



## 2nd Seminar of the National Team of ECVET Experts 18th September 2013

European Credit System for Vocational Education and Training

Getting to know ECVET better...

Various Stakeholders' Perspectives

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# 2 FAQs

1. Recognising ECVET Qualifications
2. Understanding the ability of the potential employee / trainee

# 1. Recognising ECVET Qualifications

<b>Education System - Levels</b>	
Secondary	Levels 1 - 3
Upper Secondary	Levels 4
Undergraduate Diploma	Level 5
Bachelor – First Degree	Level 6
Masters	Level 7
Doctorate	Level 8

8	Doctoral Degree		8
7	Master's Degree Postgraduate Diploma Postgraduate Certificate		7
6	Bachelor's Degree		6
5	Undergraduate Diploma Undergraduate Certificate Higher Education Certificate	VET Higher Diploma	5
4	Matriculation Certificate Advanced Level Intermediate Level	VET Diploma	4
3	General Education Level 3 SEC Grade 1-5	VET Level 3	3
2	General Education Level 2 SEC Grade 6-7 Secondary School Certificate and Profile	VET Level 2	2
1	General Education Level 1 Secondary School Certificate and Profile	VET Level 1	1

*Source: The Malta Qualifications Framework for Lifelong Learning*

#### 4 Main Areas in a Qualification Award

**1. Title:** the nature of the qualification


**2. Units / Modules:** components of a qualification  
the building blocks of a training programme

**3. Levels:** describe the progressing level of difficulty of learning.

They measure complexity, volume and level of difficulty of attainment in education and training.

Level 1 is the Lowest Level.

## MQF Level Descriptors



Learning Outcomes	Level 1	Level 6
Knowledge	Has basic knowledge	Understand and analyse
Applying knowledge	Follows instructions	Demonstrates innovative responses
Communication skills	Communicates basic information	Communicates ideas, problems and solutions
Judgmental skills	Assesses own work making sure assigned tasks have been completed	Masters problem solving skills and evaluates management projects and people
Learning Skills	Applies Key Competences to defined actions	Assesses own learning and can progress in further learning
Autonomy and Responsibility	Completing simple tasks and exercises limited autonomy	Responsible for creative projects and teams' performance

## 4 Main Areas

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## 4. Hours of Learning – Credits

1 ECVET = 25 hours of total learning  
contact (under supervision / guidance) and self-study.



# The value and weight

- Example
  - Award in (*Title of Qualification A*)
    - **Level 4:** level of difficulty
    - ECVET Credits = 30  
25 hours X 30 = 750 hours of learning
  - Award in (*Title of Qualification A*)
    - **Level 6:** level of difficulty
    - ECVET Credits = 30  
25 hours X 30 = 750 hours of learning

# The value and weight

- Example

- Award in (*Title of Qualification B*)

- Level 4: level of difficulty

- ECVET Credits = 4

- 25 hours X 4 = 100 hours of learning

- Award in (*Title of Qualification B*)

- Level 4: level of difficulty

- ECVET Credits = 30

- 25 hours X 30 = 750 hours of learning

## 2. Understanding the ability of the potential employee /trainee

# ECVET:

a credit system based on a framework of learning outcomes

**CREDITS = Hours of Learning**

**1 ECVET = 25 hours of total learning**

**contact (under supervision / guidance) and self-study**

**LEARNING OUTCOMES of the qualification:**

**describe what the student will be able to do**

**at the end of the course/module**

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**describe what the student will be able to do  
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- Learning outcomes cover 3 main aspects:
  - the employee / trainee's understanding of the subject - **KNOWLEDGE**
  - the employee / trainee's ability to perform tasks and solve problems - **SKILLS**
  - the employee / trainee's ability to work autonomously and with responsibility - **COMPETENCIES**

<b>ECVET Qualification</b>	<b>Learning Outcomes</b>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<b>Content / Syllabus of the Training Programme</b>	✓	✓	✓

# ECVET: Assessment is aligned to the Learning Outcomes

- Assessment Process:
  - evidence of the individual's achievement
  - evidence that the individual is able to do what the learning outcomes of the qualification are describing

<b>ECVET Qualification</b>	<b>Learning Outcomes</b>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<b>Content / Syllabus of the Training Programme</b>	✓	✓	✓

<b>ECVET Qualification</b>	<b>Learning Outcomes</b>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<b>Content of Training Programme</b>	✓	✓	✓
<b>Assessment: Achievement of Training</b>	✓	✓	✓



<b>ECVET Qualification</b>	<b>Learning Outcomes</b>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<b>Content of Training Programme</b>	✓	✓	✓
<b>Assessment: Achievement of Training</b>	✓	✓	✓
<b>Implementation: Delivery of Lessons / Training Sessions</b>	✓	✓	✓

## FROM Learning Outcomes TO Employment

<b><i>Qualification</i></b>	<b><i>Job Requirement</i></b>	
Learning Outcomes  <i>What the employee is able to do (on assessment)</i>	Competences  <i>Which skills and knowledge are needed on the job</i>	Job Profile  <i>What are the roles and responsibilities of the employee</i>

## Employment and Training Programmes

<b><i>Requirements of the Labour Market</i></b>			<b><i>Designing a Training Programme</i></b>
<b>Job Profile</b>  <i>What are the roles and responsibilities on the job</i>	<b>Tasks</b>  <i>Which are the tasks needed on the job</i>	<b>Competences</b>  <i>Which are the skills and knowledge needed to perform these tasks</i>	<b>Learning Outcomes</b>  <i>What will the employee be able to do at the end of the training programme</i>

## **Involvement of Industry:**

- **participating actively in the development of vocational education training programmes**

- **the link between Job Profiles and Learning Outcomes**

<b>Job Profile</b>	<b>Learning Outcomes</b>
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- ✓ **Customised – Tailor-made courses**

- **designing courses**

- ✓ **school based**

- ✓ **work-placement**

- ✓ **apprenticeship**

- ✓ **work-based learning**

# Learning Experiences

- The ability to acquire knowledge, skills and competences achieved as a result of :
  - ✓ ***formal learning experiences:*** learning in an organised structured environment: education, training institution or on the job.
  - ✓ ***informal learning experiences:*** or experiential / random learning resulting from daily activities related to work, family or leisure e.g. community, cultural habits, hobbies
  - ✓ ***non-formal learning experiences:*** learning embedded in planned activities not explicitly designated as learning e.g. interest courses, community courses, seminars

- **Validation of Informal and Non-Formal Learning (VINFL)**
  - 2012: Legislation within the Education Act:
    - Validation of Non-Formal and Informal Learning Regulations

The National Commission for Further and Higher Education (NCFHE) is developing a system of assessment, recognition and validation of informal and non-formal learning.



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Experts

Thank you

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