

Measures to validate the ECVET certification



Methodological approaches for ECVET implementation
ECVET information kit.

Intellectual Output 6

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The results of **SHIELD** project focus on ECVET mechanisms achieved:

- Adapted and tested qualifications (in terms of learning outcomes-LO) - on the basis of shared and tested transferable methods;
- Defined assessment, validation and recognition process;
- Develop testing activities (including a repertory of case studies) to assess the transferability of the recognition process;
- Develop a Memorandum of Understanding on ECVET-related issues among the partners countries involved aimed at promoting a wider use of the project results and transfer of its results.

Through ECVET the project also support organisations to adopt and apply the specifications within their systems. Furthermore, the project help to create innovative and concrete opportunities of Learning Outcome recognition. It aims at transferring the developed approach to other context/levels, while at the same time ensuring coherence with the overall system. The commitment of the competent ECVET organisations involved in the project maximize its impact at European level. To ensure sustainability beyond the project life cycle, a close cooperation of the partners through the Memorandum of Understanding has been developed to formalize the partnership.

Networking activities will be undertaken to disseminate the results to other stakeholders in partner's countries, promote shared decision-making and other initiatives for the ECVET European implementation in offshore construction sector.

In the process of developing of this intellectual output, we used the developed intellectual outputs:

- IO1: The description of the qualification in offshore construction; The allocation of ECVET points;
- IO2 and IO3: The units design of learning outcomes;
- IO4 : The Courseware ; The set of quiz questions.

1. The main concept of ECVET

The European Credit system for Vocational Education and Training (ECVET) aims to give greater control over individual learning experiences and make more attractive to move people between different countries and different learning environments. The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations.

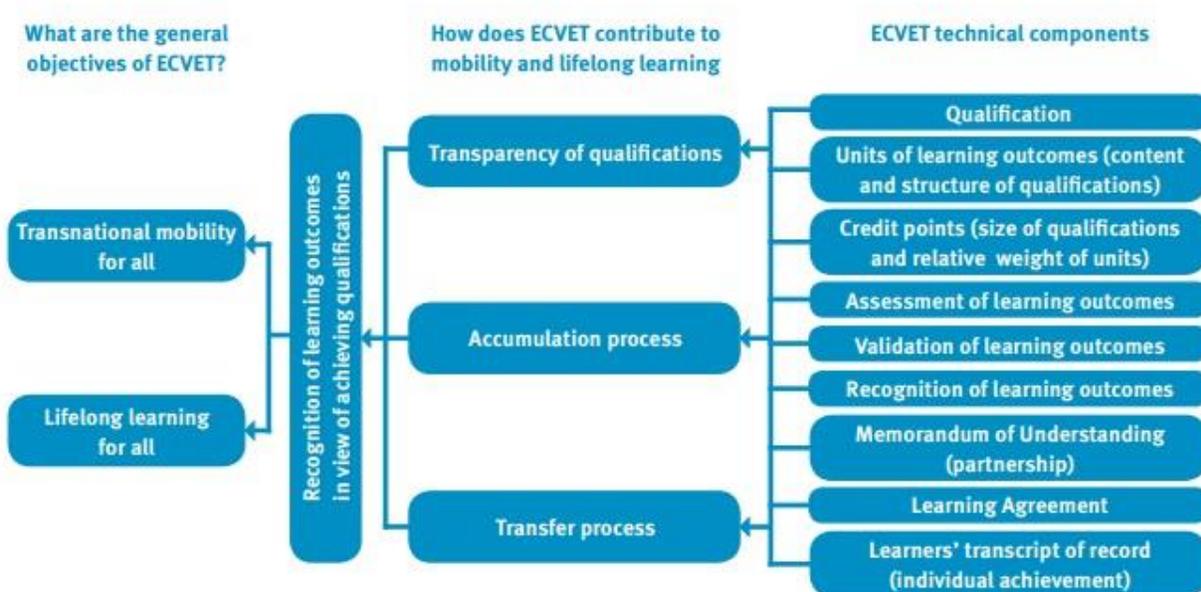
ECVET aims for better compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications. It aims to create a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures.

In ECVET, an individual's learning outcomes are assessed and validated in order to transfer credits from one qualification system to another or from one learning pathway to another. According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or learning situations.

The system also allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System (ECTS).

Recognizing all forms of learning is a priority of EU action in education and training. Learning that takes place in formal education and training systems is traditionally the most visible and recognized in the labour market and by society but there is a growing appreciation of the importance of learning in non-formal and informal settings. New approaches are developed to identify, assess and validate these new learning experiences within the context of qualifications.

Figure 1 | ECVET objectives and its technical components



The ECVET framework is based on the following established terminology.

Qualification	Formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to a given standard.
Units of Learning Outcomes	A learning unit is a part of a qualification, consisting of a coherent set of knowledge, skills and competence, which can be assessed, validated and recognised.
Learning Outcomes (L.O.)	L.O. are statements of knowledge, skills and competence that can be achieved in a variety of learning contexts. L.O. are statements of what a learner knows, understands and is able to do on completion of a learning process defined in terms of knowledge, skills and competence.
ECVET points	Numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.
Credit for L.O.	Credit is given for assessed and documented learning outcomes of a learner. Credit can be transferred to other contexts (learning programmes or qualifications) and accumulated to achieve a qualification on the basis of the qualifications standards and regulations existing in the participating countries ¹
Memorandum of Understanding (MoU)	Mutual trust and partnership among participating organizations are expressed in memoranda of understanding and learning agreements MoU is an agreement between competent institutions which sets the framework for credit transfer and accumulation. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnerships' procedures for cooperation.
Learning Agreement	Individualised document which sets out the conditions for a specific mobility period. It specifies, for a particular learner, what learning outcomes s/he should achieve and how they will be assessed, validated and recognised.
Competent institution	Institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as the allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes under the rules and practices of participating countries.
Assessment of learning outcomes	Methods and processes used to establish the extent to which a learner has attained particular knowledge, skills and competence.

Recognition of learning outcomes	The process of attesting officially achieved learning outcomes through the awarding of units or qualifications.
Validation of learning outcomes	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.
Credit accumulation	Process through which learners can acquire qualifications progressively by successive assessments of learning outcomes.
The Personal Transcript	Document containing information on credit (positively assessed learning outcomes) the learner has achieved. It is a record of his/her learning achievements.

Source: DG Education and Culture, ECVET Users' Guide. Part 1: "Get to know ECVET better - Questions and Answers"

2. Comparisons between credit systems ECVET and ECTS

ECVET - European Credit system for Vocational Education and Training and ECTS - European Credit Transfer and Accumulation System

ECVET¹ is a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another.

It aims to promote transnational mobility and access to lifelong learning. It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them. ECVET applies to all outcomes obtained by an individual from various education and training pathways that are then transferred, recognised and accumulated in view of achieving a qualification. This initiative makes it easier for European Union (EU) citizens to gain recognition of their training, skills and knowledge in another EU country than their own.

The European Commission defines the European Credit system for Vocational Education and Training (ECVET) as a methodological framework that can be used to describe qualifications in terms of units of learning outcomes with associated points.

ECVET is a system for the accumulation and transfer of units of learning outcomes in vocational education and training in Europe. It allows attestation and recording of learning outcomes acquired in various contexts, both in other countries and through formal, informal or non-formal learning. Learning outcomes can be transferred to a person's 'home' system to be counted towards the obtainment of a qualification.

The diversity of national systems that define the levels and content of qualifications is not conducive to transnational mobility of learners. ECVET remedies this situation by facilitating mobility among learners throughout Europe.

EU countries were free to adopt this recommendation and implement the system. They were asked to gradually introduce measures voluntarily, with a view to using ECVET from 2012. ECVET is implemented through partnerships and networks based on learning agreements (Memorandum of Understanding), which provide an appropriate framework for credit transfers.

With a view to transferring credits, the principles and technical specifications for describing qualifications in terms of units of learning outcomes with associated points are set out in Annex II of the Recommendation of the European Parliament and of the Council of 18 June 2009.

ECVET is one of many European initiatives that encourage learner mobility within the European Union (EU), such as Europass and the European Quality Charter for Mobility. ECVET also complements the European Credit Transfer and Accumulation System (ECTS) by linking vocational education and training with higher education.

The ECTS was set up in 1989, and has encouraged transparency and the recognition of periods of study spent in other countries.

The aim of ECVET is to facilitate the transfer of credits for learning outcomes from one qualifications system to another. It is different from the European Qualifications Framework (EQF), which is a common reference framework. Rather than harmonising these systems, ECVET is designed to make them compatible by providing an interface between existing national provisions on the accumulation, recognition and transfer of credits. ECVET is not concerned with mutual recognition of vocational qualifications, with respect to which the relevant directive imposes binding obligations on EU countries.

A reference tool to encourage EU countries to exchange best practices in the field of vocational education and training policies was presented together with ECVET: The European Quality Assurance Reference Framework for VET. It is designed to improve quality management practices at national level within this field by means of a set of common criteria and indicators.

ECVET is applicable for all learning outcomes, which should in principle be achievable through a variety of education and learning paths at all levels of the European Qualifications Framework for lifelong learning (EQF), and then be transferred and recognised. The Recommendation of 2009 therefore contributes to the wider objectives of promoting lifelong learning and increasing the employability, openness to mobility and social inclusion of workers and learners. It particularly facilitates the development of flexible and individualised pathways and also the recognition of those learning outcomes which are acquired through non-formal and informal learning.

3. Units of learning outcomes

The **SHIELD** project, with the support of the participating partners, has committed to pilotting ECVET oriented mechanisms in the offshore construction sector. **SHIELD** aimed at building a 'framework' of Units of the Learning Outcomes. This framework will have to function within the requirements at European level, but at the same time complying with ECVET technical specifications. The final aim is to build units that are transferable to facilitate the mobility of workers and the formal recognition of competences acquired through experience.

Learning Unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where

appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

The specifications for a unit should include:

- ✓ the generic title of the unit,
- ✓ the generic title of the qualification (or qualifications) to which the unit relates,

where applicable,

- ✓ the reference of the qualification according to the EQF level and, where appropriate,
- ✓ the national qualifications framework (NQF) level, with the ECVET credit points

associated with the qualification,

- ✓ the learning outcomes contained in the unit,
- ✓ the procedures and criteria for assessment of these learning outcomes,
- ✓ the ECVET points associated with the unit,
- ✓ the validity in time of the unit, where relevant.

What are the Learning Outcomes?

The learning outcomes approach ensures a better understanding and comparability of qualifications and learning achievements across countries. When using ECVET for learning mobility, the learning outcomes that the learner is expected to achieve abroad are clearly agreed by the partner institutions and stated in a Learning Agreement.

Following the participation in appropriate learning activities, learners acquire the expected knowledge, skills and competence and they are assessed on what they have achieved. The learning outcomes that they have achieved abroad are documented in a transcript of record and thus made visible.

Learning Outcomes are defined as statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge (knows), skills (understands) and competence (is able to do).

- Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
- Skills mean the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive or practical skills.
- Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and/or personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

How are Learning Outcomes described?

Learning outcomes are described using the terminology and descriptors existing in the qualifications system. The European definition of learning outcomes, which uses the terms of knowledge, skills and competence (see the EQF Recommendation⁶), is the common denominator that fits with the diversity of existing approaches to describing learning outcomes

ECVET does not provide a template or a taxonomy concerning the format of learning outcomes descriptions. Such templates or classifications may exist at national, regional or system level (for example as part of national qualifications frameworks). However, it is essential in implementing ECVET, to ensure that learning outcomes for qualifications and units are clearly identified and described to enable mutual understanding of qualifications and judgments on:

- Whether the qualifications covered in the framework of a partnership for mobility lead to the same or similar occupation;
- Whether learning outcomes, as described in one setting or context, are comparable with those expected in another setting or context. A Unit of learning outcomes is a component of a qualification or professional profile consisting of a coherent set of knowledge, skills and competences that can be assessed and validated. This implies that Units of learning outcomes are structured comprehensively and logically and that they shall be assessed. Units of learning outcomes can be specific to a single professional profile or common to several profiles or qualifications.

Characteristics of Learning Outcomes

- Learning outcomes principally refer to vocational qualifications and not to individual learners. The learning outcomes do not describe the learning target or the learning path, but the results following the completion of the learning process.
- Learning outcomes will always be described from the perspective of the learner (outcome) and not from the perspective of the teacher, instructor.
- The optimal number of learning outcomes is dependent on the complexity of the educational programme. It is advisable to formulate neither too many, nor too few learning outcomes. Too many could cause a lack of transparency, while on the other hand too few would not be conducive to transparency.
- Learning outcomes should be externally verifiable. The formulations are to be chosen such that it can be determined during an evaluation process if the learner has achieved the learning outcomes.
- The manner in which the learning outcomes are acquired is not relevant for the learning outcome description. This means that it does not matter if the contents have been acquired through an e-learning programme, classroom instruction, at the workplace, at school or through self-study.

The **SHIELD** project is a learning opportunity that tends towards the integral training of the person: it is not limited to transmission of knowledge, but it aims at developing (technical/professional and transversal) competences using training and e-learning platform.

Competence is a multidimensional concept, which must always consider the following three dimensions:

- knowledge: facts, ideas, principles, standards, concepts, words, theories, contexts, objects referring “to know something”;
- skills: procedures, rules, strategies, problem solving, work schemes referring “to be able/know how to do something” in a particular situation or context;

- relationship: to be able to work in team, to be able to form a team, to be able to lead a team

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competence.

1. Knowledge: means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge
2. Skills: means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
3. Competence: means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy

Learning Outcomes can be used to establish descriptors of qualifications frameworks, define qualifications, design curricula, guide assessment based on knowledge, skills, and competences, etc. For each level of the European Qualification Framework (EQF), the learning outcomes are established in line with the respective level according to the level descriptors for each level within the EQF. A set of learning outcomes make up a study unit, and a collation of study units make a full qualification. To implement ECVET, it is necessary that qualifications are described using units of learning outcomes so as to be able to relate the outcomes of assessed or validated learning experiences in a common methodology.

The knowledge, skills and competencies identified in the occupational standard have been set as the skills, knowledge and competencies for the development of VET training to upgrade the skills on health and safety risks for offshore workers.

The learning outcomes set for each Learning Unit and include a list of the related knowledge and skills.

SHIELD puts the participant in the center of the learning activity, requiring his active participation, in an individual or group dimension. The practical implementation of the **SHIELD** course requires a continuous focus on participants learning processes and a considerable flexibility to adapt the path on the basis on their replies and on deepening opportunities and/or extension that may occur.

The **SHIELD** course can be very useful to facilitate the mobility of learning. For example, a module can be completed in one country and the other modules can be completed in another according to the training equipment available such manned models and simulators.

The calculation of credits is based on the following method:

10 hours of training = 1 ECVET point

1 ECVET point = 1 ECTS point

The developed course (IO4) includes 2 parts: part 1 for Supervisor offshore and part 2 for Supervisor on shore.

The first part of the course consists of 18 Learning Units with a total of 380 hours which corresponds to a total of 38 ECVET points

The second part of the course consists of 21 Learning Units with a total of 450 hours which corresponds to a total of 45 ECVET points.

Teaching methods

The learning units include a mix of group work and have been thought through lecturing, discussions, case studies, hands-on practice and simulation.

The training through **SHIELD** course is aligned with developments in the education system in Europe, which recognises the need for training to be more focused on results/ output -in order to prepare learners for the challenges they face in working in the offshore construction sector. This emerges from the learning outcomes approach which focuses on the competencies that the learner needs to develop at the end of the learning process.

For each of the learning unit the focus of each lesson, practice or simulation will be on what the learner will:

- Know
- Be able to do
- Be able to do without supervision, independently and with responsibility

This approach is designed to ensure that learners are not only exposed to the course content, but also assimilate knowledge, practice the skills learnt, and work towards implementing these skills without supervision, independently and with responsibility. This focus on competencies ensures that learners develop the skills which they need to function as independently as possible in their work settings.

The course includes lessons, short stage or e-learning activities. The proposed course is very flexible: it must be adapted time to time to the specific implementation context (formal, non-formal or organizational) and specific learners.

The assigned EQF level is 5 or 6 as it provides for a higher level of responsibility and autonomy for expected learning outcomes.

Assessment

The learning units have been assessed through ongoing assessments, tests and the records will be kept including results for all simulation exercises.

4. ECVET Points

ECVET points provide additional information about units and qualifications in a numerical form. The ECVET points are a numerical representation of the overall weight of learning

outcomes in a qualification and of the relative weight of units in relation to the qualification.

The number of ECVET points allocated to a qualification, together with other specifications such as descriptions of study units in learning outcomes, and information about the level of qualifications can indicate the scope of the qualification. From the total number of ECVET points allocated to a qualification, each Unit has a relative weight within that qualification. This is thus reflected in the number of ECVET points which are allocated to each unit in order to contribute towards achieving the qualification. When a learner satisfies the criteria for a Unit or a qualification, meaning that s/he has achieved the expected learning outcomes and these are assessed and validated, s/he is awarded the corresponding ECVET points. These are recorded together with the learning outcomes of each study unit in the person's personal transcript.

ECVET points are linked to the qualification structure and description irrespective of whether someone has achieved the qualification or not. This implies that ECVET points which are allocated to a study unit describe the weight of that unit in a numerical form. Therefore, there is recognition of the ECVET points achieved through completed units, even if the learner has not successfully completed the full number of units needed to obtain the full qualification.

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

The ECVET points are allocated first to a qualification as a whole and then to its units.

- For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification.
- For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification, which has a formal reference context.

To establish the comparability of the qualifications, the competent institution should refer to the equivalent EQF level or, possibly, NQF level, or to the similarity of the learning outcomes in a closely related professional field.

5. Credit Transfer and accumulation

Credit refers to the fact that a learner has achieved the expected learning outcomes, which have been assessed and which can be accumulated towards a qualification or transferred to other learning programs or qualifications. Credit is not to be confused with ECVET points.

Credit does not exist on its own without someone having achieved it. In other words, while credit is related to a person and his/her personal achievement, ECVET points are linked to the qualification structure and description independent of whether someone has achieved the qualification or not.

ECVET points provide information about the qualification and the units. In simpler terms, when a person proves to have achieved the set of learning outcomes expected for a particular study unit, the person would have gained the ECVET points allocated to that study unit, and hence would have obtained credits. Therefore ECVET points are numerical representations of the weight of a particular unit in the framework of a qualification. Credit is what a learner obtains for the learning outcomes s/he has proven to have acquired.

Credit Transfer then refers to the process through which learning outcomes achieved in one context can be taken into another context. In order to be transferred, learning outcomes have to be assessed. The outcome of the assessment is recorded in a learner's personal transcript and constitutes credit.

On the basis of the assessed outcomes, the credit can then be validated and recognised by another competent institution. Credit accumulation is a process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes.

In the framework of ECVET partnerships, credit transfer is foreseen in the learning agreement. The learning agreement specifies which learning outcomes are to be achieved during mobility and how these will be assessed.

6. Transferability and recognition of ECVET points

Transfer and accumulation of one or more units related to specific qualifications between North EU and South EU countries (formalizing achieved learning outcomes) is aimed at a learning outcome transfer process designed or adapted (evaluation, validation, accumulation and recognition).

The learning unit is a component of a qualification, consisting of a coherent set of knowledge, skills, and competence of the established learning outcomes that can be assessed, validated and recognised. The assessment verifies and records that the learner has or has not achieved the learning outcomes expected. Once a unit is assessed, proving that a learner has achieved the learning outcomes established for that unit, the learner acquires credit for this achievement.

The credit achieved for each unit can then be transferred. Hence, once a unit is assessed, validated, given credit for and recognised, these contribute to the accumulation of credits and can form a full qualification. Thus Units enable progressive achievement of qualifications through the recognition, transfer and accumulation of learning outcomes. The recognition of units also enables learners to obtain recognition of the learning outcomes achieved in different contexts without the need for re-assessment.

The matrix of specification permit the transfer, validation and recognition of learning outcomes (LO). For testing the process a quality assurance plan was developed.

In ECVET, the learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve.

Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process.

Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation.

ECVET is dependent upon 8 key features that must be in place for the recognition process: learning units, learning outcomes, ECVET points, credit transfer and accumulation, the validation of non-formal and informal learning, memorandum of understanding (MoU), learning agreement and personal transcript.

7. Consolidation of partnerships in formal agreements

Key terms in the framework of ECVET are: qualification, a formal outcome of an assessment and validation process that is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards; unit of learning outcomes: a component of a qualification, consisting of a coherent set of knowledge, skills and competence, which can be assessed and validated; credit points or ECVET points: a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification

a. Memorandum of Understanding (MoU)

The establishment of partnerships aims to:

- ✓ provide a general framework of cooperation and networking between the partners,
- ✓ set out in Memoranda of Understanding (MoU) through which a climate of mutual trust is established,
- ✓ assist the partners in the design of specific arrangements for credit transfer for learners.

The credit transfer needs to be supported by mutual trust between the competent institutions involved. MoU is an agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of the competent institutions involved. It also

establishes the partnership’s procedures for cooperation. MoUs are conducted by competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation.

By setting up an MoU, competent institutions should acknowledge their partners’ approaches to designing units, assessment, validation, and recognition as well as quality assurance. Through this process, they make informed judgments about the conditions under which they can recognise credit achieved in partner systems.

An MoU contains statements through which the parties concerned accept each other’s status as competent institutions; accept each other’s quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer. The MoU also expresses the agreement on the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU, as well as the agreement on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF. It also identifies other actors and competent institutions that may be involved in the process concerned.

- ✓ MoU should confirm that the partners:
 - accept each other's status as competent institutions,
 - accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer,
 - agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU,
 - agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF,
 - identify other actors and competent institutions that may be involved in the process concerned and their functions.

For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution, which is empowered to award qualifications or units or to give credit, should establish procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

Example of MoU

Identification of the organisations signing the Memorandum of Understanding	Organisations who are able to operate in the framework of the Memorandum of Understanding
Country [A]	In case the MoU could be established for a broader context (agreements including sector-based organisations, regional or national authorities), the table below should be completed with the institutions able to operate in the framework of the MoU
Institution	
Typology	
Address	
Telephone	
	Country [B]

Fax	Institution
Email	Typology
Website	Address
Represented by <i>(name and function)</i>	Telephone
Telephone	Fax
Fax	Email
E-mail	Website
Country [B]	Represented by <i>(name and function)</i>
Institution	Telephone
Typology	Fax
Address	E-mail
Telephone	Country [C]
Fax	Institution
E-mail	Typology
Website	Address
Represented by <i>(name amd function)</i>	Telephone
Telephone	Fax
Fax	E-mail
E-mail	Website
	Represented by <i>(name amd function)</i>
	Telephone
	Fax
	E-mail

Information about the Qualification Covered by the Memorandum of Understanding

Qualification in Country [A]

Title of Qualification

EQF/NQF level *(if applicable)*

Common Units of Learning Outcomes

-
-
-
-
-
-
-
-

Documents Annexed	<ul style="list-style-type: none"> • Qualification • Documents for a more detailed overview of LOs associated with the qualification • Europass certificate supplement • Other
Qualification in Country [B]	
Title of qualification	
EQF/NQF level (<i>if applicable</i>)	
Common Units of Learning Outcomes	<ul style="list-style-type: none"> • • • • • •
Documents Annexed	<ul style="list-style-type: none"> • Qualification • Documents for a more detailed overview of LOs associated with the qualification • Europass certificate supplement • Other

Assessment, Validation and Recognition

Qualification Units in Country [A]

Assessment

Documentation

Validation

Recognition

Qualification Units in Country [B]

Assessment

Documentation
Validation
Recognition

Competent Institutions with Regard to ECVET Technical Specifications

Partners Identify the functions and responsibilities of competent institutions within their context

Function - Who is responsible for	Country [A]	Country [B]	Country [C]
Identifying the unit(s) of learning outcomes suitable for assessment			
Delivering the education and training programme/learning activities preparing for the missing learning outcomes			
Assessing whether the candidate has achieved the expected learning outcomes			
Validating candidate's credits			
Recognising candidate's credits			
Other			

b. The Learning Agreement

A Learning Agreement is an individualised document which sets out the conditions for a specific mobility period and specifies, for a particular learner, which learning outcomes and units should be achieved together with the associated ECVET points. The learning agreement also lays down that, if the learner achieves the expected learning outcomes and these are positively assessed by the “hosting” institution, the “home” institution will validate and recognise them as part of the requirements for a qualification.

The learning agreement constitutes a commitment to the learner that his/ her achievement, if in line with the expectations, will be recognised upon return. This is done without additional assessment or examination of the learning covered during the mobility period.

The learning agreement is signed by the following three parties: the home institution which will validate and recognise learning outcomes achieved by the learner; the hosting institution that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes; and the learner to be aware of the forthcoming learning process and to commit oneself to the agreement.

The learning agreement should then contain information on the identity of the learner, the duration of the mobility period, information on the learning outcomes to be achieved by the learner and the associated ECVET points corresponding to the relative weight of the unit in the home system.

The Learning Agreement should not be mistaken for an MoU which is a framework document that defines the conditions under which credit achieved in partner systems can be recognised. It can concern a group or even a large number of qualifications. The Learning Agreement is a more specific document. It is written for a particular case of mobility and describes the learning outcomes concerned as well as how these will be assessed.

c. Personal Transcript

A Personal Transcript is a document that belongs to the learner. While the learning agreement describes what the learner is expected to achieve, the personal transcript documents what s/he has achieved. It is a record of learning achievements that contains information on learner’s assessed learning outcomes, units, and ECVET points awarded. It also specifies the identity of the learner and the competent institution/s that assessed, validated and recognised the learner’s credit

Example of Personal Transcript

Learner			
First name		Family name	
Date of birth		Place of birth	
ID/Passeport/Social security number		Address	
Title of training			

programme			
Qualification being prepared			
Unit (title)	Assessment result	ECVET points	Other (if required)
Hosting institution - Title			
Address			
Contact person			

d. Europass documents

Europass introduced a portfolio of documents to be used by individuals to describe their qualifications and competences. Europass does not, however, compare levels of qualifications. All relevant Europass documents, in particular the Europass diploma supplement and the Europass certificate supplement, should contain a clear reference to the appropriate EQF level.

Europass Curriculum Vitae (ECV) is a standardised model that allows the description of individual competencies, knowledge and skills on the basis of a pan European format. This tool is used either for applying for a job, in the individual's own Country or within the EU or else it is used for the application to career development courses. The ECV is a personal tool that the individual compiles autonomously or with the support of specialised personnel. The ECV adopts innovative options and characteristics that are more likely to match the requirement of the labour market as well as the development of formal, non-formal and informal education.

ECV is not only focused on the path that the individual has done but the competences that the person acquired through various types of experience and that can have a value in the labour market. The key element is therefore the set of resources that each individual have and can offer while the occasions, experiences through which such resources have been

developed, are included as supporting information to better define the quality and level of the declared competence.

ECV allows for the inclusion and enhancement of all types of learning, particularly through experience in non-formal and informal contexts, which complement the competences developed within the formal education. This is also a consequence of a competence-based approach focused on the abilities and capabilities of the individual rather than on the type of career undertaken.

Through the ECV it is possible to have a common European language for employers, professional development centres, job seekers, professionals, which is focused on the characteristics and abilities of the individual.

Using the ECV for supervisor offshore and onshore is in relation to the enhancement of their individual resources:

- ✓ take stock of individual competences and skills and give them relevance for further education, training or for career development;
- ✓ easily link the training undertaken and the experience acquired with the related competences;
- ✓ better identify the portfolio of competences of an individual or a group both for internal and external purposes.

REFERENCES

1. Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit system for Vocational Education and Training (ECVET) (OJ C 155, 8.7.2009, pp. 11-18)
2. <http://www.ecvet-secretariat.eu/en/what-is-ecvet>
3. http://www.projectmove.eu/images/A.Output/ultimi/MOVE_CLU.pdf
4. Qualifications Council (2011) *ECVET in Europe A New European Tool for Promoting, Facilitating and Enhancing Lifelong Learning and Mobility*.