

## Examples of ECVET Actors from Different Countries



### UK: Roles required in relation to ECVET

In the UK, qualifications frameworks and associated systems and regulations are quite well developed. The role of awarding bodies in the qualification system is different to most (if not all) other EU countries with such actors responsible for developing regulated qualifications, for ensuring that the standards set out in each qualification are maintained and for ensuring that the assessment of learners is valid, sufficient and quality assured.

The knowledge and expertise of assessors, and others, and the appropriateness of the resources used are all part of this quality assurance approach. This applies to all assessments in all qualifications including any assessment that is undertaken during a learner's time abroad. In this respect, it may be helpful to alert the relevant awarding body at an early stage in your planning so that they are aware and can offer guidance on the assessment of learning undertaken as a part of geographical mobility.

*Source: Getting the credit your learners deserve: How to recognise achievements during European mobility Periods (2012), page 11.*



### Austria: Organisations and representatives that sign agreements

In the case of Austria, the Memorandum of Understanding (MoU) is signed by those responsible for the respective VET programme, or for the part of training that is relevant to mobility - this can include head teachers at schools, or training managers within enterprises.

The learning agreement includes the signatures of representatives of both sending and receiving organisations (usually this is signed by the participating teacher or trainer) and the respective mobile learner (or their legal guardian in case of minors).

Learning Outcomes already form a part of many curricula and training programmes in Austria, although the learning outcomes approach is not consistently implemented across all programmes. This means that there may be cases where it is necessary to develop Learning Outcomes descriptions for a specific mobility programme or period. Qualifications in Austria are generally not structured into units of Learning Outcomes either meaning that it is additionally necessary to tailor the time of the stay abroad to fit the current VET programme.

*Source: Let's go Europe! Guidelines for the application of ECVET in the course of mobility periods in VET (2012)*

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### Germany: Competent Institutions

In Germany, the definition of units of Learning Outcomes is seen as a precondition for the transfer and recognition of competences gained in a different learning and working context.

On the basis of occupation-specific work and business operations, partners in a learning agreement (LA) can define corresponding Learning Outcomes representing concrete tasks and work-based projects, describe these in terms of Learning Outcomes and relate them to existing training regulations and curricula. The aim of a mobility phase can either be the achievement of Learning Outcomes which refer predominantly to existing national training regulations and curricula in the partner countries, or possibly also the attainment of additional vocational competences (Zusatzqualifikationen).

The definition of units of Learning Outcomes and the possible award of credit points are the responsibility of the participating stakeholders, that is, the "home" and "hosting institutions". Representatives of social partners, particularly chambers of commerce and industry, should also be involved in this process with participation sought at an early stage.

During the ECVET testing phase, partners can assess, validate and document agreed Learning Outcomes on the basis of mutual trust. Where necessary, certification procedures can also be developed involving the participation of the competent bodies. From the German point-of-view, the award of credit points for units of Learning Outcomes is not absolutely necessary for the transfer and validation of Learning Outcomes. However, in view of the importance of ECVET and credit in the other partner countries, credit may be determined for those units validated abroad.

*Source: Concept Paper of the Federal Ministry of Education and Research (BMBWF) on testing ECVET in the context of transnational mobility in Germany. 11.03.2011*



### The Netherlands: Competent Institutions

In the case of the Netherlands, the sending provider (VET institution) is authorised for all steps of the process: they can design and approve both MoU and LA, agree on assessment criteria, and carry out and recognise assessments.

However, they are bound by rules on examination set by the Ministry of Education. Individual institutions are responsible for their own curriculum, and can formulate their own Learning Outcomes, but the basic tasks and work processes that have to be assessed are formed by National Centres of Expertise which set standards for the skills and knowledge that a student must have when completing their education. However, in the Netherlands, these are not yet described in the form of Learning Outcomes. For Learning Outcomes (LOs) relating to an ECVET mobility period, individual VET providers are authorised to define these but, again, according to standards set by the related Centre of Expertise. VET providers can use their own curriculum, but the use of certifiable learning units is not yet common.

*Source: CINOP*

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## Finland: ECVET Actors

In Finland, the key competent institutions and actors are the Ministry of Education and Culture, the Finnish National Board of Education, education and qualification providers, qualification committees, teachers and representatives of working life. The table below displays key actors, in Finland, and their duties associated with the implementation of ECVET.

| ACTOR   | Decree on Degrees | Qualifications Requirements | Awarding a Qualification Certificate | Assigning ECVET Points | Assessment of Competence | Validation of competence | Recognition of Competence |
|---|-------------------|-----------------------------|--------------------------------------|------------------------|--------------------------|--------------------------|---------------------------|
| Ministry of Education and Culture                         | X                 |                             | X<br>(qualifications)                |                        |                          |                          |                           |
| Finnish National Board of Education                       |                   | X                           |                                      | X<br>(units)           |                          |                          |                           |
| Education Provider (VET)                                  |                   |                             | X                                    | X<br>(parts of a unit) | X                        | X                        | X                         |
| Qualifications Provider (competence-based qualifications) |                   |                             |                                      | X<br>(parts of a unit) |                          | X                        |                           |
| Qualification Committees                                  |                   |                             | X                                    |                        |                          |                          | X                         |
| Teacher   |                   |                             |                                      |                        | X                        | X                        | X                         |
| Working Life  |                   |                             |                                      |                        | X                        |                          |                           |

Source: *FINECVET AS A PIONEER: From Piloting to Implementation! Starting Points for Implementing the European Credit System for Vocational Education and Training (2012)*, pages 43-48 and 36-39

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### Romania: ECVET Actors and Recognition in IVET and CVET

In Romania, the organisation coordinating ECVET implementation is the Ministry of National Education, through the National Centre for TVET Development (NCTVETD-Centrul Național de Dezvoltare a Invățământului Profesional și Tehnic) which, since 2011, has acted as the Romanian National Contact Point (NCP) for ECVET.

In qualifications terms, Romania is a country where the development of a national credit transfer system, and the introduction of units of learning outcomes, was triggered by ECVET. In 2004, Romania introduced credit as a part of competence-based-training standards for all Initial Vocational Education and Training (IVET) qualifications. More recently, new standards were developed, allowing IVET qualifications to be described in terms of units of learning outcomes with associated credit values. These new learning-outcomes-oriented standards expect to be fully operational by the end of 2015.

For Continuing Vocational Education and Training (CVET), qualifications are also based on competence-based-occupational standards albeit with assessment (leading to certification) often taking part at the end of the training programme and conducted in line with a national standards and practices developed by the National Authority for Qualifications.

In terms of the transfer and recognition of learning outcomes achieved (and assessed) during on-the-job training and/or during a period of international mobility, this applies only for IVET students and is supported by Ministerial Ordinance no. 4931/2008.

*\*Source: Overview of the existing credit transfer systems for VET - pag.39 - "Monitoring ECVET implementation strategies in Europe in 2013" CEDEFOP.*



### Hungary: ECVET Actors, Mobility and Learning Outcomes

In Hungary, ECVET is used predominantly to support geographical mobility, with increasing levels of awareness and use. Validation and recognition matters are the responsibility of individual education and training providers with each having decision-making autonomy and with each responsible for designating assessment practices and actors.

A Memorandum of Understanding (MoU) or Learning Agreement (LA) can be signed by the head of the VET institution, as either the sending or receiving organisation. In terms of Learning Outcomes, these are not yet consistently used in Hungarian VET, with often mobility actors taking the lead in developing bespoke Learning Outcomes for a specific mobility period. That said, the Hungarian Qualification Framework (MKKR) has been designed in line with the principles of the European Qualification Framework and continues to promote wider use of the Learning Outcomes approach.

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## Estonia: Key ECVET Actors and Roles

In Estonia, a range of different bodies and actors are involved at different stages of qualification design, development and delivery: as shown in the table below. In Quality Assurance terms, the Ministry of Education and Research and INNOVE operate at state level, whereas the Estonian Qualifications Authority, Awarding Bodies and individual VET institutions manage this at the level of individual qualifications.

| ACTORS   | Design and Development of Occupational Qualification Standards | Design and Development of National Curricula: Formal Education | Design and Development of National Curricula: Non-formal Education | Development of Procedures for the Assessment and Validation of Learning Outcomes | Curriculum Implementation (formal and non-formal education) | Evaluation (Assessment) of Acquired Learning Outcomes | Validation of Learning Outcomes (formal and non-formal education) | Recognition of Learning Outcomes (awarding qualification and issuing certificates) |
|--|--|--|--|--|---|---|---|--|
| Ministry of Education and Research   | X  | X  | X  | X  |   |   |   |  |
| Foundation InnoVe (National Curricula)   | X  | X  |  | X  |   |   |   |  |
| Estonian Qualifications Authority (Kutsekoda) (occupational qualification standards) | X  |  |  | X  |   |   |   |  |
| Vocational education institutions  |  | X  | X  | X  | X   | X   | X   | X  |
| Training institutions  |  |  | X  | X  | X   | X   | X   | X  |
| Employers  |  | X  | X  |  |   | X   |   |  |
| Qualification Awarding Bodies  |  |  |  | X  |   | X   | X   | X  |

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### Slovenia: Key ECVET Actors and Roles

In Slovenia, educational standards for VET programmes are prepared at state level. Vocational education and training institutions provide publicly-recognised education programmes, which include both subjects and modules that are prescribed by the state, as well as a number of modules prepared by individual institutions in cooperation with industry. Achieved learning outcomes are assessed by teachers on the basis of national rules and guidance with final exams conducted by the VET institution. Upon completion of education, students receive a certificate as well as the individual Certificate Supplement which confirms achieved learning outcomes. In terms of establishing Memoranda of Understanding (MoU) and signing Learning Agreements (LA), individual VET institutions are competent to do this and they also have responsibility for the assessment and validation of learning outcomes achieved in other contexts (for example, through training outside of the school environment) and/or in other countries. VET institutions, together with their partner institutions (or companies) prepare units of learning outcomes, which form the basis for both learning delivery and assessment. These units are not a requirement for the recognition of the acquired knowledge, but they are perceived to make the job easier. In some cases, VET institutions will target occupational learning outcomes (during a period of geographical mobility) either making use of existing qualifications or specifically developing modules to reflect the needs of the local economy.