EQF and ECVET and why do we need them
Normal path

Opportunity path

Fast track

With time

Qualification
Learning outcomes: ... statements about what learners know, understand and are able to do after completing a learning process
European Qualification Framework (EQF)

EQF is a reference framework that

• links countries’ qualifications systems together

• acts as a translation device to make qualifications more readable and understandable across different countries and systems in Europe.

8 reference levels are described in terms of learning outcomes
### European Qualification Framework

<table>
<thead>
<tr>
<th>Level</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>Basic general knowledge</td>
<td>Basic skills required to carry out simple tasks</td>
<td>Work or study under direct supervision in a structured context</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Basic factual knowledge of a field of work or study</td>
<td>Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</td>
<td>Work or study under supervision with some autonomy</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Knowledge of facts, principles, processes and general concepts, in a field of work or study</td>
<td>A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</td>
<td>Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Factual and theoretical knowledge in broad contexts within a field of work or study</td>
<td>A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</td>
<td>Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</td>
<td>A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</td>
<td>Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others</td>
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<tr>
<td><strong>Level 6</strong></td>
<td>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</td>
<td>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</td>
<td>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups</td>
</tr>
<tr>
<td><strong>Level 7</strong></td>
<td>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields</td>
<td>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</td>
<td>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic context</td>
</tr>
</tbody>
</table>
NQFs classify qualifications by level, based on learning outcomes. This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors.
ECVET is ..

- The European Credit System for VET
- A European instrument designed to support **lifelong learning**, the mobility of learners and the flexibility of learning pathways to achieve qualifications;
- Developed by Member States in cooperation with the European Commission & adopted by the European Parliament and the Council in 2009;
- Adoption and implementation of ECVET in the participating countries is **voluntary**.
The ECVET key principle

ECVET supports individuals to transfer and accumulate their learning outcomes throughout Europe.
What are the general objectives of ECVET?

- Transnational mobility for all
- Lifelong learning

How does ECVET contribute to mobility and lifelong learning?

- Recognition of learning outcomes with a view to achieving qualifications
  - Transparency of qualifications
    - Accumulation process
    - Transfer process

ECVET technical components

- Qualification
- Units of learning outcomes (content and structure of qualifications)
- Credit points (size of qualifications and relative weight units)
- Assessment of learning outcomes
- Validation of learning outcomes
- Recognition of learning outcomes
- Memorandum of understanding (partnership)
- Learning agreement
- Learners’ transcript of record (individual achievement)
NLQF

Qualification

- ECVET
- ECVET
- ECVET
- ECVET

- Validation (RPL)
- Examination
- Education
The ECVET key principle

Credits: www.ecvet-info.at
Why do we need ECVET?

- It is difficult for learners to get recognition for learning outcomes already achieved.
- There is a mismatch between the great variety of learners’ needs and aspirations and the standardised nature of education and training supply.
- The process of updating full standards for qualifications and programmes is too long.
- Based on titles alone, qualifications are not easily understood by employers and learners.
ECVET principles

Units of Learning Outcomes

Structured descriptions of qualifications

ECVET Points

Transfer/Accumulation Process

Documents and steps important for supporting transfer processes
- **Learning outcomes:** ... statements about what learners know, understand and are able to do after completing a learning process (often described in terms of knowledge, skills and competences)

- **Unit of learning outcomes:** component of a qualification, consisting of a coherent set of knowledge, skills and competences that can be assessed and validated
Define the aim
Identify the needs
Formulate learning outcomes
Set the learning units
Assessment of learning
**UNIT 1: Inspection of a motor vehicle (incl. motorcycles and lorries) and its systems**

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>He/she is able to inspect the electrical system of a motor vehicle (incl. motorcycles and lorries) and trailer.</em></td>
<td><em>He/she has knowledge in the following fields:</em></td>
<td><em>He/she acts independently and on his/her own responsibility or has ultimate responsibility if he/she delegates this work to a team he/she heads or to employees.</em></td>
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<tr>
<td></td>
<td>- Circuit diagrams and repair instructions</td>
<td></td>
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<td></td>
<td>- Diagnostic and measurement devices</td>
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<tr>
<td></td>
<td>- Regulations on the inspection of electrical and electronic systems</td>
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<td></td>
<td>- Safety regulations, e.g. protection provisions regarding acid</td>
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<td></td>
<td>- Starter batteries</td>
<td></td>
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<tr>
<td></td>
<td>- Generators</td>
<td></td>
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<tr>
<td></td>
<td>- Electrical motor drives</td>
<td></td>
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<td></td>
<td>- Starters</td>
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<td></td>
<td>- Lighting system</td>
<td></td>
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<tr>
<td></td>
<td>- Wiring</td>
<td></td>
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<tr>
<td></td>
<td>- Materials, work and workshop technology</td>
<td></td>
</tr>
</tbody>
</table>
ECVET principles

Structured descriptions of qualifications

Documents and steps important for supporting transfer processes
ECVET principles

ECVET points

- Numerical representation of the overall weight of learning outcomes in a qualification

- Relative weight of units in relation to the qualification

- Agreement at European level: 60 ECVET points for a year of formal full-time VET, all qualification - 180 points, 1 point ± 25 hours
**ECVET terminology decrypted: ‘credit’**

**Credit:** a set of learning outcomes that an individual has achieved, and which have been assessed and recognised. They can be accumulated towards a qualification or transferred to other learning programmes/courses or qualifications.

**Credit transfer:** process by which learning outcomes achieved in one context can be taken into account in another context. Based on the principles of assessment, validation and recognition.

**Credit accumulation:** process by which a learner acquires qualifications progressively by successive assessment of learning outcomes.

- Note the difference between ‘credit’ and ‘credit points’ (e.g. ECVET points)!
ECVET principles

- Units of Learning Outcomes
- ECVET Points
- Transfer/Accumulation Process
- Documents and steps important for supporting transfer processes

Structured descriptions of qualifications
ECVET for cross-border mobility

Transfer process as part of a partnership agreement

- Acquisition of knowledge, skills and competence
- Assessment of the acquired knowledge, skills and competence
- Documentation of the acquired knowledge, skills and competence in the personal transcript
- Recognition of the acquired knowledge, skills and competence
- Validation of the acquired knowledge, skills and competence

Learning agreement

- Maja: Car mechanic in training, Finland
- Pedro’s Garaje, In Valencia, ES
- Maja’s VET college in Tampere, FI

Learning | Assessment | Documentation | Validation | Recognition | Learning
ECVET for lifelong learning

1. Progressively accumulating learning without changing orientation
2. Changing pathway and qualification from one education sector to another
3. Formalising achieved LO from non-formal and/or informal learning towards formal learning
4. Progression or upgrading from one level to another

Qualification system 1
Level 5: Qualification
Level 4: Qualification

Qualification system 2
Level 6: Qualification

Workplace Learning
Leisure
Course

Formal Learning
Non-formal and/or Informal Learning

Note: All examples in the upcoming sections of this note are hypothetical. The main features of these examples are inspired by what is already possible in some EU countries. However, the detailed descriptions in the examples are not based on real-life cases.
ECVET supporting documents

- Memorandum of Understanding
- Learning Agreement
- Assessment and Transcript of Records
LEARNING AGREEMENT (LA)

A learning agreement (LA) 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.

MEMORANDUM OF UNDERSTANDING (MOU)

The 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 the partnerships’ procedures for cooperation.
National ECVET implementation: State of play
ECVET in Europe 2015

- **Credit systems compatible with ECVET**
- **Developing a credit system to be compatible with ECVET principles**
- **Currently testing ECVET technical components**
- **No credit systems and no system-level ECVET initiatives**
Varying stages of implementation

- 17 countries have a credit system that enables LO transfer and/or accumulation
- 7 additional countries use credits for some qualifications
- 23 countries have units of LO in their systems
- 5 others are testing
Countries use ECVET differently:

- Fully on system level (all aspects of IVET, CVET and lifelong learning, e.g. FI, MT)
- Partially on system level (e.g. only for geographical mobility of learners in DK, or for a restricted number of qualifications)
- Only on project/provider level (DE)
Units of learning outcomes for mobility are used

Modularisation of training programmes has started

Analysis of qualifications and related occupational standards of 14 sectors to examine equivalences and how to work towards allocation of credit
### Modular programme

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabiedrības un cilvēka drošība (1. līmenis), Valodas, kultūras izpratne un izpausmes</td>
<td>Sociālās un pilsoniskās prasmes (1. līmenis)</td>
<td>Zirgkopiba 8% Netradicionālā lopkopiba 8%</td>
</tr>
<tr>
<td>Lauksaimniecībās as dzīvnieku novērošanu, kopšana 6%</td>
<td>Lauksaimniecībās as dzīvnieku labturība 6%</td>
<td>Lopkopja prakse 22% Veterinārijas minimums 10% Mehanizēto darbu veikšana 16%</td>
</tr>
<tr>
<td>Lauksaimniecībās producēšanas fasēšana un markēšana 4%</td>
<td>Lopkopiba producēšanas ieguve 14%</td>
<td>Inīcītīva un uzņēmējdarbība (1. līmenis)</td>
</tr>
</tbody>
</table>

*Traktorehnikas vaditāju aprūcības programma atbilstoši 2010.gada 13.apriļa Māks. noteikumiem Nr.358 "Noteikumi par transportlīdzekļu vaditāju aprūcību un transportlīdzekļu vaditāju aprūcības programmān."

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