



2012-2013 Malta - National Team of ECVET/Bologna experts

ECVET AND ITS LINK TO ECTS

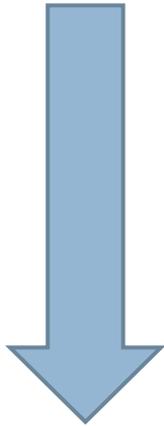
Ramon Mangion - 22nd November 2013

Presentation Agenda

- Status of both systems
- Introducing ECVET & ECTS
- ECVET & ECTS (Key Features)
- Defining Key Components
- Permeability
- Concluding Remarks

Status

ECTS



- Established system,
- Used by more than 1 000 institutions

ECVET



- Mostly Project Driven
 - Full and systemic implementation is still far off in most Member States, despite agreement with main ECVET principles and an overall commitment.
- (CEDEFOP 2013)*

Origins of ECVET (i)

□ Lisbon Strategy 2000

“to make the EU the most competitive and knowledge based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion”

Origins of ECVET (ii)

- The Council Resolution (Promotion of enhanced European cooperation in VET) and the Copenhagen declaration (Both from 2002) set the priority of developing a credit transfer system for VET
- In the Maastricht Communiqué (December 2004) ministers responsible for VET from 32 EU countries agreed to give priority to the development of ECVET
- The 2009 European recommendation (Establishment of a European Credit System for VET) invites member states to gradually implement the European Credit system for Vocational Education

What is ECVET ?

- ECVET forms part of the development of common European tools for Education and Training
 - EQF
 - EQAVET (European Quality Assurance Framework for VET)
 - Europass

What is ECVET ?

- ECVET is a technical framework for the **transfer, recognition and accumulation** of individuals' **learning outcomes** with a view to achieving a qualification.
- ECVET tools and methodology comprise the description of qualifications in terms of **units of learning outcomes** with associated points, a transfer and accumulation process and complementary documents such as **learning agreements, transcripts of records and ECVET users' guides**.
- ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of **mobility**, for the purpose of achieving a qualification.”

ECVET

- Aims for better comparability and compatibility between different national VET and qualification systems
- Voluntary framework to describe qualifications in terms of units of learning outcomes
- Units associated with certain number of ECVET points (60 points should correspond to learning outcomes achieved in a year of FT VET)
- In ECVET learning outcomes acquired by an individual in different contexts, whether abroad or under another system, can be easily transferred to the individual's home context for accumulation and the achievement of a qualification

How Malta Implemented ECVET ?

- Through the national project-VET Credit Conversion System
 - ▣ A pilot project to test the ECVET Implementation in Malta
 - ▣ 8 partners were involved (3 foreign, 5 local)
 - ▣ Creation of an ECVET conversion Manual

- National Team of ECVET Experts

ECVET Malta Website

Visit our ECVET Malta Website:
www.ecvetmalta.org.mt

The screenshot displays the ECVET Malta website interface. At the top, there is a navigation bar with the ECVET Malta logo, the Education and Culture DG Lifelong Learning Programme logo, and a search box. Below the navigation bar is a large banner image showing a group of people in a meeting and two chefs in a kitchen. The main content area is divided into three sections: a left sidebar with a navigation menu, a central news article, and a right sidebar with the latest news.

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ECVET First Partners' Meeting - Malta 11th - 12th April 2011
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The First Partners' Meeting was held on the 11th and 12th April 2011. The meeting was held at [MCAST](#)'s main campus in Paola.

Page last updated on 22 February 2012

LATEST NEWS
[ECVET National Conference - Malta 8th November 2011](#)
14 March 2012
/uploads/filebrowser/MS-Conference 1.jpg
/uploads/filebrowser/Panel Sharp.jpg ECVET National Conferen...
[ECVET Second Partners' Meeting - Malta 7th - 8th November 2011](#)

Origins of ECTS-Bologna Process

- Launched in 1999 by the Ministers of Education and university leaders of 29 countries with the aim to create a European Higher Education area
- The Main objectives
 - ▣ Adopt a system with two main cycles (Undergraduate/Graduate)
 - ▣ Establish a system of credits (ECTS)
 - ▣ Promote mobility by overcoming legal and administrative obstacles
 - ▣ Promote European Cooperation in Quality Assurance
 - ▣ Promote a European Dimension in Higher Education

What is ECTS ?

"ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of **learning outcomes and learning processes**. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and **units of learning** as well as **student mobility**. ECTS is widely used in formal higher education and can be applied to other **lifelong learning activities**".

ECTS User Guide (2009)

ECTS: European Credit Transfer & Accumulation System

- Is a tool which enables students to collect credits for learning achieved through higher education.
- Is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes.
- Is widely used in formal higher education and can be applied to other lifelong learning activities.
- ECTS credits are based on the workload students need in order to achieve expected learning outcomes - 60 ECTS credits are attached to the workload of a full-time year of learning (academic year) and the associated learning outcomes.
- One credit corresponds to 25 hours of work

Key Features

ECVET

- Learner Centred Approach
- Units of Learning Outcomes
- Credit Accumulation and Transfer
- Assessment, Validation & Recognition of Learning Outcomes
- Learner Mobility
- Memorandum of Understanding
- Learning Agreement
- Learner's Transcript of Record

ECTS

- ECTS as a learner-centred credit system
- Learning outcomes
- Assessment, Recognition and Validation of Learning Outcomes
- Credit Accumulation and Transfer
- Learner mobility
- Learning Agreement
- Transcript of Records

Learning Outcomes (i)

- 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 competences
- In the case of Malta these are set according to the level descriptors of the MQF (Malta Qualifications Framework)

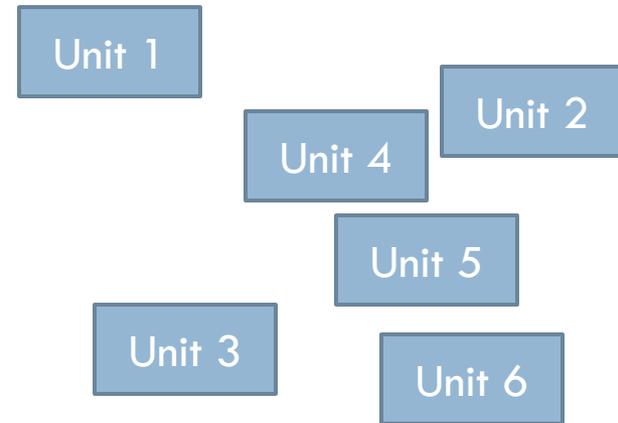
Learning Outcomes (ii)

- For each level descriptor (1-8) of the MQF learning outcomes are based on the knowledge, skills, and competences expected on that level- which are fragmented as follows

Knowledge	<i>Knowledge and Understanding</i>
Skills	<i>Applying Knowledge and Understanding</i>
	<i>Communication Skills</i>
	<i>Judgmental Skills</i>
	<i>Learning Skills</i>
Competences	<i>Autonomy and Responsibility</i>

Units of Learning Outcomes

- Component of a qualification consisting of a coherent set of knowledge, skills and competence, which can be assessed and validated
- A unit can be the smallest part of a qualification that can be assessed, transferred, validated and possibly certified
- A unit can be specific to a single qualification or common to several qualifications



Qualification comprising 6 Units

Credits

- Credit is a feature that measures the volume and the workload of learning and gives currency to qualifications
- Assessment of learning outcomes entitles the learner to credit and therefore to a qualification recognised by the MQF.
- Credits must be considered as the building blocks of qualifications, and they can be accumulated and transferred.

Learning Agreement

- A learning agreement is an individualised document which sets out the conditions for a specific mobility period
- It specifies for a particular learner, which learning outcomes and units should be achieved together with the associated credits
- It also specifies how learning outcomes will be assessed, validated and recognised

Learner's Transcript of Record (Personal Transcript)

- A document which belongs to the learner
- It contains information on credit the learner has achieved
- It is a record of his/her learning achievements

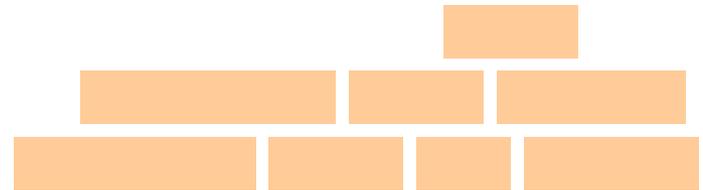
Learning context A

Learning context B

Transcript of record



Assessment of L.O.
Credit for L.O.



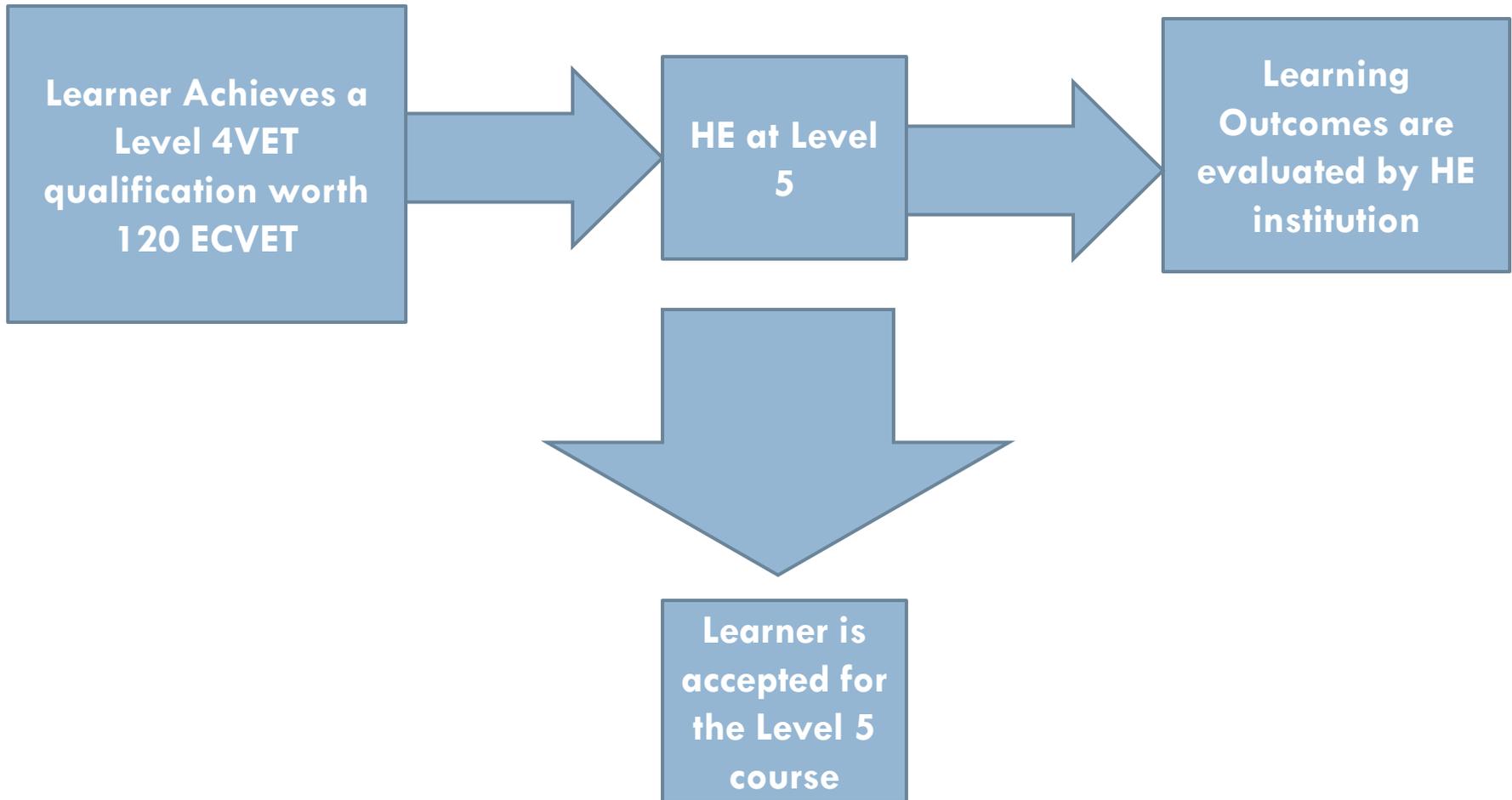
Validation of L.O.
Recognition of L.O.
Accumulation of L.O.



Permeability and the MQF

- Learning outcomes that ensure a smooth transition between VET and HE
 - ▣ The LO approach offers an opportunity to map learning outcomes across programmes and for HE institutions using ECTS to clearly understand the learner's achievements in terms of ECVET
- In Malta 1 ECVET=25 TLH and 1 ECTS=25 TLH (as agreed in the Bologna Process by the 47 participating countries)
 - ▣ This ensures a more coherent approach towards understanding the workload involved for units covered in a programme.
- As a benchmarking device the MQF in fact uses the value of 25 total learning hours across all levels of the framework.
- This is easy to use and facilitates permeability between VET and HE

Learning Outcomes as a means of translation between the two systems



Conclusion

- The latest ECTS guide is focused on providing credits associated with learning outcomes. This might open up a door for further synergies between both systems.
- There is the need to invest in long term dialogue between VET and HE organisations to favour the establishment of transparent procedures for the recognition of credit in the context of progression to HE through VET routes.

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