



ECVET compatibility of the transferred training programme

Objective of the paper

Comparison with ECVET rules and suggestions, evaluation of the results, ensuring the ECVET (and EQF) compatibility of the transferred training programme

Recall ECVET definitions

The project entitled "European Credit Transfer System for Vocational Education and Training" (ECVET) is designed to facilitate the transfer, accumulation and recognition of people's learning outcomes. ECVET is a method enabling qualifications to be described in terms of transferable and accumulable learning units (knowledge, skills and competence) to which credit points are attached. To facilitate the transfer process of learning outcomes, ECVET is based on:

- The description of qualifications in terms of learning outcomes (knowledge, skills and competence);
- The expression of qualifications in units of learning outcomes which can be transferred and accumulated.

In addition, to facilitate the understanding of qualifications and units, ECVET credit points are used for a numerical representation of each unit and to define its weight and its value compared to the whole qualification.

Glossary

1. Knowledge (French =connaissance, savoir) 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 study or work.
2. Skill (French= aptitudes, savoir-faire) the ability to perform tasks and solve problems.
3. Competence (French = compétence) the ability to apply knowledge and skills adequately in a defined context (education, work, personal or professional development).
4. Units of learning outcomes (French = unités d'acquis d'apprentissage) means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated.

Deliverables of ADAPTYKES open to ECVET

1. The 3 modules

The experience shows that the better the learning objectives are described the easier the assessment of the student's level of learning outputs are and the easier transferring credits to national system will be.

That is why in the table below, we have split the 3 modules in units of learning outcomes, describing the knowledge, skills and competences objectives.

The 3 modules deliver knowledge, skills and competences to the participants. It delivers competences even within the framework of the attendance to a course because of the practical nature of the various tools, requiring real hands-on practice during the sessions, in groups.



Learning outcomes validation scenario (one table per module)

MODULE 1 (student)				
learning outcomes				
unit 1 Theoretical foundations of strategic competence management	knowledge Theoretical background of competence management	<i>description</i> Participants will learn about the different concepts of and approaches to strategic competence management and will become familiar with the position of competence management within the different Human Resource Management systems.	<i>credit points</i> XXXX	<i>assessment method</i> Multiple choice test
unit 2 Competence management methods	knowledge Methods and tools of competence management	<i>description</i> The participants will be familiar with methods and tools that help them to map and evaluate competences of the employees.	<i>credit points</i> XXXX	<i>assessment method</i> Multiple choice test
	skills Managing competencies	<i>description</i> Participants will acquire the following skills: <ul style="list-style-type: none"> • Competence mapping • Competence development planning • Competence evaluation 	<i>credit points</i> XXXX	<i>assessment method</i> Assessed by trainer
	competence Mapping the competences of the employees	<i>description</i> Participants will be able to map the competence requirements of different jobs and critically evaluate the actual competence-level of employees.	<i>credit points</i> XXXX	<i>assessment method</i> Pilot test (role play, etc.)

MODULE 2 (student)				
learning outcomes				
unit 1 Problem identification	knowledge Methods and tools for problem identification	<i>description</i> The participants will be familiar with internationally well-known methods and tools aiming at identifying and defining problems and making distinction between causes and effects, e.g. fishbone diagram, affinity diagram, brainstorming, etc.	<i>credit points</i> XXXX	<i>assessment method</i> Multiple choice test
	skills Problem analytical skill Cooperation skill	<i>description</i> Unit 1 develops the following skills: <ul style="list-style-type: none"> • Structured way of thinking • Sensibility for problems • Ability of identification and differentiation of causes and effects • Participation-oriented thinking • Ability to mutual understanding • Empathy toward others' emotions, values and interests • Better understanding of others' way of thinking 	<i>credit points</i> XXXXX	<i>assessment method</i> *note*



		<ul style="list-style-type: none"> Ability of self-reflection 		
	competence Problem analysis and cooperation at workplace	<i>description</i> Participants will be able to articulate problems and identify the patterns of causes and consequences in their work environment.	<i>credit points</i> XXXXX	<i>assessment method</i> *note*
unit 2 Solution seeking	knowledge Methods and tools for collecting and evaluating problems solving solutions.	<i>description</i> Participants learn tools supporting them in collecting, synthetizing and evaluating problem solving methods, like Delphi, AHP matrix, force field analysis, etc.	<i>credit points</i> XXXX	<i>assessment method</i> Multiple choice test
	skills Analytical skills	<i>description</i> Participants acquire the following skills: <ul style="list-style-type: none"> Defining and separate the steps of implementation Defining the resources needed to successful implementation Analysing and minimising the possible risks 	<i>credit points</i> XXXX	<i>assessment method</i> *note*
	competence Being able to assess problem solving methods	<i>description</i> Participants will be able to assess their efforts mad in problem solving critically.	<i>credit points</i> XXXX	<i>assessment method</i> *note*
unit 3 Project planning	knowledge Methods and tools of project planning	<i>description</i> The participants will acquire tools helping the design of implementation of problem solution methods, such as CPM, Gantt diagram, TOWS matrix, etc.	<i>credit points</i> XXXX	<i>assessment method</i> Multiple choice test
	skills Project design skill	<i>description</i> Participants will possess the following skills: <ul style="list-style-type: none"> Designing organisational processes Analytical thinking when preparing implementation projects Ability to exceed routine solutions 	<i>credit points</i> XXXXX	<i>assessment method</i> *note*
	competence Implementation	<i>description</i> The aim of this unit is definitely to develop participants' ability to implement problems solving solutions in workplace situations. Therefore they will be able to apply knowledge, skills and competences acquired during the whole course and creating consistency in problems solving process.	<i>credit points</i> XXXXX	<i>assessment method</i> *note*



MODULE 3 (student)				
learning outcomes				
unit 1 Development of group identity	knowledge Methods and tools for development of collective identity	<i>description</i> The participants will be familiar with internationally well-known methods and tools supporting group management, creating collective identity and reflecting on the various roles within a group.	<i>credit points</i> XXXX	<i>assessment method</i> Multiple choice test
	skills Group management skills	<i>description</i> Unit 1 develops the following skills: <ul style="list-style-type: none"> • Open-mindedness • Ability to understand group dynamics • Participation-oriented thinking • Ability to mutual understanding • Empathy toward others' emotions, values and interests • Better understanding of others' way of thinking 	<i>credit points</i> XXXXX	<i>assessment method</i> Assessed by trainer
	competence Participating in groups and/or managing groups efficiently	<i>description</i> Participants will be able to better understand dynamic processes at the group-level and facilitate effective team work in their workplaces.	<i>credit points</i> XXXXX	<i>assessment method</i> Pilot test (role play, etc.)
unit 2 Enhancing creativity	knowledge Methods and tools for creativity development	<i>description</i> Participant become familiar with methods such Six thinking hat, Marshmallow challenge, Pecha Kucha, etc., with the aim to be more efficient in facilitating creativity.	<i>credit points</i> XXXX	<i>assessment method</i> Multiple choice test
	skills Creative skills	<i>description</i> Participants will acquire the following skills: <ul style="list-style-type: none"> • Creating creative space • Facilitating creative processes • Organise and manage creative ideas and thoughts 	<i>credit points</i> XXXX	<i>assessment method</i> Assessed by trainer
	competence Facilitating creative processes	<i>description</i> Participants will be able to moderate and facilitate creative work processes.	<i>credit points</i> XXXX	<i>assessment method</i> Pilot test (role play, etc.)
unit 3 Conflict management	knowledge Methods and tools of conflict management	<i>description</i> The participants will learn and practice tools that support them in conflict management, like	<i>credit points</i> XXXX	<i>assessment method</i> Multiple choice test
	skills	<i>description</i>	<i>credit</i>	<i>assessment</i>



	Conflict management skills	Participants will possess the following skills: <ul style="list-style-type: none"> Analysing conflicts Identifying structural causes and motifs behind conflicts Identifying conflict participants' needs, interests, emotions, etc. Assertive communication Managing conflict resolution process 	points XXXXX	method Assessed by trainer
	competence Conflict resolution	<i>description</i> The aim of this unit is definitely to develop participants' ability to implement problems solving solutions in workplace situations. Therefore they will be able to apply knowledge, skills and competences acquired during the whole course and creating consistency in problems solving process.	credit points XXXXX	assessment method Pilot test (role play, etc.)
unit 4 Leadership and development	knowledge Methods and tools of leadership and development	<i>description</i> The participants learn methods and tools supporting development leadership, such as job rotation, job enrichment, 360-degree feedback, etc.	credit points XXXX	assessment method Multiple choice test
	skills Leadership skills	<i>description</i> Unit 4 develops the following skills: <ul style="list-style-type: none"> Participation-oriented thinking Efficient communication Motivation and influencing of group members/sub-ordinates 	credit points XXXXX	assessment method Assessed by trainer
	competence Application of leadership competences in order to develop human resources	<i>description</i> Participants will be able motivate their sub-ordinates and involve them into decision-making and problem-solving at the workplace.	credit points XXXXX	assessment method Pilot test (role play, etc.)

Assessment methods *note*

The validation of skills and competences is more difficult than knowledge, because of the practical and behavioural nature. It should be also noted that evaluating personal development after a short-term course is extremely difficult. In case of transferring coded knowledge recipients need a 'digestive period' for processing new ideas. Time perspective is even more important when students have to interiorize new skills and competences.



5 scenarios are possible

		PRO	CON
1.	assessment at the training, by the teacher	easy to implement	if it relies only on the teacher's opinion, could be somewhat short.
2.	role play at the end of the training (how familiar are the participant with the learned methods). Case studies putting the students in situations where they have to show skills and competences within groups.	This solution would surely increase the attractiveness of the course to the potential participants. Is also quite fair.	will need additional development from the teachers to set up the "game-like" scenarios
3.	self-evaluation, based on questionnaires	Could even be run after the course, after practical situations are met.	will need additional development from the teachers to prepare questions with an emphasis on the application of the knowledge
4.	peer-evaluation (personal development is mutually evaluated by colleagues/other participants)	It can run at the end of the course. This method requires active participation from the students and may help to develop their sensitivity for reflection and perspective taking.	Evaluation criteria should be clarified in advance. It may lead to interpersonal conflicts.
5.	group-evaluation (the group evaluates its members' development collectively)	It can run at the end of the course. This method also helps to clarify the roles different actors play in the group. Collective evaluation leaves little space for subjective judgements.	Evaluation criteria should be clarified in advance. It may lead to internal conflicts within the group.

Credit points (XXXXX)

Example of Finland: in vocational education there won't be learning weeks as units of measurement any more, but competence credits. One learning week (40 hours of students' work) will be 1,5 competence credits = 1,5 ECVET credits. This is thus a proposal for the modules coming out of ADAPTYKES. It does not seem feasible to attribute credit points at a level below a module.



2. The teacher training

The project focused on the coaching methods to be used by the trainers during the rollout of the modules. As such it implied knowledge, skills and competences during the actual session management. It is then possible to recognise this learning experience with an ECVET passport. The trainers came from different horizons: from faculties, from the Chamber of Commerce (HU), from customers (HU and RO).

For instance, knowledge acquired by the preparation and the running of the classes are obviously subject related, while the skills like listening skills, preparation (see the deliverable Name R61_ADAPTYKES_Training programme and evaluation) can be evaluated, as well as the gain in coaching and facilitating competence.

For teachers, a similar table can be drawn

MODULE X (teacher)				
learning outcomes				
unit1	knowledge	<i>description</i>	<i>credit points</i>	<i>assessment method</i>
	skills	<i>description</i>	<i>credit points</i>	<i>assessment method</i>
	competence	<i>description</i>	<i>credit points</i>	<i>assessment method</i>
unit 2	knowledge	<i>description</i>	<i>credit points</i>	<i>assessment method</i>
	skills	<i>description</i>	<i>credit points</i>	<i>assessment method</i>
	competence	<i>description</i>	<i>credit points</i>	<i>assessment method</i>
unit z	knowledge	<i>description</i>	<i>credit points</i>	<i>assessment method</i>
	skills	<i>description</i>	<i>credit points</i>	<i>assessment method</i>
	competence	<i>description</i>	<i>credit points</i>	<i>assessment method</i>

Benefits of an ECVET approach to the ADAPTYKES deliverables

The original aim of the project was to transfer the Finnish training materials related to workplace innovation and development into different national contexts. In order to fulfil the double requirement of ensuring synergy between the original and the transferred content and adapting the training material to the local needs simultaneously, the transfer process was designed carefully. A preliminary survey was conducted among both Hungarian and Romanian entrepreneurs with the aim to map their skill shortages and knowledge needs. Based on the results of the research activities



within the framework of WP3 that were devoted to describe and analyse the similarities and differences among the institutional settings of the participating countries, suggestions were formulated to support the reflexive knowledge transfer. The research results, among others, suggested that training materials have to support the development of participants' commitment and openness for participation and dialogue.

Besides these activities presented briefly above, the ECVET approach helped the international team in designing the training curricula. Instead of the traditional approach where curriculum development is based on the existing skills and abilities of the trainers and facilitators, in case of ADAPTYKES preliminary defined learning outcomes served as starting points. With regard to the results gained from the survey and the preparatory research, knowledge, skills and competences (KSCs) were defined as desired learning outcomes of the future trainings. During the implementation process both theoretical and practical elements of the training materials were compiled in a way to support the development of the originally designed KSC outcomes with respect to the contextual differences in the recipient countries.

Actions

For a final implementation of ECVET to this curriculum, a next step is to work out a framework of the external/independent evaluation/validation of both learning outcomes and credits. When more sessions will be run, experience will be gained