Jurmala seminar – April 2015

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European Credit system for Vocational Education & Training

This PowerPoint gives the main slides used during the Jurmala seminar.

The purpose is to be a reminder of the contents presented during the different work sessions.

We hope it will be helpful to sum up Ecvet key points.

Ecvet Team

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European Credit system for
Vocational Education & Training

“Improving mobility with ECVET”

JURMALA 16th & 17th April 2015

ECVET operational frame

ECVET context at EU level

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European Credit system for Vocational Education & Training

European Commission

Users Group

ECVET network

ECVET Community

ECVET Team

ECVET Mobility Seminars

ECVET for LLL Seminar

ECVET Customized Seminars

Commission working groups (quality, units, …)

ECVET FORUM

CEDEFOP

Information – resources - expertise

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ECVET MAG

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magazine
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Resources Guides

Resources

CEDEFOP

Resources

CEDEFOP | European Centre for the Development of Vocational Training

WORKING PAPER

No 22

Monitoring ECVET implementation strategies in Europe in 2013

CEDEFOP

European policy context

Policy context
Copenhagen process

"The Copenhagen Declaration"

29 and 30 November 2002

Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET)

29 October 2004

The Helsinki Communiqué (2006)
on Enhanced European Cooperation in VET

(Review of the Council conclusions of 15 November 2004)

THE BORDEAUX COMMUNIQUÉ

November, 12 2008

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 18 June 2009

on the establishment of a European Credit System for Vocational Education and Training (ECVET)

7 DECEMBER 2010

The Bruges Communiqué on enhanced European Cooperation in VET for the period 2011-2020

LLL & MOBILITY

Policy context
Europe 2020 strategy

- Europe 2020 Strategy
- Strategic Framework for European Cooperation in Education and Training ('ET 2020')
- A new impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy
- Bologna Process

Policy context
Europe 2020 strategy

- The momentum behind the development of the EU tools is due to several factors
  - Europe's workface is ageing and needs more ready access to training throughout longer working lives
  - Changes in job content are becoming more rapid
  - People change jobs more frequently
  - There are new opportunities and ways to learn
  - Low-skilled people are especially vulnerable in the labour market
  - The percentage of drop-outs from upper-secondary education remains worryingly high
  - Both groups need more support to integrate into the labour market

Policy context
Europe 2020 strategy

- **Smart growth**
  - an economy based on knowledge and innovation requires:
    - **improving the quality of education;**
    - **knowledge transfer;**
    - **openness and relevance of education systems by building national qualification frameworks;**
    - **better gearing learning outcomes towards labour market needs**
- **Sustainable growth**
  - future skill needs; ”skills for green jobs”
- **Inclusive growth**
  - implementation of lifelong learning principles; flexicurity

Policy context
Europe 2020 strategy

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Strategic framework for European cooperation in education and training (”ET 2020”)

- Significant progress being made:
  - in support of national reforms of lifelong learning;
  - the modernisation of higher education;
  - the development of common European instruments promoting **quality**, **transparency** and **mobility**;
- Strategic objectives:
  - Making lifelong learning and mobility a reality;
  - Improving the quality and efficiency of education and training

Policy context
Europe 2020 strategy

- **IVET as an attractive learning option** with high relevance to labour market needs and pathways to higher education;
  - Flexible systems based on the recognition of learning outcomes and supporting individual learning pathways;
  - Cross-border mobility as an integral part of VET practices;
  - Recognition of the mobility training experience has to be ensured through the use of ECVET;
- ***Validation of non-formal and informal learning*** *provides pathways for up-skilling and reintegration of people to the labour market. The adoption of an outcome-based approach for vocational qualifications, as promoted by the EQF and ECVET, is key to achieving this*;
- By 2020, **systematic use of EQF, ECVET and Europass** aimed at transparency of qualifications and portability of learning outcomes

Policy context
Europe 2020 strategy

Strasbourg, 20.11.2012

COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS

Rethinking Education:Investing in skills for better socio-economic outcomes

... which can greatly contribute to the reduction of skills shortages...

VET systems can and must play a key role in addressing skills shortages, especially for sectors with growth potential such as ICT, health and care, low carbon technologies, personalised services, business services, the maritime economy[14] and green sectors, or those undergoing major transformation requiring a better skilled workforce. Targeted investment in VET to address skills shortages can support growth in these sectors. These sectors should also be encouraged to make use of existing European tools for qualifications (EQF), credits (ECVET) and quality assurance (EQAVET) to facilitate mobility of a skilled labour force.

European Context

EQF	European qualifications framework
QF-EHEA	Qualifications framework for the European Higher Education Area
EQAVET	European quality assurance reference framework for VET
ESG	Standards and guidelines for quality assurance in the European Higher Education Area
Europass	CV, Language Passport, Certificate Supplement, Diploma Supplement, Mobility
ECVET	European credit system for VET
ECTS	European credit transfer and accumulation system for HE
Validation principles	Common European principles on validation on non-formal and informal learning
ESCO	European terminology on skills, competences, occupations and qualifications

The common EU instruments

ERASMUS +

- ***Erasmus+ supports EU transparency and recognition tools*** – in particular Europass, Youthpass, the European Qualifications Framework (EQF), the European Credit Transfer and Accumulation System (ECTS), **the European Credit System for Vocational Education and Training (ECVET)**, the European Quality Assurance Reference Framework (EQAVET)

ERASMUS +

- **NETWORK OF NATIONAL TEAMS OF ECVET EXPERTS**

- **SECTOR SKILLS ALLIANCES**

"The Alliance should then translate these into innovative, learning outcome-oriented curricula (integrating into EQF and applying ECVET) which should be underpinned by quality assurance mechanisms (in line with EQAVET)"

The basics of ECVET Recommendation

ECVET: one of several EU tools

- The European credit system for vocational education and training (ECVET) is one of several European tools designed to make **qualifications systems more easily understood and flexible** throughout the European Union (EU) to **support more mobility for workers and learners**

How ECVET can help?

- **Qualifications** can be awarded following various learning experiences – formal/non formal/informal

Recommendation

EIROPAS PARLAMENTA UN PADOMES IETEIKUMS

(2009. gada 18. jūnijs)

par Eiropas kredītpunktu sistēmas izstrādi profesionālajai izglītībai un apmācībai (*ECVET*)

(Dokuments attiecas uz EEZ)

(2009/C 155/02)

EIROPAS PARLAMENTS UN EIROPAS SAVIENĪBAS PADOME,

ņemot vērā Eiropas Kopienas dibināšanas līgumu un jo īpaši tā 149. panta 4. punktu un 150. panta 4. punktu,

ņemot vērā Komisijas priekšlikumu,

ņemot vērā Eiropas Ekonomikas un sociālo lietu komitejas atzinumu ([1]),

ņemot vērā Reģionu komitejas atzinumu ([2]),

saskaņā ar Līguma 251. pantā noteikto procedūru ([3]),

tā kā:

(3) PIA sistēmas, kas ir viena no galvenajām mūžizglītības jomām, ir tieši saistīta ar vispārējo un augstāko izglītību un ar katras dalībvalsts nodarbinātības un sociālo politiku. Tā kā šai sistēmai ir starpnozaru ietekme, tā ne tikai sekmē Eiropas ekonomikas konkurētspēju un apmierina darba tirgus vajadzības, bet arī veicina sociālo kohēziju, vienlīdzību un iedzīvotāju līdzdalību un iesaistīšanos.

(4) Padomes 2002. gada 19. decembra Rezolūcijā par ciešākas sadarbības veicināšanu profesionālās izglītības un apmācības jomā Eiropā ([4]) ("Kopenhāgenas process") un Padomes un Komisijas 2004. gada Kopīgajā starpposma ziņojumā par 2010. gada darba programmas izglītībai un apmācībai īstenošanu ([5]) uzsvērta kredītpunktu pārneses sistēmas nozīme profesionālajā izglītībā un apmācībā, savukārt Padomes un Komisijas 2008. gada kopīgajā progresa ziņojumā ([6]) ir uzsvērta vajadzība pastiprināt centienus, lai uzlabotu PIA kvalitāti un pievilcību.

Recommendation

8.7.2009 EN Official Journal of the European Union C 155/11

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 18 June 2009

on the establishment of a European Credit System for Vocational Education and Training (ECVET)

(Text with EEA relevance)

(2009/C 155/02)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 149(4) and Article 150(4) thereof,

(3) VET schemes, one of the main areas of lifelong learning, are directly linked to general and higher education, and to the employment and social policies of each Member State. Through their cross-sectoral impact, they promote not only the competitiveness of the European economy and fulfilment of the needs of the labour market but also social cohesion, equality and the participation and involvement of citizens.

Recommendation

What is the objective?

Introduction

8.7.2009 EN Official Journal of the European Union C 155/11

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 18 June 2009

on the establishment of a European Credit System for Vocational Education and Training (ECVET)

(Text with EEA relevance)

(2009/C 155/02)

- ✓ European Credit System for Vocational Education and Training (ECVET) is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification.

Recommendation

What has to be done?

HEREBY RECOMMEND THAT MEMBER STATES:

1. promote the European Credit system for Vocational Education and Training ('ECVET') as set out in Annexes I

2. create the necessary conditions and adopt measures, as appropriate, so that as from 2012 – in accordance with national legislation and practice, and on the basis of trials and testing – it is possible for ECVET to be gradually applied to VET qualifications at all levels of the EQF, and used for

3. support the development of national and European part- nerships and networks involving institutions and authorities

4. ensure that stakeholders and individuals in the area of VET have access to information and guidance for using ECVET,

5. apply, in accordance with national legislation and practice, the common principles for quality assurance in VET set out

6. ensure that there are functioning coordination and moni- toring mechanisms at the appropriate levels, in accordance with the legislation, structures and requirements of each Member State, in order to guarantee the quality, transparency and consistency of the initiatives taken to implement ECVET.

ENDORSE THE COMMISSION'S INTENTION TO:

1. support Member States in carrying out the tasks referred to in points 1 to 6 and in using the principles and technical specifications of ECVET as set out in Annex II, in particular

2. develop users' guides and tools, and adapt relevant Europass documents, in collaboration with Member States, national and European experts and users; develop expertise for enhancing the compatibility and complementarity of ECVET and ECTS used in the higher education sector, in collaboration with VET and higher education experts and users at European and national levels; and provide regular information on the developments of ECVET;

3. promote, and participate together with the Member States in, a European ECVET network involving relevant VET stake-

4. monitor and follow up the action taken, including the results of trials and testing, and, after the assessment and evaluation of this action carried out in cooperation with the Member States, report, by 18 June 2014, to the European Parliament and the Council on the experience gained and implications for the future, including, if necessary, a review and adaptation of this Recommendation, involving the updating of the Annexes and guidance material, in coop- eration with the Member States.

Recommendation

- What has to be implemented?
  - ECVET — Principles and technical specifications

ANNEX I

DEFINITIONS

ANNEX II

ECVET — PRINCIPLES AND TECHNICAL SPECIFICATIONS

1. Units of learning outcomes
2. Transfer and Accumulation of learning outcomes, ECVET partnerships
3. Learning agreement and personal transcript
4. ECVET points

ECVET tools

- ECVET tools and methodology comprise
  - the description of qualifications in terms of units of learning outcomes with associated points,
  - a transfer and accumulation process and
  - complementary documents such as learning agreements, transcripts of records and ECVET users' guides

Timetable

- a preparatory period running until 2012, during which the Member States will be asked to create the necessary conditions and to adopt measures with a view to introducing ECVET
- each Member State may adopt and introduce ECVET
- a period for the gradual introduction of ECVET, running until 2014

National Strategies

ECVET strategies

- Setting up broad range testing initiatives
- Measuring impact (approaches)
- Updating VET legislations and regulations
- Adapting qualifications systems
- Wait and see strategy
- Combining ECVET with NQF development
- Learning by working in ECVET European projects
- Marketing ECVET to stakeholders

ECVET technical specifications and mobility

ECVET objectives and technical components

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What are the general objectives of ECVET?

Transnational mobility

Lifelong learning

Recognition Learning outcomes

How does ECVET contribute to mobility &LLL

Transparency of qualifications

Accumulation process

Transfer process

ECVET technical components

- Units of learning outcomes
- ECVET points
- Learners' personal transcript
- Assessment of LO
- Validation of LO
- Recognition
- Memorandum of understanding (partnership)
- Learning agreements
- Learners' personal transcript

ECVET principles for mobility

VET context Latvia

Mr. X has an opportunity for a learning period

Learning experience Estonia

Mr X achieves learning outcomes

He wants to transfer “home” new L.O. to include them in his qualification

ECVET principles

- No accumulation
- No validation
- No transfer
- No common understanding

Learning outcomes

Learning outcomes

- Learning outcomes are statements of <u>what a learner knows</u>**,** <u>understands</u> and <u>is able to do</u> on completion of a learning process and which are defined in terms of **knowledge, skills** and **competence**

KSC

- **'Knowledge'** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.
- **'Skills'** means the ability to apply knowledge and know-how to complete tasks and solve problems.
- **'Competence'** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Descriptors defining levels in EQF

Each of the 8 levels is defined by a set of descriptors indicating the L.O. relevant to qualifications at that level in any qualification system

Knowledge	Skills	Competence
Is described as theoretical and/or factual	Are described as cognitive and practical	Is described in terms of responsibility and autonomy
Level 1: Basic general knowledge *Level 2-7 hierarchy of 'knowledge':* *Factual* *Facts, principles, processes and general concepts* *Comprehensive, specialised* *Awareness of boundaries* *Advanced* *Highly specialised* **Level 8: Knowledge at the most advanced frontier of a field of work or study and at the interface between fields**	**Level 1: Basic skills required to carry out simple tasks** *Level 2-7 hierarchy of 'solve problems':* *routine – specific– abstract– complex and unpredictable – critical* **Level 8: The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice**	**Level 1: Work or study under direct supervision in a structured context** *Level 2-7 hierarchy of 'contexts':* *usually predictable – unpredictable change – unpredictable – complex, unpredictable and require new strategic approaches* **Level 8: Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes in the forefront of work or study contexts including research**

The diversity of approaches

- Learning outcomes based on a theoretical or research formulation
- Learning outcomes based on negotiation between stakeholders
- Learning outcomes borrowed/adapted from elsewhere

LO Exercise (K, S or C?)

- He/she
  - … receive orders and plan own procedural steps
  - … knows regulations concerning the handling of hazardous substances
  - … delegate the service and maintenance tasks taking into account specifications
  - … communicate sincerely with clients
  - … analyse data and present it as a basis for decisions
  - … makes differencies between separation and mix principles and corresponding procedures
  - … develop a marketing plan and use marketing and PR instruments
  - … reflect upon his/her own action
  - … knows the necessary documents for service and maintenance

LO Exercise (K, S or C?)
How are LO formulated?

- Competence - He/she is able to
  - … delegate the service and maintenance tasks taking into account specifications
  - … reflect upon his/her own action
  - … communicate sincerely with clients
- Skills - He/she is able to
  - … receive orders and plan own procedural steps
  - … analyse data and present it as a basis for decisions
  - … develop a marketing plan and use marketing and PR instruments
- Knowledge - He/she knows
  - … regulations concerning the handling of hazardous substances
  - … the necessary documents for service and maintenance
  - … the differences between separation and mix principles and corresponding procedures

LO exercise EQF level

- take responsibility of planning their own work
- make creative solutions to abstract problems of the marketing concept after possible consultation with the marketing department and to filter important information for them
- follow concrete instructions of the team manager on tasks to be performed
- carry out simple tasks on planning the design process (textile)
- differentiate processing methods, production possibilities, quality standards and production means

LO exercise EQF level

- take responsibility of planning their own work (3)
- make creative solutions to abstract problems of the marketing concept after possible consultation with the marketing department and to filter important information for them (5)
- follow concrete instructions of the team manager on tasks to be performed (1)
- carry out simple tasks on planning the design process (textile) (2)
- differentiate processing methods, production possibilities, quality standards and production means (4)

Benefits of learning outcomes

- Increases consistency between the European tools (as they all follow this approach);
- Links the occupational and the educational standards used for the definition of qualifications and VET learning processes. Macro level, education and the labour market;
- Introduces a common language;
- Clarifies the relationships between different forms and contexts of learning;
- Raise discussion on the input-based perspective to education, training and qualifications purely based on location, duration and/or teaching methods;
- Call for dialogue on the relevance and quality of qualifications.

Units

UNITS

Figure 13: Usefulness of ECVET elements

Source ECVET External evaluation – July 2014

Units

- A unit is a **component of a qualification**, consisting of a **coherent set of knowledge, skills and competence** that can be **assessed and validated**
  - Reflect what learners can learn
  - List the learning outcomes that the learner is expected to achieve
  - What is to achieve is feasible
  - The credit to this unit can be recognised

Units of learning outcomes: what for?

- **To achieve a qualification by accumulating the required units.**
- **To enable assessment, transfer, validation and recognition of learning outcomes from one setting to another.**
- **Units for LLL and mobility**

How can learning outcomes be grouped to create units?

- Units should be constructed and organised in a coherent way with regard to the overall qualification,
- criteria according to which learning outcomes can be grouped:
  - related to the same set of occupational activities/tasks
  - related to the same product or production technique
  - related to the stages in the production process or process of performing a service
  - related to the same field of knowledge, skills or competence

How can learning outcomes be grouped to create units?

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- The learning outcomes relate to the same set of occupational activities/tasks

Units	Sub-Units
International Marketing	Market research and market planning on foreign markets
	Business information system
Export Selling	Prospecting and customer/partner follow up
	Negotiating
Import Buying	Identifying potential suppliers and sourcing
	Organising the negotiation
Managing International Trade Operations	Choosing and working with service providers
	Managing the international business administration
Working in a Multicultural Context	Business English language A
	Business foreign language B
	Intercultural management and communication

How can learning outcomes be grouped to create units?

- The fact that they are related to the same product or technical product

How can learning outcomes be grouped to create units?

- They can also be grouped according to the stages in the production process or process of performing a service

Unit 0:	Education (common studies and general capabilities)
Unit 1:	Paintwork
Unit 1.1: Indoor	
Unit 1.2: Outdoor (Facade)	
Unit 2:	Glue and Wallpaper work
Unit 3:	Object lacquering (and metal painting)
Unit 4:	Dam work
Unit 5:	Floor covering work
Unit 6:	Plasterwork (no preparation work)
Unit 7:	Dry mortarless construction work
Unit 8:	Designing and renovation work (specialisation)

How can learning outcomes be grouped to create units?

- They can be grouped in a unit because they relate to the same field of knowledge, skills or competence

Small units

Advantages

- Units can be obtained in a rather short period of learning and therefore are particularly suitable for geographical mobility
- They can also be suitable for adult learners who combine learning and employment or learners who are at risk of dropping out from longer programmes

Disadvantages

- Because of the greater number of units in a qualification, this approach implies putting in place a large number of assessments
- Fragmentation of qualifications and of assessments may make it more difficult to identify whether the learner can combine all the knowledge, skills and competence in a more complex manner

Large units

Advantages

- Assessment of a larger unit enables learners to demonstrate their capacity to combine knowledge, skills and competence in view of delivering a more complex service or a product
- The number of summative assessments is small

Disadvantages

- More substantial amount of learning activities is required to prepare for a unit. Hence it may be difficult to achieve a full unit in the context of a short transnational mobility period
- The duration of learning activities preparing for the unit may be too substantial for learners outside initial VET to be able to benefit from accumulation

ECVET points

Credit and ECVET point

- **What is the difference between ECVET points and credit?**
  - ECVET points are **not** to be confused with credit.
  - **Credit** designates the learning outcomes the learner has achieved.
  - **Credit** is transferred and accumulated.
  - **ECVET points** provide complementary information about the qualification and the units.
  - **ECVET points** provide complementary information about the credit the learner has transferred and accumulated.

ECVET points

- Allocation of ECVET points to a QUALIFICATION is based on a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET
- Allocation of ECVET points to a UNIT is based on its relative weight within the qualification
  - The relative importance of the unit LOs for labour market, for progressions to other qualification levels of for social integration
  - The complexity, scope and volume of the unit LOs
  - The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit

Example ECVET points

SALES ASSISTANT	Labour Market	Complexity	Workload	and finally...
Ordering Process	20% (12)	**25% (15)**	15% (9)	?
Selling Process	**30% (18)**	20% (12)	**40% (24)**	?
Presentation Process	20% (12)	20% (12)	15% (9)	?
Financial Process	**25% (15)**	**30% (18)**	15% (9)	?
Maintenance Process	5% (3)	5% (3)	15% (9)	?

ECVET points

To keep in mind:

ECVET points provide complementary information about the qualification and the units.

Geographical learning mobility

Major impact of ECVET: overview

- **Question 5 - On the basis of your experience, do you think the major effect/impact of ECVET development took place at :**

The objectives of ECVET implementation

Figure 9. **ECVET added value (% of the respondents)**

Source: Cedefop survey with ECVET users' group (N=42), Q3; multiple responses possible.

Different types of mobility

The structure and the complexity of mobility may vary according to

- Objectives
- Content
- Partners
- Partnership agreement
- Pre-requisites

Different types of mobility

Level	Objectives	Content	Partners	Partnership agreement	Pre-requisites
Level 1 Study visit/ Preparatory visit	**EXPLORING** Set up dynamics **Explore conditions for possible mobility actions**	**Few days mobility** **No reciprocity** in case of group mobility Professional visits/meetings Exploring-focus program	No still settled	No partnership agreement	**Will to discover** if pre-conditions for more sustainable mobility may exist
Level 2 First run of mobility	**TESTING** Pedagogical project, based on a job-approach **Test of the partnership and of the logistic framework**	Short length (at least **2 weeks**) **Reciprocity (or not)** in case of group mobility Placement in companies (length can very) **"Classical" (soft) pedagogical program**	‣ VET centres, companies ‣ optional: institutional bodies, professional organisations	**Basic** partnership agreement <u>Necessary elements:</u> Group of learners or individual learners involved Mobility calendar Financial resources Logistic agreement	Capability to implement a mobility action (from the logistic point of view) Capability to suggest a relevant content Capacity to finance the action

Different types of mobility

Level	Objectives	Content	Partners	Partnership agreement	Pre-requisites
Level 3 **Structured mobility**	**STRUCTURING** Strengthening linguistic skills In-depth pedagogical work Agreement between VET centres aiming at **perpetuate the action**	In-depth mobility project Average length (or combined short actions) **Reciprocity (highly recommended)** in case of group mobility Placement in companies **In-depth pedagogical program**	▸ VET centres, companies ▸ optional: institutional bodies, professional organisation	**Detailed** partnership agreement <u>Necessary elements:</u> Group of learners or individual learners involved Mobility calendar Financial resources Logistic agreement In-depth pedagogical program Middle/long term agreement	Fulfil the level 2 pre-requisite (having experience on level 1) and: Capability to develop (design, and implementation) an in-depth pedagogical program **Capability to be committed for a middle/long term**

Different types of mobility

Level	Objectives	Content	Partners	Partnership agreement	Pre-requisites
Level 4 **Recognised mobility "ECVET Mobility"**	**RECO-GNITION** **Validation of Learning outcomes acquired abroad**	In-depth mobility project Minimum average length (or combined short actions) according to the trade concerned Reciprocity (or not) in case of group mobility In-depth pedagogical program **Learning outcomes clearly defined** **Assessment and transfer defined**	▸ VET centres, companies ▸ professional organisations, institutional bodies **(including competent institutions)**	**Very detailed** partnership agreement <u>Necessary elements:</u> Group of learners involved Financial resources In-depth pedagogical program including: **units of LO, assessment process and transfer.** **MOU and LA**	Fulfil the level 3 pre-requisites (having experience on level 1 and 2) and: Partners are all committed and **legitimated** to develop (design, implementation and assessment) a deep pedagogical content **Legitimacy to assure transfer procedure**

Memorandum of Understanding

What is a Memorandum of Understanding?

- A MoU is an umbrella agreement
- A 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 partnership's procedures for cooperation

What is a competent institution?

- Institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as
  - the allocation of ECVET points to qualifications and units,
  - assessment,
  - validation,
  - recognition of learning outcomes under the rules and practices of participating countries.

Let’s be clear …

- **Assessment** of learning outcomes
  - establish the extent to which a learner has in fact attained particular knowledge, skills and competence
- **Validation** of learning outcomes
  - confirming that assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification
- **Recognition** of learning outcomes
  - means attesting officially achieved learning outcomes through the awarding of units or qualifications

Mutual trust

Horizontal

Horizontal trust between authorities with equivalent competencies from different countries

Vertical

Vertical trust between the national / sectoral authorities and VET provider

NETECVET TOOL KIT

14 National Agencies

Translate core principles and technical specifications into PRACTICAL PROCESSES and TOOLS

www.ecvet-toolkit.eu

Online platform of tools, examples,information and resources to support mobility practices. (templates, checklists, examples…)

Chapters on ECVET Preparation, Partnership Building and Quality Assurance. Users can also work systematically through the steps associated with the planning, implementation and follow-up of ECVET in Geographical Mobility (Before Mobility, During Mobility and After Mobility).

NETECVET TOOL KIT

Key Actions Checklist: What-Who-How-Documentation

ECVET- related issues	Building Partnerships	ECVET Before Mobility		ECVET During Mobility	ECVET After Mobility	
What?	• Building a Partnership for ECVET mobility.	• Formalising a partnership for ECVET mobility.	• Defining the conditions for the mobility of each individual learner.	• Actual training period abroad. • Assessing and documenting knowledge, skills and competence acquired by the mobile learner.	• Verifying that all formal requirements, as well as the stipulations stated in the LA, have been met; • Validating and recognising learners' credit.	• Reviewing the process and results of individual mobility.
How?	• Identifying suitable partners abroad and exchanging information. • Involving competent institutions in both the sending and receiving countries (national and international partners). • Mapping the roles and responsibilities of each partner in the sending and receiving countries.	• Analysing qualification(s) and learning opportunities abroad. • Identifying [units of] learning outcomes to be acquired during mobility, agreeing on the assessment procedures and how learning achievements will be documented, specifying the roles of partners involved and under which conditions credits can be transferred (validation and recognition).	• Preparing the LA including information about: - Unit(s)/groups of learning outcomes the learner will achieve abroad. - How and when these will be assessed. - How the unit(s) will be recognised.	• Learners participate in learning activities in the hosting organisation relevant to the unit(s) they are preparing. • Learners demonstrate their achievement of the required learning outcomes in an assessment process as specified in the MoU/LA • Assessment organisations document the assessment results.	• Comparing the documentation of the learning outcomes assessed by the host organisation with what has been agreed in the LA. • Awarding unit(s) or qualification. • Implementing practical implications agreed beforehand (for example, the learner is exempted from certain learning activities, does not have to retake exams, or acquires	• Reflecting on the entire process in order to identify any necessary adaptations. For example: - Consider whether the learning outcomes agreed for the mobility phase were appropriate. - Consider whether the documentation of the assessment abroad provides sufficient evidence for recognition.

MoU

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[1] (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)

Quality

Partnership Quality

Strategy definition

- Creation of partnership
- Identification of competent institutions
- Elaboration of MoU

→ Establishment of MUTUAL TRUST

rtnership
Quality

Quantitative indicators should be established such as:

- Period of validity of the MoU
- Number of learners in mobility
- Duration of mobilities
- Qualifications concerned
- Etc.

Learning agreement

Learning agreement

- Learning agreement
- Agreement at operational level
  - Operational framework for mobility exchanges
  - More detailed information about the qualifications concerned, the mobility exchange and the conditions for assessment, validation and recognition of credit
  - The decision on who needs to sign such an agreement would also depend on the responsibilities of different actors within the qualifications system

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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	

Quality

Partnership Quality

Strategy definition

- Creation of partnership
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Implementation

- LAs (potentially many)
- Assessment
- PT
- Actual mobility takes place

Partnership Quality

Feedback

Proposed modifications on the MoU

Strategy definition

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Partnership Quality

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Evaluation

Of the partnership (according, among others, to the quantitative criteria)

Partnership Quality

Feedback

Proposed modifications on the MoU

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Implementation

Evaluation

Of the partnership (according, among others, to the quantitative criteria)

Transfer and accumulation of learning outcomes

Units and modules

- Units: for qualification
- Modules: for training provision
- A unit is not to be confused with a component of a formal learning programme or training provision.

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End of the Power Point