GD Bildung und Kultur
Programm für lebenslanges Lernen

National Priority ECVET for LEONARDO DA VINCI Mobility Projects

Vocational education and training profile (VET profile)

The Recommendation on the Establishment of a European Credit System for Vocational Education and Training (ECVET) stipulates a period of piloting and development of ECVET (elements) extending until 2012. One of the vehicles via which piloting is taking place in Germany is within the scope of a National Priority included in the funding area for the LEONARDO DA VINCI Mobility Projects.

The following elements of ECVET form the object of the piloting process:

- Identification and definition of units of learning outcomes
- Description of learning outcomes
- Evaluation of learning outcomes

The allocation, validation and recognition of credit points do **not** currently constitute an object of the National Priority.

The core element of an ECVET project is the implementation of units of learning outcomes and their outcome oriented description. In order to define common units of learning outcomes certain preconditions have to be met:

- An ECVET partnership is based on mutual trust. A prerequisite of such a partnership is a profound knowledge of the vocational education and training system and of the qualifications imparted by the partner.
  Therefore recognition of a National Priority ECVET within mobility projects requires the project partners to undertake a joint appraisal of
  - the relevant general prevailing conditions within the various VET systems
  - the characteristics of different courses/qualifications.
- Joint contents of different qualifications have to be identified as common ground for units of learning outcomes.

This appraisal takes place via the VET profile, which should be submitted together with the paper version as an annex to the application.

An opportunity exists to draw up the vocational education and training profile at a partner meeting not exceeding one week in duration. Support can be provided in the form of a **preparatory visit**. Application for such a visit must reach NA at BIBB by **15 December 2009**.

The VET profile must be adopted by both partners (evidence of agreement to follow by mail, copy or fax). The profile must be submitted to NA at BIBB together with the paper version of the application by the **deadline** of **5 February 2010**.

Publication of the vocational education and training profile as an example of good practice by NA at BIBB on its website or in the www.adam-europe.eu database.
☒ I agree
☐ I do not agree.

Information on the partner institutions
Partner A (sending institution)
Institution: IHK-Projektgesellschaft mbH Ostbrandenburg , Place: 15236 Frankfurt (Oder), Germany,
Contact person: Peter Wölffling , E-mail address: woelffling@ihk-projekt.de

Partner B (hosting institution)

Institution: ALFMED , Place: 66000 PERPIGNAN, France, Contact person: Florence DELSENY SOBRA, E-mail address: f.sobra@alfmed.com

Part I:
Mutual trust and identification of joint tasks and work processes to serve as the basis for units of learning outcome

ECVET is based on units of learning outcomes which constitute the component parts of a qualification and describe the qualification in outcome oriented terms. A unit of learning outcomes comprises a coherent set of knowledge, skills and competences which can later be ascribed a certain number of ECVET points and transferred.

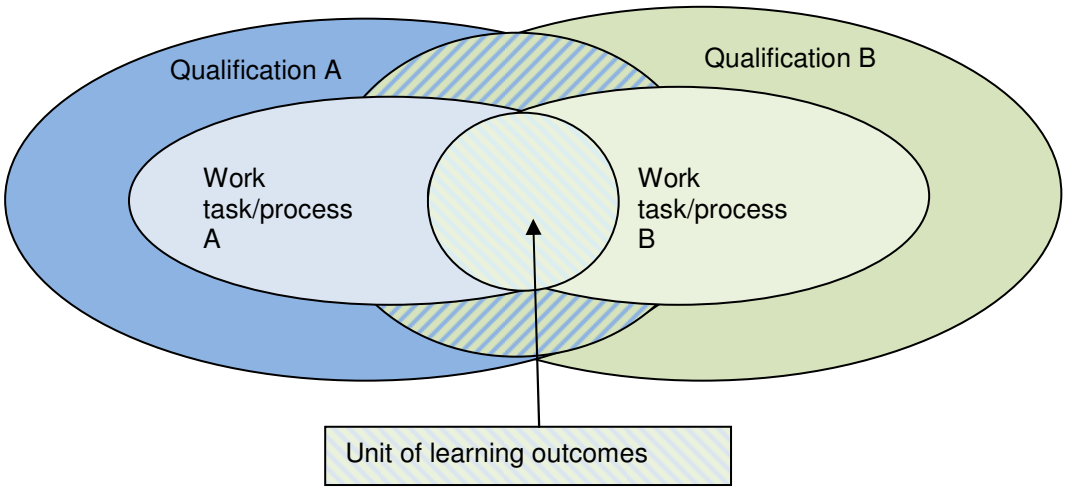
The units that make up a qualification should be:

- 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. [1]

Experiences from ECVET pilot projects have shown that a variety of pathways may lead to a definition of joint units of learning outcomes. It has also emerged that conducting a comparison of formal qualifications (such as curricula or general training plans) is extremely time-consuming and rarely leads to a result comprising correlating training phases.

For this reason, we recommend using the identification of joint work tasks or joint work processes as a vehicle for arriving at the stipulation of units of learning outcomes.
The identification of joint work tasks or joint work processes should be based on the principle of the self-contained activity. Characteristic actions or work correlations within a skilled task should be described.

An analysis of general prevailing conditions and the structure of a qualification should provide useful indications for the identification of work tasks/processes.



[1] RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the Establishment of a European Credit System for Vocational Education and Training (ECVET)

Analysis of general prevailing conditions

The crediting of learning achievements which have been completed "externally" requires the confidence of those involved that the learning process takes place in a proper manner and is properly evaluated and assessed. In order to create this confidence and avoid incorrect interpretations, the various general conditions prevailing within the different vocational education and training systems will need to be clarified in advance.
The analysis of general prevailing conditions forms the foundation for the Memorandum of Understanding to be concluded between the partner institutions. The Memorandum of Understanding provides the framework for the transfer of credit points and certifies mutual acceptance on the part of the partners involved of their status and function as well as of the procedures for the stipulation, evaluation and accreditation of credit points. This makes it an important quality assurance instrument.

Structure of the qualification	**Partner A (sending institution)**	**Partner B (hosting institution)**
Does a National Qualifications Framework exist?	not yet (at the moment just training regulations)	not yet (at the moment just training regulations)
If yes, to which reference level is the qualification aligned?	vocational training	vocational training
Does a national credit points system exist?	A 100-point-system of the Chamber of Commerce and Industry exists.	A credit system by the Ministery of Education exists.
Are there partial qualifications which are examined and certified? Do modular structures exist?	no	No.
Official title of the qualification	Office Manager (f/m)	Employé/employée de bureau
Which legal framework regulates the training programme?	- national Training regulations = Legal ordinance governing the in-company training section of vocational training within the dual system. - Framework curriculum for vocational subjects at the vocational school within the framework of vocational training in the dual system. Framework curricula are decided on by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder once they have been coordinated with the training regulations for the in-company part of training within the dual system and are	- national Training regulations = Legal ordinance governing the in-company training section of vocational training withtin the "Apprenticeship system"; - framework curriculum for vocational subjects at the vocational school within the framework of vocational training in the "Apprenticeship system".

	implemented by the Länder in specific curricula for each Land.	
At which learning venues does the training take place?	companies / vocational schools	companies/ vocational schools.
What is the ratio between theoretical and practical vocational training?	3 : 1	3:1
Which access requirements exist?	formally none, recommended at least 'Fachoberschulreife' = School-leaving qualification awarded in general education in lower secondary education at the end of year 10	General education school leaving certificate obtained on obtention of 10/20 or any other lower secondary level school. This first general qualification is generally used to enter a course of vocational education and training within the "Apprenticeship system".
Title of the qualification or certificate	Examination certificate of the Chamber of Commerce and Industry	Examination certificate of the Ministery of Education.

General prevailing conditions and quality assurance	**Partner A (sending institution)**	**Partner B (hosting institution)**
Who is usually recruited for training?	School leavers with 'Fachoberschulreife'	School leavers with general education school leaving certificate.
Describe the social status of the training	Specialist (skilled worker)	Specialist (skilled worker)
Who conducts the training?	companies, public authorities, educational institutions	Companies (e.g. hotels, restaurants), public authorities, educational institutions.
In which form is training staff qualified?	subject-specific (skilled), trained in education	subject-specific (skilled), trained in education.
What role do training staff play in the stipulation of the curriculum?	adjustment to in-firm training	adjustment to in-firm training.
What role do training staff play in the development of teaching materials/stipulation of teaching guidelines?	equally involved in the development	equally involved in the development.

Who stipulates the content of examinations?	training regulations central compilers of tests	training regulations, central compilers of tests.
Who conducts examinations and in accordance with which rules?	Examination board of the Chamber of Commerce and Industry according to training regulations, examination regulations and the Vocational Training Act.	examination board of the Ministery of Education according to training regulations, examination regulations and the Vocational Training Act.
What qualifications do the examiners have?	subject-specific (skilled), trained to conduct examinations	subject-specific (skilled), trained to conduct examinations.
Does the qualification provide access to the next level of training? If yes, to which level does it provide access?	no	No.
Which QM instruments are applied?	- depends on the organisation - intermediate examination conducted by the Chamber of Commerce and Industry	- depends on the organisation; - intermediate examination conducted by the Ministery of Education or any other Institution accredited.

Identification and description of work tasks or work processes

The aim of the following central questions is to identify work tasks/processes which can serve as the basis for later development of units of learning outcomes.

- Which opportunities for vocational training exist in your occupational sector?
- What are the characteristic work tasks in certain fields of activity?
- Which career opportunities exist within these fields of activity?
- At which workplaces/learning venues are the work tasks carried out?
- Which tools, methods and organisational forms are used?
- Which communication requirements exist within the context of the work task/work process?
- Which basic skills are accorded particular significance?

Description of joint work tasks or work processes

Joint work task		**Competence levels** The work task is carried out		
		under instruction	under supervision	autonomously
Office economics and statistics:	- professional handling of company resources, especially office equipment, business- and copying machines - post processing and filing	x	☐	☐
Information processing:	- use word processing devices - prepare and process information according to given facts	x	☐	☐

Please duplicate the above line to describe further work tasks or processes.

Part II

Definition and description of units of learning outcome and their assessment/documentation

The joint work tasks identified serve as the basis for alignment of learning outcomes to such tasks.
Learning outcomes refer to what a learner knows (knowledge), understands (skills) and can do (competences) after the learning process has been concluded.
Units of learning outcomes are parts of a qualification which can be evaluated and validated.

The size of a learning unit depends on its duration and purpose. The ECVET Guide published by the European Commission provides assistance[i].

Description of the agreed units of learning outcomes		
Description of the unit Office economics and statistics **Duration of the unit** 2 weeks	**Learning outcome:** The learner knows: about the administrative and organisational operations within the company. (knowledge) The learner understands: how to use operational working appliances and company resources and to utilise office equipment and machines (skill) The learner is able to: plan, organise and structure office work desk and communicate effectively with other members of staff through the correct medium (competence)	**Reference to qualification** Ausbildungsrahmenplan (occupational field No.): §3 para. 1 No. 3 Rahmenlehrplan (learning field No.): 3.1-3.4 Ordinance for full-time school based course: Qualification in the host country: **Office Manager** **Employé/employée de bureau**
Description of the unit Information processing **Duration of the unit** 2 weeks	**Learning outcome:** The learner knows: about the word processing systems and office communications used The learner understands: to appropriately apply different types of commercial correspondence The learner is able to: prepare and process information for administration by knowing and using the functional national language to an appropriate level	**Reference to qualification** Ausbildungsrahmenplan (occupational field No.): §3 para. 1 No. 4 Rahmenlehrplan (learning field No.): 4.1-4.3 Ordinance for full-time school based course: Qualification in the host country: **Office Manager** **Employé/employée de bureau**

Please duplicate the above line to describe further units of learning outcomes.

The expected learning outcomes form the basis for the learning agreement.

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Evaluation and documentation of the learning outcomes

Requirements for evaluation, documentation and crediting/recognition of learning outcomes vary extremely widely from country to country. Against this background, the establishment of clarity in this area before embarking on the process is important for the partnership.
Certification and crediting of units between training courses fundamentally requires evidence of the knowledge, skills and competences combined to form the unit.

The heterogeneous nature of the training system means that heterogeneous examination procedures are also to be expected. This refers to such aspects as the various learning venues

- in-company learning venue
- school-based learning venue

as well as to the different examination procedures such as

- questionnaire
- observation and appraisal
- test
- practical task.

Documentation of learning outcomes in the Europass represents the minimum requirement.

Part III

Useful links

European policy terminology in the field of general education and vocational education and training
The European Centre for the Development of Vocational Training (CEDEFOP) has drawn up a glossary containing 100 terms used in general education and vocational training policy in Europe aimed at researchers and practitioners as well as being of general use to general education and vocational training stakeholders.
The glossary takes account of a whole series of recent policy developments. Of particular significance within this context are:

- the *European Qualifications Framework for Lifelong Learning - EQF*,
- the *European Credit System for Vocational Education and Training - ECVET*.

To the glossary

ECVET pilot project website
This website provides information on activities and initiatives relating to the testing, implementation and further development of ECVET.
The website offers:

- A description of each project with links to their web-sites;
- Information about their methodologies and tools developed

To the website

Get to know ECVET better – Questions and Answers
The brochure provides advanced illustrations and examples of ECVET concepts and principles.
To the brochure

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[i] *"There is no ideal size for a unit. Some systems use units that are relatively small in size. This means that they combine a small number of learning outcomes.*
Advantages:

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

Disadvantages:

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

Other systems conceive units as large sets of learning outcomes and typically qualifications would only contain a relatively small number of units.
Advantages:

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

Disadvantages:

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

The size of units will therefore depend on the practice in the qualifications system and also on the purpose of the unit. For example units that are designed to be meaningful on the labour market (for example as partial qualifications) are likely to be large. On the other hand if units are designed specifically for mobility purposes or if they are designed for specific target groups such as adults they may be smaller.
S: European Commission, Education and Culture: Get to know ECVET better. Questions and Answers, November 2009.