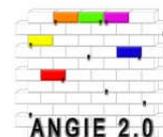


Document: Instruction ECVET format
Project: ANGIE 2.0
Date: 20130327 v definitive



Document: Instructions and additional information on the ECVET format

Project: ANGIE 2.0

Date: 20130327

Version: Definitive

Goal: Describe ECVET unit and conditions within the unit to be used as a format and tool for the development of the three ECVET units (management, language and international competences) within the ANGIE 2.0. project.

General information ECVET

A complete ECVET (European Credit System for VET) unit consists of various documents:

1. a description of the ECVET unit (the format)
2. a Memorandum of Understanding (MoU)
3. a learner agreement
4. if desired, a personal transcript for the learner

ECVET: ECVET (European Credit System for Vocational Education and Training). ECVET is a European system of accumulation (capitalisation) and transfer of credits designed for vocational education and training in Europe. It enables the attesting and recording of the learning achievement/learning outcomes of an individual engaged in a learning pathway leading to a qualification, a vocational diploma or certificate. It enables the documentation, validation and recognition of achieved learning outcomes acquired abroad, in both formal VET or in non-formal contexts. It is centred on the individual, based on the validation and the accumulation of his/her learning outcomes, defined in terms of the knowledge, skills and competences necessary for achieving a qualification. ECVET is a system designed to operate at the European level, interfacing with national systems and arrangements for credit accumulation and transfer.

MoU: The memorandum of understanding is a key device which creates the climate of trust in which credit transfer can operate. The Memorandum is a document drawn up in accordance with ECVET rules by partner organisations. It provides information about:

- The nature of the sending and receiving institutions on either side of the transfer arrangement
- The equivalence of the learning involved on either side of the transfer arrangement.
- The validation (and recognition if appropriate) agreement
- The quantification of the credit allocation
- The volume of the learning activities

Learner agreement: This document contains the list of units and credits covered during the mobility period and the corresponding modules and courses to be proposed to the learner. These modules and these courses are regarded as forming an integral part of the programme envisaged by the sending establishment, even if they are presented differently. The learning agreement is written in the languages of the sending and receiving countries. It is established before the learner's departure and must be updated immediately when changes in organisation and contents of modules or courses occur. In the case of a training pathway comprising a transfer of units and credits, the learning agreement is drawn up jointly by the sending and receiving institutions. The learning agreement must be agreed by the mobile learner.

Personal transcript

This transcript documents the learner's results in terms of acquired units (or not acquired), of ECVET credits gained and, if any, the local or national credits and grades. It also shows the list of modules or courses taken. In the case of unit and credit transfer, the transcript of records has to be issued by the home institution for an outgoing learner before departure and by the host institution for an incoming learner at the end of mobility training period.

The transcript of records is written in the languages of the sending and receiving countries. It is a private document. It is used for mobility of the mobile learners in accordance with the rules of protection of personal data

Instructions for completing ECVET unit format

Ad1: Title

In case if units concerning learning outcomes are directly related to the exercise of specific activities/tasks or processes on the workplace, the title should be meaningful from the point of view of the labour market. It should also indicate the learning outcomes-based approach of the unit, in other words be encompassing of knowledge, skills and competence (rather than being related to a taught subject)

Ad2: EQF Level of ECVET unit

The **European Qualifications Framework (EQF)** acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. Since 2012, all new qualifications issued in Europe carry a reference to an appropriate EQF level.

The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This project will use only EQF level 4 to describe the ECVET units.

Level 4 can be described as follows

Knowledge: factual and theoretical knowledge in broad contexts within a field of work or study

Skills: a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study

Competence: 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

Ad3: National Qualification Framework levels

A lot of European Countries have their own National Qualification Framework. Just like the European framework it aims to better compare levels within the country. The NQF is also related to the EQF. Making a very clear link between the official national level and the level corresponding to the EQF level. Write down the NQF level that corresponds with EQF level 4 for each country within the format. For example, EQF level 4 is linked to the same level of NLQF (Dutch) level 4, UK level 3, France level 4, Denmark level 4 and Scotland level 6. As you can see, the link to the various systems are different, depending on the country.

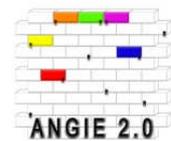
Ad4: Points

Allocation of ECVET points to a qualification is based on using a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. For a given qualification, one formal learning context is taken as a reference and on the basis of 60 ECVET points per year of formal full time VET, the total number of ECVET points is assigned to that qualification. 60 points are equal to 40 weeks of 40 hours of work per week (around 1600 hours per year).

Ad5: Qualification system

In Europe there are a very large number and very wide variety of qualifications, diplomas, degrees, certificates, distinctions, etc. in vocational education and training. Many countries have systems with levels, and a classification of qualifications, in some cases linked to the organisation of the cycles of education or training, based on the accumulation of credits (with or without credit points). Moreover, depending on the system, qualifications may be obtained following just one type of programme of formal training or several types of programmes or regardless of the learning pathway, be it formal, non-formal or informal. Give a short description of the way qualifications in the education system of the country is structured. Describe if they are designed conform learning outcomes, in terms of units or

Document: Instruction ECVET format
Project: ANGIE 2.0
Date: 20130327 v definitive



not. Are they based on programmes/curricula or are they independent of a programmes/curricula and based on standards?

Use this document to give a clear picture of the system and write a short summary as well. http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.pdf

Ad6: Learning outcomes

In order to develop transparent descriptions, certain principles for formulating learning outcomes need to be observed. Certain principles for formulating learning outcomes have been identified in different contexts and seem to be useful in order to reach an understanding between partners.

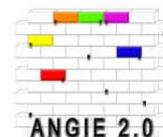
- Use accurate descriptions and complete sentences which are enriched by examples
- Elaborate on the different levels of learning outcomes whenever they help to describe a professional profile, for example:.
- Use active verbs to describe each learning outcome suggesting overt behaviour
 - Use one verb for each outcome
 - Verbs should describe measurable or observable actions (for example, 'explain', 'identify', 'apply', 'analyse', 'develop', 'demonstrate'). It may prove useful to use or develop a taxonomy table with different categories or classifications of verbs (Bloom)
- Clear, simple wording in unambiguous language
- Appropriate verbs that reflect both the level and the strand
- Formulations, particularly verbs, adjectives and context descriptions, should reflect the level of the specific learning outcomes. For example, it should be specified whether the observable action takes place in a structured or non-structured context or whether it is carried out under supervision or autonomously.
- Allocate test criteria for each learning outcome to (a), support the learning venues to organise the learning process, and (b), to make the results of the learning process more comprehensible and transparent for companies.
- Be aware of the difference between learning objectives and learning outcomes: Learning objectives express the intention of teachers (for example, they are related to the content teachers are planning to present). Learning outcomes are always described from the learners' viewpoint rather than from the teachers' viewpoint.
- The description of learning outcomes should reflect the elements knowledge, skills and competence:
 - Competence: The proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development.
 - Described in terms of responsibility and autonomy. It is expressed by its constituent elements (such as type of background, resources used in showing the competence, attitudes, etc.); it is described by using verbs in the infinitive form that clearly identify: the taxonomy of levels of responsibility/autonomy; reference to the resources used; and an indication of the performance depending on the complexity of competence. The description of the competence is based on a single verb.
 - Skills: The ability to apply knowledge and use know-how to complete tasks and solve problems.
 - Knowledge: The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that are related to a field of work or study.

Clustering of learning outcomes

There are different criteria according to which learning outcomes can be grouped into units and the choice of which criteria to use depends on the qualifications system. Examples include:

- The fact that the learning outcomes relate to the same set of occupational activities/tasks (for example the learning outcomes in a unit entitled "training a horse");
- The fact that they are related to the same product or production technique (such as the learning outcomes in a unit entitled "prepare soil");

Document: Instruction ECVET format
Project: ANGIE 2.0
Date: 20130327 v definitive



- They can also be grouped according to the stages in the production process or process of performing a service (for example the learning outcomes in a unit called “informing the client about the feed for the animal”); or
- They can be grouped in a unit because they relate to the same field of knowledge, skills or competence (for example the competence in foreign language can form a separate unit).

AD7: Work context

Agriculture, also called farming or husbandry, is the cultivation of animals, plants, fungi, and other life forms for food, fiber, biofuel and other products used to sustain human life. Within the different countries, the agricultural sector has a variety of professions and work context. F.e. in Denmark and Sweden forestry is much more active and important than in the Netherlands were as the Netherlands have professions in the agriculture sector such as water management and sports fishing that will be quite uncommon in Hungary. It is important to describe the profession and work context to which this ECVET unit is suitable. This will help students decide whether or not this more common ECVET unit is suitable for their future profession and if it matches the education program within their home country

AD8: Indicator

An indicator can be defined as something that helps us to understand where the students stand, where the student is going and how far the student is from the goal (learning outcome). Therefore it can be a sign, a number, a graphic and so on. It must be a clue, a symptom, a pointer to the learning development of the student. Indicators are presentations of measurements. They are bits of information that summarize the characteristics of the development of the student. The indicators will be used for the assessor to establish how far along in the learning process a student has developed and if they have reached the learning outcome.

The role of indicators could for example be:

- to describe the present situation,
- to quantify the objectives which have been set,
- to provide continuous updates on progress towards certain objectives or,
- to provide insights into which factors might have contributed to achieving results.

Within this project we will use indicators to describe the various levels of development related to the learning outcome that will help measure if the student has reached the desired outcome during the assessment. For example:

Knowledge element: Increase or consolidate knowledge

Weak indicator: Can describe activity in general terms hours / days later. Ask questions and listen to answers of the activity.

Medium indicator: State specific things that they have learnt. Describe content of activity surprising / shocking. State that they saw / did something they had never seen / done before

Strong indicator: Ask sequence of related questions – clarifying, probing, challenging questions. Discuss content of activity supporting arguments with evidence

NOTE: A complete ECVET unit consist of the description of the unit and the assessment plan. The assessment plan will be developed and delivered in November this year whereas the description will be finalized in May. The assessment plan will be based on the description and we will start with the plan during the May meeting.

Ad9: Assessments

The agreements of the partners in a mobility action are decisive for the *assessment, validation and recognition* of learning outcomes against the background of the valid national regulations and practices in the participating states. For this purpose, the partners must agree on criteria for quality assurance in good time

Assessment of learning outcomes means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;

The hosting institution organises the assessment of learning outcomes as specified in the Learning agreement. The assessment can be done by teachers, trainers, employers, etc. depending on the

Document: Instruction ECVET format
Project: ANGIE 2.0
Date: 20130327 v definitive



education and training and assessment arrangements and procedures that are used in the host context. However, it is important that the hosting and home institutions discuss, prior to the mobility, the assessment methods used and the profile of assessors to make sure that these meet the quality assurance requirements expected by the home institution, which will validate the credit (note that this does not mean that the assessment methods and profile of assessors should be the same between the home and the hosting institution).

Ad10: Validation

Validation of learning outcomes means 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;

The home institution validates the learning outcomes assessed by the hosting institution. In this process the home institution uses a learner's transcript of record to verify that the learning outcomes defined for the mobility period have indeed been positively assessed in the hosting institution.

Concerning the validation of formal, non-formal or informal learning, outside a partnership, it is the competent institution which is empowered to award qualifications or units or to give credit that validates (possibly after organising an assessment) the learning outcomes of a learner.

Ad11: Recognition

Recognition of learning outcomes means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications

The partners are responsible for selecting the procedure for determining and assessing competences. In order to validate and recognize learning outcomes which have been achieved in a different learning context, it is necessary to determine that the learner has actually acquired the competences which have been taught and which are intended. The selection of the method(s) of assessment should be appropriate to the competences to be determined. In the course of the assessment procedure, it is not only possible to assess learning outcomes that are defined in a formal unit of learning outcomes in accordance with the national qualifications system, but also cross-occupational competences which have been acquired during the stay abroad. It is also necessary to determine that the competences were acquired in circumstances that are approved by formal legislation and rules which are mandated by your institutions.