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European Credit system for
Vocational Education & Training

ECVET in Europe:

Brief overview on history and development 2008-2016

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1. What is ECVET and why do we need it?

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.

The ECVET key principle

Credits: www.ecvet-info.at

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.

2. ECVET history

ECVET history

2002: The Copenhagen Declaration & Process on enhanced cooperation in vocational education and training

2008: First round of testing and experimentation – 11 pilot projects with a focus on ECVET for mobility

2009: Recommendation on ECVET by the European Parliament and the Council

ECVET history

- As of 2009: Progressive implementation
- 2010: Second round of ECVET testing and experimentation activity – 8 pilot projects with a focus on lifelong learning, and development of Users Guide
- 2010: ECVET as a priority within the Lifelong Learning Programme (2007-2013) and, more recently, within the Erasmus+ programme (2014-2020)
- 2011: NetECVET develops the ECVET Mobility Toolkit
- 2011: National Teams of ECVET experts
- 2013: End of the testing and development phase
- 2014: Report on the Evaluation of the Implementation of ECVET

ECVET history

- 2015: Riga Conclusions
- 2015: Joint Report of the Council and the Commission on the Implementation of ET2020
- 2016: New Skills Agenda for Europe

3. ECVET governance

ECVET governance

European Commission: Leads the development on European level

Supported by the ECVET-Secretariat

1. ECVET Users' Group (UG): Governs and coordinates the quality and overall coherence of ECVET implementation in Europe, appoints working groups

2. ECVET Network: UG + Coordinators of National ECVET experts, work together on areas of common interest, targeting improvements in policy and service delivery and the identification of good or interesting practice

2. ECVET Community of Practice: All other stakeholders, take part in mutual learning activities

ECVET governance

Work Programme 2017: EU level activities

Type of meeting/event	Date and venue
18th User's group meeting 4th meeting of the Working Group on a possible revision of the ECVET Recommendation	15 February, Brussels 16 February, Brussels
PLA on using ECVET for cross-border mobility	16-17 March, Cyprus
5th meeting of the Working Group on a possible revision of the ECVET Recommendation (held only if work cannot be completed in 4 meetings)	27 April
PLA on using ECVET for work-based learning and apprenticeships	17-18 May, Bilbao
ECVET Network meeting (incl. 19th User's group meeting), and meeting of National coordinators of ECVET experts	14-15 June, Brussels
PLA on using ECVET for upskilling adults	21-22 September, Warsaw
Annual ECVET Forum 2017 20th User's group meeting	26 October, Malta 27 October, Malta
1st meeting of new ECVET Working Group	22 November

4. ECVET principles

ECVET principles

Credits: Cedefop

ECVET principles

(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

Credits: www.ecvet-info.at

Units of learning outcomes: example

	KNOWLEDGE	SKILLS	COMPETENCE
UNIT 1: Inspection of a motor vehicle (incl. motorcycles and lorries) and its systems			
He/she is able to inspect the electrical system of a motor vehicle (incl. motorcycles and lorries) and trailer.	He/she has knowledge in the following fields: - 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	He/she is able to … - 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.	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.

ZOOM project (AT): www.zoom-eqf.eu - master craftsperson in motor vehicle mechanics

ECVET principles

ECVET principles

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

ECVET terminology decrypted: ‘credit’

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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)!

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ECVET principles

ECVET for cross-border mobility

Learning → Assess-ment → Document-ation → Vali-dation → Reco-gnition → Learning → …..

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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.

www.ecvet-projects.eu

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[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)

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:

5. National ECVET implementation: State of play

ECVET in Europe 2015

Credits: ECVET Magazine no. 26

ECVET in Europe 2015

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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
- There are 31 ECVET National contact points

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ECVET in Europe 2015

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ECVET and CVET

- Most countries: same situation as for initial VET (IVET) applies
- Some countries with ECVET-compatible systems in IVET but not in CVET (e.g. IS, SI, SE)
- Some countries develop ECVET in IVET, but not in CVET (RO, CY)

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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)

Credits: www.ecvet-toolkit.eu

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ECVET in Latvia: well underway ...

- Units of learning outcomes for mobility are used
- Modularisation of training programmes has started
- Analysis of qualifications and related occupational standards of 12 sectors to examine equivalences and how to work towards allocation of credit
- Validation of learning outcomes legislation is in place for VET (2011) and HE (2012) and the system is operational
- National Team of ECVET experts.

6. Learning from experiences: Current ECVET developments

Results of the 2014 evaluation

ECVET tools and concepts were deemed useful by practitioners, but

- Progress with regard to establishing credit systems (=frameworks for transfer and accumulation of learning outcomes) on system level was found to be slow
- Political support for ECVET was found to be weak
- Many stakeholders regarded ECVET as complicated and bureaucratic – hence there was a need to better highlight benefits of ECVET to stakeholders
- There was a need to better align ECVET with other recognition and transparency tools

EU level actions to address challenges

- Stronger political support of the ECVET objectives from EU level through Riga Conclusions and New Skills Agenda
- Efforts to streamline the transparency instruments
- Efforts to ensure peer learning and dissemination of experiences
- Ongoing discussions about a possible revision of the ECVET Recommendation – based on experiences with implementation (ECVET Working Group)

Problem analysis

- Review of the extent to which these problems are still present a decade after the work on the ECVET Recommendation was launched
- Review of the causes of these problems and an assessment of the relevance of ECVET principles for these causes
- Identification of those problems and their causes for which ECVET has highest potential
- Review of the relevance of the components of the ECVET Recommendation in light of the causes of problems and priorities identified.

Preliminary conclusions

- Two emerging objectives for ECVET:
  - To improve the **transfer and recognition of learners' knowledge, skills and competences**
  - To improve the **possibilities for flexible and individualised pathways**
- Relevant elements of ECVET technical specifications:
  - Concept and definition of **units** of learning outcomes (denomination? - e.g. 'components')
  - Procedures for **transfer** and **accumulation**

Preliminary conclusions

- Distinguish between **conceptual aspects** and aspects related to **practical implementation** (what needs to be included in the Recommendation?)
- The definition of **ECVET** as a **credit system** is in itself misleading.
- Any development of ECVET should take into account that the allocation and transfer of **credit points** is **not a core element** to pursue the objectives of ECVET.

Where to find more information about ECVET?

ECVET Secretariat website

Check out the ‚knowledge centre‘ for useful publications (guidance material) from various countries & projects!

www.ecvet-secretariat.eu

Get in touch:
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ERASMUS
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Getting the credit your learners deserve
How to recognise achievements during European mobility periods
Version 1 October 2015
BRITISH COUNCIL
ECORYS
Erasmus+

ibw
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ECVET
Let´s go Europe! Guidelines for the application of ECVET in the course of mobility periods in VET
bmuk
Let's Go Europe!

Lifelong Learning Programme
ecvet
Make it count
How to organise European mobility using the European Credit system for Vocational Education and Training (ECVET)

Erasmus+
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Establishing ECVET in German Vocational Education and Training:
Facilitating Mobility – Easing Transfer – Supporting Innovation
Recommendations of the German National Team of ECVET Experts, Bonn 2015
I Introduction
What is the current situation?
The European Commission has been supporting the setting up of teams of ECVET experts in the Member States since 2012. The teams' mission is to raise VET stakeholders' awareness of the European Credit System for Vocational Education and Training (ECVET) and to promote its visibility and application in initial and continuing training practice.
The 13 ECVET experts in Germany have conducted various counselling, information and support activities with the aim of raising awareness of the ECVET instrument, explaining its function and facilitating its application.
Our experience has shown that:
ECVET is proving a valuable tool kit,
ECVET facilitates efforts to base VET practice on learning outcomes,
ECVET increases the quality and efficiency of learning periods abroad,
ECVET promotes transfer opportunities in vocational training,
ECVET supports the recognition of non-formally and informally acquired competences,

ECVET Magazine

Three issues a year!

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Thank you for your attention!