



Implementing and developing an ECVET system  
for initial vocational education and training

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## Findings of the ECVET reflector study



Summary report of the study carried out by f-bb/BiBB on behalf of the European Commission.

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This summary report is the result of a study funded by the European Commission, DG Education and Culture, contract EAC 63. The study “Implementing and developing a Credit System for Vocational Education and Training” also referred to as “ECVET reflector” has been led by the Research Institute for Vocational Education and Training (f-bb) and the Federal Institute for Vocational Education and Training (BIBB) in Germany.

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## Preface

With qualification requirements set by European enterprises becoming increasingly similar, an essential factor in securing employability of young people is to enable them to gain vocational experience abroad in mobility projects during the phase of apprenticeship. At present, throughout Europe, the share of apprentices availing themselves of such an opportunity, however, is still low. Stays abroad would play a significantly greater role if foreign qualifications were credited towards the training that has to be undergone at home. ECVET, a credit transfer system for vocational education and training in Europe has been developed to serve as an instrument for such practice to be implemented in the near future.

The internationalisation of enterprises is a key prerequisite for the European Economic Area to maintain its competitiveness. Hence, not only big global players, but also small and medium-sized enterprises located in border areas require vocational qualifications to be transnationally transparent. An ECVET facilitating the transfer of qualifications may respond to this demand thus enhancing the efficiency of both European and national qualifications frameworks. Today, learning is taking place as a lifelong process rendering traditional instruments for the documentation and assessment of learning outcomes inadequate. And although ECVET has been conceived to be implemented in the sphere of initial vocational education and training first, an outcome-based credit system may also be used to enhance transparency of results of lifelong learning.

ECVET will be a success if it can foster this development proving its usefulness in education and training practice. With their study – the results of which are outlined in this brochure – the Research Forschungsinstitut Betriebliche Bildung (f-bb, Institute for Vocational Education and Training) and the Bundesinstitut für Berufsbildung (BIBB, Federal Institute for Vocational Education and Training) wish to make their contribution to this process so as to actively participate in the creation of a European VET area.

Carrying out this study would not have been possible without the significant support of a great number of researchers from all over Europe. We wish to thank them all for their commitment and valuable input to the discussion process. We would also like to thank our interview partners for their detailed responses and their readiness to deal with the ECVET issue from the very beginning of the instrument's development. We acknowledge our gratitude to the European Commission which, as the Contracting Authority for the ECVET Connexion and the ECVET reflector studies, has laid the foundations for the ECVET being developed and implemented in a way that would take into account the needs of the actors of European vocational education and training. We are especially grateful to Michel Aribaud who, as the person in charge for the ECVET project at the European Commission, has initiated the study and who continued to be an enthusiastic contact person for the project team throughout the project time.

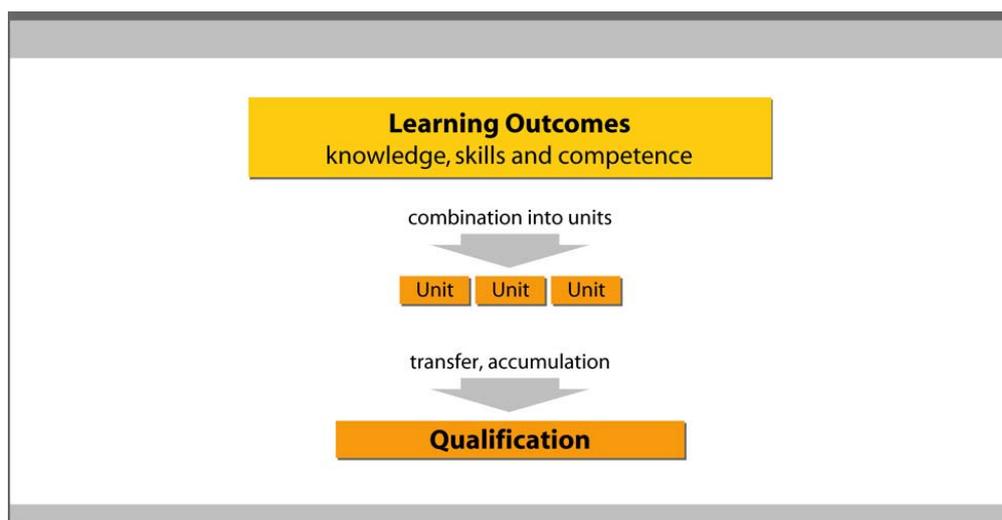
Prof. Dr. Eckart Severing, f-bb

Dr. Georg Hanf, BIBB

# 1. Context and objectives

Mobility is essential not only in promoting the economic and social integration of Europe, but also in intensifying European exchanges of experience and bringing forward European citizenship. For European citizens, initial vocational education and training might be the period of life in which they are being offered the possibility to acquire mobility experience at an early stage, yet - apprentices exchange across European country borders is still a minor factor in terms of quantitative flows. The Leonardo da Vinci Programme (LdV) maintains a dominant role in transnational mobility measures in vocational training, 84,500 participants in LdV are to be compared with approx. 20.000 participants in other national and bilateral mobility programmes in Europe (2006). Regional and branch initiatives encourage mobility in Europe. These are rather side phenomena compared to the number of learners in VET.

The European Credit system for Vocational Education and Training (ECVET) takes up at this very point and aims at facilitating “the mobility of people undertaking training, the validation of the outcomes of lifelong learning, the transparency of qualifications, as well as mutual trust and cooperation between vocational training and education providers in Europe”<sup>1</sup>. Necessary elements for achieving those objectives are transparency of learning outcomes acquired in a foreign country and – moreover – recognition and transfer of those learning outcomes in(to) a learners home country. ECVET as elaborated in the consultation paper is a system catering for accumulation and transfer of credits in initial and continuing vocational education and training. It includes documentation of learning outcomes achieved abroad and forms of agreements between national and European VET stakeholders. It might have an impact on enhancing learners’ mobility within the national VET systems by increasing both vertical and horizontal permeability between parts of those systems and, in particular, between vocational education and training on the one side and higher education on the other. Furthermore, since ECVET also accounts for learning outcomes achieved in informal settings (including learning-on-the-job), it might simplify their recognition – if envisaged by the national legislation. Thus, learners outside the education and training system, too, will benefit from the introduction of ECVET.



*Fig. 1: Learning units in ECVET (according to: Commission of the European Communities, 31 October 2006)*

<sup>1</sup> Commission of the European Communities (2006). European Credit system for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe. SEC(2006) 1431

The learning outcomes approach has been chosen for ECVET as it copes with the high diversity of VET programmes and qualifications systems in Europe and with both VET reference systems: the education sphere and the labour market. Following upon the elaboration of European Qualifications Framework learning outcomes are “statements of what a learner knows, understands and is able to do on completion of a learning process and are defined in terms of knowledge, skills and competence (KSC)”<sup>2</sup>.

ECVET is individual-centred, i.e. based upon the validation of individually achieved KSC. The learning outcomes are combined into units depending on the characteristics of the corresponding qualifications systems. Units indicate the nature of the KSC to be acquired for a qualification (qualitative dimension) and the weighting of the KSC in relation to a whole qualification (quantitative dimension). The *units* are the elements to be transferred and/or accumulated, thus facilitating mobility. The way they are *combined* resp. accumulated towards qualifications is a matter of regulation at national level; they might refer to professional profiles, training regulations or framework curricula.

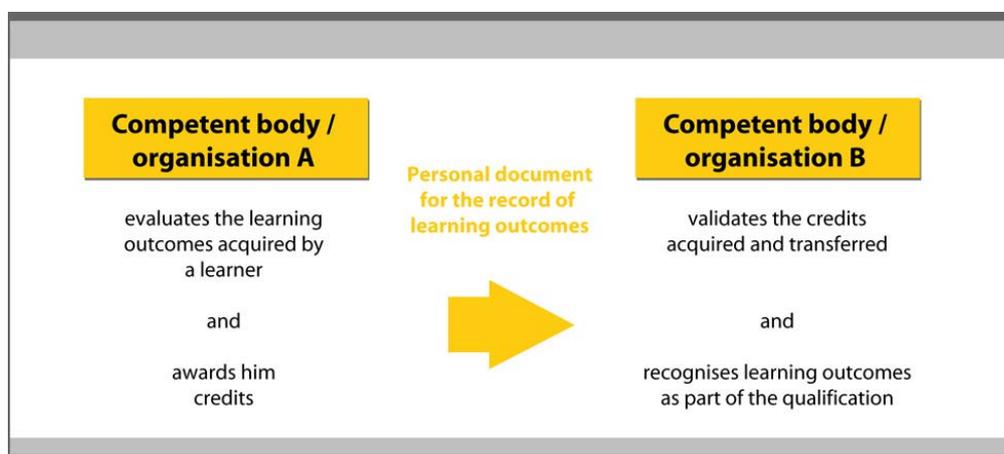


Fig. 2: Cooperation of competent bodies (according to: Commission of the European Communities, 31 October 2006)

From the learners' viewpoint, accumulation and transfer processes imply that knowledge, skills and competence are acquired during a stay abroad in the form of one or several units in VET schools and/or firms. The learning outcomes are *documented* and credited abroad; upon returning home, *transferred* towards the qualification aimed at and eventually *accumulated* with units previously acquired. The learner might be granted a shortening of his VET programme in terms of duration or content to be acquired. This depends mostly on existing procedures for validation of prior experiential learning in the respective countries.

Inevitably, mobility involves all VET stakeholders and requires conventions or agreements between VET providers (schools and/or firms) and competent bodies. Further to its education and labour market policy relevance, ECVET foresees the Memorandum of Understanding as a frame for voluntary agreement between VET providers and competent bodies. This tool supports mutual trust by regulating in general terms the cooperation in the areas of validation and recognition of qualifications acquired by a learner within a mobility context. Further to this, the learning agreement is signed by the learners and the sending and the receiving VET providers in both countries. It describes the learning outcomes to be achieved during the mobility period in both qualitative and quantitative terms.

<sup>2</sup> Commission of the European Communities, Implementing the Community Lisbon Programme. Proposal for a recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning (presented by the Commission) {SEC(2006) 1093} {SEC(2006) 1094} Brussels, 5.9.2006.

## 2. Research activities on implementing ECVET

Towards the end of 2005, the Directorate General for Education and Culture of the European Commission commissioned two studies on evaluating the level of readiness of VET and qualifications systems in Europe for the implementation of the nascent ECVET; a major policy objective being linked to the drafting of the European recommendation on ECVET to the Member States. A third study dealt with the obstacles to trans-national mobility faced by apprentices and other young people in initial VET and on ways of overcoming them (MOVE-IT).



The ECVET CONNEXION study targeted issues related to the conception and implementation of ECVET from the perspective of VET provisions (VET programmes and curricula, VET providers etc.). Its management was conferred upon the French National Association for Automobile Training (ANFA) and the French Ministry for Education, Higher Education and Research (MENESR).

The mandate for ECVET reflector study was to analyse the relationships between the features of the European credit system



for vocational education and training (ECVET) as proposed by the European Commission in its consultation document<sup>3</sup> and the existing regulations and practices of assessment, validation, certification as well as accumulation and transfer of learning outcomes in the national and/or qualifications and VET systems in Europe. It has been led by Research Institute for Vocational Education and Training (f-bb) and the Federal Institute for Vocational Education and Training (BIBB) in Germany. The study covered the EU 27, the EFTA-countries, Croatia, Turkey, and Switzerland. It is based on detailed 30 expert reports and 156 individual in depth interviews with national experts. ECVET CONNEXION and ECVET reflector have been conducted in close cooperation. The ECVET reflector results are presented in this brochure.

## 3. A favourable climate for ECVET in Europe?

Qualifying their opinion on ECVET nearly all 156 interviewed experts expressed their support to the implementation of ECVET. The attitudes have been analysed considering specific aspects of ECVET: the step by step validation of learning outcomes, the transfer between countries and the transfer between VET providers within one country. The strong supporters to ECVET implementation (59 % of the answers) consider implementing it to support mobility at providers' level (i.e. transfer between providers); to support mobility in a European context (i.e. cross-border transfer) and to support validation of learning outcomes. According to the 33% moderate supporters of ECVET, the main added-value of ECVET would be the step-by-step validation of learning outcomes, the transfer in a European context, and the transfer between VET providers. The opponents to ECVET foremost (3%) mention opposing the step-by-step validation of learning outcomes. It is precisely this aspect which is mostly mentioned through all categories of answers (50%) as being one of the expected added values of ECVET. The statements indicate strong potentials for using ECVET as a tool for transfer of learning outcomes in the national VET settings.

<sup>3</sup> [http://ec.europa.eu/education/ecvt/index\\_en.html](http://ec.europa.eu/education/ecvt/index_en.html) (read Juli 2007)

The empirical data provides some evidence that the stakeholders in European VET qualifications systems consider ECVET from two standpoints corresponding differing practical approaches – whereby the second approach prevails - :

- *Approach I* – Implementing ECVET (solely) for cross-border transfer. It aims to increase mobility in the initial training phase. ECVET is considered a system neutral instrument which can significantly ease the assessment of equivalences of learning outcomes acquired at home and in other countries and thus allow them to become a normal part of training.
- *Approach II* – Implementing ECVET to promote, *inter alia*, domestic reforms towards more accessibility and flexibility of *national* qualification systems in terms of horizontal and vertical transitions in qualifications systems.

## 4. Conditions and requirements for implementing ECVET

Promoting mobility in VET calls for ECVET being a *transparency instrument*. Six concrete areas of requirements can be deduced from this general objective:

1. *Independence of the instrument from VET programmes.* Making learning outcomes “legible” across country borders requires the use of a neutral language independent from individual national systems. Corresponding with the principle of subsidiarity in the European VET area it has to be made sure that ECVET does not enforce any substantial change of the systems.
2. *Support of reforms in VET.* At the same time, in a number of European countries reform projects and discussions have been launched to which the introduction of the ECVET at the European level might give fresh impetus – for the very reason of the required *neutral character* of a credit system. Countries which have been trying to enhance permeability between sub-systems of their VET system might thus gain benefits from the tools provided by ECVET.
3. *Manageability of the system.* A transparency instrument can function as such only if designed with a view to the potential user’s attitudes, viewpoints and actions to be taken by him. If it is to cover the required range of application it must integrate into the practice context in which those concerned with examination, certification and crediting are acting enabling them to get acquainted with it within reasonable time.
4. *Design of the credit system.* “Keep it simple!” The ECVET’s success depends upon the degree of acceptance it will find on part of the actors of VET, i.e. enterprises, associations, chambers, training providers, vocational and technical schools, and – last but not least – the learners themselves. However, universal acceptance of the instrument can be achieved only if it proves to be sufficiently significant and understandable for users and manageable for the issuers of the certificates.
5. *Institutional framework at national and regional levels.* In addition, the ECVET needs institutional embedment in the national application contexts ensuring its use without frictional losses and guaranteeing acceptance on the stakeholders’ part. Moreover, neither the competent bodies, nor other actors must be overstrained.

6. *Subsidiarity*. Considerations regarding subsidiarity of the ECVET play a central role when it comes to collecting materials for the legal opinion. Subsidiarity is preserved by a Community action if it is necessary to achieve the objectives of the EC-Treaty (Art. 5 par. 3). This certainly applies to cross-border projects, e.g. information exchange or apprentices mobility. A European system for the description of learning outcomes corresponds to the principle of subsidiarity insofar as it would limit itself to a “cross-border function” enforcing description of VET qualifications only with respect to this very function.

For implementing ECVET in VET and qualifications systems, we identify two major scenarios: either countries encounter difficulties and acknowledge a *need for reforms*, or countries grasp the ECVET *opportunity for further developing* their VET and qualifications systems. The empirical data basis also indicates that the debates on ECVET push to the forefront long outstanding issues and difficulties which are linked to VET national governance schemes and routines (for instance: cooperation between stakeholders, definition of qualifications). On the other side, among experts, there was a high level of acceptance according to which the ECVET might contribute to the *promotion of lifelong learning* and of individual learning pathways. This fact indicates that ECVET, in addition to its primary goal of promoting cross-border mobility, is regarded to bear the potential for facilitating national endeavours to modernise VET and qualifications systems. One specific aspect of both reform needs and lifelong learning perspective is the *learning outcome approach*: the vast majority of the experts were very familiar with this approach and stated using it in examination and certification procedures. Although some experts combine the observed low level of documentation on knowledge, skills and competence (KSC) with a general criticism of national practices.

## 5. Analysing ECVET for a better understanding

### 5.1. The ECVET transaction

Considering ECVET from a legal and regulative perspective implies identifying the procedural steps up to the awarding of a vocational qualification on a transnational basis. Within the reflector project we use the following scheme:

Step 1: assessment of learning outcomes in the respective host country;

Step 2: awarding of credits;

Step 3: evaluation of learning outcomes acquired abroad (including allocation of credits, documentation and awarding of certificates);

Step 4: recognition of the credits acquired abroad as parts of the qualification to be obtained;

Step 5: awarding of a qualification in accordance with the rules and regulations applied in the learner's home country.

Steps 1 to 2 belong to valuation of the learning outcomes achieved abroad. During his/her stay abroad the learner will pass exam according the rules of the host country and be awarded credits. The valuation process will be completed by the award of credits. This might include the issuance of certificates for the acquired learning outcomes and of documents related to the learning activities. It is thus preparing the step 3. Credits are forma-

lised bundle of learning outcomes that are subjected to transfer; they are awarded after an assessment procedure. Credits might correspond to parts of formal qualifications in either the host or the home country.

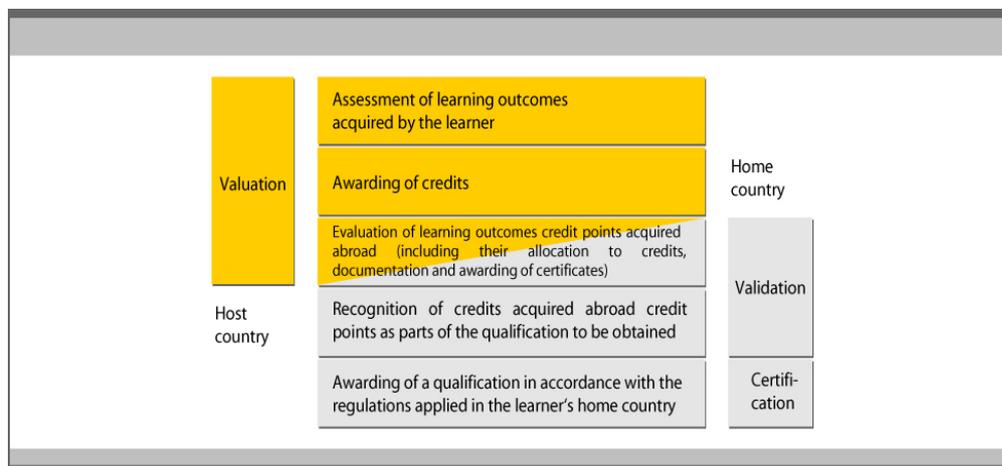


Fig. 3: Valuation, Validation and Certification in mobility context

The validation part of the ECVET procedure encompasses an evaluation of the learning outcomes (step 3) i.e. the verification of the compliance of the learning outcomes acquired abroad to the qualification standards at home. This evaluation is based on the documentation transmitted by the host country and on the awarded credits. This leads to the recognition of the credits acquired abroad.

The outcomes of this step will fall within either the procedure of “recognition” or “awarding of a qualification”. This alternative depends on the national and regional legal and regulatory context as steps 4 and 5 will be carried out in the learner’s home country. In particular with respect to step 5, aspects regarding formal law connected with the awarding of a qualification will have to be considered. The awarding of a qualification is concretised by a certificate in the following meaning an “official document by an issuing body or authority documenting, as the outcome of a standardised evaluation procedure, an individual’s learning achievements<sup>4</sup>”.

One of the difficulties we encountered when carrying out the study was to draw a distinction between the processes of valuation, on the one hand and validation processes, on the other. Hence, we shall refer to evaluation as a part of the valuation process with “valuation” being included as an intermediary stage with respect to validation. We shall understand validation as the “process of assessment and recognition of a wide range of knowledge, know-how, skills and competence individuals may have acquired during their lives in various contexts, such as during the process of education, at the workplace and off the job, in particular as concerns the validation of learning outcomes acquired in non formal and informal settings<sup>5</sup>”. We replace in the ECVET context the process of assessment with an evaluation process. The three main elements of valuation, validation and certification are essential to secure the transfer of parts of qualifications. One further important definition element concerns the differences between “VET systems” and “qualifications systems”. The term of VET system is used, in our study, to stress on the VET provisions and VET programmes. “Qualifications systems” and “competent bodies” are used as defined by the European Commission. Consequently a qualification is defined as “formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual

<sup>4</sup> Tissot, Philippe, Terminology of vocational training policy: a multilingual glossary for an enlarged Europe. Ed. Cedefop. Luxembourg: Office for Official Publications of the European Communities, 2004, [http://www.trainingvillage.gr/etv/Information\\_resources/Bookshop/default.asp](http://www.trainingvillage.gr/etv/Information_resources/Bookshop/default.asp)

<sup>5</sup> ibid

has achieved learning outcomes to given standards”<sup>6</sup>. In the ECVET context, the assessment and the validation processes might be dissociated and taken in charge by two different VET partners.

## 5.2. Units, modules and qualifications

Within the context of ECVET, a clear terminological distinction is drawn between “units” and “modules”.

- ▶ The term “module” belongs to the *process* level, i.e. the level of organisation and conduct of *VET programmes*. A VET programme with a modular structure is composed of elements distinguished from each other in terms of organisation, i.e. of elements that may be passed, examined. Accordingly, a “full” VET programme is constituted by individual cumulation of modules.
- ▶ Talking about “units”, reference is made to the *outcome* level in terms of *parts of qualifications* that can be defined on the basis of knowledge, skills and competence. Units might be certified. Not only does the identification of (partial) learning outcomes not exclude a non-modular, holistic structure of VET programmes but, for practical reasons, indeed requires it within the framework of a formative evaluation of teaching-learning processes.

The expert interviews brought evidence on the widespread misunderstanding of those two concepts and the difficulty of distinguishing between both. This is a major concern as ECVET requires considering separately (but not ignoring the interdependences) the *process level* and the *outcomes level*. Some qualifications systems might not differentiate both (for instance as in the VET systems following a holistic approach), other might associate one module (process level) to various units (outcomes level) as presented in the following figure.

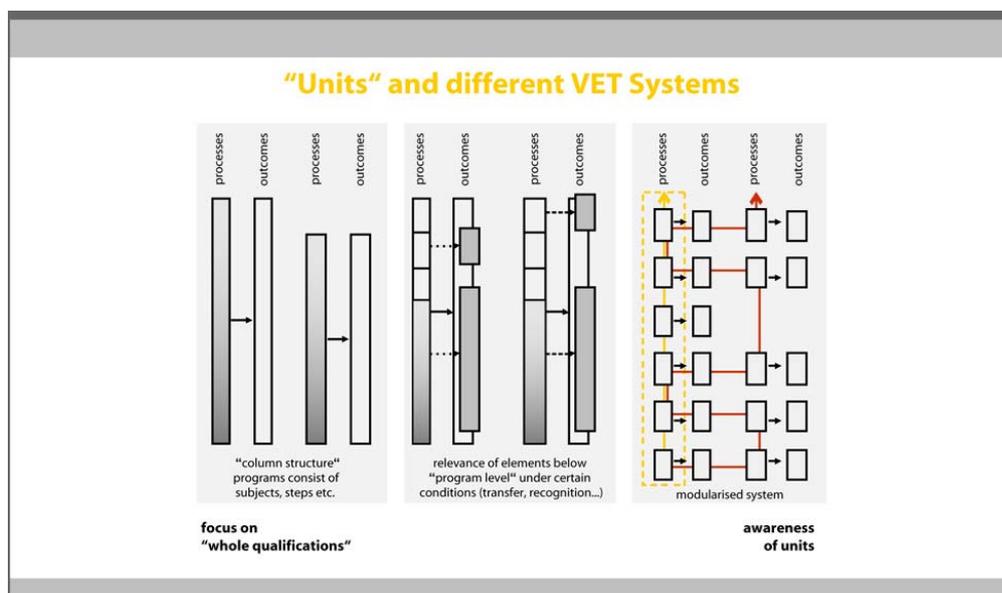


Fig. 4: Identification of “units” in different qualifications systems

<sup>6</sup> Commission of the European Communities (2006). Implementing the Community Lisbon Programme. Proposal for a RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND THE COUNCIL on the establishment of the European Qualifications Framework for lifelong learning (presented by the Commission) {SEK(2006) 1093} {SEK(2006) 1094} Brussels, 5.9. 2006. COM(2006) 479 final 2006/0163 (COD)

Conceiving mobility and promoting ECVET acceptance imply being aware of the levels differentiation and making clear that identification of units for the *purpose of mobility of learners* is not necessarily linked to modularisation of programmes. The following figure schematises this approach.

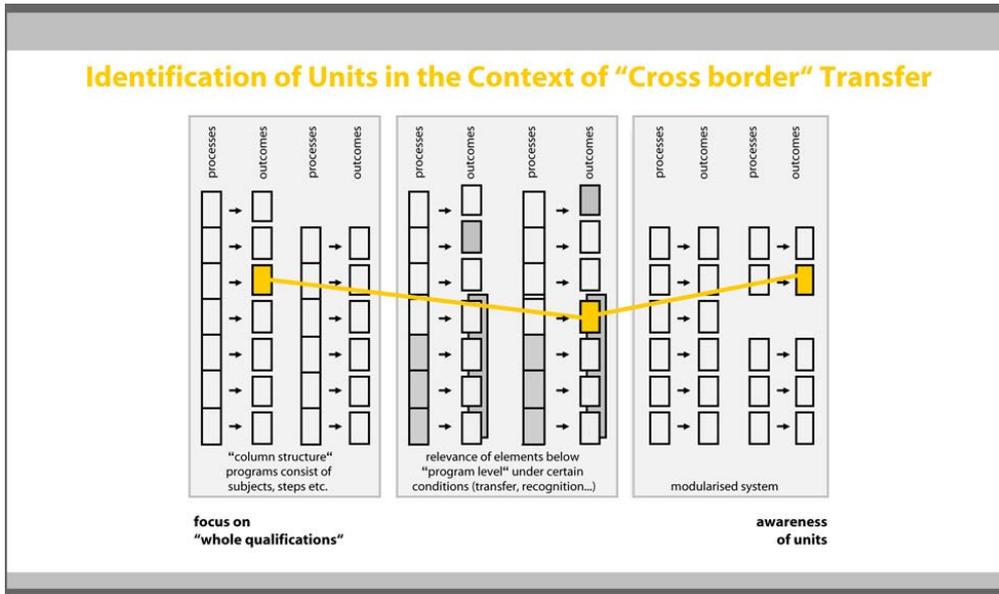


Fig. 5: Identification of units in context of cross border transfer



presented here as a model. For there exists neither the holistic loner who would not permit any communication going beyond the boundaries of entirely monolithic qualifications/programmes, nor the unit-aware internationalist whose entirely open system would admit free unrestricted accumulation of learning outcomes regardless of the programmes in which these were achieved.

## 7. Recommendations

We have formulated a series of recommendations from an institutional viewpoint – proposals for actions to be taken presented in the following table – and from the learners’ perspective– as presented hereafter along the reflector typology of qualifications systems.

Table 2: *Proposals for actions to be taken (in relation to the reflector typology)*

	Holistic loner	Holistic internationalist	Unit-aware internationalist
<b>Neutrality of the instrument</b>	Clarification of the cross-border function of ECVET Involvement of those stakeholders, who worry about an erosion of national (e.g. quality-) standards caused by increasing mobility in IVET.		
<b>Support of reform in VET</b>	Using ECVET for the creation of more flexibility and transition on national level Using ECVET for a competence-based description of learning outcomes		Using ECVET for a competence-based description of learning outcomes
<b>Design of the credit system</b>	Identification of implicit analogies of ECVET in national VET/ qualifications practices		
		Clarification of the relation between ECVET and existing instruments and methods	
<b>Institutional framework</b>	Legal regulation of equivalence of learning outcomes acquired abroad	If necessary adaptation of existing legal provisions of regulating equivalence of learning outcomes acquired abroad	
	Establishing prerequisites for the accomplishment of mobility schemes and the assessment and valuation of learning outcomes in the context of ECVET (e.g. via more flexible regulation of responsibilities or decentralised solutions); securing the resources required.		Responsibility for tasks in connexion with ECVET fulfilled by those institutions currently in charge of analogue tasks; securing the resources required

Those recommendations regarding the four areas of ECVET implementation are detailed in the on-line study report. The following recommendations are linking the learner’s perspective with the system development requirements, they are developed along the reflector typology.

## 7.1. Type “holistic loner”: from culture to practice

Portrait: Extremely centralised VET system. Qualifications system is not primarily based on learning outcomes. Oral and written interim exams take place during the school year; written final exam at the end of the school year. Validation of occupational learning outcomes in development but not yet implemented. No uniform recognition procedures or means of establishing equivalence for learning outcomes between different programmes. No method of recognising units or qualifications obtained outside of the country. Experiences gathered in specific areas. No official framework for learning outcomes transfer. Mobility within the system is restricted mainly by a strong centralisation. Units are not transferable between programmes. Accumulation of learning outcomes is almost irrelevant.

### Cross-border Perspective: Impulse on assessment

State schools could assume the task of seeking foreign partners for mobility projects, identifying appropriate units, negotiating the framework conditions of exchange and concluding learning agreements. A certain amount of legal independence is a basic requirement for this.

*Advantages for the learner: Mobility projects can be designed very closely to the training needs of the learner involved. For the learners the preparation of mobility projects is a non-bureaucratic act; they are not sent on a long institutional way. Strengthening the role of schools may put them into a position where they could respond to arising needs in a more flexible way – thus providing a contribution to quality of the entire VET system. Here cross-border and system-development perspectives are closely linked.*



For this type, partial qualifications have no legal independent value in the qualifications system. Furthering the identification of ECVET units is therefore of particular importance. This requires procedures which allow reviewing traditional forms of formative assessment (which have always been bound to units), and the identification of commonalities with foreign qualifications systems in possible partner countries including the setting of equivalences between learning outcomes. For this purpose, documenting good practices in Europe is recommendable. Currently they can only be found in the context of LEONARDO mobility projects.

*Advantages for the learner: Mobility projects can be designed very closely to the training needs of the learner involved. For the learners the preparation of mobility projects is a non-bureaucratic act; they are not sent on a long institutional way. Strengthening the role of schools may put them into a position where they could respond to arising needs in a more flexible way – thus providing a contribution to quality of the entire VET system. Here cross-border and system-development perspectives are closely linked.*



## System development perspective: a new validation culture

Examination and assessment are of particular concern, esp. bringing more variety in the types of examination. ECVET could assist in giving skills demonstration a due role in VET and making foreign expertise accessible through increased international exchange.

ECVET use could considerably broaden the currently rather limited possibilities for internal transfer and give them a more secure foundation. This would free up resources (by avoiding redundant training). Finally, ECVET could be exploited to make it possible to accumulate learning outcomes independently of a programme.



*Advantages for the learner: Recognition of learning outcomes acquired outside the formal VET system might be facilitated. New methods of assessment of learning outcomes could be used for making knowledge, skills and competence visible, even in the case where the complete programme has not been passed (dropouts).*

## 7.2. Type “unit-aware internationalist”: on the right track

*Portrait: Predominantly school-oriented vocational education and training system. Very unit aware. Transfer within the system and cross-border. A credit system is in place. VET programmes are subdivided into modules, the allocation of credits follows a “scholastic logic”: credit points are attributed to subjects. Recent innovation: skill demonstrations. When learners transfer from one vocational training programme to another or from general VET to upper secondary school programmes, at the least completed core and specialised courses are recognised. Units with general validity can be transferred. Varying recognition procedures. A portion of*

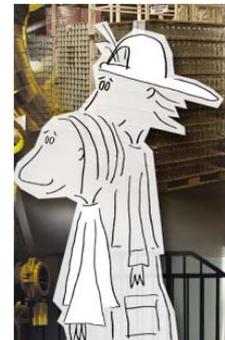
*in-company training may be done in a foreign country. However, recognition of learning outcomes does not automatically shorten the duration of training phases. Some VET providers lack trust in one another.*

## Cross-border perspective

The system already provides for integrating learning phases abroad into training pathways. Schools are able to organise exchange processes. The use of skill demonstration procedures and corresponding procedures for assessing learning outcomes is still in the initial phase. Describing learning results on an outcome-oriented basis can significantly facilitate transfer, regardless of the system.

### *Advantages for the learner:*

*Mobility projects are significantly facilitated. They are increasingly used, because the character of the acquired learning outcomes is more clearly defined and documented than in the past. Thus, we can talk of a change from an occasionally used, “interesting supplement” to the standard initial vocational education and training to a piece of normality in IVET.*



## System development perspective

Defining learning outcomes for training modules can greatly enhance the worth of the current credit system. This can assist in bolstering mutual trust among VET providers. The shortening of training times through transfer is facilitated. Lastly, applying ECVET tools can ease the process of implementing skill demonstrations which is currently in progress.



### *Advantages for the learner:*

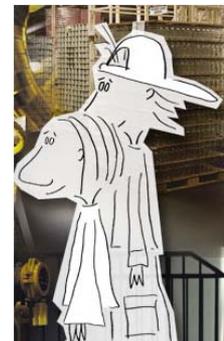
*The flexibility of the system can fully develop their advantages for the learner. Time consuming “doubling of learning phases” is omitted. Switching between training providers is significantly facilitated. The benefit of training programmes a learner has passed and of the certificates he/she is provided with is increased because of a higher degree of outcome orientation. Demonstration of what a learner knows and is able to do towards the labour market becomes easier.*

### 7.3. Type holistic internationalist: all-in-one

*Portrait: Comprehensive occupational competence is the very objective of VET. Significant quantitative weighting of in-company training. The knowledge, skills and competence which must be acquired are clearly defined in the regulations. Certification practices are, however, geared towards full qualifications. Forms of assessment do exist at the microlevel, the results of these assessments, however, bear no official status. Focus on certificates. Recognition processes lead to admittance to exams. A part of VET programme can be completed in a foreign country (monitored by competent bodies). In-company training periods can be shortened through accreditation of previous, non work-based experience VET. Learning outcome accumulation is developing within large units (specialisation after basic training). Improving transfer possibilities is under intensive debate.*

#### *Advantages for the learner:*

*Planning VET phases abroad is facilitated and less bureaucratic. A consistent procedure in introducing ECVET supplements the individual examinations and regulations. The benefits of a stay abroad is becoming more transparent for the learner, it can be more easily valued and validated.*



### Cross-border perspective

Legislation promotes cross-border transfer of learning outcomes. As a legal regulation already exists, it would be reasonable to examine it could be adapted before ECVET implementation. In order to avoid encumbering mobility projects by fragmenting responsibilities, care should be taken to ensure foreign partners have a *single* contact person. This first requires clearly-defined relationships between schools, firms and competent bodies with regard to ECVET.

To expand cross-border transfer, units in the context of in-company training should be defined. As VET is primarily based on complex, work-based forms of training and the level of unit awareness is low, communications with foreign partners within mobility projects have to be carefully prepared. It will be necessary to clearly define: the level of KSC the learner has already achieved, what is to be learnt and the criteria for determining the learning outcomes.

### System development perspective

Identifying units for cross-border transfer, as described above, would also ease establishing pre-conditions for transfer within national systems. Transfer could take place at the level of learning outcomes and would far exceed the current possibilities. This corresponds to the current development needs of the system inasmuch as well-functioning communication between different VET providers (full-time in-school vocational training institutions, enterprises, training cooperation partners) gain importance. ECVET could be applied to improve

communication between these stakeholders to establish more flexible routes to achieving the aim of “complete qualification”. ECVET could also be used to document the learning outcomes achieved by the VET dropouts.



*Advantages for the learner:*

*In this case, too, doubling of learning times could be significantly minimised. The facilitated co-ordination between the different providers within a system unburdens the learner. The documentation of partial qualifications on a learning outcomes basis would also significantly benefit those who drop out of training programme. It would no longer be a case of simple “all or nothing” and the problematic situation arising due to early abandoning holistic training programmes would be eased.*

## 8. For further information

ECVET-Site of the European Commission

[ec.europa.eu/education/ecvt/index\\_en.html](http://ec.europa.eu/education/ecvt/index_en.html)

### MoVE-iT Study

Project Website

[www.europe-move-it.eu](http://www.europe-move-it.eu)

PricewaterhouseCoopers

[www.nl.pwc.com](http://www.nl.pwc.com)

CENTRUM VOOR INNOVATIE VAN  
OPLEIDINGEN – CINOP (NL)

[www.cinop.nl](http://www.cinop.nl)

### ECVET connexion

Project Website

[www.ecvetconnexion.com](http://www.ecvetconnexion.com)

ANFA

National Association for Automobile Training (France)

<http://213.251.176.68/index.php>

MENESR

Ministry for National Education,  
Higher Education and Research (France)

[www.education.gouv.fr](http://www.education.gouv.fr)

## ECVET reflector

Project Website	<a href="http://www.ecvet.net">www.ecvet.net</a>
Research Institute for Vocational Education and Training (f-bb gGmbH)	<a href="http://www.f-bb.de">www.f-bb.de</a>
Federal Institute for Vocational Education and Training (BIBB)	<a href="http://www.bibb.de">www.bibb.de</a>

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