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Lifelong Learning Programme



Be-TWIN

Testing a joint ECVET - ECTS Implementation

147825-LLP-1-2008-FR-ECVET

Fostering learning mobility in Europe

Paris, 9 December 2011

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Overall objective of the Be-TWIN project

To develop an effective methodological approach
and innovative translation tools aimed at facilitating a common
implementation of ECTS and ECVET;

Not to revise the existing credit systems or the methodology they are based
on but to find solutions to coordinate them in order to:

- favour the vertical (from VET to HE and vice versa) and horizontal (i.e. recognition between countries) mobility of learners and workers across Europe as well as their employability;
- foster common approaches to education and training in Europe linking the benefits of both systems and enhancing mutual understanding



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Main deliverables

- **Design of a common methodology**

Design and publish a methodological guide linking both credit systems as well as a matrix to be applied in the framework of the case studies. The guide, *“ECTS-ECVET: Building bridges and overcoming differences”* has been issued in July 2010.

- **Operational testing**

Apply the matrix to real case studies, i.e. implement ECVET and ECTS in existing training programmes at different EQF levels (4, 5 and 6) in the field of Plastics Industry, Hospitality Management and Training of trainers. The work undertaken in the framework of the case studies continued until 2011.

- **Toolkit for trainers**

Based on the results of both the methodology and the trial implementation. The toolkit has been issued in June 2011.



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The Be-TWIN Methodology

ECVET-ECTS common methodology



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Main objectives

- Facilitate the compatibility and comparability between ECVET and the ECTS, which is used in the higher education sector, thus contributing to a greater permeability between levels of education and training
- Develop innovative tools and methodologies linking both credit systems

Steps

- Elaborate a **state of the art of the existing methodologies** regarding ECVET and ECTS
- **Agree on the concepts and definitions** using the existing key documents (ECTS Key features 2008; ECTS User's Guide 2009; Recommendation on ECVET; ECVET Q&A; CEDEFOP glossary "Terminology of European education and training policy", etc.) and outputs from different workshops and seminars (European Commission, CEDEFOP, GHK)
- **Determine the similarities and differences** between ECVET and ECTS



At a glance

ECTS - European Credit Transfer and Accumulation System

- **Historical context:** First experimented 1989 in the framework of the Erasmus programme, then incorporated into the Bologna Process
- **Field of application:** Higher education institutions
- **Objectives :** the recognised mobility of students within the European Higher Education Area
- **Methodological approach:** based on learning content and student workload (input oriented)
- **Limits:** Not applicable to vocational education at tertiary level, nor to alternative learning pathways (continuing education, informal learning, etc.)

ECVET-ECTS common methodology

ECVET: European Credit for Vocational Education and Training

- **Historical context:** Experimented since 2009 in the framework of pilot projects. Incorporated into the Copenhagen Process through a Recommendation of the EP and Council
- **Field of application:** VET, including continuing education and informal learning
- **Objectives :** putting in place a credit system compatible and in line with the specificities of VET
- **Methodological approach:** based on learning outcomes (output oriented)
- **Limits:** So far, no connection with ECTS has been defined



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Methodological Guide:

“ECTS-ECVET: Building Bridges and Overcoming Differences”

Content:

- An innovative tool, « the matrix », articulating the learning pathway approach (ECTS) and the learning outcomes approach (ECVET), which stipulates that the only possible translation device between both credit systems are the learning outcomes, the other parameters (workload for ECTS and relative importance of the units of LOs for ECVET) being the main inconsistencies
- Possible application of the matrix on three selected case studies

The Be-TWIN Matrix

		LEARNING ACTIVITIES						ECVET credit points
		L1	L2	L3	L4	L5	Ln	
UNITS OF LEARNING OUTCOMES	U1							...
	L01	*		*	*			
	L02			*				
	L03		*		*			
	U2							...
	L04		*					
	L05	*			*			
	L06							
	U3							...
	L07	*	*		*			
	L08							
	L09			*				
	U4							...
	L010	*			*			
	L011							
	L012							
	Un
ECTS credit points			Total

Double entry table enabling to better depict and present a qualification by detailing the learning outcomes and the learning activities (curriculum)

Can be used from different entry points

Is compatible with the specificities of HE and VET

HOW TO FILL IN THE TABLE: 4 STEPS

Move your mouse over the icons to reveal the corresponding information

Depict the qualification by filling in the grid with the learning outcomes



In order to fill in the matrix, one has to be able to depict the qualification in terms of learning outcomes, if possible related to a professional standard or at least having consulted employers about the expected skills, knowledge and competences for the specified position(s). In the framework of higher education degrees, learning outcomes are not traditionally designed in line with one particular job profile. In this context the degree's qualification profile might embrace a wider range and scope of potential perspectives upon completion. After having identified the learning outcomes, these should be grouped into coherent units in order to respect the ECVET specifications.

Depict the qualification by filling in the grid with the associated learning activities



Learning activities (courses, internships, theses, practical experimentations, on the job training etc.) are crucial in the framework of the Be-TWIN project since the project's aim is to enable a dialogue between vocational education and training and higher education. Therefore learning pathways, as the result of a sequence of learning activities, have to be addressed. Flexible learning pathways can furthermore be seen as one building block of contemporary higher education. Learning activities, just like learning outcomes, are contextual components of any qualification. However, both (LOs and LAs) are relevant only in a specific temporal context, since they are not set in stone. For example, the evolution of the job market's needs in terms of knowledge, skills and competences, or didactical innovations might spark changes in both of these categories.



Cross which learning activities contribute to each learning outcome in order to identify the overlapping of the learning pathway and the outputs of the qualification described in learning outcomes

This step is the very core of the work and necessitates the involvement of the pedagogical team as a whole (teachers, professors, training programme managers, learners etc.) in order for the process to be done accurately and to be fine tuned.



Allocate the credit points to either the units of learning outcomes (ECVET points) or the learning activities (ECTS points) or to both (ECVET and ECTS).



Operational testing: Three case studies

1) Plastics Industry – France/Germany

Partners: CFI (Centre des Formations Industrielles – CCIP's technological school), Fédération de la Plasturgie (Professional federation), French ministry of education (certifying body), BASF (German partner for the mobility scheme)

2) Hospitality Management – UK/France

Partners: Stratford-upon-Avon College and Ecole de Savignac (training centres), Thames Valley University (certifying body)

3) Training of trainers – Italy/France

Partners: USR Veneto, University of Padua, Rectorat de Paris (GIP)

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Potential usage of the Be-TWIN methodology

In the framework of a **geographical mobility**:

To improve the recognition of mobility by clearly identifying which learning outcomes will be achieved and assessed in the context of mobility and through which learning activities they will be obtained.

CS1 Plastics Industry (EQF 4 and 5)

Coordinator: Fédération de la Plasturgie

Partners: CCIP-CFI, Rectorat de Paris

Testing field: BTS Europlastic

Mobility scheme between the Centre des Formation Industrielles (CCIP) and BASF's training centre in Germany

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Operational testing: CS1 – Plasturgie

Partners: Centre des formations industrielles (training centre), Fédération de la Plasturgie (professional organisation), Ministère de l'éducation nationale (competent institution), BASF (German partner for the mobility scheme)

France: Qualification: BTS des industries plastiques – Europlastic

- Vocational qualification at EQF level 5
- Content designed at European level
- Implemented in France as a National diploma of the Ministry of High Education
- National examination and national recognition
- 120 ECTS points applicable according law for the complete qualification Training program:

Duration of the formal training path: Full time 2098h

Germany: Chemical Technician apprenticeship in-company program recognized by the Land - - 12 apprentices from the BASF training center aged between 17 to 21





Operational testing: CS1 – recognition and validation

France

- At the end of the exchange, the French students have been assessed abroad by a teacher on part of the unit E.2.2
- Thus, when the students passed the final exam, the points earned have been added to the total and contributed to the award of the Diploma

Germany

The LOs, achieved during the exchange, have been:

assessed by a teacher on the part of their diploma regarding chemical processes;

validated by the training center (accepted and integrated to the training path);

recognized by the Land.





Memorandum of Understanding

Context

This MoU has been created, in the framework of the European project Be-TWIN Testing a Joint ECVET-ECTS implementation (LLP- 2008 Projects to test and develop the credit system for vocational education and training (ECVET) to formalise the exchange between apprentices in Europlastic training and apprentices in BASF training.

Be-TWIN project

Competent institution in the sending / hosting country


Name of the institution	Centre des Formations Industrielles – CFI 
Address	5 place de la Gare des Saule 94310 Orly FRANCE
Representative	
Telephone number	00 33 1 41 76 00 70
Fax number	00 33 1 41 76 00 77
E-mail	
Short description of the competent institution	The CFI is a training centre for apprentices.

Status of the competent institutions

Each competent institution accepts the status of the other competent institutions.

Specific role of this competent institution	The CFI has in charge the exchange of the French apprentices in the framework of the diploma BTS Europlastic. Its activities are to select the apprentices for the exchange according quality criteria; to organise the exchange in Germany with the BASF team; to host the German apprentices in France; to assess and recognise the learning outcomes acquired during the exchange.
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Competent institution in the hosting / sending country

Name of the institution	BASF 
Address	GPB / AP – 0950 67056 Ludwigshafen GERMANY
Representative	

Memorandum of Understanding – Europlastic – September 2010

MEMORANDUM of UNDERSTANDING

LEARNING AGREEMENT



Learning Agreement

Personal details of the learner

Name	
First name	
Contact details	
Qualification being prepared by the learner	BTS des industries plastiques - EUROPLASTIC
Period concerned	2010 - 2011

Home institution

Name	Centre de Formations Industrielles - CFI
Address	5 place de la Gare des Saule 94310 Orly FRANCE
Main contact person	

Details of the Learning Agreement

Course/module	Learning outcomes	Unit and ECVET points	Assessment (mode of assessment, timing)	Other information (if required)
BTS Europlastic standard U2 English E 2,2 CCF2	<ul style="list-style-type: none"> - C6-9 To design a document of communication in English - C6-10 To make a written account in English - C6-14 To know technical vocabulary used in the plastics processing domain - C6-15 To be able to communicate on the telephone in English - C6-16 To write a report, technical diagrams for an oral account in English - C6-17 To give an oral account in English 	4,5	<p>Apprentices assessment</p> <ul style="list-style-type: none"> - Oral presentation in front of a jury - Written report <p>Tool for assessor: assessment grid to fill</p>	



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Learning Agreement

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Potential usage of the Be-TWIN methodology

In the framework of **vertical mobility**:

To help learners to have part of the learning outcomes gained through a vocational qualification recognised when moving to another learning context (e.g. higher education)

CS2 Hospitality Management (EQF 4, 5 and 6)

Coordinator: Stratford upon Avon College

Partners: Stratford College's partners outside the consortium (Ecole de Savignac and West London University)

Testing field:
Foundation Degree (FdA) and a Bachelor Degree (BA) in Hospitality Management

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Operational testing: Hospitality management

Partners: Stratford-upon-Avon College and Ecole de Savignac (training centres), Thames Valley University (certifying body)

The target groups of the testing are the following:

- Year 1 Foundation Degree (FdA) Hospitality Management
- Year 2 FdA Hospitality Management
- BA (Hons) Hospitality Management



Allocation of ECTS/ECVET credit points to the Foundation Degree in Hospitality Management – UK/France

The double allocation of ECTS/ECVET credit could:

- *enable these degrees to **depict their training offer** in accordance with the **labour market's needs**, based on **learning outcomes** as specified in **ECVET**, but also to attribute **ECTS points** to **learning activities** to boost the curriculum.*
- *be **beneficial** for the **learners** who could **better value their** gained **learning outcomes towards the economic** world, and **better present their qualification towards the academic** world in case of **vertical mobility***
- *facilitate the **establishment of a transparent procedure** for the recognition of credit in the context of **progression to higher education through vocational routes** using ECVET system*

Progression Agreement

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Allocation of ECTS/ECVET credit points to the Foundation Degree in Hospitality Management – UK/France

THE PROGRESSION AGREEMENT

Definition: the PA identifies specific progression routes from Further Education (FE) to Higher Education (HE) from one institution to another partner through recognition of outcomes and the provision of guaranteed places and other agreed collaborative activities designed to support progression between the identified programmes

Objective: to facilitate the establishment of a transparent procedure for the recognition and comparison of credit in the context of progression to higher education through vocational routes





THE PROGRESSION AGREEMENT – Main objectives

Foundation Degree in Hospitality Management – UK/France

- to **widen access to higher education** by enhancing **vocational progression opportunities across Europe**
 - to **increase** the number of **learners** from **under-represented groups** progressing to higher education across Europe
 - to encourage and support staff networking between FE and HE institutions across Europe
- to share **best practice** and collaborate on **curriculum design and development**, particularly in relation to vocational programmes
- to **exchange** appropriate **institutional and department policies** including admissions policies
 - to **promote** and support future **developmental initiatives** between the two institutions

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Progression Agreement

Between



Course: BA in Hospitality Management

Institution: Stratford upon Avon College, UK



and

Course: MBA Hospitality Management

Institution: Ecole de Savignac, France

This Agreement is between BA in Hospitality Management within the School of Hospitality Management of Stratford upon Avon College of Stratford upon Avon (UK) and MBA in Hospitality at Ecole de Savignac, France. This Agreement identifies specific progression routes from Further Education (FE) or Higher Education (HE) from one institution to another EU partner. This includes the provision of guaranteed places and other agreed collaborative activities designed to support progression between the identified programmes. The Agreement aims to serve both institutions in their joint objective to promote vocational progress and to encourage the development of progression opportunities in collaboration with Higher Education across Europe.

The Agreement will commence on 1st September 2011 and will be reviewed by both parties every three years.

The Agreement seeks to achieve the following objectives:

- to widen access to higher education by enhancing vocational progression opportunities across Europe
- to increase the number of learners from under-represented groups progressing to higher education across Europe
- to encourage and support staff networking between FE and HE institutions across Europe
- to collaborate in meeting the needs of individual prospective, current and previous learners in relation to personal development and progression
- to provide a channel through which information, advice and guidance, including changes in entry requirements, may be made available to lecturers, prospective learners and their advisers
- to facilitate the establishment of a transparent procedure for the recognition and comparison of credit in the context of progression to higher education through vocational routes using ECVET and ECTS systems
- to share best practice and collaborate on curriculum design and development, particularly in relation to vocational programmes, where appropriate
- to exchange appropriate institutional and department policies including admissions policies
- to promote and support future developmental initiatives between the two institutions



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SUPPLEMENTARY TRANSCRIPT

Student Name:	
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As part of a European research project (Be-Twin) a new system of credit application has been devised – this new system is called ECVET (European Credit for Vocational Education and Training). This has been applied to the FdA/BA in Hospitality Management following extensive development of a methodology; this allocation is listed below and is based on the learning outcomes achieved. In the future you will be able to use this supplementary transcript to evidence to future educational or training organizations what learning outcomes have been achieved during your time with Stratford upon Avon College.

Total ECVET Achieved: 120

Year 1 - Level 4

Food and Beverage Operations (12 ECVET)

1. Understand the planning, implementation and control processes involved in designing food production and delivery systems.
2. Demonstrate knowledge and operational skills applicable to a range of food and beverage environments.
3. Demonstrate an understanding of the importance of the financial contribution to the sale of space.
4. Understand the various methods used to maximise revenues in food and beverage operations.
5. Understand the need to work safely and hygienically within the food production environment.
6. Explain the planning and organisation of production and delivery systems.

Personal Development 1 (6 ECVET)

1. Apply the appropriate written communication techniques when analysing information.
2. Access and demonstrate the use of relevant resources.
3. Develop existing skills and acquire new competencies for the hospitality environment.
4. Obtain transferable skills necessary for employment.
5. Present independent research.



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Potential usage of the Be-TWIN methodology

In the framework of **vertical mobility (training of trainers)**:

To offer adult learners the possibility to better formulate and identify the learning outcomes already gained and the ones to be achieved by taking an additional and complementary training pathway

CS3 Training the trainers (EQF 5 and 6)

Coordinator: USP Venezia (with University of Padua)

Testing field: Adult higher education course designed by the Regional Office of the Ministry of Education and the Educational Sciences Dept. of the University of Padua

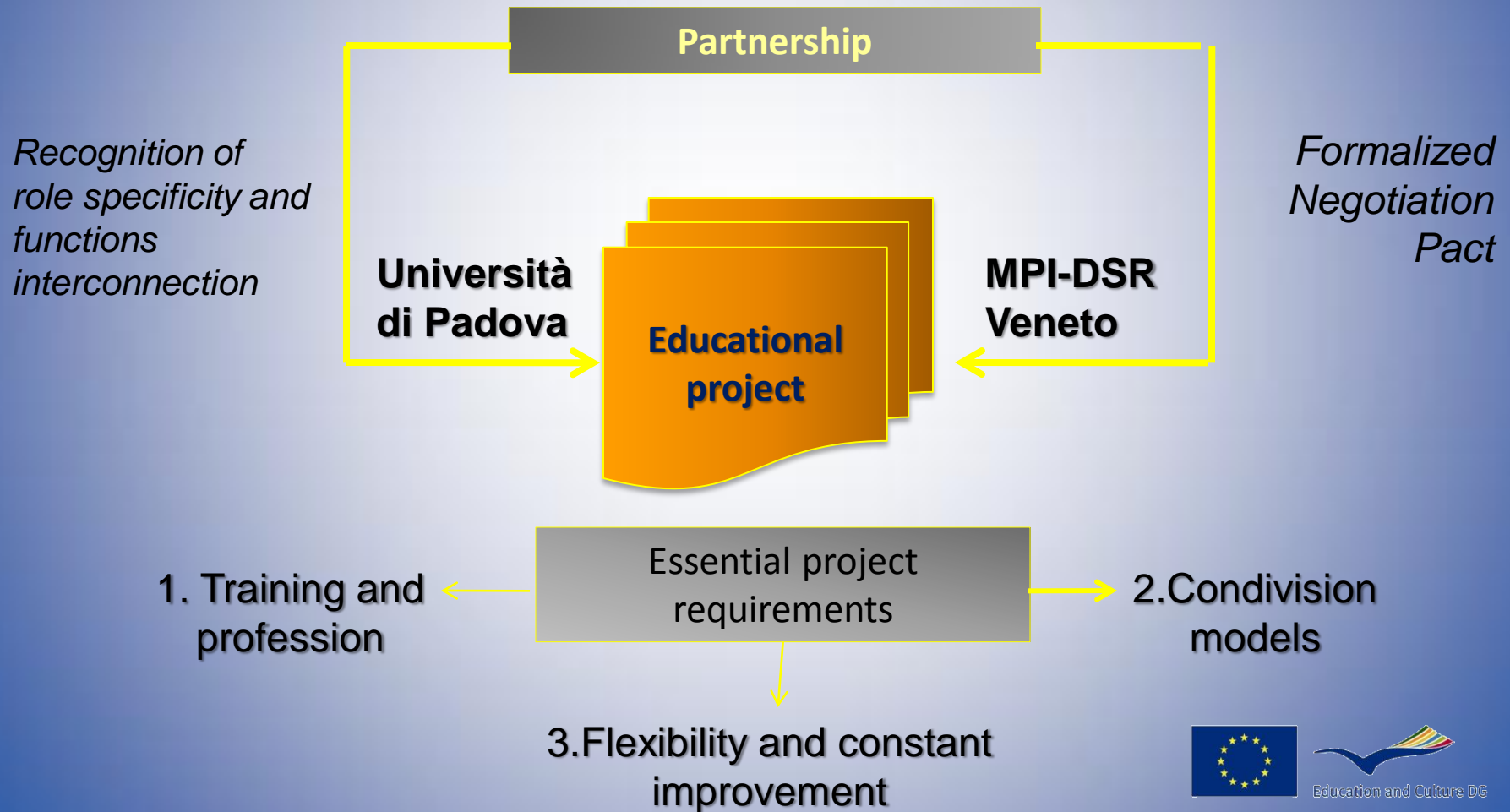
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CS3: Action planning model





CS3: training objectives

- To increase educational and professional standards of Adult Educational System
- To improve access to university education to EdA staff
- To speed up a research space and an intervention in Adult Education and in Adult teaching
- To promote and to reinforce interinstitutional partnerships for adult policies coordination



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CS3: ECTS points

Courses	SSD	Methodology	CFU	Class lessons	On line lessons	Experimental activities	Personal studying	Total hours
EDA system: models, strategies and developments	M-PED/04	Integrated teaching (presence and distance education)	2	10	10	/	30	50
Educational Leadership and organizational management	M-PED/04	Integrated teaching (presence and distance education)	2	10	10	/	30	50
Network models, planning and evaluation of EdA	M-PED/04	Integrated teaching (presence and distance education)	3	15	15	/	45	75
Laboratory: experimental activities at organizational level	M-PED/04	Laboratorial teaching and experimentation with assistance in practice	3	15	15	30	15	75
Final report			1	/	/	/	25	25
Total amount of hours			11	50	50	30	145	275

CS3: BE-TWIN matrix

CDAF COURSE - ADULT EDUCATION						
MODULE	SUBJECTS				CUF COMPLEXITY	L.O. WEIGHT
TRAINING AND METHODOLOGIES IN THE ADULT EDUCATION SYSTEM	The adult learning in the knowledge society	General training and collaborative methodologies	Methodologies functional to the classroom training	Testing on the training addressed to adult people		
Being able to define and communicate the main psychological and epistemological concepts concerning the lifelong learning	X				2	2
In the building of the genesis and development of the individual competences being able to recognize the individual's active role, his/her social interaction and the cultural dimension of the learning process	X				2	2
Being able to identify the training's main orientations and link them to the adult education's features		X			2	2
Being able to recognize the aspects of the didactics in the adult education and discuss about their application		X			2	3
Being able to set out and communicate the key factors concerning active training techniques		X			2	3
Being able to promote and argue the choice of training techniques suited to adult users' characteristics		X			5	3
Being able to employ collaborative techniques in the simulations		X			5	3
Being able to evaluate the learners' performance		X			5	3
Being able to use collaborative techniques to design a training activity addressed to adult learners		X			5	3
Total of formative credits - Workload	2	3	2	3		

CS3: CdAF experimentation

During the test phase

In Italy:

- Check - validation of the correct allocation of weights to the Unit of LOs according to relative importance through interviews with headmasters and teachers from 20 VET organizations in Veneto
- Verification - validation of the workload ECTS evaluated with students
- Interviews with 25 to 35 students
- Comparison of synthesis
- In France – comparison with to similar activities



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CS3: some final considerations and results

- Difficulties in matching ECTS and ECVET definition of LO
- Difficulties in grouping Los
- New design of training units according to LOs groups
- MoU between Regional office of the Ministry of Education and University of Padua
- ITS national agreement based on this experience and BE-TWIN methodology (TBC)



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Main difficulties and constraints encountered during the testing phase

At system level

- Legal and administrative barriers enabling crediting and valuing across borders of VET systems
- Financial resources shortage: this prevent to have longer period of mobility – difficult to develop LOs in short period of time
- Many curricula are not yet based on LOs – no generalised methods to identify, define and assess them
- Most assessment methods are not based on LOs but on testing the full acquisition of skills (final examination)





Main difficulties and constraints encountered during the testing phase

Case study 1

- Validation due to legal constraints
- Companies are not really interested in having the recognition
- French apprentices cannot spend long period of mobility because they are employed by the company





Main difficulties and constraints encountered during the testing phase

Case study 2

- Pre-existence of a credit system within the UK
- Limited interest in a new system and education and training organisations are not open to changes; lack of support from stakeholders
- Limited mobility in which the UK takes part towards Europe due to the links with Commonwealth Countries and the lack of motivation of students to learn a 2nd language.





Main difficulties and constraints encountered during the testing phase

Case Study 3

- Difficulties in matching ECTS/ECVET and LOs and LAs
- Reluctance from national bodies to implement ECVET



Feedback and guidelines

- To **invest in long term transnational partnerships**, in the establishment of institutional networks becoming zones of mutual trust where obstacles are tackled simultaneously, creating formal basis for co-operation and exchange of VET providers, learners and companies for quality placements exceeding the duration of single mobility measures;
- To **invest in long term dialogue between FE and HE organisations** in order to *favour the* establishment of transparent procedures for the recognition of credit in the context of progression to higher education through vocational routes
- Need of a **shift from a project-based mobility to a system-based mobility**

Feedback and guidelines

- To promote the building of **infrastructures and services supporting mobility** and supported by professionals (portals, reliable companies portfolio, high-quality workplacements, etc.) and foster the implementation of a **quality assurance system for placements** and recognition of the skills acquired abroad
- To **develop** and deepen the **use of learning outcomes** across all aspects of learning, teaching and assessment and to engage with other key players to encourage/ support proper use of LO's
- To **implement thinking in units**, especially regarding the question of the **weighting of learning outcomes**



BE-TWIN PROJECT

Workpackage 3 Operational testing

FINAL REPORT

PROJECT NUMBER 147825-LLP-1-2008-FR-ECVET

JULY 2011



To be published soon at

www.betwin-project.eu

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Thank you for your attention

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