



ecvet

European Credit system for
Vocational Education & Training

Using ECVET for mobility and lifelong learning - Lessons from the second generation of ECVET pilot projects

Synthesis of results and
project portraits

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This brochure was prepared and edited by ICF GHK for the final conference of the ECVET pilot projects 2011-2014 that took place on 24-25 October 2013 in Brussels; as part of the contract to Support testing and development of ECVET, commissioned by the European Education Audiovisual and Culture Executive Agency.

The views expressed in this publication do not necessarily reflect the opinion or position of the European Commission neither of the Education, Audiovisual and Culture Executive Agency. The Commission and the Agency cannot be held responsible for any use which may be made of the information contained herein.



Editorial

Dana-Carmen BACHMANN

European instruments put policies into practice to provide Europeans with a service that benefits them. ECVET is no exception. So what benefit does ECVET bring to your neighbour's daughter?

If she is in her initial education, implementing ECVET will provide her with an offer of vocational training opportunities where she can develop the knowledge and skills that are clearly described in units of learning outcomes. She might complete part of her training in another country, she might move to a different institution in her own country, without losing any credit already gained. She will be awarded a qualification at level 5 of the European Qualification Framework (EQF), as clearly indicated in her certificate and her Europass Certificate Supplement. That means she has developed knowledge, skills and competences assessed and validated at the level of proficiency corresponding to EQF 5. She might want to move on to a programme, in another country, leading to a qualification at EQF level 6. She is admitted with full recognition of her qualification, described in units of learning outcomes and therefore easily understood and trusted by the host institution.

If the young lady is a worker or jobseeker, she might wish to improve her job and career chances by seeking better recognition of what she is able to do. She learned a lot through temp jobs, volunteering with refugees and coaching the local girl volley team. Properly

validated, her skills are converted into ECVET credits, and this motivates her to join evening classes towards a better certificate – those ECVET credits grant her exemption from one third of the programme.

If your neighbours remind you that their daughter is doing well as a production manager of the best known company in town, then ECVET, along with other European tools such as EQF, EQAVET, Europass, is helping her find the right people for her company to keep doing well. People with the skills she needs, which they have developed unit by unit and are documented in their Europass Skills Passport, people who also come from outside town, from other countries – but the European instruments help her trust them.

Your neighbours' daughter is not explicitly on the agenda of the joint ECVET conference of 24 and 25 October, nor will you find her mentioned elsewhere in this brochure.

This brochure is about ECVET pilot projects, namely the eight projects selected within the 2010 call. It gives an overview on national policy drivers lying at the ground of the projects' motivation of working with ECVET. The



high degree of involvement of national or regional governments, research institutions and central VET coordination points shows that countries look at the opportunities of ECVET in a systemic way. A broad variety of solutions were developed. In some countries, the projects were part of a much broader reform in the VET-system. Drivers and success factors for the national implementation of ECVET will also be discussed in the conference, which will bring together the NetECVET experience, pilot projects and the ECVET experts. The monitoring exercise on ECVET implementation undertaken by CEDEFOP shows that the reasons for implementing ECVET are diverse: Whilst a majority of countries uses ECVET to support mobility, there are large groups of countries who mainly use ECEVT to enhance permeability in the VET system, validation and recognition of learning outcomes or quality assurance. Consequently, when speaking of ECVET implementation on national level, it is important to consider what focus countries have chosen.

The conference will also show two short films based on experiences from ECVET projects. Look carefully, maybe you will spot your neighbour's daughter.

From the European perspective, it is important to underline that ECVET is part of a set of transparency instruments -- which all serve the same purpose, namely creating the European Area of Skills and Qualifications. To achieve full transparency and recognition of a learner's qualifications across borders and across educational levels - hence, regardless of the learning context they have been acquired in - it is necessary to achieve greater coherence between the different instruments and services.

Dana-Carmen BACHMANN

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Introduction

Between 2011 and 2014, eight European pilot projects were funded through the Lifelong Learning Programme to test the ECVET (European Credit System for Vocational Education and Training) technical specifications and develop concrete methods and tools. The projects were also required to include in their objectives the support of system-level implementation of ECVET.

The Council and the European Parliament have placed a strong emphasis on the necessity to experiment with and test ECVET, through, among others initiatives, the establishment of pilot projects. In 2008, the European Commission issued a call for proposal to finance international partnerships under the Lifelong Learning Programme, whose aim was to test the implementation of the ECVET process in the context of learners' geographical mobility. As a result, eleven pilot projects were selected. They are now called the **'1st generation of ECVET projects'**.

More information about these projects (the '1st generation of ECVET projects') and a synopsis of their results is available in the brochure 'We have tried ECVET: Lessons from the first generation of ECVET pilot projects. Synthesis of results and project portraits'. It is available at: http://www.ecvet-projects.eu/Documents/Seminars/ECVET_Brochure_singlepages_allthesame.pdf

In 2010, the European Commission issued a new call for proposals to finance a new generation of pilot projects under the Lifelong Learning Programme. This time, the focus was on piloting the national implementation of ECVET; however, transnational partners from at least three other countries were required to be involved. As a result, eight projects were selected, the **'2nd generation of ECVET projects'**. The new generation of pilot projects are seen as an important part of Member States' efforts to create the necessary conditions to develop and test measures for the gradual implementation of ECVET. To take this next step forward,



the 2nd generation of pilot projects can build on the results of the 1st generation of pilot projects' work.

The lead partners of the eight projects were from Belgium (CPU Europe), France (MENECEVET), Germany (2get1care, EASYMetal, ESyCQ), Italy (I CARE, CO.L.O.R) and VET-CCS (Malta). In total, 16 countries were represented in the projects. Most lead partners represent regional or national ministries or qualification authorities, respectively technical institutions carrying out specialised research and testing for these competent institutions. In most cases, a consortium of institutions representing the different stakeholders involved in implementing ECVET has been set up (including training providers, chambers or associations responsible for specific qualifications). The projects addressed several particular aspects of national implementation of ECVET in the lead partners' countries and represented a variety of sectors and professions.

Table 1: The '2nd generation of ECVET projects'

Country	Project	Sectors/qualifications addressed	Particular aspects of national implementation of ECVET addressed
BE-fr	CPU Europe	Automotive sector and beauty therapy / secondary education	Supported the national implementation of ECVET in five vocational qualifications in secondary education
DE	2get1care	Healthcare professions (speech therapy, occupational therapy, physiotherapy and geriatric care)	Adapted curricula of vocational qualifications in four healthcare specialisations offered at one training institution for ECVET with a view on making qualification components transferable
DE	EASYMetal	Metal sector	Encouraged the recognition of prior learning between different training schemes at the interface between pre-vocational training and dual vocational training
DE	ESyCQ	Commerce and IT-training	Developed credit transfer procedures between different professions/ qualifications in a selected area of vocational training
FR	MENECVET	Main upper-secondary leaving VET qualifications (BAC PRO - Vocational baccalaureate, EQF level 4)	Examined the feasibility of using ECVET for mobility in the context of the existing regulatory framework, to provide solutions to allow assessment abroad of learning outcomes, validation and recognition
IT	CO.L.O.R.	Healthcare and construction / EQF level 3	Aimed to use ECVET as an opportunity to engage different authorities in a concrete feasibility test of these principles on the ground, to ultimately promote the use of procedures for the validation of non-formal and informal learning in the context of migration (regional and transnational)
IT	I CARE	Personal care professions (outside of the recognition framework for regulated professions)	Focused on the experimental application of ECVET for the establishment of a recognition model to improve mobility and career paths for personal care and social workers
MT	VET-CCS	30 different VET courses by VET institutions	Focused on making national VET providers ECVET ready and developed a manual for VET institutions to guide the further conversion of their VET qualifications according to the standards specified for ECVET

Because of the emphasis on national implementation, the 2nd generation of ECVET projects addressed mobility issues in a much broader sense than the previous pilot projects – ECVET was utilised as a tool for a wide range of aspects of transfer and accumulation of learning outcomes in the lifelong learning context, such as:

- Permeability between different VET sub-systems and learning pathways inside a country;
- Mobility of workers between different regions in a country;
- Mobility of workers across Europe.

In addition to the formal I-VET context, some projects also addressed other learning contexts: continuing vocational training (C-VET) and a non-formal and/or informal learning context.

This brochure presents the projects and their outcomes in the following way:

- First, the underlying reasons and policy drivers for setting up these projects are discussed.
- The second article presents a synthesis of the project results regarding the ECVET technical specialisations.
- The third part of the brochure presents snapshots of the projects' results in the form of project profiles.

Note:

This brochure was prepared by the team (ICF GHK, Brussels and 3s Research Laboratory, Vienna) who followed the work of these eight projects during the projects' duration and it involved the organisation of seminars (five in the period 2011-2013), a review of outputs and also participation at selected projects' meetings and events. The text of the first two articles presents the point of view of the authors only. Where concrete projects are cited in the text, they are cited as examples and the list of projects using a given approach is not meant to be exhaustive.

Different applications of ECVET: synthesis of the results of ECVET pilot projects

Daniela Ulicna, ICF GHK and Karin Luomi-Messerer, 3s

Each of the eight projects funded under the 2010 call for proposals to test ECVET has to be considered in its context. The projects were designed by their promoters to address specific issues and to respond to different needs. The projects were also designed to fit very different regulatory and institutional contexts. Therefore, a comparison of the solutions they offer is rendered difficult by the variety of issues and frameworks which influence the methods and tools developed.

This article gives an overview of the issues addressed in these projects.

The problems addressed by the projects

The projects endeavoured to respond to a variety of needs. They strived to help their VET systems evolve, or were looking for ways in which sub-systems can better accommodate the need for the recognition of learning outcomes of different target groups. Examples of situations the projects were trying to address:

- Young people are demotivated by the fact that they have to repeat a year in a VET programme due to failing certain subjects. A lack of motivation results in dropping out;
- Professionals in a certain sectors learn on the job without achieving formal qualifications. They may need such qualifications when changing employers or positions;
- Young people study in a programme but when they transfer into a different programme they have to start from the beginning even though they possess relevant knowledge, skills and competence. This unnecessarily extends the duration of their training;
- Personnel in certain sectors are often not formally qualified or have foreign qualifications that are not recognised



Source: ICF GHK, 2013.

- in the formal system or in the labour market. This hinders people from evolving in their professional roles and taking up other positions;
- VET providers in a given system do not have the tools to develop qualifications based on the principles of ECVET, though this is required by the National Qualifications Framework in the specific country;
- The rules for VET providers in another system are not clear on how international mobility could be recognised towards the existing units of learning outcomes.

Table 1 below gives a short overview of the main motivations of each project to work with ECVET.

Table 1: Overview of projects' main motivations

Project	Main issue being addressed
2get1care	Due to the high degree of specialisation in health care professions in Germany, there are only limited possibilities for learners and graduates to change pathways and transfer between professions. The project aimed to use ECVET - in particular the description of curricula in terms of learning outcomes - to enhance transparency and provide insight into the similarities and differences between curricula, as well as to facilitate the recognition of prior learning at higher education institutions. Designing curricula based on ECVET principles and the development of a further teacher training course should also help to foster the implementation of competence based teaching and learning that is emphasised in the German 'Handlungskompetenz' (action competence) concept.
CO.L.O.R	The VET system in Italy is highly fragmented with many competent authorities involved. An on-going reform aims to bring greater coherence to the minimum standards expected. However, the qualification requirements still differ from one region to another. This can pose difficulties for mobile workers and hinder them from re-qualifying or updating their qualifications. To facilitate transparency and coherence, tools to support the recognition and accumulation of units of learning outcomes are being promoted at national level. The project aimed to use ECVET as an opportunity to engage different authorities in a concrete feasibility test of these principles on the ground.
CPU Europe	The French speaking Community of Belgium has a high rate of dropping out from VET and also a high rate of class repetition. This project is an element of a much broader reform of VET that aims to improve the quality of VET qualifications and programmes and to improve the completion rates. The main aim of the certification by units (CPU) is to address early school leaving by recognising what has been achieved, rather than penalising errors and gaps. In addition, CPU aims to organise internal mobility between various training providers to facilitate the students' pathway. The CPU reform is aligned with the ECVET technical specifications.
EASYMetal	In Germany, young people who do not manage to enter the apprenticeship system often take up preparatory VET courses. These courses result in the acquisition of certain learning outcomes. When they are able to secure a placement in the dual system, they usually have to start from the beginning. The legal framework gives companies the possibility to recognise what was learned in the preparatory system, but in practice this is rarely done. The project developed tools, using ECVET, to enable this recognition in the dual system.
ESyCQ	Many people in the ICT and trade sector acquire and continuously update their professional knowledge, skills and competences through learning on the job, without ever following a formal training programme. Consequently, they have the professional capabilities required, but not the corresponding formal qualifications. The project developed a solution to test one's learning outcomes against a set of standards. The aim of this transparency tool is to facilitate the recognition of learning outcomes in view of achieving a formal qualification.
I CARE	A significant share of the workforce in the health and social care sector in Italy is migrant workers. Many of them do not hold the formal qualifications that correspond to the specific professions. The project developed an approach, based on ECVET, that enables the assessment of learning outcomes (independent of how they were achieved) in view of accumulating units to receive the full qualification.
MEN-ECVET	In France, VET qualifications designed and awarded by the Ministry of Education have many features that are already comparable to the ECVET principles. The Ministry has decided to mainly use ECVET as an instrument to support the transnational mobility of VET students. Consequently, the project examined the feasibility of using ECVET for mobility in the context of the existing regulatory framework. The aim of the project was to provide feasible solutions to allow the assessment of learning outcomes abroad and then validation and recognition.
VET-CCS	In Malta, VET providers have very high levels of autonomy. In addition to delivering the training, they are responsible for designing and awarding qualifications. The introduction of the Malta Qualifications Framework was simultaneous to the introduction of the national implementation of ECVET. The VET-CCS project developed a manual for VET providers to use credit as part of their qualifications.

Source: ICF GHK analysis of pilot projects

The target groups the project solutions were expected to address

The projects can be divided between those that were primarily concerned with the needs of young people in initial VET, those that were primarily concerned with the needs of adult learners and those that did not have a specific focus on a target group.

The projects mainly oriented at young people in initial VET:

- CPU Europe (all students in initial VET: the pilot phase concerns specific qualifications, but the aim is to expand to the entire initial VET);
- EASYMetal (learners in pre-vocational training with a focus on a specific sector); and
- MEN-ECVET (all students in initial VET leading to a vocational qualification awarded by the French Ministry of Education: the project focused on specific qualifications as an example, but the aim was to inform the whole initial VET system).

The projects mainly oriented at adults:

- CO.L.O.R (individuals who wish to upgrade or formalise their qualifications – the test focused on one sector, but aimed to inform developments in other sectors);
- ESyCQ (people who wish to acquire a formal qualification or upgrade their qualifications in the sector of trade and ICT); and
- I CARE (people who wish to gain recognition, upgrade or formalise their qualifications in the health and social care sector).

The two remaining projects (2get1care and VET-CCS) aim to serve both groups of learners.

Systemic context of the eight pilot projects

The solutions proposed by the eight projects respond to specific system-level features. Each of the projects need to be situated in the context in which it aims to test and implement ECVET. These vary greatly when it comes to 'ECVET-readiness'. Some of the systems in which the projects were working were already highly comparable to the ECVET technical specifications, while others, on the other hand, were in a very different starting situation. For example:

- When it comes to the use of units in the VET system concerned, only the project MEN-ECVET worked with qualifications already defined in terms of units of learning outcomes. The projects CPU Europe and VET-CCS operated in a context where units were being introduced. For the remaining projects, the use of units in the VET system or sub-system was not established.
- Similarly, the possibilities for learners to accumulate learning outcomes according to system level rules varied greatly. For the project EASYMetal, the legal possibility of accumulation between pre-vocational training and apprenticeships exists on the level of the contract between training companies and their apprentices. In the case of the project MEN ECVET, the accumulation of units of learning outcomes or even of parts of units is made possible through the process of continuous assessment. The project CPU Europe was implemented in a context where the accumulation of units was being piloted. In a number of projects the principle of accumulation was not formally in place at the time of experimentation.
- The possibilities for the recognition of non-formal and informal learning to achieve qualifications also differ. In Italy (CO.L.O.R and I CARE), the existence of such procedures varies from one region to another.¹ In France (MEN ECVET) and the French speaking Community of Belgium (CPU Europe), it is rather well established. In Malta (VET-CCS) it is possible according to the framework and it is progressively being developed. In Germany (2get1care, EASYMetal, ESyCQ) such recognition does not concern parts of qualifications. It is only possible, in most sub-systems, to pass the assessment for the whole qualification without formal preparation.
- Finally, the projects worked in very different contexts when it comes to the division or sharing of responsibilities between VET providers and system-level authorities. From a rather centralised context in France (MEN-ECVET), to a much decentralised context in Malta (VET CCS): the projects worked along a continuum of different levels of autonomy and divisions of responsibilities.

Table 2 on the following page gives a short overview of the main contextual features of each project.

¹ With the new legislative decree nr.13 entered into force on the 16th of January 2013, Italy is attempting to establish a national framework for the recognition and validation of competences acquired in non-formal and informal contexts.

Table 2: Main features of systems in which the projects intervened

Project	System or sub-system	Units of LO	Accumulation of units of LO	Recognition of NFIL	Autonomy of VET providers with regard to recognition
2get1care	Initial VET (school-based, health care) in Germany	VET system is based on learning content and input; a competence-based approach and a shift to learning outcomes are discussed and are becoming gradually more accepted.	Limited possibilities (recognition/credit transfer is regulated by occupational law)	Limited possibilities (recognition/credit transfer is regulated by occupational law)	Providers award qualifications based on occupational law, but have some room for manoeuvring to decide on transfer and accumulation internally
CO.L.O.R	Continuous VET in Italy	Not existent in most qualifications	Not existent in most qualifications	Depends on regions/competent authorities	Very low
CPU Europe	Initial VET in the French speaking Community of Belgium	Introduced by the new reform	Introduced by the new reform	Already possible	High. The reform introduces requirements for recognition and homogeneity of minimum standards
EASYMetal	Prevocational and dual system in Germany	Not existent in dual VET (strong resistance to the idea of units)	Not existent	Recognition of preparatory courses is possible on the basis of a contract between a training company and an apprentice (reduction of training period)	Low - Recognition is the competence of Chambers
ESyCQ	Continuous VET in Germany (IT sector)	Not existent	Not existent	Not developed	Low - Recognition is the competence of Chambers
I CARE	Continuous VET in Italy (social care sector)	Not existent in most qualifications	Not existent	In principle possible, but tools missing	Very low
MEN-ECVET	Initial VET in France	Already existent	Already partly existent	Well developed	Limited to specific situations (continuous assessment and work-based learning)
VET-CCS	Both initial and continuous VET in Malta	Being introduced through the NQF and ECVET implementation	Also being introduced through the NQF and ECVET implementation	Being implemented	Very high – providers often award their own qualifications

Source: ICF GHK own analysis



Source: ICF GHK, 2013.

Conclusions and lessons learned

The pilot projects showed that ECVET can serve a variety of purposes and respond to different needs. It can offer solutions to a range of target groups - not all of which are described above. The projects' experiences illustrate the diversity of situations that can be at least partially improved by the use of ECVET.

Depending on the starting point of the system and the issues to be tackled, ECVET principles can be used with more or less adaptations (cf. article on how the projects tackled the ECVET technical specifications).

Several projects also show the complementarities between ECVET and other instruments in the area of qualifications systems. This concerns particularly the complementarity with qualifications frameworks (CPU Europe and VET CCS) and validation and recognition of non-formal and informal learning (CO.L.O.R, I CARE, ESyCQ). In the project 2get1care, the descriptions of units of learning outcomes or modules was constructed with a close link to the European Credit Transfer And Accumulation System (ECTS) in Higher Education, to facilitate transfer between both levels of education – which is not unusual for students in health care professions in Germany. To facilitate lifelong learning the learning outcomes were a core element of all the solutions proposed and the different instruments needed to be used in a coordinated manner.

This points out the fact that to facilitate and support lifelong learning across all levels of education, different instruments are needed. They unfold their full potential if they are applied in a coordinated way. Learning outcomes are at the centre, and quality assurance plays an important role in establishing trust, e.g. regarding assessment and certification.

Another specificity of this call was its focus on supporting national implementation. Unlike most calls for proposals under the Lifelong Learning Programme, this call targeted actions which would mostly benefit one country or sub-systems. Several of the projects (CPU Europe, MEN ECVET, VET-CCS) were very closely linked to national developments. They were led by authorities that are in a position to implement the solutions identified. These projects did inform broader national developments when it comes to the use of ECVET. The manual developed by VET-CCS became the reference tool for developing qualifications based units and credit in Malta. The recommendations of the project MEN ECVET are being examined within the Ministry of Education and are expected to result in adaptations to certain texts. The findings of the project CPU-Europe influenced certain decisions about the national implementation of ECVET. The discussions that took place in the framework of CPU Europe also had the effect of exemplifying the international dimension of the CPU reform to a range of stakeholders.

Synopsis of the results of the ECVET pilot projects ‘second generation’ regarding the ECVET technical specifications

An article by Karin Luomi-Messerer (3s), Daniela Ulicna and Anette Curth (ICF GHK)

1 Introduction

This article presents a synthesis of the results of the eight projects regarding the solutions found for the main elements of ECVET: units of learning outcomes, assessment, validation and recognition and ECVET-related documentation in the context of lifelong learning. The approaches taken have to be seen in close connection to the main aims of the projects and the context of ECVET implementation (such as pre-conditions in the systems, sub-systems or qualifications) as described in the article ‘Different applications of ECVET: synthesis of the results of ECVET pilot projects’.

2 Units of learning outcomes

A ‘unit of learning outcomes’ means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated.

ECVET Recommendation

Different starting situations

The five countries and qualification (sub-) systems in which the lead partners of the eight projects are based are in different starting situations when it comes to this aspect of the ECVET Recommendation. Depending on this starting situation and on the purpose of credit transfer and accumulation, the projects came to different solutions.

- Starting situation: VET system uses learning outcomes

Although the French national standard of describing a qualification meets ECVET principles to a large extent, the analyses carried out in the MENECEVET project revealed that the concepts/terminology used (activities, tasks, competences) are not always applied and understood in the same manner from one qualification to another. Furthermore, a need was identified to eliminate some aspects of qualifications descriptions that bring unnecessary complexity to the qualifications standards and hinder their legibility. The recommendations made by the MENECEVET project will feed into the updating of the national guide for the design of VET qualifications.

- Starting situation: VET system does not yet use units of learning outcomes

Some of the projects with these context conditions developed systemic approaches for structuring qualifications in units of learning outcomes as part of national reforms. For example, the VET-CCS project (Malta) or the CPU Europe project (Belgium) were addressing the national implementation of ECVET and developed recommendations or a manual for designing and describing qualifications in units of learning outcomes. Another example is the C.O.L.O.R. project (Italy) aiming at the modernisation of the system by facilitating the adoption of the learning outcomes-oriented approach and the application of the ECVET system in Italy. In all these cases experimentation was done together with VET providers.

Other projects with a similar starting situation aimed to use ECVET within the existing system or regulations for providing some possibilities for transferring and accumulating credit without reforming the whole system. Thus, only selected qualifications or those parts of qualifications were described in terms of units of learning outcomes that can actually be used for transfer and accumulation (for instance, because they were identified as common parts of different qualifications). For example, in the EASYMetal project (Germany) four units of learning outcomes have been built, relating to seven qualifications of the metal sector trained in the 'dual system'. Another example is the ESyCQ project (Germany) in which six professions/ qualifications were described in units of learning outcomes. The 2get1care project (Germany) adapted the training curricula of four health care professions offered at one training provider (project coordinator), to ECVET principles. The units of learning outcomes were also used as modules for structuring the learning process. Furthermore, a common core curriculum was developed for these professions based on the identification of common learning outcomes and a further training course for teachers.

Identification of units of learning outcomes based on work processes

Similar to the 1st generation ECVET pilot projects, several of the 2nd generation ECVET pilot projects determined units of learning outcomes on the basis of complete work assignments, work processes/tasks, areas of work, fields of action or fields of competence which are typical of the particular profession. The project used a variety of methods and sources for identifying occupational activities/work processes or tasks. This information was extracted from the

qualification standard (if it was already there) or empirical methods were used, such as analysis of work processes or expert workshop/interviews. In many cases consulting experts from the fields was considered to be a very important part of this.

Categories used for structuring learning outcomes

The projects differ in how they formulate learning outcomes that are grouped in a unit. Some ECVET projects adopt the approach of differentiating between knowledge, skills and competence and some use other categories based on national level rules, while others do not make this difference explicit and use 'holistic' descriptions. For example, the projects **CO.L.OR** (Italy), **EASYMetal** (Germany), **ESyCQ** (Germany), **I CARE** (Italy) and **2get1care** (Germany) use the categories knowledge, skills and competence. However, the differentiation is not necessarily done in this sequence and in some cases – for example, in the **VET-CCS project** (Malta) – these categories are again sub-divided into further elements.

Inclusion of key competences and transversal competences

Several projects discussed to what extent and how the units of learning outcomes could express – in addition to learning outcomes related to the specific profession/vocation – learning outcomes related to general education, key competences or social and personal competences. The projects focused on different issues in this context and found different solutions.

In the **I CARE** project (Italy), it was decided to include 'global competences' (such as personal or social competences or dispositions – e.g. 'showing passion', 'being creative') in the learning outcomes descriptions, but not uncoupled from the work tasks. The main reason for this choice is, on the one hand, the fact that 'global competences' are hardly comprehensible if they are disconnected from the action itself. For example, a care operator should not prove to be empathic in general, but must show his or her empathy in typical work actions. On the other hand, it is acknowledged that some vocational profiles require specific attitudes which are particularly necessary in specific environments. For example, a family assistant must be diplomatic and empathic with the elder person s/he cares for or a babysitter must be patient with the baby. Including attitudes in the skill description highlights the specific 'global competences' indispensable for each vocational profile.

The **CPU Europe** project (Belgium-fr) discussed the place of general education and related knowledge as well as the key competences in units of learning outcomes: Some concerns were expressed that if the general or academic components are embedded in vocational units and no longer a separate requirement, learners will lose motivation and interest in these fields. At the same time, the academic requirements are an important component of VET qualifications if these are to enable progression to higher education. Furthermore, key competences are required by employers and are the basis of lifelong learning. Additionally, pedagogical requirements were addressed: Can key competences (such as written and oral communication) be fully developed through professional units and can pedagogical requirements and learning sequences related to general education be combined with the logic of vocational units? In order to solve this issue, the CPU reform suggests distinguishing between different ‘types’ of academic/general learning outcomes: some of them can be embedded in the vocational units (e.g. because they are closely related to vocational competence development), while the others remain apart and should be included in separate units.

The **MENECVET** project (France) suggested the introduction of an optional unit in the BAC PRO qualifications: a ‘mobility unit’ for certifying learners’ multicultural competence acquired abroad. The learning outcomes for this unit were identified as well as the criteria and conditions for their assessment. Therefore, in addition to learning new technical skills and competence while abroad, learners would also have the possibility to receive recognition for the more ‘soft’ skills acquired.

Information presented in unit descriptions

The ECVET Recommendation suggests that the description of a unit should include the title of the unit as well as of the qualification to which the unit relates, the EQF/NQF level of the qualification, the ECVET points associated with the unit, the learning outcomes contained in the unit, the procedures and criteria for assessment and, where relevant, the validity in time of the unit. Some additional information is usually provided in case units are to be used at the same time as learning modules or in case the recognition of learning outcomes acquired in non-formal or informal learning contexts is addressed. Thus, the choices made by the projects depend on the purpose for which the units were used. For example:

- The **2get1care** project (Germany) used units as components of the training programme and therefore it was considered to be necessary to include information on the teaching content.
- Similarly, the units used in the VET-CCS project (Malta) are grouped more or less around the ‘subjects’ a qualification consisted of before the reform in Malta and the unit descriptions additionally include hours of total learning for the module/unit and information regarding methods of delivery (learning activities).
- The **EASYMetal** project (Germany) aimed at fostering mobility between training schemes and sub-schemes at the interface between preparation for vocational training and dual vocational training in the German vocational training system. Since different learning sites and related regulations are concerned, it was decided that the unit descriptions additionally have to include information on specific contents of the training plan (in-company training) and the curriculum (vocational school) assigned to the unit.



3 Assessment

'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.

ECVET Recommendation

Role of assessment

In ECVET, assessment is a precondition for validation and recognition. However, the specific role of assessment differed between projects based on their general aims. Some projects were in particular interested in facilitating credit transfer, meaning the validation and recognition of something that has been learnt and assessed in one context - programme/qualification - in another context. For example, the **EASYM-etal** project (Germany) aimed at facilitating credit transfer between the prevocational and the vocational system or the **I CARE** project (Italy) developed credit transfer procedures for migrant workers. Other projects aimed at supporting credit accumulation meaning that previously awarded credit is considered to be achieved and not 'taught' or assessed again (**CPU-Europe**, Belgium-fr). Assessment can also be used to ensure the recognition of non-formal and informal learning (**CO.L.O.R**, **ESyCQ**, **I CARE**, **VET-CCS**) or to identify gaps and develop individual training plans (**I CARE**). To allow for more permeability between learning paths, the **2get1care** project (Germany) focused on facilitating credit transfer and accumulation within and between training programmes offered at one provider.

Projects that were connected to the implementation of a national reform (**CPU-Europe**, **VET-CCS**) or the exploration of current procedures (**CO.L.O.R**, **MENECVET**) also discussed the assessment procedures in place. In those projects that were part of a major reform, the initiators had to think about how to combine and link existing practice with assessment methods that are compatible with the aim of transferring learning outcomes.

Assessment methods and procedures

When developing a suitable assessment procedure, the projects were required to answer four main questions:

- What will be assessed (a unit, a cluster of units, or separate learning outcomes)?
- How will it be assessed (written test, practical test or combination of both)?
- Who will assess it (the school/the training centre, the competent institution, a certified assessor etc.)?
- When will the defined content be assessed (e.g. at the end of the school year, after each unit or on demand of the learner seeking recognition for prior formal, non-formal or informal learning)?

Again, a diversity of solutions has been developed, each suitable for the defined aims and objectives of the projects.

Most units of BAC PRO qualifications, which are the focus of the **MENECVET** project (France), can also be achieved through several continuous assessments (rather than through one final assessment for each unit). Continuous assessment is for example, used to validate the competences acquired during compulsory periods of work-based learning (in companies) where the in-company trainer assesses a learner's achievement based on a defined set of learning outcomes. The **MENECVET** projects suggested using the same principles for international mobility; continuous assessment (for part of a unit) could also be conducted abroad and this assessment could be recognised towards the certification. This approach was seen as more feasible and realistic than the assessment of a full unit abroad given the rather short duration of mobility phases. As precondition, the assessment abroad has to satisfy certain conditions and in particular it must concern those learning outcomes defined in the French qualification standard.

The **I CARE** project (Italy) developed an assessment procedure composed of a practical and written part for evaluating the practical skills of the candidates (who want to work as a care operator, socio-assistance assistant, family assistant, baby-sitter or dental assistant), as well as their knowledge. The practical test is carried out as simulation of an 'almost real situation' and follows the main moments of the day of the client in a facility, hospital or at home. The core actions should be performed in both a 'standard' and a 'nonstandard' situation, in order to assess the flexibility of the candidate. The evaluation methodology is centred on three main elements: 1) presence of the main steps of each procedure that the candidate performs, 2) correct order of execution of the steps, and 3) use of the equipment.

The **ESyCQ** project (Germany) made use of the CEMES platform, an online-based multilingual system for assessing vocational competences independent of where they have been acquired. Test questions and assessment scenarios for the selected qualifications from the area of commerce and IT-training were elaborated and integrated into the CEMES platform. Tests can be generated individually regarding every defined unit of learning outcomes. The first step is an online multiple-choice-test, followed by open questions that also need to be answered online. The results of both tests serve as starting point for the third step, the personalised audits (including complex case studies). The database is renowned and recognised by the competent institutions and the test is supervised by certified assessors.



Source: ICF GHK, 2013.

The units of learning outcomes designed in the **2get-1care** project (Germany) are closely linked to the teaching process (modules of learning). It was emphasised that learning-outcomes orientation requires some re-thinking of the teaching and learning process and that suitable assessment methods need to be applied assessing learning outcomes at module level. Methods collected and discussed in the project partnership include, for example, written tests based on case studies, as well as simulations and observations of professional activities (such as simulations of care procedures). In general, case-based assessment is deemed to be very important in assessing complex learning outcomes at a module level. Assessing all learning outcomes separately was considered to be unnecessary since it was assumed that less complex learning outcomes are implicitly covered in the assessment of more complex learning outcomes. For example, knowledge of facts (e.g. regarding anatomy) will not be assessed separately. Instead, the application of such knowledge in a more complex situation (such as in a care procedures), which requires different aspects of knowledge, skills and competence, will be assessed.



Source: ICF GHK, 2013.

The key principles of the CPU reform which was accompanied by the **CPU-Europe** project (Belgium-fr) include that assessment takes place progressively (several units are assessed throughout each academic year) and that in case students fail a unit, they cannot be asked to repeat the training from the beginning. The pedagogical team has to put in place remedial measures while maintaining the students in the same cohort of learners (to avoid demotivation and stigmatisation). The students will then pass another assessment for the same unit at a later stage (usually organised together with the assessment of another unit).

4 Validation and recognition

'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.

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

ECVET Recommendation

To understand the projects' approaches to validation and recognition, it is again helpful to clarify first with what aim in mind the procedures have been set up. The three projects that are part of a testing initiative or reform project on national or regional level (**CPU Europe**, **MENECVET**, **VET-CCS**) aimed at both credit transfer and accumulation. Those projects that have been set up by practitioners developed rather specific methods and solutions. Four projects (**CO.L.O.R**, **EASYMetal**, **ESyCQ** and **I CARE**) aimed at credit transfer. More specifically, they aimed at establishing credit as a precondition for credit transfer – hence, they have developed procedures which make it possible for a learner to take a test and receive documentation about prior learning. The recognition as such was often beyond the projects' sphere of influence and could only be suggested to the competent institution in question. An exception to this is the project **2get1care** which has set up a procedure in one institution – hence, the institution is autonomous to decide on transfer and accumulation internally, but underlies the same conditions once students leave the institution and aim for recognition in another institution.

Validation and recognition can be handled differently according to the context of ECVET application. For example, in some projects, assessment and validation are very closely linked to each other, sometimes even done at the same time and by the same individuals (such as **2get1care**), while in others, validation is closely linked to recognition (for instance, **CO.L.O.R**).

Decisions about validation are made by different stakeholders depending on the specific context: chambers (**EASYMetal**), VET providers (**2get1care**, **I CARE**, **VET-CCS**), competent authorities (regions) together with accredited VET providers (**CO.L.O.R**), certification committees (**CPU-Europe**), a team of assessors (**ESyCQ**), and a jury (**MENECVET**). In general, evidence is based on documents of assessed learning outcomes (e.g. evaluation grids, portfolios) and in some cases also on attendance certificates (**CO.L.O.R**). As regards the results, there is no actual certi-

cate in most cases, but rather a document that can be used for the further process.

Decisions about recognition are often taken by a committee-like body and decision-making mostly lies with chambers, regional authorities or ministries, in some cases with training institutions (**2get1care**, **VET-CCS**) or training companies (**EASYMetal**). In general, recognition is not awarded automatically once all units have been achieved (with the exception of the Belgian **CPU-Europe** project); it is quite common that a final exam has to be taken. Most projects see learning outcomes as a robust 'currency' for transfer and accumulation – credit points play a lesser role.

The **EASYMetal** project (Germany) aimed at reducing the training period based on evidence that learning outcomes of training content in the vocational system have already been acquired in the pre-vocational system. In this context, decisions regarding recognition will be made on a case-by-case basis by the training company based on a certificate issued by the Chamber (competent institution). In this context, it is of crucial importance to win companies' confidence in the learning outcomes achieved in the pre-vocational system. The project concluded that compliance with measures for quality assurance is crucial for creating trust and highlighted three components: a) developed approaches and procedures are to be reviewed by experts, b) compliance of procedures needs to be monitored or controlled by experts, and c) procedures, documents, etc. must be transparent so that companies, learners and learning institutions understand the documents.

The **VET-CCS** project (Malta) aimed at supporting the establishment of a credit and accumulation system across all levels of education in Malta. The Public Employment Service and the National Commission for Further and Higher Education have defined occupational standards and decide how informal and non-formal learning are recognised against these standards. VET institutions develop qualifications which adhere to these standards, broken down by learning outcomes responding to employers' needs, and are responsible for recognising learners' learning outcomes. As a result of this process, learners receive a certificate recording the accumulation of learning outcomes (through credits) in all phases of lifelong learning.

Projects have also discussed and identified limitations for using ECVET to support credit transfer and recognition within their context. Such limitations are, for example, due to specific national or professional regulations.

The **2get1care** project concluded that there are limited possibilities for using ECVET to support credit transfer at the horizontal level (between different training programmes or qualifications) because recognition and credit transfer in the field of health care are highly regulated by occupational law (e.g. in a three-year training programme recognition of prior learning is only possible in particular cases). Furthermore, the modules of the common core curriculum can be found in different phases of the training programmes in the four selected health care professions – thus shortening the training programme is probably not possible (only lowering of workload in certain phases). Similarly, there is only limited added value of ECVET for supporting credit transfer from VET to higher education because there are other permeability arrangements already in place, and only up to 50 % of non-academic prior learning is recognised in higher education programmes (as regulated by the Standing Conference of the Ministers of Education and Cultural Affairs).



Source: ICF GHK, 2013.

5 Documentation

The ECVET key documents are:

- Memorandum of Understanding;
- Learning agreement; and
- Learners' personal transcript (Transcript of Records).

The documentation is particularly important to structure the ECVET related documentation in mobility contexts. However, it also has an important role to play in the context of lifelong learning.

Memorandum of Understanding

For instance, key aspects of a Memorandum of Understanding (MoU) in the lifelong learning context are to structure the partnership agreement within a network of VET providers or between VET providers and e.g. higher education

institutions and/or adult education providers for specifying conditions for credit transfer. Setting up a MoU for lifelong learning may be in particular useful for situations where it is expected or desired that the pathway created by credit transfer and accumulation will be used by a larger number of learners: so as to avoid that each case has to be examined on an individual basis. However, in situations where other forms of agreements (explicit or implicit) exist, such formalisation may not be necessary.

- Some projects (**VET-CCS**, **EASYMetal**, **CPU-Europe** and **2get1care**) did not develop a MoU as part of the project. These projects stated that the existing (legal) agreements were seen as sufficient to establish mutual trust between the partners or formalise the conditions under which credit transfer and accumulation could take place.

- Other projects developed a MoU to formalise the co-operation amongst the partners (**I CARE, CO.L.O.R, ESyCQ**). For all of these projects, engaging stakeholders and establishing lasting partnerships was a central objective. Hence, the cooperation arrangements for the next few years had to be defined and formalised. The MoU was used to lay down the agreements made and formalise how credit transfer and accumulation will be regulated in the years to come.
- One project (**MENECVET**) discussed the development of a MoU for supporting learners' mobility. It should be signed by ministry representatives in the French regions and foreign partners and should formalise how and under which conditions the assessment of learning outcomes acquired during a mobility period abroad is delegated to the host institution.

Since the **CO.L.O.R** project (Italy) sought to establish a long-term partnership between organisations, a formalisation of the partnership was considered to be necessary. A MoU should formalise the commitment of regional authorities and stakeholders and thus, guarantee the sustainability of results beyond the end of the project, both in terms of the network of actors and its technical experimentation. A MoU was signed in April 2013 by the competent authorities of five Italian regions. The main purpose of the MoU is to improve access to lifelong learning opportunities and promote the recognition of learning outcomes for unqualified workers in the healthcare and construction sectors, with particular emphasis on migrants, and to foster a greater flexibility of qualifications and the homogeneity of skills assessment systems.

Learning Agreement

The use of the Learning Agreement in the context of lifelong learning could be relevant when the pathway the learner will follow is clear. But it is not applicable when the pathway is changed on ad-hoc basis (e.g. drop-out). Consequently, the 2nd generation of ECVET projects did not develop specific templates for a Learning Agreement. However, some projects reflected on what a Learning Agreement could look like:

- The French project MENECVET could already draw on two existing types of Learning Agreements: a template on how institutions can conclude an agreement for a student coming to France for a training period in companies (including assessment); and a similar template for a French student going abroad. The second type of

document currently does not include any regulations regarding the assessment. It was suggested to adapt it accordingly;

- For the mobility context, the Belgian project CPU Europe could also draw on existing templates. Moreover, it is planned to include a regulation of training periods in companies abroad into the legal regulation of education and training. A compulsory Learning Agreement template to be used by education providers and companies will be introduced. However, the Learning Agreement was not used in the context of the project.

Learners' Personal Transcript

The Learners' Personal Transcript is of particular importance in the lifelong learning context since it can ease validation and recognition. It can be used to document all individual learning like a 'backpack' over lifetime and thus, could serve as the main document for supporting credit accumulation and credit transfer as well as formalising learning outcomes achieved in a non-formal or informal setting. The Personal Transcript is also the document that was most widely used across the projects. It was regarded as indispensable for the learner to have documents which record his/her achievements – learning outcomes and qualifications - in a transparent manner; ideally according to previously agreed standards (EQF/NQF).

The projects discussed the use of a Personal Transcript to act as a documentation of prior learning in the form of learning outcomes for different purposes, such as to:

- Enable the recognition of learning outcomes acquired during a mobility period (**MENECVET, CPU-Europe**);
- Facilitate a potential transition between institutions (**EASYMetal, 2get1care, CPU-Europe**);
- Serve as documentation for the accumulation of learning outcomes acquired in different settings (including non-formal and informal learning) - in view of obtaining a full qualification (**CPU-Europe, I CARE, CO.L.O.R**);
- Record the outcomes of an assessment (**I CARE, EASYMetal, ESyCQ**);
- Serve as a means of self-assessment (**ESyCQ**);
- Facilitate access to a final exam (**ESyCQ**);
- Make prior learning (including non-formal and informal learning) visible to an employer (**I CARE, ESyCQ, EASYMetal**);
- Serve as a document to record continuous learning throughout a learning pathway (**VET-CCS, CPU-Europe, CO.L.O.R**).



In two countries, it is compulsory to use a Personal Transcript (Belgium – French speaking part and in France); Belgium even issued a compulsory template. In Malta, the Personal Transcript is also part of the standard set of documents used.

In all projects, the institution responsible for the assessment of learning outcomes is also responsible for the recording of the learning outcomes in the Personal Transcript. No project foresaw that the learner records his/her achievements autonomously.

6 Conclusions and lessons learned

The experience from the work of the eight projects shows that framework conditions and regulations in the specific (sub-) systems play an important role when applying ECVET for supporting lifelong learning. However, it can also be observed that ECVET principles or elements can be used (although sometimes they need to be slightly adapted) for different purposes.

The added value of using ECVET in the lifelong learning context is – similar to the added value in the context of geographical mobility – due to the enhanced transparency and comparability. The language of learning outcomes can be understood by educational institutions as well as teachers and learners at different levels and also by employers.

ECVET helps individuals to make learning achievements visible and can support the process of recognising previous learning and assessment, e.g. in the context of changing pathways or professions, gaining access to programmes or qualifications, receiving credits for already acquired competences and shortening programmes.

Training providers can use qualifications designed in units of learning outcomes for developing curricula and for comparing their own curricula with those offered at other institutions. Memoranda of Understanding can be used for enhancing commitment and common understanding regarding credit transfer.

On a systemic level, ECVET principles can also play a key role in implementing other reforms and tools, such as qualifications frameworks and validation of non-formal and informal learning.

A common core curriculum for five health care qualifications - based on units of learning outcomes - 2get1care

Basic information:

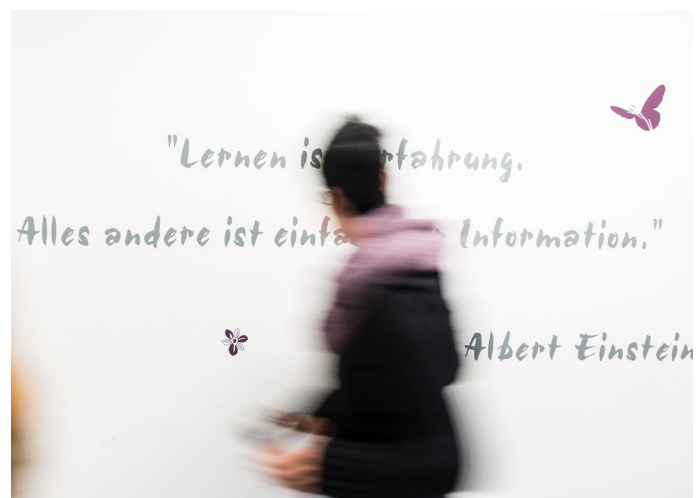
Lead partner: maxQ., a service provider within the German 'Berufsbildungswerk des DGB GmbH (bfw)' (DE)

Partner countries: Germany, Austria, Czech Republic, Hungary

Qualifications and sectors worked with: Health care professions: occupational therapy, speech and language therapy, physiotherapy and geriatric care

Area of credit transfer and accumulation addressed: Transfer of competences between health care professions to enable more flexibility for learners with regard to lifelong learning

Project website: <http://www.2get1care.de>



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Aims of the project

The aim of the '2get1care' project was to address challenges in health care professions in Germany by using ECVET to support lifelong learning, interprofessionality, and competence based teaching and learning. Using ECVET in four selected health care professions (occupational therapy, speech and language therapy, physiotherapy and geriatric care) in the North-Rhine Westphalia region of Germany should allow the transfer of competences between health care professions to enable more flexibility for learners who want to change pathways or professions. It should also help to foster the acquisition of interprofessional competences and the implementation of competence based teaching and learning that is emphasised in the German 'Handlungskompetenz' (action competence) concept.

To achieve this goal, the project partnership adapted the training curricula of the four health care professions offered at the training provider maxQ (project coordinator) to ECVET principles. The units of learning outcomes were identified on

the basis of work processes and tasks which are typical of the particular professions. They were also used as modules for structuring the learning process. Furthermore, a common core curriculum was developed for these professions based on the identification of common learning outcomes. The common core curriculum, however, is not offered as a separate part: its components are integrated as sub-modules in all four curricula. In these sub-modules, students from all four training programmes learn and work in mixed groups in order to foster the development of inter-professional competences. In general, the aspects addressed in these sub-modules are partly deepened in so called 'advanced modules' with a particular focus on the specific profession.

Additionally, a specific training concept was developed, based on ECVET principles (units of learning outcomes), for enhancing the competences of teachers in relation to learning outcomes orientation (for example, regarding the use of learning outcomes for planning, coordination, teaching, reflection and documentation processes and regarding the de-



velopment of inter-professional competences). Competence based teaching, learning and assessment methods were also collected and discussed in the partnership.

The core curriculum (and the teacher training course) was piloted as part of the project and adequate teaching, learning and assessment methods were tested. Initial changes were implemented based on the results of the pilot phase.

The revised curricula based on ECVET principles will be implemented step-by-step at the training provider maxQ. Furthermore, it is planned, for example, to share the experiences with other stakeholders in the field of health care in Germany and the partner countries, to discuss the transferability of the results (e.g. to other providers in Germany, but also to the partner countries) and to offer 'train-the-trainer' courses. The establishment of a network of higher education institutions for cooperation regarding credit transfer is also planned and, thus, facilitating the lifelong learning of VET graduates.

Supporting national implementation of ECVET

During the last few years, the adoption of a competence-based approach and a shift towards learning outcomes have been more widely discussed in the German VET system and the concepts are gradually becoming more broadly accepted. However, the system is currently primarily based on learning content and input and the use of ECVET and units of learning outcomes have mainly been tested in pilot projects so far. The 2get1care project further contributed to enrich these experiences by identifying the ECVET elements that provide added value in view of using ECVET for sup-

porting lifelong learning in the highly regulated field of health care. In particular, the following lessons learned can be highlighted:

- From the perspective of health professions, the formulation of learning outcomes seems to be the most direct added value of ECVET. Learning outcomes that are formulated in a clear way and which specify the level of complexity as well as the context in which an activity is carried out, can enhance transparency and provide insight into similarities and differences between curricula.
- Learning outcomes can be used as a reference point for both the design of adequate assessment and for teaching and learning methods, thus enhancing the quality of education and training in this professional field. The preparation and involvement of teachers and students is a prerequisite for successful implementation.
- In order to support credit transfer and permeability from VET to higher education it is of crucial importance to involve representatives from higher education in the design of the curriculum. Thus, it can be ensured that a 'common language' is used and shared with the 'receiving' institutions.

References

- Results will be published on the project website; some information is already available at: <http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=26> and at: <http://www.adam-europe.eu/adam/project/view.htm?prj=7646>. Articles related to the project are, for example, published in an Academic Research Discussion Paper issued by the Federal Institute for Vocational Education and Training (BIBB) in 2013.

Engaging Regions and stakeholders in using ECVET – CO.L.O.R project

Basic information

Lead partner (country) – Isfol (Italy): Public research institute on employment and VET policies supervised by the Italian Ministry of Labour and Social Policies; ARLAS - the Regione Campania's Agency for Employment, Education and Training

Partner countries: Malta, Romania, UK - Scotland
Qualifications and sectors worked with - health care and construction

Area of credit transfer and accumulation addressed:
People with or without low qualifications who acquired knowledge, skills and competences outside the formal education sector. The aim of the project was to support the validation and recognition of competences acquired through non-formal or informal learning.

Project website: <http://www.color-project.org/>

system for validation and recognition of knowledge, skills and competence achieved outside formal education;

- Also in 2013, the Italian EQF Referencing Report was presented to the EQF Advisory Group.

These measures constitute progressive steps towards making VET in Italy more transparent and to support the recognition of learning outcomes independent of where they were achieved. They are inspired by the European processes and tools concerning qualifications and vocational education and training.

The project CO.L.O.R developed a methodology and a template for describing units of learning outcomes that enable the assessment of knowledge, skills and competence independent of how people learnt these. The two sectors of health care and construction were chosen because these sectors typically employ many people with low or no qualifications or with foreign qualifications often in a different field of study/ professional area. In each sector concerned, two units were developed and tested. This means that the units were not only defined and described, but people were assessed and their competences were validated and certified against the requirements of each unit. These people held no prior qualifications in the fields concerned, but they have been working in the sector for some time.

Aims of the project

Context: The CO.L.O.R project needs to be seen in the context of on-going reforms of the qualifications system and vocational education and training in Italy:

- In 2011, an agreement between State-Regions (which are the competent bodies for vocational training) was formalised. This agreement will establish a National Repertory of VET qualifications (those at the EQF levels 3 and 4). In this repertory all qualifications are described using a common format, including for the definition of knowledge, skills and competence;
- In 2012, another State-Regions Agreement was concluded, this time concerning the establishment of a national system for the certification of apprenticeship training;
- In 2013, a Decree was adopted as part of the labour market reform introducing concrete measures for the development of a lifelong learning system in Italy. It constitutes the legal basis for a national public certification

Impulses for national implementation

The project brought together several Italian Regional Authorities as well as other key stakeholders in the two sectors. The main contribution of this project was that all the partners were engaged in the development of the methodology, they witnessed the feasibility of competence-based assessments and they consequently committed to continue using the tools developed and to take this work further. The



partners signed a Memorandum of Understanding in which they committed to continue testing the units developed and to design and test modular competence-based training pathways. The methodology for describing, assessing and validating units of learning outcomes developed through the CO.L.O.R project is expected to contribute to the above mentioned reforms of the qualifications system.

References and information

The products of CO.L.O.R project can be found on the project web-site: <http://www.color-project.org/>

Reforming the VET system in the French Speaking Community of Belgium with a transnational dimension – CPU Europe

Basic information

Lead partner (country): Ministry of Education and Research (French Speaking Community of Belgium) – Cellule CPU

Partner countries: France, Luxembourg, Romania, Spain

Qualifications and sectors worked with: mechatronic, car technician, beautician, hairdresser

Area of credit transfer and accumulation addressed: young people within initial vocational education and training (when staying in the same pathway or when transferring from one provider to another or one programme to another); also early school leavers re-integrating VET

Project website: www.cpu.cfwb.be

use of teaching methods, they have to use these standards as basis for curriculum development and assessment;

- Each year students achieve around three units of learning outcomes. The programme is designed so that they achieve the units progressively during the academic year (not all at once at the end of the year);
- The reform forbids repetition of a year of studies. Students start in one cohort but they cannot be failed into the class that started year after them. Instead the pedagogical staff has to put in place remedial measures if they fail the assessment for a unit. They then redo the assessment for the failed unit when being assessed for the next unit;
- Each student receives a training plan at the beginning of their pathway. As s/he goes, his/her competence transcript is updated.

Aims of the project

CPU is the name of one strand of a comprehensive VET-reform in the French Speaking Community of Belgium. CPU means certification by units in French. Indeed this reform revolutionises VET qualifications and programmes. Since the introduction of the reform, programmes and qualifications will be based on units. The main aim of this approach is to ensure that learners are continuously motivated by marking their progress in the programme through achievement of units. When gaps in their knowledge skills and competence are identified these should be addressed through remedial measures immediately by the pedagogical staff. The motto of the reform is to **reward achievement rather than to sanction failure**.

The reform brings in the following new features:

- The qualification standards based on units will be common to all VET schools in the country. While schools maintain their autonomy in the design of curricula and

In September 2011 the reform was piloted. The pilot phase concerned four qualifications (mechatronic, car technician, beautician, and hairdresser). VET schools were free to choose whether they wanted to take part, but most of them did so. The piloting was being completed in spring 2013. As from September 2013 all new starters in the four areas (and soon more) enrol in a pathway that uses the CPU model. In other words: the approach was mainstreamed.

The reform of VET has other pillars than CPU. One of them is the development of the national qualifications framework. Another one is the work on defining qualifications standards (using units) by a newly set up tripartite (employers- trade unions-state) body. Through the reform, the development of Centres of Excellence in VET is supported as well.

The project CPU Europe contributes to the above described reforms by organising peer learning and informing the Ministry in charge about the experience of European partner countries that also have unit-based qualifications.



The leading partner organised field visits to all the partner countries. During these visits, they met different institutions and stakeholders who explained different aspects of the VET qualification system in their countries. The focus was on the use of ECVET technical specifications. The visits were attended not only by Ministry delegates from the French speaking community of Belgium, but also by representatives of sectors and other stakeholders. Each visit resulted in a summary note that sums up the main learning points and the comparison with the system being put in place under CPU. The international partners were invited to comment in writing to the experience of the French speaking community.

The themes discussed in common between the international partners and CPU Europe staff comprised:

- The place of general education in units of VET qualifications. Should general education be integrated with VET competences or shall these units stand apart?
- Recognition of work-based learning (traineeships) as part of VET pathways using the unit-based approach; and
- Evaluation of the pilot phase of CPU reform;

Consequently the CPU Europe project was integrated into a national reform. It was an opportunity for the Ministry and the stakeholders to have an international perspective on the policies proposed.

In this context it should be noted that the work of the team implementing the CPU reform was also informed by participation in earlier ECVET projects where the French speaking community was a leader or a partner (namely OPIR and VaLOGreG from the 1st round of pilot projects).

Impulses for national implementation

The main reasons for introducing CPU in VET in the French Speaking Community of Belgium were:

- High numbers of drop-outs from VET: In the past, young people in VET pathways who failed the end-of year exam had to repeat the entire year. They accumulated delay, which often resulted in demotivation, disengagement and ultimately dropping out;
- A lack of recognition between providers: When young people dropped out and wished to return to education and training in another city or with another provider, they often had to start from the beginning. There were no common grounds based on which one school could recognise what the person learnt in another;
- A need to improve the image and attractiveness of VET: VET should offer qualifications that are of high quality and attract young people with diverse profiles;
- A need to improve the opportunities for lifelong learning.

References and information

The official web-site of CPU reform can be found here: <http://www.cpu.cfwb.be>

It contains many resources about the reform in French including:

- The qualifications standards used
- Official presentations of the reform and its aims:
- Evaluation reports for the pilot phase

All figure under the tab 'outils'.

Recognising learning outcomes from previous learning in the dual system – EASYMetal project

Basic information

Lead partner (country): Institute for Vocational Training, Labour Market and Social Policy (INBAS GmbH), Germany

Partner countries: Austria, Denmark, Turkey

Qualifications and sectors worked with: Metal Industry

Area of credit transfer and accumulation addressed:

Reduction of the training period based on evidence that learning outcomes of training content in the vocational system have already been acquired in the prevocational system: one unit or several units

Project website: <http://www.easymetal.inbas.com/>



Source: ICF GHK, 2013.

Aims of the project

EASYMetal developed and tested methods and tools to enhance transparency and permeability at the interface between pre-vocational training and vocational training in Germany. By making learning outcomes obtained in a pre-vocational training year comparable to learning outcomes that are part of full qualifications in the metal industry, permeability between those different learning schemes is made easier.

In line with the training regulations, training companies can decide whether they would like to grant credit for the learning outcomes acquired in the prevocational system in the form of shortening the training period and avoiding repetition. Four units of learning outcomes were developed relating to seven qualifications of the metal sector that can be obtained in the 'dual system', covering the first year of training for these seven qualifications. The identified learning outcomes were derived from the respective training regulations applied at company level and from the curricula applied at vocational schools (dual system). They were based on work situations. Upon completion of a unit, students in the prevocational training are assessed. Units of learning outcomes are documented in a learner's personal transcript.



Source: ICF GHK, 2013.

The project ran a successful test phase beforehand with several groups of students, which proved that the assessment procedures are feasible.

Impulses for national implementation

The German Vocational Training Act¹ does not foresee an accumulation/transfer of training units to the overall qualification, but allows for the recognition of **previously completed training for the current period of training**.

¹ German Vocational Training Act, Section 7: Recognition of previous training to the current period of training.



Since VET in the dual system in Germany is based on a private contract between the company and the trainee, crediting is at the discretion of the training companies. Companies can reduce the duration of the training period of an individual trainee if they trust the quality of the prior learning and the assessment documented in a transcript of records. Trainee and training institutions are required to submit a joint application to the competent authority – these qualifications involve regulation by the Chamber of Crafts and the Chamber of Industry and Commerce – and this may result in shortening a training period up to a year.

Together with the Chambers and other stakeholders the project developed a framework of crediting procedures which serves to establish trust.

Furthermore, the project carried out a seminar and expert interviews with training companies, asking how companies perceive the added value of using documents which certify the (units) of learning outcomes an applicant has already learned².

The respondents stated that:

- Companies see the benefit of **transparent** documents providing evidence on what an applicant knows, under-

stands and is able to do - hence, they see a positive impact on their recruitment processes in general;

- In case of applications from mobile workers or students coming back from a mobility phase, companies see the benefit of transparent and comparable learning outcomes **across countries** – they state that the integration of learning acquired abroad into training or work is made easier;
- **Reliable processes for the assessment** of units of learning outcomes (parts of a full VET-qualification) make the documents provided by the learner more trustworthy;
- Weighting **ECVET points** is seen as beneficial by employers as well – it supports their decision on how to shorten the training period concretely.

This feedback from training companies confirms the EASYMETAL approach; the recognition of learning outcomes across countries or across different learning fields depends on trust. Trust can be established by transparency as well as quality standards and the involvement of highly acknowledged institutions, such as the Chambers. The Chambers support this approach and recommend it to companies and training providers.

References and information

The project website provides several publications in German, English and Turkish language for download: <http://www.easymetal.inbas.com/downloads.html>

On the website you'll also find an ECVET-brochure for companies, which is a result of the expert interviews.

² To date, Germany does not yet work with learning outcomes.



Assessing learning outcomes from formal, non-formal and informal learning with an electronic test platform - ESyCQ project

Basic information

Lead partner (country): IBS-CEMES Institute GmbH, Centre for continuing professional training and competence management, Germany

Partner countries: Austria, Slovakia, France

Qualifications and sectors worked with: Trade and ICT

Area of credit transfer and accumulation addressed:

Transfer of prior learning (formal, non-formal or informal) – singular units or groups of units, related to specific qualifications, as a precondition to taking a final exam and/or shortening a training period.

Project website: <http://www.bildung-ibs.de/index.php/esycq>

with a specific qualification profile defined by the German training regulation. Tests were generated for every defined unit of learning outcome related to the six qualifications in focus. In addition to formal learning, non-formal and informal learning can be assessed as well. The objective is to elaborate the 'profile of learning outcomes' of a candidate.

Impulses for national implementation

Following the German Vocational Training Act, in Germany a profession is seen and evaluated as an overall professional competence to be used to make decisions and take action. The law does not foresee an accumulation/transfer of training units to the overall qualification. A final qualification is only issued if the person has passed a final exam.

However, the German Vocational Training Act¹ allows for the recognition **of previously completed training for the current period of training**. Federal governments may decide that a training course completed at another institution may be recognised partially or fully, thus reducing the current period of training. The competent authority for these qualifications which can grant this recognition is the Chamber of Industry and Commerce. Trainee and training institutions are required to submit a joint application, which may refer to the highest possible period of recognition, and this may result in shortening a training period by a year.

To establish trust for the assessment method and testing platform ESyCQ has set up cooperation with the local competent institution, the Chamber of Commerce (IHK Cottbus), which is familiar with and uses the test platform in other contexts. ESyCQ recommends that the Chamber agrees to implement the test developed by the project and offer it to candidates who aim to take an external test to achieve a

Aims of the project

The core part of the project is the design of a specific method of assessment of the acquired units of learning outcomes by using a competence database. The tool helps to assess the knowledge of the learner, including non-formally and informally acquired knowledge.

A competence matrix has been developed which shows that in the selected six qualifications (logistics manager, office manager / office administrator, office assistant, management assistant in IT-systems, IT-Assistant, and certified network-administrator), competences overlap. For the learner, this means that the learning acquired during a previous training phase that did not lead to a full qualification, but is used during work practice, might be relevant for the qualification that the learner is currently aimed at achieving.

Subsequently, groups of units were built that require the learner to pass a test to prove that they have acquired a set of competences related to a specific qualification - in line

¹ German Vocational Training Act, Section 7: Recognition of previous training to the current period of training.



specific qualification. Based on the outcomes of the testing, the Chamber should decide to what degree the test results of the candidates can be recognised as a requirement for the participation in the official (final) exam as offered to candidates who have extensive working experience in the specific professional field. For instance, the units of learning outcomes passed could be validated and hence allow for a categorisation of the professional experience and competence of the learner.

Once ESyCQ has clarified the practical application of this regulation in its home region, the land of Brandenburg, a respective recommendation considering the regulations in other German 'Laender' will be developed. Hence, the project aims at developing a method of formally recognising the units of learning outcomes which have been assessed through its method, using the CEMES platform.

References and information

A description of six different qualifications in terms of units of learning outcomes can be downloaded from the ESyCQ website: <http://www.ecvet-professional.eu> (including the equivalence matrix [in German] <http://www.ecvet-professional.eu/files/Aequivalenzmatrix.pdf>).

The ECVET pilot projects: I CARE (IT) - A recognition model for mobile workers in the health and social care sector

Basic information

Lead partners: Fondazione Cefass, Fondazione Ikaros (Italy – Lombardy Region)

Partner countries: Poland, Romania, Germany

Qualifications and sectors worked with: Health care and social workers

Area of credit transfer and accumulation addressed: Recognition of learning outcomes of migrant workers in the health and social care sector - acquired in other countries or through non-formal and informal learning

Project website: <http://www.icareproject.eu/>

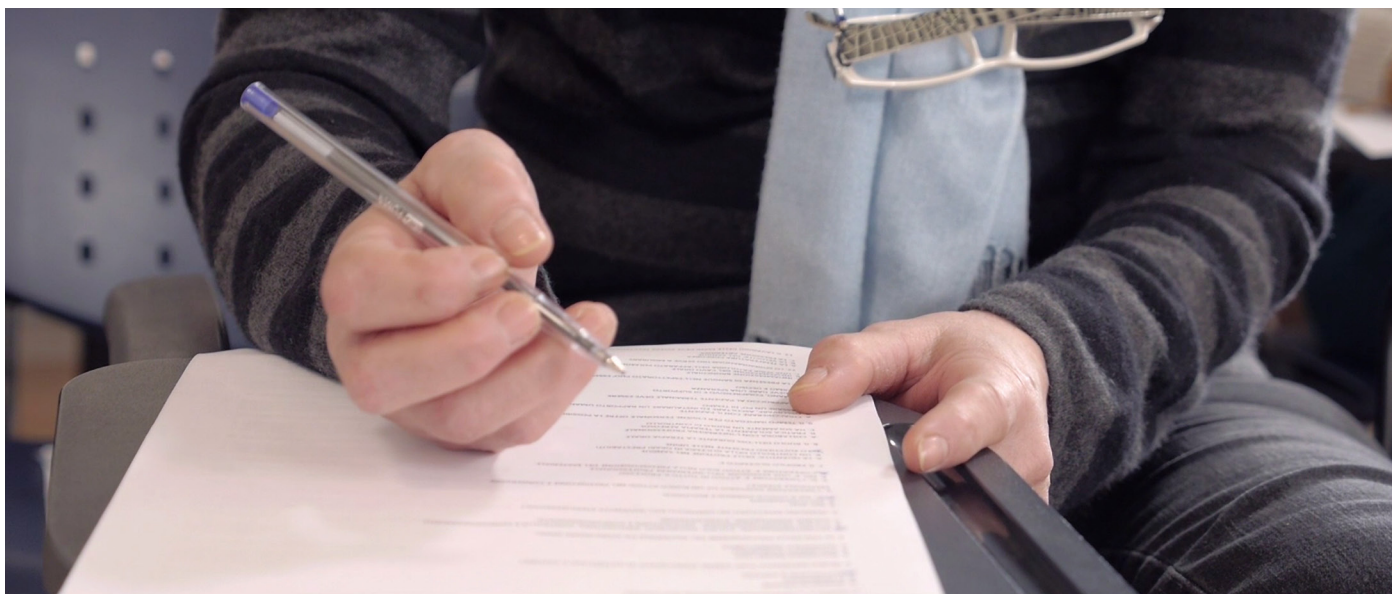
care sector: valid across borders. To achieve this goal, the project moved forward in several stages: firstly, a partnership between the Italian lead partners (Fondazione Cefass - Lombardy Region and Fondazione Ikaros) and international partners from Poland, Germany and Romania (VET-providers and competent institutions), was set up. The partners then developed a matrix of competences which makes it possible to compare the learning outcomes of five qualifications from health and social care sector across the partner countries. On the basis of this matrix, an assessment method was piloted in all countries to ensure the learning outcomes can be assessed on an equal basis.

At the end of the process, the partners were able to develop a recognition model for prior learning that can be used by VET-providers, but also by competent institutions to formalise achieved learning outcomes and progress or upgrade a qualification. Hence, the model can be used during the training process, but also in a labour market context, helping to create new opportunities for mobile workers.

Aims of the project

The I CARE project used ECVET as a framework to develop a recognition model for mobile workers in the health and social





The Italian VET system is rather complex and fragmented. The Regions and Autonomous Provinces have exclusive legislative power on vocational education and training for delivering vocational qualifications, with the exception of VET as part of compulsory education, where the Regions must comply with minimum standards and rules established at the national level. This means that for many qualifications and competences, there are no national standards: and qualifications issued by Regions and Provinces cannot be automatically recognised across Italy.

Hence, the I CARE project tried to create impulses for greater transparency and permeability in the Italian VET-system: and eventually, the recognition of learning outcomes acquired in other contexts by using the ECVET framework.

It was found that the use of learning outcomes creates transparency across regions and countries. VET-providers and competent institutions in different countries and Italian regions can use the I CARE matrix of competences to identify commonalities between qualifications. With a common assessment method, prior learning can be tested and validated according to a competence-based approach. Each learning outcome (part of a unit of learning outcomes) is assessed individually, through simulation of a real work situation and a theoretical test. Gaps can be identified, and an individual training plan can be set up: in view of shortening the training path leading to the full qualification. However, the regional authority awards the qualification on the basis of a

summative final exam organised by the VET provider. Modular and flexible training courses are hardly available. This for the moment, poses an obstacle to the full implementation of the recognition model.

In January 2013, a decree on the validation and recognition of non-formal and informal learning was introduced in Italy. It emphasises the need for concrete tools and methods to facilitate the recognition of prior learning. Consequently, I CARE influenced an increasing interest from VET-providers and competent institutions in the methodology developed by the project - in the Lombardy region and beyond.

At the transnational level, a stable consortium among partner institutions in Italy, Germany, Romania, and Poland has been set up.

References and information:

- The I CARE project website: <http://www.icareproject.eu/>
- The I CARE results (reports and tools): <http://www.icareproject.eu/pages/results.html>
- I CARE Newsletters: <http://www.icareproject.eu/pages/news/newsletter.html>

How to use ECVET as part of the French Ministry of National Education VET qualifications - MENECEVET project

Basic information

Lead partner: French Ministry of National Education together with the International Centre for Pedagogical Studies (CIEP)

Partner countries: French Speaking Community of Belgium, Germany, Catalonia Autonomous Community of Spain

Qualifications and sectors worked with: The project focused on the main upper-secondary leaving VET qualifications (BAC PRO – *Baccalaureat Professionnel*). The selected qualifications were in the sectors of construction; electro-technicians; accounting and secretarial work; front desk and client relation services; and care and domestic services.

Area of credit transfer and accumulation addressed: The main focus of the project was the recognition of learning outcomes achieved during the international mobility of students in initial VET.



Source: www.123rf.com

Aims of the project

The qualifications of the Ministry of National Education in France are already designed in terms of units of learning outcomes. The units structure the certification process, meaning that there is a certain correspondence between units and situations of final assessment. A BAC PRO qualification is usually composed of around 10 units (but it can be more or less depending on the qualification). In addition to 'professional units', a BAC PRO always contains a certain number of 'general units' that refer to general education components such as French language, mathematics, foreign language, history and geography.

The professional units are usually broad and comprise a relatively complex combination of knowledge skills and competence. When prepared in public or semi-public VET schools, most units can also be assessed through several continuous assessments (rather than through one final assessment per unit). Continuous assessment is for example, used to assess

the unit corresponding to competences acquired during compulsory periods of work-based learning (in companies). In this scheme, the in-company trainer assesses a learner's achievement based on a defined set of learning outcomes.

The French Ministry of Education hopes to strengthen international mobility in initial VET. This is expected to improve the preparation of young people for working internationally, but also to boost the attractiveness of VET.

The project approach consisted of comparing the ECVET Recommendation and its principles with the regulatory framework and guidelines for qualification design and award (concerning the above mentioned qualifications). The project also examined the experience of earlier ECVET-related projects and had a forward looking reflection on:

- How ECVET could be used in the context of BAC PRO qualifications; and
- How the existing regulatory framework could be improved to facilitate the recognition of learning outcomes achieved abroad, using ECVET.



The projects contribution to national implementation

In summary, the project concluded:

- The existing regulatory framework for the design and description of French qualifications is mostly well aligned with the ECVET technical specifications (units, learning outcomes, assessment, validation and recognition);
- The way in which the qualifications of the Ministry of National Education are currently described could be simplified and made more consistent to improve their legibility. The project made several recommendations that could help to update the guide for the design of VET qualifications;

The possible use of ECVET points was examined. The project evaluated two possibilities: using the workload approach to assign points to units or transposing the actual French system used to express the relative weights of units.¹ None of the approaches was considered satisfactory and of added value compared to the existing situation.

Regarding the recognition of learning outcomes achieved during mobility, two options were identified:

- One option is to carry out a continuous assessment (for part of a unit) abroad. This assessment leads to the recognition of learning outcomes assessed in the certification process (i.e. the part of the unit concerned is not assessed a second time). In such cases, the assessment abroad must satisfy certain conditions which were defined. In particular, it has to concern those learning outcomes defined in the French qualification standard.

- An optional unit could be introduced to BAC PRO qualifications certifying learners' 'mobility competence' acquired via mobility in a professional context. The learning outcomes for this unit were identified as well as the criteria and conditions for their assessment. Therefore, in addition to learning new technical skills and competence while abroad, learners would also have the possibility to gain recognition for the more 'soft' skills acquired.

These two options are not mutually exclusive – on contrary, they can be combined. Both require certain adjustments to the existing regulatory framework (decrees). Upon completion of the project, the Ministry of National Education is committed to implementing these evolutions, which should be partly ready in autumn 2013.

References

The final report of the project is forthcoming. In the meantime, more information about the project is available at: <http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=33>

¹ In the French system each unit has a certain 'weight' expressed by a number (coefficient). The grade the learner obtains from each assessment is multiplied by this 'weight' (coefficient) which leads to points. All the points obtained are then summed. To be finally awarded, the learner must obtain at least half of the maximum possible score.

VET-CCS (MT) – A conversion manual for VET qualifications

Basic information

Lead partners: Malta Qualifications Council (MQC), National Commission for Further and Higher Education (NCFHE), Ministry of Education and Employment (Malta)

Partner countries: Italy, Slovenia, Romania

Qualifications and sectors worked with: Cross-sectoral

Area of credit transfer and accumulation addressed: Accumulation of credit throughout the entire VET learning pathway – initial training and continuing professional development

Project website: <http://www.ecvetmalta.org.mt/>

courses were selected in a way that the learner can combine them in order to accumulate ECVET points in view of obtaining a full VET qualification.

Based on the methodologies developed and tested, a Conversion Manual has been drawn up. The manual provides guidelines and a step-by-step procedure to help VET-providers in Malta and beyond, with converting their courses to ECVET-compatibility.

Impulses for national implementation

Aims of the project

ECVET has been designed to enhance the quality of students' mobility through the recognition of units of learning outcomes; and to encourage and facilitate lifelong learning through the flexibility of programmes and pathways.

Beyond this, ECVET can also support specific demands of VET-providers. It can help to:

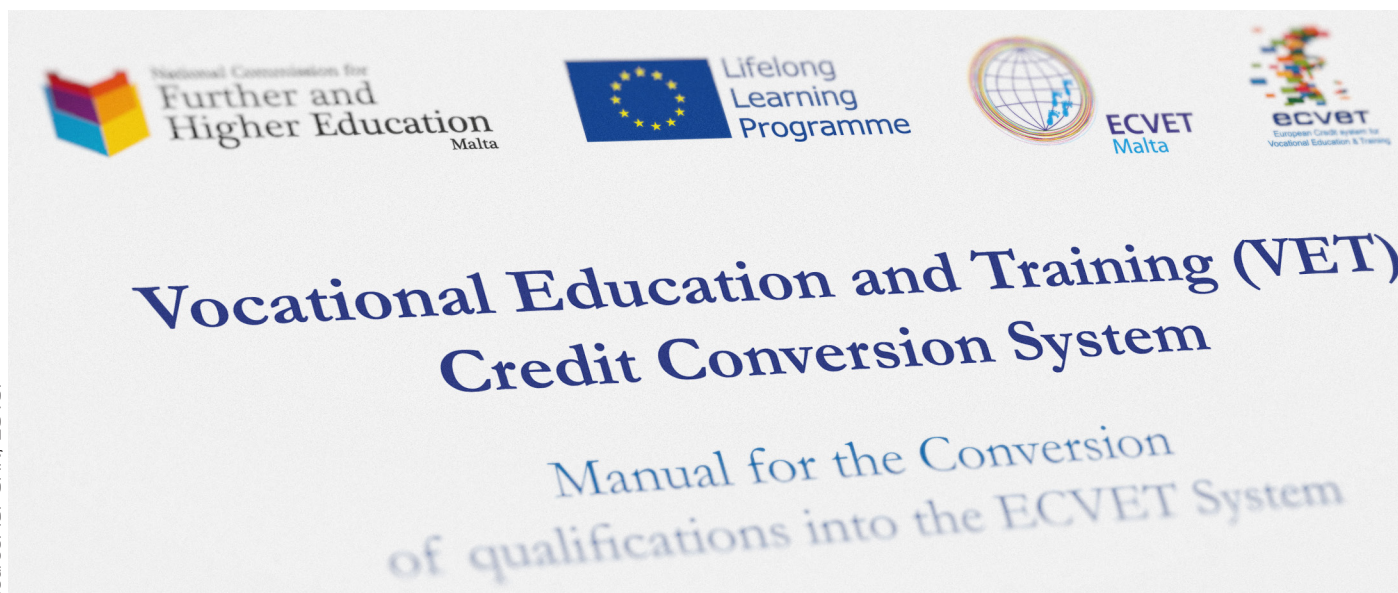
- Define clear learning outcomes for courses;
- Design training programmes which are more relevant to industry;
- Provide individualised, tailored and flexible training programmes;
- Improve co-operation with other institutions (national and transnational); and
- Improve the management of learners' mobility.

The project has developed and tested a step-by step procedure that clarifies how VET-providers can convert their qualifications / courses so that they are compatible with the ECVET technical specifications. Thirty VET qualifications were chosen to include both full VET qualifications as well as short VET courses at different NQF levels. These short

Malta has already taken significant steps to create the necessary conditions for introducing ECVET in its VET system. In 2007, the Malta Qualifications Framework (MQF) was launched, featuring eight levels of qualifications mapped to the EQF. ECVET was promoted early on: as a tool to both encourage and facilitate students' mobility and lifelong learning in the vocational education and training sector.

VET-CCS was coordinated by the Malta Qualification Council (MQC), the responsible institution for the development and implementation of ECVET in Malta; hence, it was conceived as a top-down project. By involving five large VET-providers in the project - the Malta College of Arts, Science and Technology (MCAST), Clear Dimension Ltd, Institute of Tourism Studies, Employment and Training Corporation, and Korporazzjoni Tax-Xoghol u Tahrig – VET-CCS succeeded in involving important stakeholders and a wide range of qualifications from different fields.

Moreover, the institutions had the chance to have a say in the development of the conversion method and adapt their own qualifications in the process. This has generated practice-oriented experience for different areas of study and different qualifications.



The other main advantages of the VET-CCS project include the existent synergies between several on-going implementation processes of the European transparency instruments in Malta. ECVET is for example, mentioned at various points in the latest update of the referencing report of the Malta Qualifications Framework (MQF). The future allocation of qualifications to MQF-levels will be carried out by using a revised version of the currently used template, asking for the description of learning outcomes in terms of knowledge, skills and competence, which has been developed as part of the VET-CCS project.

Moreover, synergies between ECVET and EQAVET can be identified. For instance, the organisation of the assessment of learning outcomes will be a crucial topic to discuss and raises questions such as: Who should assess and how (with what methods) to create the preconditions to validation, recognition, and transfer and make sure the assessment process is quality assured? To highlight the synergies of both instruments to users, the MQC plans to hold seminars on ECVET in proximity to seminars about EQAVET.

Hence, the development of a method to convert national VET qualifications to the ECVET system was seen as an important step to fully implement the MQF and create the necessary conditions for using ECVET on a broad scale.

References

- The ECVET Conversion Manual: <http://www.ecvet-malta.org.mt/uploads/filebrowser/ECVET%20Conversion%20manual.pdf>
- Description of the 30 courses selected for the pilot project: <http://www.ecvetmalta.org.mt/content/pilot-project-courses-strength-and-weaknesses-reports/1855941/>
- Strengths and Weaknesses Reports: <http://www.ecvetmalta.org.mt/content/pilot-project-courses-strength-and-weaknesses-reports/1855941/>

Notes

Notes

Coordination of the **ECVET pilot projects**

Over their lifetime, the pilot projects discussed in this brochure were supported by ICF GHK (Brussels) and 3s research laboratory (Vienna). The aim of this coordination – commissioned by the Education, Audiovisual and Culture Executive Agency in 2011 – was to promote good understanding of the ECVET technical specifications, ensure exchange and learning between the projects, identify and disseminate good practice.

What was achieved through this cooperation?

- The projects have built a community of experts who exchanged during four seminars and on other occasions;
- Some projects have used the information about other projects in their own work;
- The projects were led to step out of their specific context and to reflect on broader recommendations and messages for use of ECVET;
- The projects' activities and outcomes were disseminated:
 - Since 2008, 28 000 documents posted on the projects' web-site were downloaded;
 - In total, approximately 27.000 unique visitors came to the projects web-site - an average number of 230 visits per week;
 - More than 1200 persons registered to receive the ECVET newsletter five times a year.

For more information, please visit the ECVET pilot projects website: <http://www.ecvet-projects.eu/>

For more information about the ECVET pilot projects:
<http://www.ecvet-projects.eu>
This brochure can also be downloaded from the website.

