

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

**GUIDELINES FOR ALLOCATION OF
ECVET POINTS TO THE UNITS OF
LEARNING OUTCOMES, DEVELOPED
FOR QUALIFICATIONS “COMPUER
ANIMATION” AND “WEB DESIGN” IN
THE FRAME OF PROJECT CREATE**

**National Agency for Vocational Education
and Training /NAVET/**

August 2012

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

Table of Contents

I. Context and framework of the Guidelines	3
II. Main aspects of policies and practices related with the establishment of European credit transfer system in vocational education and training (ECVET)	3
1. Key definitions	3
2. ECVET – principles and technical specifications	4
III. Allocation of ECVET points for the qualifications “Computer Animation” and “Web Design” in the frames of project CREATE	15
1. Starting positions	15
2. General scheme of national teams’ activities for allocation of ECVET points to the qualifications “Computer Animation” and “Web Design”	16
3. Description of Phase 1	16
3.1. Content	16
3.2. Approach	16
4. Description of Phase 2	17
4.1. Main objective	17
4.2. Content	17
4.3. Approach	18
5. Description of Phase 3	23
5.1. Main aim	24
5.2. Approach	24
5.3. Content	24

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

I. Context and framework of the Guidelines

The guidelines are results of the work in Work Package 5 of project CREATE – Allocation of ECVET points to the learning outcomes constituting qualifications “Computer Animation” and “Web Design”.

According to the project proposal and the consultations in the partnership, *the aim of the Guidelines* is to provide basis for:

1. Defining the total number of credit points for the two qualifications.
2. Defining the relative weight of the units of learning outcomes, composing the two qualifications as a basis for allocation of ECVET points.
3. Allocation of the total number of ECVET points to the units of learning outcomes of the two qualifications.

The Guidelines are developed on the basis of:

1. The Recommendation of the European Parliament and the Council of 18 June 2009 of establishment of European Credit Transfer System for Vocational Education and Training (ECVET);
2. Research on the results from pilot projects related with the Recommendation implementation;
3. The content of outcome-based descriptions of qualifications “Computer Animation” and “Web Design” for EQF level 4 and for advanced EQF level 5, developed in the frames of the project.

II. Main aspects of policies and practices related with the establishment of European credit transfer system in vocational education and training (ECVET)

1. Key definitions

In order to ensure implementation of unified approach to creation of national credit transfer systems in vocational education and training, at European level the following common definitions¹ have been accepted:

- *Qualification*

Formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards;

- *Learning outcomes*

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 competence;

- *Unit of learning outcomes (unit)*

A component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated;

- *Credit for learning outcomes (credit)*

¹ Recommendation of the European Parliament and of the Council of 18 June 2009 of the establishment of a European Credit System for Vocational Education and Training (ECVET)

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

A set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;

- *Competent institution*

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

- *Assessment of learning outcomes*

Methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;

- *Validation of learning outcomes*

The process of confirming that certain 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*

The process of attesting officially achieved learning outcomes through the awarding of units or qualifications;

- *ECVET points*

Numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

2. ECVET – principles and technical specifications²

ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. 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.

ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification. It should be noted that ECVET does not imply any new entitlement for citizens to obtain the automatic recognition of either learning outcomes or points. Its application for a given qualification is in accordance with the legislation, rules and regulations applicable in the Member States and is based on the following principles and technical specifications:

A. Units of learning outcomes

A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in

² Recommendation of the European Parliament and of the Council of 18 June 2009 of the establishment of a European Credit System for Vocational Education and Training (ECVET), *ANNEX II*. ECVET — Principles and technical specifications

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

The units that make up a qualification should be:

- described in legible and understandable terms by referring to the knowledge, skills and competences contained in them;
- constructed and organised in a coherent way with regard to the overall qualification;
- constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit.

A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision.

The rules and procedures for defining characteristics of units of learning outcomes and for combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules.

The specifications for a unit should include:

- the generic title of the unit;
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable;
- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification;
- the learning outcomes contained in the unit;
- the procedures and criteria for assessment of these learning outcomes;
- the ECVET points associated with the unit;
- the validity in time of the unit, where relevant.

B. Transfer and Accumulation of learning outcomes, ECVET partnerships

In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process.

Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation.

The establishment of partnerships aims to:

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

- provide a general framework of cooperation and networking between the partners, set out in Memoranda of Understanding (MoU) through which a climate of mutual trust is established;

- assist the partners in the design of specific arrangements for credit transfer for learners.

The MoU should confirm that the partners:

- accept each other's status as competent institutions;
- accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer;
- agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU;
- agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF;
- identify other actors and competent institutions that may be involved in the process concerned and their functions.

For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

C. Learning agreement and personal transcript

For applying credit transfer involving two partners and a specific mobile learner, a learning agreement is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of an MoU. It should:

- distinguish between competent “home” and “hosting” institutions³;
- specify the particular conditions for a period of mobility, such as the identity of the learner, the duration of the mobility period, learning outcomes expected to be achieved and the associated ECVET points.

The learning agreement should lay down that, if the learner has achieved the expected learning outcomes and these have been positively assessed by the “hosting” institution, the “home” institution should validate and recognise them as part of the requirements for a qualification, according to the rules and procedures established by the competent institution.

Transfer between partners can apply to learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts. Thus, the transfer of credit for achieved learning outcomes has three stages:

- the “hosting” institution assesses the learning outcomes achieved and awards credit to the learner; the learning outcomes achieved and the corresponding ECVET points are recorded in a learner's “personal transcript”⁴;
- the “home” institution validates the credit as a suitable record of the learner's achievement;

³ The “home” institution is the institution which will validate and recognise learning outcomes achieved by the learner. The “hosting” institution is the one that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes.

⁴ A personal transcript is a document which details the learners’ assessed learning outcomes, units and ECVET points awarded.

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

- the “home” institution then recognises the learning outcomes that have been acquired; this recognition gives rise to the award of the units and their corresponding ECVET points, according to the rules of the “home” system.

Validation and recognition by the competent “home” institution depend on the successful assessment of learning outcomes by the competent “hosting” institution, in accordance with the agreed procedures and quality assurance criteria.

D. ECVET points

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

In ECVET the allocation of points usually has two phases: ECVET points are allocated first to a qualification as a whole and then to its units.

For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention (60 points for one year) the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification.

For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification which has a formal reference context. To establish the comparability of the qualifications, the competent institution should use as a basis for comparing equivalent EQF level or, possibly, NQF level, or the similarity of the learning outcomes in a closely related professional field.

The relative weight of a unit of learning outcomes, with regard to the qualification, should be established according to the following criteria or to a combination thereof:

- the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration;
- the complexity, scope and volume of learning outcomes in the unit;
- the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

The relative weight of any given unit common to several qualifications, as expressed in ECVET points, may vary from one of these qualifications to another.

Allocations of ECVET points are normally part of the design of qualifications and units. They are produced by the competent institution responsible for the design and maintenance of the qualification or specifically empowered for this task. In countries where there is already a national system of points, the relevant competent institutions establish arrangements for the conversion of national credit points to ECVET points.

The successful achievement of a qualification or of a unit triggers the award of the associated ECVET points, independently of the actual time required to achieve them.

Usually the transfer of a unit entails the transfer of the corresponding ECVET points so that they are included when the transferred learning outcomes are recognised, in accordance with national or regional rules. It is up to the competent institution to reconsider, where necessary,

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

the ECVET points to be taken into account, as long as the rules and methodologies which are laid down for this purpose are transparent and underpinned by quality assurance principles. Any qualification acquired through non-formal or informal learning for which a formal learning pathway reference can be identified carries the same ECVET points as the one it is compared with, since the same learning outcomes are being achieved. The same refers for the corresponding units.

- **Functions of ECVET points⁵**

ECVET points can support the understanding of a qualification. For example, the ECVET points should provide the learner with information concerning the relative weight of the learning outcomes that s/he has accumulated already, as well as concerning what remains to be achieved.

Traditional credit points systems tend to be focused on the principle of equivalence of the time spent by a "typical" learner for achieving certain learning outcomes with the volume of the learning outcomes. The basis for estimating (or calculating or measuring) the learners' effort, expressing that effort in time and translating the time into points is different from one system to another - notional learning time, average designed learning time, average workload defined as the average time spent by learners to achieve the expected learning outcomes. These approaches to credit points are based on the fact that, in the traditional way of considering the qualifications, the description of qualifications is totally dependent on the formal education or training programme that prepares for these qualifications.

In a number of European countries, the descriptions of qualifications are becoming increasingly independent of the education and training programme. The implemented ECVET pilot projects propose various ways for the calculation/ estimation/ measure/ appraisal of the value of units in ECVET points. By enabling these different methods and the possible combination of these methods for allocating points, ECVET associates the "substance" of learning outcomes with the concept of common representation of the volume of learning outcomes. Therefore, it is necessary to underline that ECVET points are allocated to qualifications and units, and not to education and training programmes. However, the Recommendation stresses that the allocation of ECVET points to a qualification is based on using 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. This specification is intended to provide a common point of reference. It is up to the competent institution in charge of allocating ECVET points to designate the formal learning programme which is taken as the reference.

Possible aims related to implementing ECVET points for units of learning outcomes are:

- for supporting the access to education and training;
- for development of flexible qualifications systems;
- for facilitating individuals' access to the qualifications.

⁵ Launching conference Moving from principles to implementation ECVET, 17-18 November 2009, Brussels, Workshop E "Implementing ECVET: units of learning outcomes and ECVET points"

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

The review of Cedefop⁶ on the progress achieved in ECVET – Recommendation implementation shows that, the issues related to allocation of credit points are on the agenda of many national initiatives and working groups but it is considered that at this stage of ECVET development it is not a priority of great importance. The theme of ECVET is in close connection with validation, since the achievements in learning are validated as parts of credits. Credit systems and validation support each other in the frames of the national education and training systems. Introduction of units and assessment based on units supports acquiring part of a qualification through validation of non-formal and informal learning outcomes.

The review carried out at European level allows summarizing the situations in which ECVET could be used in support of lifelong learning:

- *Progressively accumulating learning:* Accumulating credit progressively over time with possible disruptions in the learning path, but preparing for a single qualification (no change of pathway);
- *Changing the pathway and qualification within the same qualification system:* Transferring and accumulating credit within the same qualification system and at the same level, from one qualification and pathway to another (for example, from a qualification in one economic sector to a qualification in a related economic sector);
- *Changing the pathway and qualification from one system to another:* Transferring and accumulating credit at the same level from one education or qualification sector to another (for example, from a more narrow continuing VET qualification achieved through a public employment training programme towards a broader initial VET qualification that gives the person more opportunities);
- *Formalising achieved learning outcomes:* Validating and recognising learning outcomes achieved in non-formal or informal learning towards a qualification in a formal qualifications system;
- *Progressing or upgrading a qualification:* Transferring and accumulating credit from a qualification at one level towards a qualification at another level (for example, from a post-secondary VET qualification towards a qualification in the same field in higher education).

- **User's Guide for ECVET implementation⁷**

A. Main approaches to defining and allocation of credit points to units of learning outcomes

To each qualification credit points are allocated – a reference programme for its acquiring is chosen and the total number of credits is calculated as 60 points are assigned for one year of training. From the total number of ECVET points allocated to a qualification, each unit is allocated a number of ECVET points based on its relative weight within the qualification. The relative weight of a unit is established using one or a combination of these approaches:

- *The relative importance of the learning outcomes* which constitute the unit for labour market participation, for progression to other qualification levels or for social integration;

This approach is based on the estimation of the different actors about the “value” the different units which are part of the qualification. For example, some units may be core to the

⁶ Cedefop. 2010 ECVET update

⁷ *ECVET Questions and Answers*, Revised February 2011

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

corresponding profession. It can be decided that such core units would have a higher number of ECVET points than the others. It is also possible that some units would enable progression to other qualifications levels.

- *The complexity, scope and volume of learning outcomes in the unit.*

The complexity, scope and volume of knowledge, skills and competence in a unit are evaluated, with regard to those included in the qualification. It can be based on indicators such as the level of performance. For example: set of technical, technological, scientific and general knowledge that have to be mobilized in order to execute the skills and competences expected; the number of procedures or methods to follow, the complexity of combinations of these procedures or methods; the variety and complexity of material and documentation resources to use.

- *The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.*

This method is based on the education and training programme taken as a point of reference and on the estimation of learners' effort, which can be also translated as workload or notional learning time to achieve the expected learning outcomes. When the learner achieves these results, they have been assessed and validated, he/she receives the corresponding credit points. These are recorded in the personal transcript together with the units of learning outcomes.

B. Role of the credit points in the process of credits accumulation and transfer

ECVET points are not the subject of credit transfer. Their recording in the personal transcript gives only additional information about the relative weight of the achieved learning outcomes in the frames of the qualification. For example, the fact that a qualification is described with 120 ECVET points means that the learning outcomes of that qualification are typically achieved in two years of formal learning. This does not mean that all those who hold the qualification have spent two years studying to prepare it. Shorter or longer programmes leading to that qualification may exist. Furthermore, an individual learner can take more or less time to achieve the given learning outcomes. In the case of qualifications where there is no formal learning programme that prepares for the learning outcomes defined (i.e. the qualification is only prepared through different non-formal training or through the recognition of non-formal and informal learning), 120 ECVET points mean that the qualification is comparable, in size, to a qualification that would normally be achieved in two years of formal learning.

C. Allocation of credit points to a qualification

The most typical pathway for acquiring the qualification (in terms of number of persons trained) is chosen as a reference learning pathway.

Example from France – vocational baccalaureate:

- initial VET – normal duration of the programme is 3 years;
- apprenticeship training – normal duration is also 3 years;
- continuing vocational training – the duration varies depending on the prior experience of the learner or his/her previous qualification;
- the full qualification can also be achieved through validation of non-formal and informal learning or by combining continuing training and validation.

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

If the initial VET programme is taken as the reference pathway (this is actually the most commonly pursued route) the vocational baccalaureate qualification would have 180 ECVET points. This number is applied independent of the route followed to achieve the qualification – training in the formal system, non-formal training, informal learning.

- **Pilot projects related with ECVET-Recommendation implementation**

The European Commission has funded pilot projects related with ECVET implementation – 11 for the period 2008 – 2011 and 8 for the period 2011 – 2014. Synthesis Report about the results from the first generation ECVET pilot projects has been published⁸. The ECVET pilot projects have discussed and partly tested the use of ECVET points in geographical mobility. Several projects recognised and even emphasised the limitations of the use of this quantitative measure which was seen as having little added value compared to the use of units of learning outcomes which are at the core of ECVET.

Overall, it can be said that many project partnerships believe that ECVET is possible without credit points. In general all projects emphasise the need to communicate that in ECVET, transfer is about learning outcomes (grouped in units) and not about points. ECVET points are only meaningful if they are allocated to all parts of a qualification and if learners or other actors can use the points to easily identify the part of qualification that has already been achieved. Some projects worked on methodologies for allocating ECVET points to units on the basis of their relative value for the overall qualification.

Project ECVET ASSET

The project partners in the project ECVET ASSET used the ECVET convention that one year of formal full time training is equivalent to 60 ECVET points in the following manner:

- The total number of training hours, including on-the-job training, to achieve the learning results in each partner institution was calculated (this varied between the partner systems). In some systems the qualification is acquired for two years full time training, in others – for three years (in the context of initial VET).
- This total number of hours was allocated either 120 or 180 ECVET points, depending on the duration of the standard full time training.
- The number of training hours for each of the four units of learning outcomes was estimated.
- The ECVET points allocated to each unit differed from one partner institution to another. The number of ECVET points allocated to each unit is proportionate to the share of training time required to achieve a given unit compared to the total number of training hours required to achieve the qualification. For example, the unit “wheel alignment” would be allocated 2 ECVET points in Finland and Romania, 3 ECVET points in Hungary and 8 in France. However, the core elements of transfer in this project were not the credit points but the units of learning outcomes.

Project OPIR

⁸ We have tried ECVET: Lessons from the first generation of ECVET pilot projects. Synthesis of results and project portraits, 2012

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

In the frames of the project the allocation of credit points to the separate units is based on the relative weight of the learning outcomes. Each key activity for which the qualification prepares is given a certain weight, at the level of the partnership, which is expressed as the percentage of the overall qualification. For example, for the qualification related to the occupation of automation, the group of key activities that correspond to maintenance is given the relative weight of 25% with regard to the full qualification. This is then translated into the qualifications systems of the partners in the project. This percentage is validated by the sector representatives in the French speaking community of Belgium. When the units of the Belgian qualification are designed, each unit is allocated a number of ECVET points based on the relative weight it represents with regard to the full qualification and the total number of ECVET points which were allocated to the full qualification. In consequence, the unit of maintenance is allocated 30 ECVET points as the full qualification has 120 points in the French speaking community of Belgium.

Project CAPE-SV (related to performance artists)

The calculation system used to measure the weight of the separate units is left to the discretion of each partner, according to the structuring of their qualification. The main point of disagreement that did not allow a consensus to be reached concerned the reference point on which to base the calculation system. Basing it only on the number of formal training hours required for acquisition of the unit's knowledge, skills and competence does not provide the key to measuring the number of hours required to acquire the same knowledge, skills and competence in an informal or non-formal fashion.

Nevertheless, the general principle of the calculation system proposed is as follows:

- The basis is the ECVET system, which suggests 120 credits per year (the ECTS system attributes 60 credits per university year).
- Defining criteria for attribution of certain number of credits to each unit of learning outcomes. One way is to start with the total number of training hours and then divide this amount according to criteria linked to the learning situations and to corresponding EQF level.

Project Sme-master (master craftsperson)

The partners decided to follow the convention of 60 credit points which correspond to an individual learning achievement within a one-year formal learning context.

First step – defining the total number of credit points for the qualification “master craftsperson” by each partner.

It was carried out exclusively on the competence acquisition linked to the master craftsperson qualification. Only secondary importance was placed on the duration of learning since timeframe is representing some kind of objective criterion.

As a result from consultation process with experts in the field a consensus about 180 credit point has been achieved. This does not mean that the qualification is acquired for 3 years in the partner countries. When estimating credit points it was taken into consideration that the competences in the frames of the qualification are acquired not only through formal training but through non-formal and informal learning, as well.

Second step – allocation of points to units of learning outcomes

It was carried out on the basis of the relative weight of activities associated with the separate units in the whole qualification.

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

Project SME MASTER Plus

The project partnership has decided to choose a percentage approach instead of using the 60 points per year as a common convention for the partnership. Using this approach it is feasible for experts to decide the relative weight of units. The whole master craftsperson qualification represents 100 ECVET points (= 100%). ECVET points are then allocated to units, on the basis of 100 %, by each project partner. The use and usefulness of ECVET points is being discussed. ECVET points will only serve as a very superficial orientation about the whole qualification. They have no meaning in the validation and recognition of learning outcomes. They have no meaning in credit transfer yet in the participating countries, none of them operates with points in the national system.

Project M.O.T.O.

The defining of the total number of credit points for a qualification and their allocation to units of learning outcomes is based on the Proposals of the National Education Board of Finland with regards to ECVET implementation. The total number of credit points for three years vocational training is proposed to be 180. It is recommended that the starting point for allocation of points to unit of learning outcomes to be assessment of its relative weight in the qualification. The weight depends on:

- the importance of knowledge, skills and competences, contained in the corresponding unit, for labour market realization, for continuation of education and training;
- complexity and volume of the qualification.

Project AEROVET

The added value of allocating points has not been clearly identified in the frames of the project. The main technical obstacle is to allocate credit points to units with nation-wide relevance.

The British situation: The national qualification units do have points in terms of their absolute weight. Regarding the fragmented British systems, these units can be combined to dozens of qualifications. It is quite obvious that the relative weight differs.

The German situation: Respecting the fact that many small and specialized enterprises are qualifying young people, the educational system is based on minimum standards. It would be very hard/ impossible for specialized enterprises to fulfil the requirements of regular standards (in terms of relative weight). It was decided ECVET points not to be part of the units of learning outcomes but to include them in the learning agreement.

Project CAPE-SV

ECVET points are closely linked to the duration of the learning activities in theoretical and practical training.

Project N.E.T.WORK

On-line questionnaire was implemented for assessment of the degree of importance of the learning outcomes for employees' performance at the work place. The results were used in the process of allocation of credit points to the units.

Pilot project Recomfor, continuation of project Cominter

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

In the frames of *Cominter* the approach “relative importance of units of learning outcomes” has been implemented for allocation of credit points to the units. In the process actors responsible for certification in the partner countries were involved. The work was structured in 3 phases:

Phase 1

Consultations with employers and professional organizations for estimation of importance of each unit with regards to the requirements for correspondence and importance of units of learning outcomes for the professional activities were carried out. The importance was expressed in percentages, reflecting the relative value of each unit in the frames of qualification. As a result the qualification was presented as a hierarchy of units of learning outcomes.

Phase 2

Analysis of complexity of the learning outcomes from the point of view of the learning process carried out by training providers on the basis of hierarchy, obtained during the first phase, without changing it. The objective was to fine-tune the percentage allocated to units. Transcription of the reference allocation (agreed in the frames of the partnership) into the national context:

- Credit points were calculated for the common reference units on the basis of percentage shares, knowing that these units can be adapted in each national context and therefore may not be identified under exactly the same form in the national qualifications;
- To maintain the coherence of the common work, the transcription of points allocated to units at national level must not lead to a variation higher than 10% in comparison with the common definition;
- The relative value of the unit is expressed in the form of a percentage. The distribution of percentages and the calculated on this basis credit points are indicative and allow fine-tuning in compliance with the national specifics.

*In the frames of project **Recomfor*** the methodology for allocation of the total number of points to the units of learning outcomes includes:

- Consultation with professionals about the importance of the separate units from the view point of the labour market requirements.
- Analysis carried out by training providers about the complexity and the time for achievement of the learning outcomes.

The groups sometimes had different views - one unit could represent 20 points for professionals, and 18 for training centres. But overall the feedback from professionals and training centres was broadly the same, except 2% difference on one unit. The relative value of the unit is expressed in percentage in the frames of the partnership. It is then up to the countries/systems to apply these proportions according to their national rules when translating them into national context, variations were limited to 10%.

Lessons learnt – conclusions of project partners: There is no mathematical way of allocating points. Projects teams need to consult representatives of stakeholders and engage them in the process. It is difficult to say if the result is a neutral representation of the importance of the units. In ECTS, points represent the volume of workload in terms of time, which may be considered as a more neutral representation. As this is not possible with ECVET, the only solution is to work towards a common agreement and the consensus of all stakeholders, although they look at units from a different point of view. The allocation of points will also

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

depend on competent institutions at national level in the field of designing/ award of points/ allocation of points in the corresponding countries. In Austria for instance, training centres are empowered to allocate ECVET points to qualifications. In France it will be the central authority.

Project VET-CCS

ECVET points will be defined on the basis of project partners decision 1 credit = 25 hours. The time allocated to contact hours, self-study, hands-on training and assessment is being kept flexible, for the fact that vocational education and training incorporates a vast range of fields and areas of study each having its own teaching and learning requirements.

III. Allocation of ECVET points for the qualifications “Computer Animation” and “Web Design” in the frames of project CREATE

1. Starting positions

The project partners share the position that ECVET points make sense, when they are allocated to all units of learning outcomes in the frames of a qualification. Credit points are not subject to accumulation and transfer. Writing them down in the personal transcript gives information about the scope of the learning outcomes achieved in the frames of qualification.

The successful acquisition of the whole qualification or part of it (separate units of learning outcomes) leads to awarding of the respective ECVET points, no matter of the time taken for their achievement or the training path used– formal training, non-formal training, informal learning.

Credit points could be used by learners, persons practicing the qualification without official document for vocational qualification, institutions for vocational education and training, employers and others, in order to identify the particular individually acquired qualification.

ECVET points support the learner to acquire given qualification through mastering the units, which constitute it, in different countries and in different learning context (formal, non-formal, informal), keeping the national legislation and in compliance with the arrangements and regulations implemented in relation with validation and recognition of learning outcomes.

In order to ensure common reference basis, when allocationg credit points in the frames of project CREATE, the convention proposed in the ECVET-Recommendation, will be implemented, according to which 60 points will be assigned to learning outcomes achieved for 1 year training in the formal education and training system.

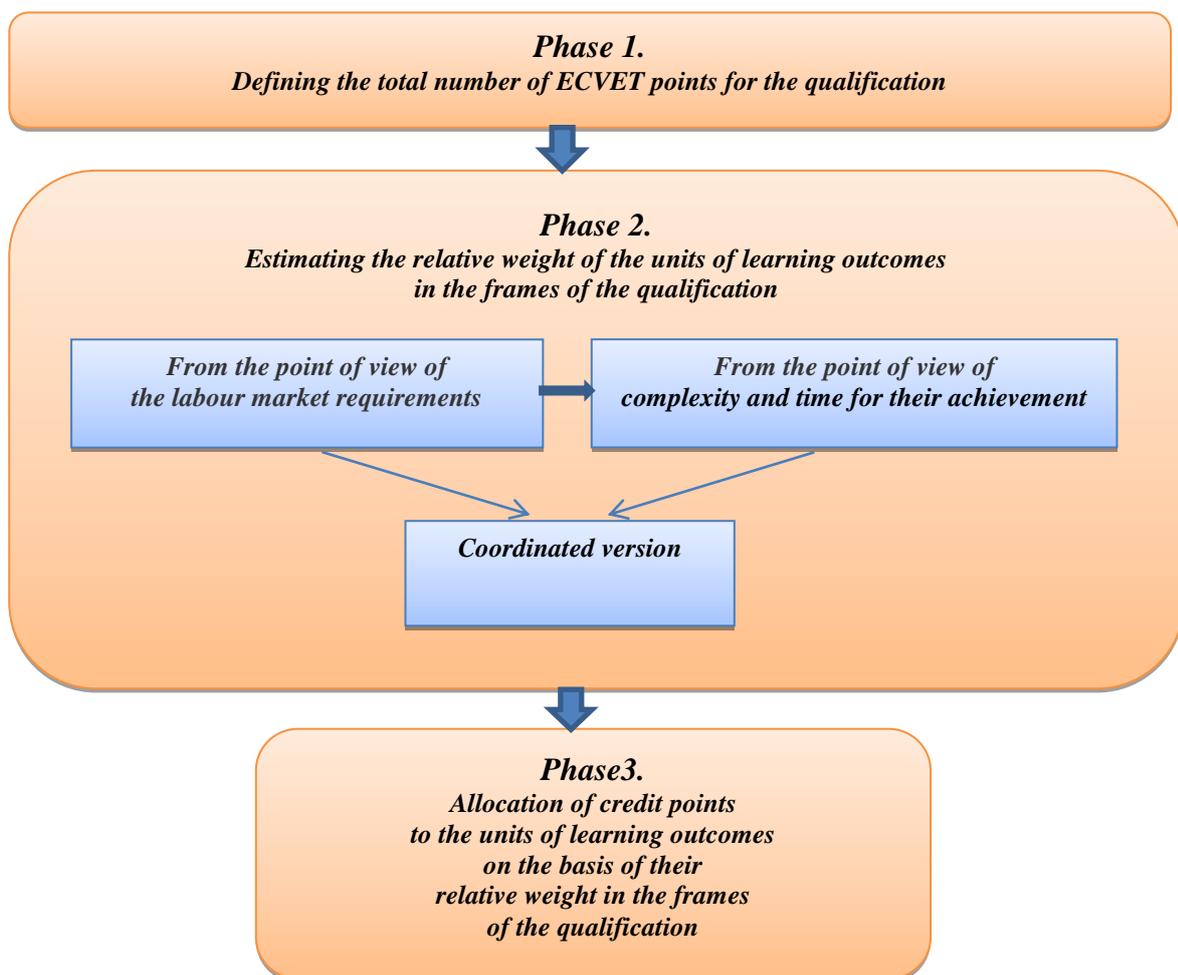
Project partners implement common unified approach to defining the total number of ECVET points for qualifications “Computer Animation” and “Web Design”, as well as common criteria for their allocation to the units of learning outcomes which compose them, complying with the existing in the respective country normative and organizational frame in the field of vocational education and training.

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

2. General scheme of national teams’ activities for allocation of ECVET points to the qualifications “Computer Animation” and “Web Design”

In the partnership, the allocation of credit points to qualifications “Computer Animation” and “Web Design” – EQF level 4 and EQF level 5 is carried out in compliance with the national context according to *Fig. 1*.

Fig. 1. Allocation of ECVET points to the units of learning outcomes in the frames of qualifications “Computer Animation” and “Web Design”



3. Description of Phase 1

3.1. Content

Each partner defines the total number of ECVET points for each of the two qualifications for the two EQF levels.

3.2. Approach

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

The total number of ECVET points is defined on the basis of the duration of a reference training programme for acquiring the qualification in the formal education and training system. For example, if as a reference a programme for initial vocational training with duration 3 years has been chosen, the respective qualification will be assigned 180 ECVET points (3 years X 60 points). The duration of learning for acquiring the qualification in the formal system is taken as a basis in this case, since it is a source of comparatively objective information about the workload for achievement of the learning outcomes in terms of time for learning.

The partners choose reference programmes for acquiring the two qualifications and for the two EQF levels:

- in compliance with the national legislation and specifics of the vocational education and training system;
- on the basis of reliable data about the recognition and prestige of the training programmes at the national labour market.

The fact that to a qualification 180 ECVET points have been assigned means that the learning outcomes in this qualification usually are achieved for 3 years of training in the formal system. When the total number of points is defined, it is taken into consideration that the competences in the qualification are acquired in formal training, as well as in non-formal training and through informal learning, in shorter or longer programmes. Besides, the separate learner might spend more or less time for achievement of the respective results. In this sense the total number of credit points refers to all forms of acquiring the qualification – training in the formal system, non-formal training and informal learning.

In the cases, when for the qualification there is not a formal programme for acquiring the defined learning outcomes (it is acquired only through non-formal training or recognition non-formal and informal learning), 180 ECVET points mean that this qualification is comparable in volume with a qualification, which is usually acquired for three years of training in the formal system. When the learner achieves these results, he/she receives the respective credit points. The units of learning outcomes and the number of credit points are written in the personal transcript.

For qualifications, which do not have correspondence with a formal training path, ECVET points could be assigned through a comparison with similar qualification, which has correspondence in the formal context. When comparing the qualifications, it is necessary to use as a basis the equivalent level of EQF, national qualifications framework or similarity of learning outcomes in closely related vocational fields.

4. Description of Phase 2

4.1. Main objective

To ensure objective basis for allocation of the total number of credit points to the units of learning outcomes, which constitute the respective qualification.

4.2. Content

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

Each partner defines the relative weight of the separate units of learning outcomes in the frames of each qualification.

In order to achieve enough objectivity in defining the relative weight of the units, the national teams involve in the activities during Phase 2 representatives of the stakeholders. The proposal is to work for achievement of consensus between the stakeholders who assess units from different points of view.

4.3. Approach

The activities for estimating the relative weight of the separate units of learning outcomes, which compose the qualification, are carried out in 3 consecutive stages.

Stage 1. Estimating the relative weight of the learning outcomes from the point of view of their “value” on the labour market

It is carried out by focus groups, in which employers, representatives of branch and professional organizations in the respective field and persons practicing the profession participate. *The aim is to define the relative weight of the separate units in the qualification on the basis of assessment of their importance for successful professional realization.*

Main activities

A. Preliminary preparation

- *Constitution of the focus groups*

Representation of different in size and type enterprises and companies in the branch, as well as, of job positions offering opportunities for realization of those holding the qualification is ensured in the composition of the focus groups.

- *Preparation of introductory presentation and instruction*

B. Assessment

- *Working out objective and common unified criteria for assessment in the group*

Participants in the group assess *independently* the learning outcomes in each unit, filling in **Table 1**, with respect to:

√ Frequency of implementation;

√ Degree of importance for the fulfilment of the professional activity as a whole.

The assessment is carried out on the basis of the knowledge, skills and competences defined for each learning outcome.

Table 1. Assessment of learning outcomes

Unit No.						
Learning outcomes	Frequency of implementation			Degree of importance		
	seldom	frequently	every day	low	medium	high
Outcome No. 1						
Outcome No. 2						
....						

The results from the individual assessment are discussed in the group.

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

Exemplary guidelines and questions for carrying out the discussion:

- The description of qualification, structured in units of learning outcomes, provides generalized picture of the knowledge, skills and competences, necessary for the quality fulfilment of the work activities in the frames of qualification, performed by persons, employed in different enterprises and at different job positions.
- The assessment of learning outcomes should be in compliance with the tendencies in the branch – new technologies, materials, techniques.
- The assessment of learning outcomes should be based on the main (typical) work activities, performed by the persons practicing the corresponding profession and the requirements to the quality of performance.
- What the person, fulfilling the respective activity, does: work tasks and obligations.
- How he/she does it: methods and procedures implemented; instructions followed – detailed or general ones; repetition of activities; which are the most difficult tasks (parts of tasks), which should be fulfilled and why.
- What he/she works with: machines; specialized software and programme products; standards; work documentation; legislative documents etc.
- What is the result: products at the end of each work activity.
- At what conditions he/she works: specifics of the working time and the working environment; location of the work place; at one and the same or at different work places.
- How is the work controlled: from who receives the tasks and to who reports; who controls the work; how; at what period; level of making decisions.
- What are the responsibilities in fulfilment of work activities: responsibilities related to the quality of own work; responsibilities for working tools; responsibilities for the work and security of other people.
- What personal qualities are necessary for practicing the profession.

• *Assessment of the relative weight of units of learning outcomes in the frames of qualification*

Participants in the group *fill in together with consensus Table. 2* – they estimate the degree of importance of the units of learning outcomes for the performance at work place. The importance is expressed in percentages, reflecting the relative weight of each unit in the frames of qualification (the weight of each unit in the frames of qualification is estimated as a percentage from the whole qualification on basis 100%). *As a result the qualification is presented as a percentage distribution of units of learning outcomes.*

Table 2. Relative weight of the units of learning outcomes

Qualification	
EQF level ...	
Total number ECVET points	
Units of learning outcomes	Relative weight in the frames of the qualification (in %)
No.1	
No. 2	

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

.....	
	(100%)

Stage 2. Assessment of the defined relative weight of the units, from the view point of the complexity and time for achievement of the learning outcomes

It is carried out by focus groups, in which representatives of training providers participate, on the basis of the units’ percentage distribution, already worked out during Stage 1. *The aim is to fine-tune their relative weight from the positions of the process of acquisition of the knowledge, skills and competences, necessary for fulfilment of the respective professional activities.*

Main activities

A. Preliminary preparation

- *Constitution of focus groups*

Representation of training providers for the two levels of each qualification - “Computer Animation” and “Web Design”- is ensured.

- *Preparation of introductory presentation and instruction*

B. Assessment

When specifying the relative weight of the units of learning outcomes, the assessment is focused on:

- √ training objectives for each unit in the context of the whole qualification – scope and volume of the general and specific knowledge, skills and competences;
- √ methods, procedures and notional learning time for achievement of the expected results for each unit.

The assessment is carried out on the basis of the education and training programme, chosen as reference, and the duration of theoretical and practical training, defined in it. Indicators like the following are used: technical, technological, scientific and general knowledge, which should be acquired, so as to realize the expected knowledge, skills and competences; number of training procedures, which should be fulfilled; methods of training and self-training, which should be implemented; complexity of combinations of procedures and methods; variety of the used material and documentary resources etc. In the analysis of the learning outcomes “*Taxonomy of Bloom for definition of the learning outcomes*” can be used as a supportive tool.

*Taxonomy of Bloom for definition of the learning outcomes
(adapted version)*

Category	Key verbs
<p>Knowledge: Totality of information/ data/ facts in one field, which given person has mastered; competence, achieved as a result of cognitive activity, education/ training, experiencing.</p>	<p>Defines, describes, identifies, lists, labels, matches, names, outlines, recalls, recognizes, reproduces, selects, states</p>
<p>Understanding:</p>	<p>Comprehends, converts, defends,</p>

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

Retrieving the correct meaning of ambiguous information; independent comprehending the meaning of something (instructions, tasks, explanations, defined in a different from the already known way) on the basis of knowledge and experience.	distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
Applying: Use what was learnt (knowledge, skills and competences) in a new situation – exercise, at the work place etc.	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Analysis: Operation of abstract or practical separation of a whole thing (objects, qualities or relations between objects and phenomena) in composing parts in the process of knowing and gaining experience; method of research through which the subject of research is parted in order to investigate and understand it better. As an addition to synthesis, the method of analysis allows to get information about the structure of the subject or object of investigation.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
Synthesis: Method of investigation which connects the separate elements in one whole and this way studies the essence of phenomena; builds a structure or pattern (product, report, research, production technology, action plan) from diverse elements with a new meaning or structure.	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
Evaluation: Process of systematic characterization, getting information and feedback with respect to different aspects of qualities and impact of an object, programme, products, machines, technologies in relation with the expected results; measuring the degree of achievement of the expected results.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, rejects, evaluates, explains, interprets, justifies, relates, summarizes, supports
Emotional and behavioural (professional and personal) qualities – they show the development of feelings, emotions, behaviour in a specific situation	
Perception of Phenomena: Receiving, getting impression, perception, information; understanding and mastering the whole and its details.	Asks, looks for, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses, gives opinion, directs own attention, opposes
Responding to Phenomena:	Answers, reacts, assists, aids,

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

Active participation; willingness to respond; agreement; dissatisfaction; satisfaction.	complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
Demonstration of values: Related to particular object, phenomena, behaviour.	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, attracts, proposes, excuses, organizes, reads, reports, selects, shares, studies, works, takes part in...
Builds up own system of values: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes
Internalizing values: Has a value system that controls the behaviour. The behaviour is pervasive, consistent, predictable, and most importantly, characteristic of the person; he/she implements patterns for adjustment in personal, social, emotional plan.	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, defines own objectives, revises, serves, solves, verifies
Psychomotor qualities – they show what a person can do in a given field of work, learning and social activity (skills). The proposed classification is a summary of the popular classifications of Elizabeth Simpson (1972), Dave(1970) and Harrow (1972)	
Watchfulness and activity: Pays attention to the phenomena which happen; demonstrates readiness for reaction and action.	The verbs are common for all categories: modifies, changes, takes apart, disassembles, shows, demonstrates, repairs, corrects, manipulates with ..., treats, works, puts in motion, arranges, loads, lifts, rests, relaxes, binds, bends, checks, calibrates, builds, constructs, attaches, adheres, fixes, catches, grips, heats, measures, takes the measures of, mixes, stirs, combines, organizes, carries out, shortens, decreases, sketches, draws, stretches, prolongs, writes REMARK: The key verbs are common for all categories but
Imitation: Tries to “copy” the behaviour, actions of other people; the reiteration leads to improvement of performance.	
Practice: Fulfils independently preliminary mastered actions (behaviour), which have become habits; the movements are performed with relative confidence and preciseness.	
Adaptation: Fulfils complex motor models; demonstrates experience, the performance is quick, precise and coordinated, requires minimum energy.	

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

<p>This category includes actions without hesitation and automated performance. The skills are well developed and the individual is able to comply own actions with specialized requirements.</p>	<p>adverbs and adjectives are used, which indicate that the performance is quicker, better, more accurate.</p>	
<p><i>Exemplary list of verbs describing work with people, work with information or work with objects</i></p>		
<p>Work with people</p>	<p>Work with information</p>	<p>Work with objects</p>
<p>advises reports (gives feedback) communicates counsels trains assists follows interested in imitates leads discussions influences initiates undertakes instructs interviews manages gives directions motivates negotiates convinces presents sells is responsible for supervises controls teaches trains admonishes</p>	<p>accounts analyzes balances budgets collects compares composes calculates creates designs evaluates makes forecasts, prognosis generates ideas imagines interviews organizes plans solves problems investigates processes information examines studies sorts synthesizes systematizes</p>	<p>Manifests versatility, liveliness, quickness, dexterity, skilfulness. Manifests accuracy, preciseness, assembles. fits measures calibrates constructs cooks, makes works out raises hammers works with ... manipulates with... manages transports (moves, lifts) packs checks, inspects, revises maintains pushes manoeuvres produces forms (moulds, shapes, sculptures) operates prepares repairs adjusts</p>

Stage 3. Coordination of the results from Stage 1 and Stage 2

The results of focus groups’ work at the previous stages are discussed and harmonized. In the cases when the groups have different positions – for one and the same unit the group of professionals estimates percentage share which is not accepted by the training providers, consultations are carried out in order to achieve consensus. As a result of consultations the final relative weight is defined.

5. Description of Phase 3

In the frame of project CREATE, supported by Leonardo da Vinci Programme of EC

5.1. Main aim

Allocation of ECVET points to the units of learning outcomes in the frames of the qualification.

5.2. Approach

The total number of points allocated to the qualification is distributed among the units of learning outcomes which constitute the qualification and the points of each unit are defined on the basis of its relative weight in the qualification as a whole.

5.3. Content

Each partner calculates the number of credit points for the separate units in the qualification on the basis of the percentage share which has already been defined (**Table 3**). It is recommended to round up the number of points to a whole number. For example, if the qualification is described with 180 ECVET points and the percentage share of a given unit is 12%, it receives 22 ECVET points (the result of calculation is 21,6).

In the frames of project partnership the partners agree on the possible deviations in the transcription of points for the separate units at national level.

Table 3. Allocation of ECVET points to the units of learning outcomes

Qualification		
EQF level		
Total number of ECVET points		
Units of learning outcomes	Relative weight in the frames of the qualification (in %)	Number of ECVET points
No. 1		
No. 2		
.....		
	(100%)	(Total number of ECVET points)