



WP 4 ECVET application

WP 4 implementation instructions “ECVET application”

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Objectives of WP 4 on “ECVET application”

Within WP 3 qualifications on level 4 (and partially level 5) have been identified for further realisation of the stairway approach and for further elaboration in terms of ECVET principles in the context of WP 4.

The WP aims to define the qualifications selected within WP 3 on level 4 or 5 of the EQF in terms of learning outcomes (EQF descriptors knowledge, skills and competence) and learning outcome units. Furthermore it aims to assign ECVET points to the units (where appropriate).

The underlying objective is the preparation of relevant qualifications according to the European transparency instruments in order to enable their direct application in practice by VET providers and companies with logistics activities as well as within policy considerations. The direct and next consequence is the promotion of lifelong learning and mobility for workers and trainees.

Realisation of WP activities

The following activities are realized in order to implement the WP:

ACTIVITY 1 – Identification of Learning Outcomes

Learning outcomes are:

“Statements of what a learner knows, understands and is able to do on a completion of a learning process, which are defined in terms of Knowledge, skills and competences”

(see EQF recommendation)

Identification of work process-/ task-based learning outcomes associated with the selected qualification/ profile in terms of the EQF descriptors “knowledge”, “skills” and “competence” (KSC) (if not done yet) and structured based on work processes and, if necessary, cross-cutting tasks is the first task to be implemented in the framework of this WP. The following support tools and material facilitate as background material the implement of this task:

- Guideline for the description of learning outcomes developed in the context of the ZOOM project: http://ibw4.m-services.at/zoom/pdf/wp2/Guidelines_EN_final_2.pdf
- Guideline for the description of learning outcomes developed by the German ECVET NCP: http://www.ecvet-info.de/media/Guidelines_for_describing_units_of_learning_outcomes.pdf

- Sample transport & logistics qualifications defined in EQF based learning outcomes:
 - _ProfDRV profile “Professional Driver (Freight Transport)” (can be obtained from DEKRA)
 - _EuroTransLog profile “Freight Forwarding Agent” (<http://www.euvetsupport.eu/index.php?id=85>)
 - _Know-In profile “Road Transport Manager” (www.know-in.eu)
- euVETsupport guidelines on recognition of prior learning incl. considerations on learning outcome and unit identification and description: <http://www.euvetsupport.eu/index.php?id=118>

All learning outcomes are defined by using the EQF descriptors “knowledge”, “skills” and “competence” (see EQF Recommendation for definitions) in order to allow easier comparison across borders and, if applicable, in national descriptors if considered as appropriate.

This activity results into learning outcomes based profiles of the selected qualifications (the partners are free to apply an approach meeting the national reality).

The defined learning outcomes are to be validated within consultation with the Scientific Council. See Annex 1.

ACTIVITY 2 – Identification of Learning Outcome Units

Based on the learning outcomes defined, sets of learning outcomes (units) are defined based on the approach applied within the CENTRAL project.

Units of learning outcomes are:

“A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated (ECVET Recommendation 2009).

Units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected. Depending on the existing regulations, units may be common to several qualifications or specific to one particular qualification. Units are accumulated based on the requirements to achieve qualifications. These requirements may be more or less restrictive depending on the tradition and practice of the qualifications system and the way qualification standards are designed. Units can also be used to structure the formal education and training programme.” (www.ecvet-team.eu)

According to CENTRAL the criteria for defining learning outcomes units are: same set of working activities, same product or production technique, same stage of the production process or service, same field of KSC. The actual definition of learning outcomes units are done individually by the different national partners and under consideration of their national VET systems and structures. However, the partners are asked to take into consideration the possible application context of ECVET by considering the following aspects within their definition of learning outcome units:

- applicability of the learning outcomes units within a mobility context incl. national approaches/ legal requirements regarding (recognition of) mobility within initial and continuous VET.

- interfaces with other qualifications (same EQF level as well as lower and higher EQF level) in order to allow for recognition of prior learning such as when changing from one qualification to another, bringing in work experience or the possession of another lower level qualification (list not exhaustive) and applicability of the defined learning outcomes units in this context.

The defined units of learning outcomes are to be validated within consultation with the Scientific Council. See Annex 1.

ACTIVITY 3 – Assigning/allocating points to the defined learning outcomes units

“ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

Together with units, descriptions of learning outcomes and information about the level of qualifications, ECVET points can support the understanding of a qualification. The number of ECVET points allocated to a qualification, together with other specifications, can indicate for example, that the scope of the qualification is narrow or broad.

The number of ECVET points allocated to a unit provides the learner with information concerning the relative weight of what s/he has accumulated already. It also provides the learner with information concerning what remains to be achieved.”

(www.ecvet-team.eu)

The assignment of points is a subject of continuous discussion at national and European level because their added value for the implementation of ECVET is not proven so far as far as the core of ECVET is concerned. This is because for the core of ECVET the learning outcomes (as a qualitative dimension) are the actual currency within mobility or recognition of prior learning. The points do not have additional explanatory power for those ECVET implementation processes. Discussions on this matter have been stimulated in the past because points usually relate back to duration and therefore an input variable that should not be the case within learning outcomes orientation. Contrary to this procedure the definition of points based on output factors is a very difficult and error-prone process if not implemented properly.

However, a number of member states use the points in the context of their VET systems and of ECVET implementation with a complementary added value for the overall VET system.

This complex discussion on ECVET points of course also leads to very heterogeneous implementation approaches. It will, therefore, be left to the partners to decide if they want to go the step of assigning points to their units or not dependent on their national implementation approaches/ handling of ECVET points. If ECVET points will be assigned please follow annex 1 for further instructions.

Preliminary timeline

The consultations with the Scientific Council are to be concluded by the end of January 2015. Please provide your consultation results by this deadline to the WP leader.

Annex 1: Guideline for consultation with Scientific Council members

Profile of Council members to be involved into the weighting

The experts/ council members involved into the validation should have the following profile:

- Basic understanding of learning outcomes within EQF and ECVET and the mode of action ECVET of ECVET (please refer to www.euVETsupport.eu in order to receive introductory information, if necessary)
- Strong background and expertise in the field of work researched in the specific case either through own work experience and/or teaching experience in the specific field as well as in related fields of work
- High level of expertise in the learning processes underlying the investigated learning outcomes
- Clear understanding of and expertise in the qualitative criteria outlined for weighting below

Part A: Consultation about validity of defined learning outcomes and learning outcomes units

Please integrate your learning outcomes based profile into an easy-to-read template (see table 1) in order to present it to the Scientific Council. However, please have the full version of the profile ready in case the council members require additional information for the validation process.

Table 1: Table for profile presentation

		Knowledge	Skills	Competence
Unit x – xxx				
Exp 1	%	He / she has knowledge of: ▪	He / she is able to: ▪	
Exp 1	%			
Exp 1	%			
Exp 1	%			
Exp 1	%			

Consult with the Council members on the following questions:

1. Are there missing or obsolete learning outcomes (considering the 4/5th level qualification to which it is linked) included in the overall set of learning outcomes defined for the profile in question?
2. Do the Units of Learning Outcomes reflect the characteristics of the qualification appropriately?
3. Are the defined Units of Learning Outcomes suited in order to facilitate ECVET learner mobility and/or recognition of different kinds of prior learning in the context of formal vocational education and training?

... (feel free to pose additional questions for your individual profile if considered as necessary).

Part B: Guideline for conducting Weighting of ECVET units

In order to have a coherent basis for the weighting please present the following weighting criteria to the Council members:

Qualitative criteria of weighting:

Based on the CENTRAL approach the "weighting" will take into consideration

- with regard to the inclusion in the LABOUR MARKET, the possible **progress** towards another **qualification** and with regard to the **needs** of the **society**.
- The **complexity**, the **extent** and the **consistency** of the learning outcomes included in the Unit
- The **level of effort** necessary to acquire the knowledge, skills and competence required for the unit

Quantitative weighting criteria:

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. For a given qualification, one formal learning context is taken as a reference and on the basis of 60 points per year of formal full time VET, the total number of points is assigned to that qualification.

In a number of European countries qualifications' descriptions are independent of the education and training programme preparing for these qualifications. Furthermore, it is also possible that the same qualification can be prepared through various programmes. Therefore ECVET allocates points to qualifications and not to education and training programmes. However, to decide on the number of ECVET points allocated to a qualification, one formal learning programme is chosen as a point of reference. It is up to the competent institutions in charge of designing qualifications to decide which specific programme will be chosen as a point of reference (e.g. the initial VET or the most common programme). The duration of the selected reference programme together with the ECVET convention on ECVET points will give the number of ECVET points allocated to the qualification.

(www.ecvet-team.eu)

However, in order to further distinguish between input factors and output factors the weighting will be done by applying percentages rather than points in the first place!

With regard to the quantification the total of percentages given to the overall set of units should not exceed 100%. With regard to the qualitative dimension it should especially be taken into consideration that input factors such as length of study should clearly NOT influence the weighting. Please use the same template as outlined above in table 1. Based on the experts/ council members weighting the average value will be developed and adjusted to 100% in total.

Identifying ECVET points based on the weighting results (not part of consultation)

ECVET points will be identified by applying the identified percentages on the total number of points to be assigned to the overall qualification in question.