

## **WP4**

### **COMMON FRAMEWORK FOR EQF AND ECVET BASED ON PAC.TT**

#### **Result 10**

#### **Common guideline to integrate European profile for VET trainer**

Developed by 

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## THE SCOPE OF THE PROJECT

**PAC.TT - Pedagogical and Andragogical Competences for VET Trainers and Teachers** - is a 2011-2013 Leonardo da Vinci project for Transfer of Innovation. The project consists in a consortium of partners from six different European countries:

COUNTRY	ORGANISATION	
Turkey	<b>GOI</b>	Governorship of Istanbul
Portugal	<b>ISQ</b>	Institute for Technology and Quality
Bulgaria	<b>BALKANPLAN</b>	BALKANplan Ltd
Czech Republic	<b>EA</b>	Educational Association o. s.
Turkey	<b>METGEM</b>	Development for Vocational Technical Education Centre (METGEM) of University of Bahcesehir
Latvia	<b>EUROFORTIS</b>	Eurofortis SIA

ISQ has developed during the last 15 years innovative methodologies and tools, for Training Trainers. In this sense Training Methodology for Trainers and Pedagogical and Andragogical Competences (PAC) are understood as main tool for preparing teachers and trainers to be aware of different competencies required to this function and at the same time to be conscious of the importance to promote 8 key competences, “green attitudes” and lifelong learning attitudes in their trainees and students. With PAC methodologies and tools, VET trainers and teachers became knowledge mediators and brokers (instead of knowledge transfers) that must be able to encourage new “knowledge surfers” in information society

and green economy as well as promote the balance of different individual needs and talents, under an inclusive and empowering context.

In none of the other partners countries – Turkey, Bulgaria, Czech Republic and Latvia - this methodologies exists.

## INTRODUCTION TO EQF AND ECVET

The European Qualifications Framework (EQF) is a common European reference system which is linking different countries' national qualifications systems (NQF) and frameworks together. In practice, it works as a translation device making qualifications more readable. It will help learners/workers and workers wishing to move between countries or change jobs or move between VET.

As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education vocational education and training as well as higher education. The eight levels cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training. Each level should in principle be attainable by way of a variety of education and career paths.

The primary users of the EQF will be authorities in charge of national and/or sectorial qualification systems and frameworks. Once they have related their respective systems to the EQF, the EQF will help individuals, employers and education and training providers compare individual qualifications from different countries and education and training systems.

The European Credit System for Vocational Education and Training (ECVET) technical framework will allow the transfer, recognition and where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. In this sense, in ECVET, an individual's learning outcomes are assessed and validated in order to transfer credits from one qualification system to another or from one learning pathway to another.

According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations. The system also allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System for higher education (ECTS).

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 users' guides.

Under the work package (WP) – Common Framework for EQF and ECVET - of the PAC.TT project, a **Common Guideline to Integrate the European Profile for VET Trainer** was developed in accordance with the EQF and ECVET systems.

Moreover, the present guideline was produced with the main objective to support the future integration of the VET trainer profile in existing VET programmes and systems in partners' countries and operational partnerships through the Memorandum of Understanding.

The PAC.TT common guideline consists on:

- ✓ VET Trainer European Profile: Qualification Descriptor and Learning Units
- ✓ National overview on corresponding VET programmes
- ✓ Memorandum of Understanding
- ✓ Learning Agreement
- ✓ Personal Transcript
- ✓ Assessment Methodology
- ✓ Glossary

## GUIDELINE WORKING METHODOLOGY

The present guideline was developed under the following operational common framework:

- i. The WP leader, ISQ, developed the European profile for VET trainer, based on identification of the units of learning outcomes and the associated descriptors, in terms of knowledge, skills and competences.
- ii. All incorporator partners conducted a research and analysis of their current national context related with the qualification system, including a description of their ECVET system and the corresponding qualification offers and programmes for VET teaches and trainers related with PAC.TT contents and modules. A common template was developed by ISQ. The results are presented in this guideline.
- iii. Complementary European tools are introduced and adapted templates presented, namely:
  - a. Memorandum of Understanding
  - b. Learning Agreement
  - c. Personal Transcript
  - d. Assessment Methodology
- iv. A glossary was developed and integrated in this document to guide all interested parts.

## EUROPEAN PROFILE: QUALIFICATION DESCRIPTOR AND LEARNING OUTCOMES

The goal of the qualification descriptor is to allocate a certain qualification according to the EQF and the different countries' national qualifications systems, in order to create bridges between institutions and individuals.

In practice, it works as a translation device making qualifications more readable. This will help learners and workers wishing to move between countries or change jobs or move between VET institutions.

The European VET systems are so diverse that a shift to learning outcomes was necessary to make comparison between qualifications possible based on the learning outcomes they stand for.

In the EQF a learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are specified in three categories:

- Knowledge
- Skills
- Competences

The qualification descriptor provides the big picture of a qualification framework, listing the units of learning outcomes which will be detailed described in terms of contents and structure of qualifications. In this sense, the qualification descriptor is considered a helpful tool to map knowledge, skills and competences of a certain qualification, allowing the VET institutions and VET suppliers to understand and read the real learning outcomes involved in

each qualification for further mutual recognition of learning outcomes among different VET institutions.

If all parts involved in a VET path know the expected learning outcomes inherent to a certain qualification, in what level of specialised knowledge, skills and competences this qualification represents, it will be easier to establish a Memorandum of Understanding between VET institutions, in order to provide the best and proper qualification to an individual in national or transnational mobility.

Combining a qualification with the description of the units of learning outcomes may seem in the beginning the hardest thing to do, but it is the whole basis for any qualification process.

First off all, the main focuses when creating units of learning outcomes, is indeed what an individual effectively knows, has the ability for, and can do. Therefore, when describing units of learning outcomes, it is crucial to use active, clear and understandable verbs, as also contextualised them to the specific result to be achieved in terms of knowledge, skills and competences.

By clearly understanding the units of learning outcomes to achieve within a learning process (which can be formal, informal or non-formal), the establishment of a Memorandum of Understanding, and consequently the allocation of ECVET points regarding the assessment, validation and recognition of the learning outcomes achieved will be much easier.

The European profile for VET Trainer developed under the PAC.TT project was designed for EQF level 5, taking into account the complexity, range and the level of learning expected. In this sense is required that the future VET trainer has a fundamental knowledge and specialized skills to manage and supervise activities, in an autonomous and responsible way.

The profile has allocated 225 hours of total learning, organized in nine units of learning outcomes, corresponding to 9 ECVET point. These hours encompass contact hours, hands-on practice, self-study and assessment:



EQF QUALIFICATIONS DESCRIPTOR			
LEVELS	KNOWLEDGE	SKILLS	COMPETENCES
<b>Level 1</b>	General basic knowledge	General basic skills for accomplish a simple task	Work/study under direct supervision in a structured context
<b>Level 2</b>	Basic factual knowledge in a working/study area	Basic cognitive and practical skills needed for the application of the adequate information to the accomplishment of tasks and current problem solving through simple rules and instruments	Work/study under direct supervision with some autonomy
<b>Level 3</b>	knowledge of facts, principles, processes and general concepts in a study/work area	Range of cognitive and practical skills necessary for the task accomplishment and problem solving through selection and application of instruments, materials and basic information	Taking responsibility for executing tasks in a study/work area. Adapt the behaviour to circumstances in order to solve problems
<b>Level 4</b>	Factual and theoretical knowledge in broad contexts within a field of study/work	Range of cognitive and practical skills necessary for the conceiving for specific problem solving in a study/work area	Manage own work within the guidelines established in the context of study/work, usually predictable but liable to change. Supervise the routine work of third parts and taking responsibilities in terms of evaluation and activity improvements in study/work contexts
<b>Level 5 VET TRAINER</b>	Comprehensive, expertise, factual and theoretical knowledge in a study/work area and awareness of the knowledge limits	Large range of cognitive and practical skills for conceiving creative solutions for abstract problems	Manage and supervise in study/work contexts subject to unpredictable changes. Revise and develop the thirds development
<b>Level 6</b>	Deep knowledge for a specific study/work area which demands an critical comprehension of theories and principles	Advanced skills which show mastery and innovation for complex and unpredictable problem solving in a study/work specialized area	Management complex technical or professional activities or projects, taking the responsibility for decision making in unpredictable study/work contexts. Taking responsibilities in management for individual, professional and collective development
<b>Level 7</b>	Highly specialized knowledge, some of them are in the forefront of some study/work knowledge, that underpin the capacity for original thinking	Specialized skills for problem solving in terms of investigation and innovation, to develop new knowledge and procedures in order to integrate them in different areas	Manage and transform study/work complex and unpredictable contexts which demand new strategies. Taking responsibilities in order to contribute to new knowledge and professional practices and/or review the strategic team performances
<b>Level 8</b>	Cutting-edge knowledge's at the forefront in a study/work area and in the interconnection of areas	The most advanced and specialize techniques, including synthesis and evaluation skills, necessary to solve critical problems in the investigation and innovation areas, for the enlargement and redefinition of the existing professional practices	Demonstrate a considerable level of authority, innovation, autonomy, scientific and professional integrity and assume a sustained commitment regarding the development of new ideas or processes in the forefront of study/work contexts, including the investigation field

**GUIDELINE FOR THE DEFINITION OF LEARNING OUTCOMES UNDER QUALIFICATION LEVEL 5**

LEARNING OUTCOMES	KNOWLEDGE		SKILLS		COMPETENCES		
	DEPTH	UNDERSTANDING AND CRITICAL THINKING	BREADTH AND DEPTH	PURPOSE	RESPONSIBILITY		AUTONOMY
					SELF WORK	OTHERS	
	Fundamental and specialised knowledge of facts, concepts and principles	Interpret, select, relate and adapt information and apply in context; Demonstrate awareness of the boundaries of knowledge	Range of specialised skills	Generate creative solutions to accomplish specific tasks and solve specific problems, some of an abstract nature, and requiring tailored solutions (design, planning, execution and control, evaluation and improvement tasks)	Review and develop self performance	Manage and supervise the individual performance of others	On a sliding scale from less to more

LEVELS	NQF in partners' countries
Level 1	2 <sup>nd</sup> Cycle of Basic Education
Level 2	3 <sup>rd</sup> Cycle of Basic Education (via formal education or double certification)
Level 3	Secondary Education
Level 4	Secondary Education with a professional internship (minimum 6 months) (via formal education or double certification)
Level 5	Post-Secondary Qualification (professional specialisation)
Level 6	Bachelor Degree
Level 7	Master Degree
Level 8	PhD

MODULE DESCRIPTOR AND LEARNING UNITS										
VET TRAINER										
	KEY UNITS	LEVEL		LEARNING HOURS	ECVET POINTS	GENERIC UNITS	LEVEL		LEARNING HOURS	ECVET POINTS
		EQF	NQF partners				EQF	NQF		
UNITS OF LEARNING OUTCOMES	1. Training system and context	5	5	25	1	List the generic units for the specific qualification (depending on each NQF, some units of learning outcomes are applicable to more than one professional qualification)				
	2. Initial training simulation			25	1					
	3. Communication and group dynamics			25	1					
	4. Pedagogical methodologies and strategies			25	1					
	5. Operationalization and action plan			25	1					
	6. Didactical resources and multimedia			25	1					
	7. Collaborative platforms of learning			25	1					
	8. Training and learning assessment			25	1					
	9. Final training simulation			25	1					
<b>VET TRAINER CURRICULUM</b>		<b>5</b>	<b>5</b>	<b>225</b>	<b>9</b>					

UNIT 1: TRAINING SYSTEM AND CONTEXT			
<ul style="list-style-type: none"> <li>• Intervention context</li> <li>• Learning, creativity and entrepreneurship</li> </ul>			
LEARNING OUTCOMES	KNOWLEDGE <i>(Be able to...)</i>	SKILLS <i>(Be able to...)</i>	COMPETENCES <i>(Be able to...)</i>
	<ul style="list-style-type: none"> <li>• Characterize the training systems based on the objectives, the target audience, the technologies and resources used and the type and methodology of training required</li> <li>• Identify the legislation, national and community, which regulates the Vocational Training</li> <li>• Identify main concepts, theories, supporting models in the learning process</li> <li>• Identify the main factors and conditions that promote the learning process</li> </ul>	<ul style="list-style-type: none"> <li>• List the skills and capabilities required for the trainer activity</li> <li>• List the skills requisites for the trainer in the existing training system</li> <li>• Develop a critical, creative and entrepreneurial attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and reflect on strategies to promote creativity and entrepreneurship</li> <li>• Develop a critical understanding of the training systems and the different intervention contexts</li> <li>• Apply innovative practices to the training context</li> </ul>

**UNIT 2: INITIAL TRAINING SIMULATION**

- Preparation and simulation
- Analysis and improvement actions

	<b>KNOWLEDGE</b> <i>(Be able to...)</i>	<b>SKILLS</b> <i>(Be able to...)</i>	<b>COMPETENCES</b> <i>(Be able to...)</i>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Identify the most important aspects considered in the educational process of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the capacity of analysis and self-analysis for behaviours observed in the development of a teaching-learning session</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare, develop and evaluate training sessions</li> <li>• Propose alternative solutions, make suggestions for diverse teaching strategies</li> </ul>

**UNIT 3: COMMUNICATION AND GROUP DYNAMICS**

- Communication and relational behaviour
- Diversity in training context

	<b>KNOWLEDGE</b> <i>(Be able to...)</i>	<b>SKILLS</b> <i>(Be able to...)</i>	<b>COMPETENCES</b> <i>(Be able to...)</i>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Understand the dynamics-trainer-trainees- learning object, aimed at facilitating training processes</li> <li>• Understand the psychosocial phenomena, such as leadership, in training groups</li> <li>• Understand the dynamics of the individuality of the learning process within a workgroup</li> <li>• Recognize the importance of a mediator of working groups</li> </ul>	<ul style="list-style-type: none"> <li>• Listen actively and incorporate the communication rules into the training</li> <li>• Open for group discussions and different opinions</li> <li>• Adequate the pedagogical approach to a given context</li> <li>• Create a climate of support for the trainees</li> <li>• Stimulate the understanding and learning among the trainees</li> </ul>	<ul style="list-style-type: none"> <li>• Manage different working groups, with strong probability to introduce discrimination situation or resistance/opposition to the learning process</li> </ul>

<b>UNIT 4: PEDAGOGICAL METHODOLOGIES AND STRATEGIES</b>			
<ul style="list-style-type: none"> <li>•Pedagogical methods and techniques</li> <li>•Pedagogy and inclusive and differentiated learning</li> </ul>			
<b>LEARNING OUTCOMES</b>	<b>KNOWLEDGE</b> <i>(Be able to...)</i>	<b>SKILLS</b> <i>(Be able to...)</i>	<b>COMPETENCES</b> <i>(Be able to...)</i>
	<ul style="list-style-type: none"> <li>• Understand the “individual learning dynamics” within a working group</li> <li>• Recognize the importance of a mediator of working groups</li> <li>• Recognize that on exposed to a message, each individual makes a particular interpretation, deductions and applies filters to the received information</li> <li>• Identify the main characteristics of different training methods and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Promote in trainees creative attitudes, showing the importance of creativity as an effective tool in the course of creative processes</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and apply the most appropriate techniques and pedagogical methods towards the objectives, the target audiences and the context of training</li> <li>• Manage different working groups with a strong possibility of introducing discrimination opposition/resistance to the learning process</li> <li>• Create appropriate learning solutions for different groups and learning contexts</li> <li>• Prepare a training session by applying different pedagogical methods and techniques</li> </ul>

<b>UNIT 5: OPERATIONALIZATION AND ACTION PLAN</b>			
<ul style="list-style-type: none"> <li>• Skills and operational objectives</li> <li>• Plan the training-learning process</li> </ul>			
<b>LEARNING OUTCOMES</b>	<b>KNOWLEDGE</b> <i>(Be able to...)</i>	<b>SKILLS</b> <i>(Be able to...)</i>	<b>COMPETENCES</b> <i>(Be able to...)</i>
	<ul style="list-style-type: none"> <li>• Identify the training purposes, goals, skills, general and specific objectives</li> <li>• Identify the components of a Training Module</li> <li>• Identify the steps and procedures to prepare a Plan Session</li> <li>• Identify the learning outcomes for the learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Sort training goals according to domains of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Transpose pedagogical goals into operational terms</li> <li>• Design and deliver training programmes</li> </ul>

**UNIT 6: DIDACTICAL RESOURCES AND MULTIMEDIA**

- Exploring the didactical resources
- Multimedia presentations

LEARNING OUTCOMES	KNOWLEDGE <i>(Be able to...)</i>	SKILLS <i>(Be able to...)</i>	COMPETENCES <i>(Be able to...)</i>
	<ul style="list-style-type: none"> <li>• Understand the dynamics and importance of the PowerPoint tool as a presentation model</li> <li>• Identify the types of didactic resources and adapt it to specific situations</li> <li>• Recognize the power of technology integrated in the training</li> </ul>	<ul style="list-style-type: none"> <li>• Create PowerPoint presentations taking into account the respective rules of preparation</li> <li>• Adapt the training materials to the diversity of the learners</li> </ul>	<ul style="list-style-type: none"> <li>• Select, develop and adapt the pedagogical-didactic resources to a multimedia support, according to the pedagogical strategy adopted</li> <li>• Design, adapt and use multimedia presentations</li> <li>• Develop and deliver training through e-learning, internet and other technologies</li> </ul>

**UNIT 7: COLLABORATIVE PLATFORMS OF LEARNING**

- Exploring the didactical resources
- Multimedia presentations

	<b>KNOWLEDGE</b> <i>(Be able to...)</i>	<b>SKILLS</b> <i>(Be able to...)</i>	<b>COMPETENCES</b> <i>(Be able to...)</i>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Understand the evolution of Distance Learning</li> <li>• Identify the characteristics and advantages of e-learning</li> <li>• Understand the operation of distance learning platforms</li> <li>• Recognize the relevance of the role of the e-trainer/e-mediator in the distance training process</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt the training to e-learning systems</li> <li>• Support the trainees in the distance learning process</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and deliver training courses using Collaborative and Learning Platforms to support training materials</li> <li>• Implement mechanisms/software for online communication</li> </ul>

**UNIT 8: TRAINING AND LEARNING ASSESSMENT**

- Qualitative and quantitative assessment
- Training assessment

	<b>KNOWLEDGE</b> <i>(Be able to...)</i>	<b>SKILLS</b> <i>(Be able to...)</i>	<b>COMPETENCES</b> <i>(Be able to...)</i>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Understand the different levels of assessment of the training outcomes</li> <li>• Identify causes of subjectivity in the evaluation process</li> <li>• Recognize the issues and gaps around assessment</li> <li>• Understand the different methods and instruments for gather assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Propose regulatory measures, to improve the training process</li> </ul>	<ul style="list-style-type: none"> <li>• Build and implement assessment tools adjusted to the previously defined objectives which allow for the monitoring and control the learning outcomes, efficiency and effectiveness of training</li> <li>• Apply a systemic method for analysis of the training results</li> <li>• Select and design appropriate assessment tools and instruments and interpret their outputs</li> </ul>

**UNIT 9: FINAL TRAINING SIMULATION**

- Preparation and simulation
- Analysis and prospective technical-pedagogical

	<b>KNOWLEDGE</b> <i>(Be able to...)</i>	<b>SKILLS</b> <i>(Be able to...)</i>	<b>COMPETENCES</b> <i>(Be able to...)</i>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Identify the most important aspects considered in the pedagogical process of training and learning</li> <li>• Compare the level of pedagogical skills acquired throughout the training process, with the level of performance demonstrated in the beginning of the action</li> </ul>	<ul style="list-style-type: none"> <li>• Propose alternative solutions, make suggestions for diversified pedagogical strategies</li> <li>• Train analysis and self-analysis skills in relation to the observed behaviours observed in the development of a training-learning session</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare, develop and evaluate training sessions</li> <li>• Prepare a summary and an evaluation of experienced training processes</li> <li>• Build self-training pathways (defining individual training pathways)</li> </ul>

## NATIONAL OVERVIEW ON CORRESPONDING VET PROGRAMMES

All incorporator partners conducted a research and analysis of their current national context related with the qualification system, including a description of their ECVET system and the corresponding qualification offers and VET programmes (formal, high education, VET) for VET teachers and trainers professionals in line with PAC.TT methodology, contents and learning outcomes, covering the overall curriculum or partial, as for example a specific module.

Common criteria were defined (please see the table below) and it was requested to all partners to identify a minimum of three related programmes. All partners identified a total of three programmes.

### DESCRIPTION OF RELATED QUALIFICATIONS AND PROGRAMMES

CZECH REPUBLIC	
<b>Name of qualification</b>	<b>Master's degree programme: Andragogy and Personal Management</b>
<b>Duration</b>	5 years (Bachelor 3 years + Master 2 years)
<b>Entry requirements</b>	Maturita examination
<b>Learning outcomes</b>	<p>The programme is not define through the learning outcomes, so only list of modules is on disposal:</p> <ul style="list-style-type: none"> <li>Introduction to philosophy</li> <li>Elements of law</li> <li>Elements of economy</li> <li>Introduction to ICT</li> <li>Theory of management</li> <li>Introduction to pedagogy</li> <li>Introduction to andragogy</li> <li>Vocational education of adults</li> <li>Pedagogical and psychological diagnostics</li> <li>Introduction to psychology</li> <li>Social psychology</li> <li>Pedagogical psychology</li> <li>Introduction to sociology</li> </ul>

	Methodology of social research Personal management Hobby education of adults History and philosophy of education Didactics of adult education Statistics <b>Subjects of the 2nd cycle of study</b> Mental hygiene Vocational education of adults II Co-operative andragogy Educational counselling for adults Didactics of adult education II Citizenship education Pedagogical psychology Sociology of education Adult education management Methodology of social-psychology training
<b>Formal evaluation</b>	State final examination
<b>Educational system: formal or VET?</b>	formal
<b>Provider</b>	Philosophical Faculty at Charles University in Prague, the Department of Andragogy and Personal Management
<b>EQF level assigned</b>	7

<b>Name of qualification</b>	<b>Training programme for trainers</b>
<b>Duration</b>	12 days
<b>Entry requirements</b>	No requirements
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Socio-economic fundamentals of adult education</li> <li>• Psychological fundamentals of adult education</li> <li>• Projecting educational activities</li> <li>• The methodology of adult education</li> <li>• Assessment in adult education</li> <li>• New technology in adult education</li> <li>• The art of presentation and communication</li> </ul>
<b>Formal evaluation</b>	A prerequisite for awarding the certification is drafting the final written paper of the given structure.
<b>Educational system: formal or VET?</b>	Non-formal, accredited by Ministry of Education
<b>Provider</b>	Association of Adult Education Institutions
<b>EQF level assigned</b>	It is not assigned

<b>Name of qualification</b>	<b>Certified Trainer in Adult Education</b>
<b>Duration</b>	100 hours (20 hours present learning, 80 hours distance learning)
<b>Entry requirements</b>	To be a teacher or trainer in VET school - this course was prepared especially for teachers of VET schools

	involved in UNIV project ( <a href="http://www.univcz.cz">www.univcz.cz</a> )
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Current trends of developments in adult education</li> <li>• Specifics in adult education</li> <li>• Psychological aspects influenced adult education</li> <li>• Principals of didactics</li> <li>• Methodology of adult education</li> <li>• Evaluation in adult education</li> </ul>
<b>Formal evaluation</b>	Participating on present learning Development of 3 written thesis (one of them is final) Video training
<b>Educational system: formal or VET?</b>	Non-formal, accredited by Ministry of Education
<b>Provider</b>	The Centre of Distance Education at the Palacky University in Olomouc, Philosophical Faculty
<b>EQF level assigned</b>	It is not assigned

<b>LATVIA</b>	
<b>Name of qualification</b>	<b>Development of general computer skills for effective ICT usage in creation of interactive training materials</b>
<b>Duration</b>	16 hours
<b>Entry requirements</b>	Teachers and trainers of formal and VET education systems
<b>Learning outcomes</b>	Improvement of general computer skills for effective usage of ICT. Course consists of 4 modules that all together develop skills for the work with computer, it`s operating system, web browser etc. In order to create interactive materials.
<b>Formal evaluation</b>	Before acquisitions of the course and after there are tests for evaluation of knowledge and skills (online tests)
<b>Educational system: formal or VET?</b>	VET
<b>Provider</b>	Administration institution supervised by the Minister of Education and Science "The Latvian Language Agency"
<b>EQF level assigned</b>	No levels

<b>Name of qualification</b>	<b>Basics in Pedagogy for VET teachers</b>
<b>Duration</b>	72 hours
<b>Entry requirements</b>	Higher education or secondary vocational education,
<b>Learning outcomes</b>	Newest technology offered opportunities in education; history of pedagogical evolution; didactics; creation and development of social competences;

	management and communicative skills; psychological models of personality development; theory of educating; ethics of pedagogy; interaction of different personalities in pedagogical process; recognition of current trends in social psychology and pedagogy, andragogy
<b>Formal evaluation</b>	Final work + presentation
<b>Educational system: formal or VET?</b>	VET
<b>Provider</b>	Latvia University of Agriculture centre of Lifelong education
<b>EQF level assigned</b>	No level

<b>Name of qualification</b>	<b>Creation of PowerPoint presentations</b>
<b>Duration</b>	6 hours
<b>Entry requirements</b>	Basic computer skills
<b>Learning outcomes</b>	Knowledge how to use Power Point and create presentations
<b>Formal evaluation</b>	Final work
<b>Educational system: formal or VET?</b>	VET
<b>Provider</b>	Centre of education and art "Three colours"
<b>EQF level assigned</b>	No level

<b>BULGARIA</b>	
<b>Name of qualification</b>	<b>Bachelor's (undergraduate) degree</b>
<b>Duration</b>	4 years
<b>Entry requirements</b>	<p>First, candidates for "Non-formal education" need to have maximum score of 24 points.</p> <p>They might choose to:</p> <ol style="list-style-type: none"> <li>Sit an exam in:           <ul style="list-style-type: none"> <li>Bulgarian language and literature</li> <li>Bulgarian history</li> <li>Philosophy and social sciences</li> <li>Foreign language</li> <li>Geography of Bulgaria</li> </ul> </li> </ol> <p>And have the necessary coefficient of 3.</p> <p>Or:</p> <ol style="list-style-type: none"> <li>Use the result of the high-school exit exam (also called maturity exam or matura) if they have the necessary coefficient of 2.5 in:           <ul style="list-style-type: none"> <li>Bulgarian language and literature</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• History and Civilization</li> <li>• Philosophy cycle</li> <li>• Geography</li> <li>• Foreign language (English, French, German, Spanish, Italian)</li> </ul> <p>+ The final score in “Bulgarian language and literature” of the secondary education.</p>
<b>Learning outcomes</b>	<p>After completion of Bachelor's degree students will be able to practice in the following areas of education:</p> <ul style="list-style-type: none"> <li>• Consultation and mediation in the area of non-formal education</li> <li>• Organization of educational services and activities</li> <li>• European educational network</li> <li>• Educational activities in the community</li> </ul>
<b>Formal evaluation</b>	A bachelor’s thesis
<b>Educational system: formal or VET?</b>	Formal
<b>Provider</b>	The St. Clement of Ohrid University of Sofia
<b>EQF level assigned</b>	6

<b>Name of qualification</b>	<b>Professional certification</b>
<b>Duration</b>	Three and a half months
<b>Entry requirements</b>	It is recommended that candidates have at least bachelor’s degree or minimal experience as trainers.
<b>Learning outcomes</b>	<p>After completion of the program “Training of Trainers” students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify training needs</li> <li>• Set targets</li> <li>• Develop a training agenda</li> <li>• Choose, plan and implement various learning methods the group</li> <li>• Conduct training sessions</li> <li>• Facilitate learning and group processes</li> </ul>
<b>Formal evaluation</b>	Final assessment is based on practical activity within the last session (seminar).
<b>Educational system: formal or VET?</b>	Formal
<b>Provider</b>	School of Management- New Bulgarian University
<b>EQF level assigned</b>	6a

<b>Name of qualification</b>	<b>Master’s degree</b>
<b>Duration</b>	2 semesters (12 months) (It is part-time education)
<b>Entry requirements</b>	The candidate needs to have the required semester GPA (grade point average) + State exam GPA

<b>Learning outcomes</b>	After completion of the master's program students will have knowledge and skills in the area of: <ul style="list-style-type: none"> <li>• Extracurricular institutions</li> <li>• Centres for non-formal education</li> <li>• Cultural, social, educational, sports and entertainment centres</li> <li>• Profit, non-profit and private organizations</li> </ul>
<b>Formal evaluation</b>	A master's thesis
<b>Educational system: formal or VET?</b>	Formal
<b>Provider</b>	St Cyril and St Methodius University of Veliko Turnovo
<b>EQF level assigned</b>	7

<b>TURKEY</b>	
<b>Name of qualification</b>	<b>The Recognition of Students -B2</b>
<b>Duration</b>	12 Hours
<b>Entry requirements</b>	According to Volunteering or Compulsory by Regional/District MoNe
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• The Features of Age Period (Knowledge)</li> <li>• Emotional Development (Knowledge)</li> <li>• Moral Development (Knowledge)</li> <li>• Learning Difficulties (Knowledge)</li> <li>• The Methods of Understanding and Reconciliation of children (Skill)</li> <li>• Dealing with Stress (Competency)</li> <li>• Life Motivation and Determination of Targets (Skill)</li> </ul>
<b>Formal evaluation</b>	Formal evaluation by a survey and q final testing ( or Online)
<b>Educational system: formal or VET?</b>	For All Teachers (General and VET School Teachers)
<b>Provider</b>	Career Development, Implementation and Research Center for Teachers (ÖGAM) and Regional Ministry of National Education
<b>EQF level assigned</b>	Not structured

<b>Name of qualification</b>	<b>Assessment and Evaluation</b>
<b>Duration</b>	20 Hours
<b>Entry requirements</b>	According to Volunteering or Compulsory by Regional/District MoNe
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• The goal of the assessment and evaluation (Knowledge)</li> <li>• Determining the appropriate assessment and</li> </ul>

	evaluation methods and techniques (Knowledge) <ul style="list-style-type: none"> <li>• Content validity (Knowledge)</li> <li>• Item Analysis (Knowledge)</li> <li>• Scope Validity (Knowledge)</li> <li>• Prepare appropriate questions in accordance to cognitive skills (Competency)</li> <li>• Data Analysis (Competency)</li> <li>• Decision Making (Competency)</li> <li>• Portfolio Preparation and Evaluation (Competency)</li> <li>• Prepare the appropriate questions to Cognitive skills (Skills)</li> <li>• Project Preparation and Evaluation (Skills)</li> <li>• Interpretation (Skills)</li> <li>• Back to the first module (Skills)</li> </ul>
<b>Formal evaluation</b>	Formal Evaluation
<b>Educational system: formal or VET?</b>	VET
<b>Provider</b>	Career Development, Implementation and Research Center for Teachers (ÖGAM) and Regional Ministry of National Education
<b>EQF level assigned</b>	Not considered

<b>Name of qualification</b>	<b>Teaching And Learning Process-A and C</b>
<b>Duration</b>	48 Hours
<b>Entry requirements</b>	According to Volunteering or Compulsory by Regional/District MoNe
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Learning Styles and Multiple Intelligences (Knowledge)</li> <li>• Learning Strategies (Knowledge)</li> <li>• Motivation (Knowledge)</li> <li>• Time Management (Knowledge)</li> <li>• Motivation (Knowledge)</li> <li>• Emotional Intelligence (Knowledge)</li> <li>• Material Design and Development in Education (Knowledge)</li> <li>• Education and Content Management systems (Knowledge)</li> <li>• Creativity (Competency)</li> <li>• Technology Planning (Competency)</li> <li>• Replace a professional Reading Glasses as a teacher (Skills)</li> <li>• Constructive Discipline (Skills)</li> <li>• Applied Word, Excel and PowerPoint (Skills)</li> <li>• Technology Integration (Skills)</li> </ul>
<b>Formal evaluation</b>	Formal evaluation by a survey and q final testing ( or Online)

<b>Educational system: formal or VET?</b>	For All Teachers (General and VET School Teachers)
<b>Provider</b>	Career Development, Implementation and Research Center for Teachers (ÖGAM) and Regional Ministry of National Education
<b>EQF level assigned</b>	Not structured

## CONCLUSIONS

All partners carried out national research to find VET programmes researched existing national qualification offers and programmes in line with the PAC.TT methodology, contents and learning outcomes, covering the overall curriculum or partial, targeted at VET teachers and trainers

The focus was also to map those programmes on communication and group dynamics, pedagogical methodologies and strategies, inclusive education, pedagogical trends, didactical resources and multimedia, planning and action plans, collaborative platforms of learning, training assessment, etc.

### Strongest points or gaps

Nowadays it is quite common to find different types of programmes to develop pedagogical and andragogical skills among VET trainers and teachers in VET and high education. However, most of the programmes from high education are either too long (e.g., Master degree in Czech Republic) or very specific (e.g., Master degree in Bulgaria). Analysing the VET programmes, some of them are directly related with a specific unit of the PAC.TT methodology, as for example ICT programmes in Latvia and the assessment and evaluation course in Turkey.

Although all countries have some training offers related somehow to PAC.TT methodology, there is a big gap concerning the two main units of this certification:

- Unit 2 – Initial training simulation
- Unit 9 – Final training simulation

Moreover, in Turkey, Czech Republic, Latvia and Bulgaria is not required a formal certification to VET trainers and teachers. Therefore, the development of the VET trainer profile under the PAC.TT project was not only necessary, but also very useful for the implementation and recognition of this profile among the VET systems of partners' countries.

### **Nature of qualifications**

The nature of qualifications identified by partners is either public (e.g., high education, programmes promoted by the Ministry of Education) or private (e.g., private universities, VET institutions). The entry requirements vary according to the programme, however it is common to require a minimum of secondary level (NQF level 4). It was consensual among partners that the entry qualification for VET trainer should be at least EQF level 5.

### **Learning outcomes**

The PAC.TT emphasises the crucial role of the VET teachers and trainers in the modernisation of VET with special focus on their professional development and promotion of the 8 key competences, “green attitudes” and lifelong learning attitudes among their trainees and students.

In this sense, the VET profile aims to raise the standards in teaching/training and learning, allowing VET trainers and teachers became knowledge mediators and brokers

(instead of knowledge transfers) that must be able to encourage new “knowledge surfers” in information society and green economy as well as promote the balance of different individual needs and talents, under an inclusive and empowering context.

If we take into account learning outcomes of above PAC.TT related programmes, the main aim is especially to develop a set of pedagogical and andragogical skills crucial for VET trainers and teachers may have high performance in their professional life.

### Examinations

The examinations of these programmes also vary in regards to specifics of the programme, such as exam, final works, attendance, presentations or dissertations.

### ECVET system in partner countries

As one of the objectives of the project PAC.TT is to better prepare the VET teachers and trainers to be aware of different competencies required to this function and at the same time to be conscious of the importance to promote 8 key competences, “green attitudes” and lifelong learning attitudes in their trainees and students. With PAC methodologies and tools, VET trainers and teachers became knowledge mediators and brokers (instead of knowledge transfers) that must be able to encourage new “knowledge surfers” in information society and green economy as well as promote the balance of different individual needs and talents, under an inclusive and empowering context.

Currently the ECVET system doesn’t exist in partners countries, however all national bodies are currently in a pilot phase or developing it.

### National piloting

All partners endeavoured to provide high quality pilots, targeting VET teachers and trainers, trying to reach the participants' involvement and to provide this new methodology and tools in an accessible and useful way. A strong impact of the implementation of PAC.TT contents was achieved, with the participants finding PAC.TT a good path for professional development. Something important to add is the variety of target groups that can be reached by this group, also increasing the impact of this project in society and on its way of training or teaching.

## ECVET EUROPEAN TOOLS

### MEMORANDUM OF UNDERSTANDING

The Memorandum of Understanding (MoU) aims to establish the conditions for a national and/or transnational lifelong learning and/or VET mobility programmes between partners from different institutions and/or countries.

A MoU is an agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnerships' procedures for cooperation. A MoU can be developed by networks of competent institutions from several countries and/or systems, but they can also be bilateral. This depends on the partnership needs and ambitions. While the establishment of a MoU is recommended for cases of organised mobility, if the institutions concerned already have trust in each other's procedures and they are competent to recognise credit without the agreement of another institution, they can put in place exchanges directly using the Learning Agreement.

Each MoU is a unique document, adapted to the specific conditions within the agreement between institutions, and the specific context of the mobility as well. Nevertheless, all MoU must cover the following items:

- ✓ General objective of the MoU
- ✓ Period of eligibility
- ✓ Information about the partners
- ✓ Information about the qualification concerned

- ✓ Agreement on the learning outcomes that can be considered under the MoU
- ✓ Responsibilities
- ✓ Quality assurance
- ✓ Conditions for the establishment of the learning agreement
- ✓ Signatures

## MEMORANDUM OF UNDERSTANDING: *Template*

### 1 – General objective

*This Memorandum of Understanding (MoU) aims to establish the conditions for a...*

### 2 – Period of eligibility

The period of eligibility of the agreements set down in the MoU is from *month-year to month-year*.

### 3 – Information about the partners

Partner A (sending institution)	
Name of the institution	
Type of institution	
Address	
City	
Country	
Contact person	
Job title	
Phone number	
E-mail	
Homepage	
Short description of partner	

Partner B (hosting institution)	
Name of the institution	
Type of institution	
Address	
City	
Country	
Contact person	
Job title	
Phone number	
E-mail	
Homepage	
Short description of partner	

**4 – Information about the unit**

Qualification A	
Name of the qualification (in original language)	
Name of the qualification (in English)	
NQF level	
EQF level	
ECVET Credit Points	

*Note: Insert a new table for each units, if needed*

Qualification B	
Name of the qualification (in original language)	
Name of the qualification (in English)	
NQF level	
EQF level	
ECVET Credit Points	

**5 – General agreement on the units of learning outcomes that can be considered under the present MoU**

Partner A				
Unit of Learning Outcomes	NQF level	EQF level	Learning hours	ECVET Points

*Note: Details should be listed in the Learning Agreement*

Partner B				
Unit of Learning Outcomes	NQF level	EQF level	Learning hours	ECVET Points

## 6 – Responsibilities

<i>Responsibility for</i>	<b>Partner A</b>	<b>Partner B</b>
Signature of learning agreement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sending information package		<input checked="" type="checkbox"/>
Assessment of learning outcomes		<input checked="" type="checkbox"/>
Accompanying tutorship		<input checked="" type="checkbox"/>
Recognition of learning outcomes	<input checked="" type="checkbox"/>	

*Note: Further information should be provided when necessary (e.g., health insurance, travel insurance, arrangements on employment)*

## 7 – Quality Assurance

- a) The hosting institution provides a safe training environment for the mobile learner in which he/she can develop and learn;
- b) The hosting institution takes into consideration the level of competence and development of the mobile learner (the years of training/work experience);
- c) The hosting institution allows enough time, conditions and resources for the training and coaching/tutoring of the mobile learner;
- d) The hosting institution provides a detailed plan including an introduction programme, evaluation interviews with the mobile learner on the progress of the placement (if applicable), and the final assessment of the mobile learner;
- e) The hosting institution cooperates with the sending institution and makes the appropriate training agreements as described in the Learning Agreement;
- f) The hosting institution gives the necessary information on the conditions and equipment concerning the work itself and the work environment (in case the hosting institution is a company) or concerning the training/units to be attended;
- g) A representative of the hosting institution (e.g., tutor, coach), in straight alignment with the sending institution, monitors and evaluates the achievement of the learning outcomes;
- h) The mobile learner shall attend the needed training sessions/modules in relation to the units selected for the present MoU, and fulfils other tasks that are part of the agreed plan;
- i) The mobile learner follows the training/ working hours, and respects the rules in force and legal provisions concerning professional confidentiality;
- j) If applicable, the mobile learner can practice (when necessary and under guidance) the daily company activities (in case the hosting institution is a company), in relation to the learning plan.

## 8 – Conditions for the establishment of the Learning Agreement

This MoU is subject to a valid Learning Agreement signed between the above partners, and the mobile learner, prior to the mobility and includes the following points:

- a) Identification of the units concerned in the MoU;
- b) Assessment methods/tools developed by the hosting institution;
- c) Production of a Personal Transcript template in which are specified the number of ECVET points allocated to each unit in each of the partners concerned;
- d) Validation and recognition from the sending institution of the learning outcomes acquired at the hosting institution.

## 9 – Signatures

By using this agreement, we accept each partner's status as competent institutions, as well as each partner's quality assurance, assessment, validation, recognition criteria and procedures as appropriate for the purpose of transferring credits at the end of the training/learning period abroad.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding the day and year written above and here below.

## LEARNING AGREEMENT

If the MoU settles the framework between partners from different institutions and/or countries, the Learning Agreement (LA) brings to the main focus the most important part within the whole process: the learners. In this sense, a LA is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of a MoU.

The LA defines the conditions for the mobility of each individual learner. If the conditions for mobility are the same for a group of learners it is possible to use the same text for all the learners in the group. However, each learner should receive and sign a LA that concerns him/her individually.

The LA structures the institution of the mobility period of training, and is signed between the partners and the learner. It contains information about the learner and the partners involved in the MoU, and the framework of the mobility. Also contains as appendices, the description of the units of learning outcomes established for the mobility period, the personal transcript, in which the assessed learning outcomes are registered, and also the rules and regulations of the host institution.

Both partners and the learner must have a copy of the LA.

In this guideline is also included a template named 'Assessment Methodology', in order to facilitate the understanding and range of the assessment methodology inherent to the learning process of the other partners.

### LEARNING AGREEMENT: *Template*

The aim of the present Learning Agreement is to structure the organisation of the mobility period of training/learning within the unit

#### 1 – Learner/worker information

Family name			
First and middle names			
Date of birth	dd /mm /year	Country and city of birth	
Nationality			
Address			
		Postal code	
Mobile phone		E-mail	

#### 2 – Partner A

Name of the institution	
Type of institution	
Address	
City	
Country	
Contact person	
Job title	
Phone number	
E-mail	
Homepage	
Short description of partner	

#### 3 – Partner B

Name of the institution	
Type of institution	
Address	
City	
Country	
Contact person	
Job title	
Phone number	
E-mail	
Homepage	
Short description of partner	

#### 4 – Framework of the mobility

Name of the curriculum/profile					
Name and number of the unit		Learning hours		ECVET points	
Name and number of the unit		Learning hours		ECVET points	

*Note: Insert or delete rows according to the number of units contained in the Learning Agreement*

#### 4.1 – List of Appendices

**Appendix A – Units of learning outcomes**

**Appendix B – Assessment procedures**

**Appendix C – Personal transcript**

**Appendix D – Administrative and legal rules and procedures**

#### 5– Dates of the mobility period

The present Learning Agreement is valid from month/year to month/year.

#### 6 – Signatures

Learner  
Date  
Signature

The Home VET Institution XXXXXX confirms that the Learning Agreement has been accepted.  
Responsible  
Job title  
Date  
Signature

The Host VET Institution XXXXXX confirms that the Learning Agreement has been accepted.  
Responsible  
Job title  
Date  
Signature

## PERSONAL TRANSCRIPT

In this guideline, the Personal Transcript is an appendix of the Learning Agreement.

The Personal Transcript consists in a document where the hosting institution states the learner's assessed learning outcomes. Its purpose is to detail the learner/workers' assessed learning outcomes, units and ECVET points awarded within the partnership established.

### PERSONAL TRANSCRIPT: *Template*

The aim of the present Personal Transcript is to detail the learner/worker assessed learning outcomes, units and ECVET points awarded within the unit

#### 1 – Learner/worker information

Family name			
First and middle names			
Date of birth	dd /mm /year	Country and city of birth	
Nationality			
Address			
		Postal code	
Mobile phone		E-mail	

#### 2 – Curriculum/profile information

Name of the qualification in the Home VET institution		Name of the qualification in the Host VET institution	
Unit	ECVET points	Unit	ECVET points
		<b>ASSESSMENT RESULT</b>	
Unit	ECVET points	Unit	ECVET points
		<b>ASSESSMENT RESULT</b>	

*Note: Insert or delete rows according to the number of units contained in the Learning Agreement*

Date  
Place  
Signature of the responsible in the Host VET institution

## **ASSESSMENT METHODOLOGY**

As stated before, the assessment methodology template is basically a matrix to the hosting institution fulfil, regarding their assessment methodology, the assessment techniques and instruments they will apply within the framework of the unit.

This template is also an appendix of the Learning Agreement and gives prior to the mobility process, the information to the learner, of how the achievement of the learning outcomes will be assessed by the host VET institution.

### ASSESSMENT METHODOLOGY: *Template*

The aim of filling this document is to facilitate the understanding and range of the assessment methodology within the present mobility training/learning programme.

#### 1 – Learner information

Family name			
First and middle names			
Date of birth	dd /mm /year	Country and city of birth	
Nationality			
Address			
		Postal code	
Mobile phone		E-mail	

Name of the qualification in the Home VET institution	Name of the qualification in the Host VET institution

#### 2 – Assessment Methodology

The assessment methodology can be defined for each VET trainer/teacher/tutor in each learning unit, aiming always to **assess in an objective and clear way the achievement of the expected learning outcomes**. Before starting the training/learning qualification/unit the VET trainer/teacher/tutor selects the assessment instruments that will be used, the time for them application and their weighting against the criteria and evaluation parameters. The criteria and parameters to be evaluated are also defined in accordance to internal quality procedures.

Please specify which of the following assessment tools will be used in the training/learning qualification/unit:

##### 2.1 – Regarding the moments specified for the assessment:

Before the start of the training		During training		After the training	
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##### 2.2 – Regarding the type of assessment

Diagnostic assessment		Formative assessment		Summative assessment	
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##### 2.3 – Assessment techniques

Observation		Measurement		Oral		Written		Other:	
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## 2.4 – Assessment Instruments

<b>Observation</b>	Observation form			
	List of events			
	Rating scale			
<b>Measurement</b>	Analytical and quantitative assessment sheet			
	Analytical and qualitative assessment sheet			
<b>Oral</b>	List of questions			
<b>Written</b>	Surveys		Questionnaire	
			Inventory	
			Other	
	Tests	Of production	Short answer	
			Development answer	
		Of selection	Multiple choice	
			Pairing	
			True or false	
			In completing	
			Other	
<b>Other:</b>	To be specified			

Date

Place

Signature of the VET trainer/teacher/tutor in the Host VET institution

## GLOSSARY

### ASSESSMENT HOURS

Should include the time needed to prepare the assignment (e.g. if a student has to spend 6 hours reading a book in order to be able to work on an assignment, those 6 hours should be included). In the case of an exam, indicate only the time allocated to the exam (e.g. 2 hours).

### COMPETENCE

Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In EQF context, is described in terms of responsibility and autonomy (social competences).

### CONTACT HOURS

Should refer to theoretical (non-practical hours). In case of live teleconferencing contact sessions, if it is conducted in schools setting, then it is considered as part of the contact hours.

### CREDIT

Credit for learning outcomes (i.e. credit) designates individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications. Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript. Based on this documentation, other institutions can recognise learners' credit.

## **CREDIT ACCUMULATION**

Process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes. Accumulation of credit is decided by the competent institution responsible for the award of the qualification. When the learner has accumulated the credit required and when all the conditions for the award of the qualification are fulfilled, the learner is awarded the qualification.

## **CREDIT TRANSFER**

Process through which learning outcomes achieved in one context can be taken into account in another context. Credit transfer is based on the processes of assessment, validation and recognition. In order to be transferred, learning outcomes have to be assessed. The outcome of the assessment is recorded in a learners' personal transcript and constitutes credit. On the basis of the assessed outcomes the credit can be validated and recognised by another competent institution.

## **EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET)**

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 users' guides.

## **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. 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.

## **EUROPEAN QUALIFICATION FRAMEWORK (EQF)**

EQF is a reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. The eight reference levels are described in terms of learning outcomes.

## **FORMAL LEARNING**

Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

## **KNOWLEDGE (K)**

Outcome of the assimilation of information through learning. Is the body of facts, principles, theories and practices that is related to a field of work or study. In the EQF context, is described as theoretical and/or factual.

## **HANDS-ON HOURS**

Should refer to practical sessions which can also be supervised. In case of site visits, if supervised, are considered as hands-on practice.

## **INFORMAL LEARNING**

Informal learning results from daily activities related to work, family life or leisure. It is not structured and usually does not lead to certification. In most cases, it is unintentional on the part of the learner.

### **LEARNING AGREEMENT (LA)**

It is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of a Memorandum of Understanding (MoU). The LA defines the conditions for the mobility of each individual learner. If the conditions for mobility are the same for a group of learners it is possible to use the same text for all the learners in the group. However, each learner should receive and sign a Learning Agreement that concerns him/her individually.

### **LEARNING OUTCOMES (LO)**

Statements of what a learner/worker knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competences.

### **MEMORANDUM OF UNDERSTANDING (MOU)**

Agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnerships' procedures for cooperation.

### **NON-FORMAL LEARNING**

Learning that is not provided by an education or training institution and typically does not lead to certification. However, it is intentional on the part of the learner and has structured objectives, times and support.

### **PERSONAL TRANSCRIPT**

Record of learning achievements. It contains information on learners' assessed learning outcomes, units and ECVET points awarded. It also specifies the identity of the learner and the competent institution(s) that assessed, validated and recognised learners' credit. The personal transcript is a document that belongs to the learner.

## 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 a given standard.

## RECOGNITION OF LEARNING OUTCOMES

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

## SELF-STUDY HOURS

Should refer to the study of something by oneself without direct supervision or attendance in a class. In case of site visits, if not supervised, are considered as self-study.

## SKILLS (S)

Ability to apply knowledge and use know-how to complete tasks and solve problems. In EQF context, are described as cognitive (use of logical, intuitive and creative thinking) and/or practical and technical (manual dexterity and the use of methods, materials, tools and instruments).

## UNITS OF LEARNING OUTCOMES

Unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. 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.

## 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.