number of documents.

Contact details of learner

Name: _____
Address: _____
Telephone/fax: _____
E-Mail: _____
Date of birth: _____

Mobility stay

Details on the receiving institution:
Beginning and end of VET stay, duration in weeks: _____
Daily work and learning times: _____
Details on the learning and work context: _____



■ LEARNING AGREEMENT (LA)

A learning agreement (LA) is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of a Memorandum of Understanding (MoU). The LA defines the conditions for the mobility of each individual learner. If the conditions for mobility are the same for a group of learners it is possible to use the same text for all the learners in the group. However, each learner should receive and sign a Learning Agreement that concerns him/her individually.

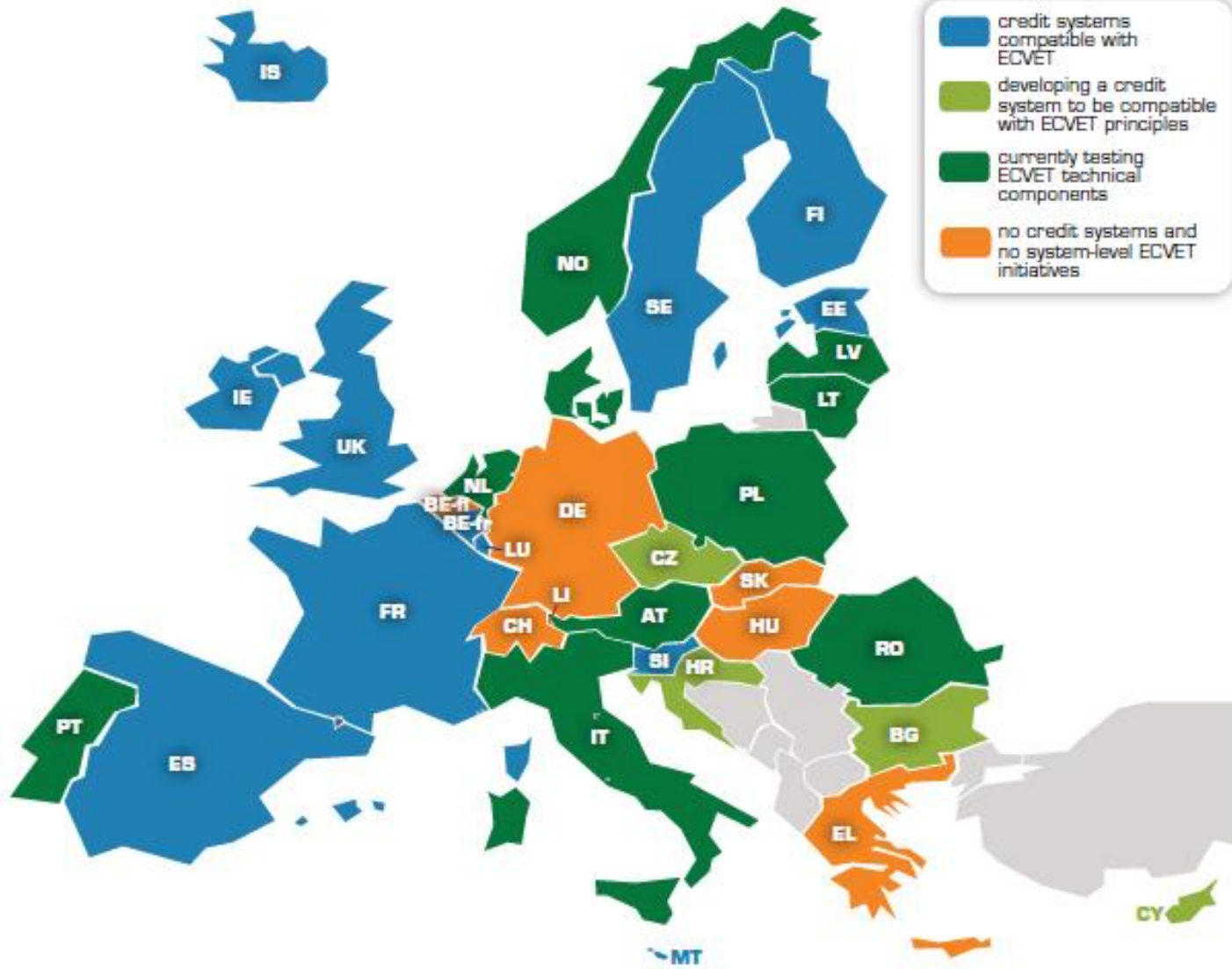
■ MEMORANDUM OF UNDERSTANDING (MOU)

The MOU is an agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes the partnerships' procedures for cooperation.



National ECVET implementation: State of play

ECVET in Europe 2015



- credit systems compatible with ECVET
- developing a credit system to be compatible with ECVET principles
- currently testing ECVET technical components
- no credit systems and no system-level ECVET initiatives

Credits: ECVET Magazine no. 26



ECVET in Europe 2015



Varying stages of implementation

- 17 countries have a credit system that enables LO transfer and/or accumulation
- 7 additional countries use credits for some qualifications
- 23 countries have units of LO in their systems
- 5 others are testing





Countries use ECVET differently:

- Fully on system level (all aspects of IVET, CVET and lifelong learning, e.g. FI, MT)
- Partially on system level (e.g. only for geographical mobility of learners in DK, or for a restricted number of qualifications)
- Only on project/provider level (DE)



- Units of learning outcomes for mobility are used
- Modularisation of training programmes has started
- Analysis of qualifications and related occupational standards of 14 sectors to examine equivalences and how to work towards allocation of credit

Modular programme



C			Zirkopība 8%	Netradicionālā lopkopība 8%	
B	Zaļās prasmes	Iniciatīva un uzņēmējdarbība (1.līmenis)	Lopkopja prakse 22%	Veterinārijas minimums 10%	Mehānizēto darbu veikšana 16%
			Lopkopības produkcijas fasēšana un marķēšana 4%	Lopkopības produkcijas ieguve 14%	Traktortehnikas vadītāju sagatavošana *
A	Sabiedrības un cilvēka drošība (1.līmenis).	Sociālās un pilsoniskās prasmes (1.līmenis)	Lauksaimniecības dzīvnieku ēdināšana 14%	Lauksaimniecības dzīvnieku novietņu kopšana 6%	Lauksaimniecības dzīvnieku labturība 6%

* Traktortehnikas vadītāju apmācību programma atbilstoši 2010. gada 13. aprīļa MK noteikumiem Nr.358 "Noteikumi par transportlīdzekļu vadītāju apmācību un transportlīdzekļu vadītāju apmācības programmām"