



Education and Culture DG



CEDEFOP

European Centre for the Development
of Vocational Training



EQARF

*European Quality Assurance Reference Framework for
Vocational Education and Training*



ECVET

European Credit system for Vocational Education and Training

Moving from Principles to Implementation Launching Conference

Brussels 17-18 November 2009

ECVET Workshops
Hanna Autere
Finnish National Board of Education

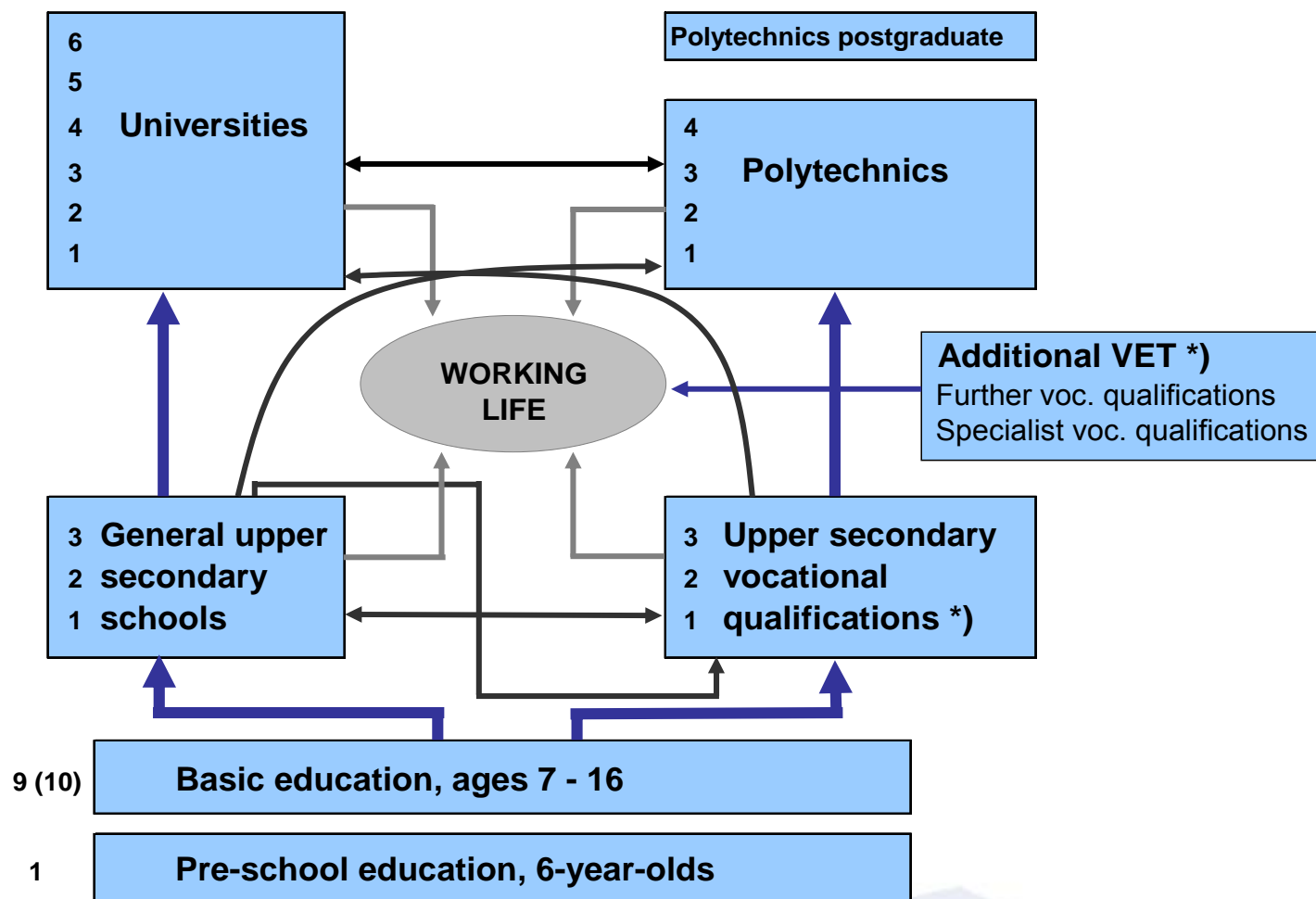
ECVET Workshop F: using ECVET

FINNISH APPROACH ON USING ECVET

**Accumulation and Assessment
of Learning Outcomes**

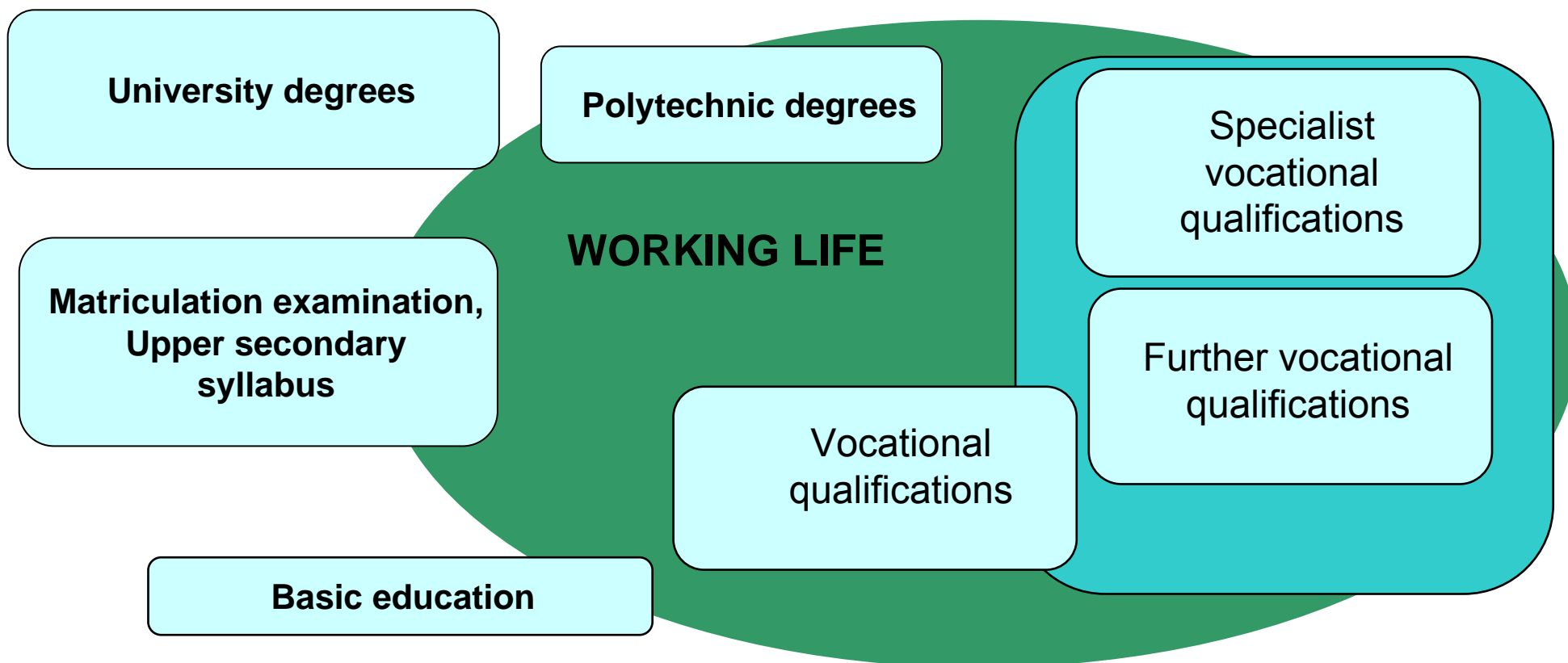


FINNISH EDUCATION SYSTEM



*) Also provided in the form of apprenticeship training

COMPETENCE-BASED QUALIFICATION SYSTEM - STRUCTURE





National Requirements (3 years/120 credits) for each vocational qualification at upper secondary level

Vocational units 90 credits
(including at least 20 credits of on-the-job learning)

- basic and field-specific study units (compulsory)
- specialising study units (partly optional)
- other optional units (decided by VET provider)

Core units (common to all) 20 credits
such as languages, math, physics, chemistry

Free-choice units 10 credits
-individual choice



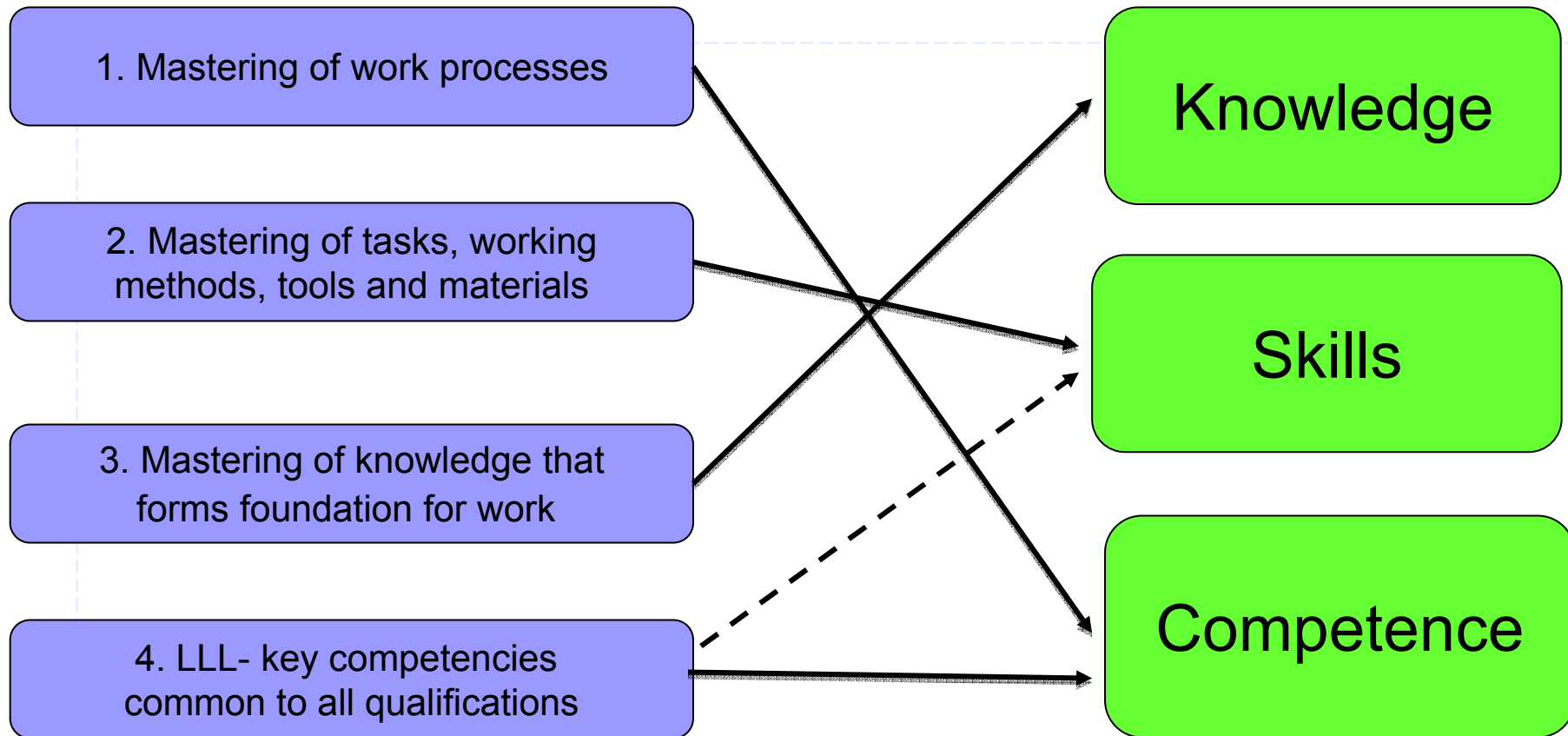
VOCATIONAL QUALIFICATION AT UPPER SECONDARY LEVEL

Design of Vocational Qualifications and Assessment

- VQs consist of units (parts of qualification). Vocational units are composed on the basis of functions in working life and named according to activities at working life. Units are nationally decided and defined by the FNBE in the national qualification requirements.
- Knowledge, skills and competence are described as learning outcomes of the units.
- Theory and practice (KSC) are expressed, studied and assessed together within the same unit and there is a common (one) mark in the certificate.
- Targets of assessments are common in all VET qualifications.
- Learning outcomes and assessment criteria are expressed as activities of the occupational area and activities in work.



Finnish targets of assessments vs. learning outcomes described in terms of "KSC"





VOCATIONAL QUALIFICATION AT UPPER SECONDARY LEVEL

Assessment procedures in Finland

- Different roles of assessment: **Formative assessment** is a part of learning/teaching process. Only **summative assessment leads to validation and recognition** of achieved learning outcomes.
- All units are assessed as soon as possible after studies/achievements in **skills demonstrations**.
- Assessment at **three levels/criteria/ achieved learning outcomes** (no final examinations of the whole qualification).
- Two parts in the **certificate of the qualification** - a final certificate (Ed.provider) and a certificate of skills demonstrations (Local Board for Skills Demonstrations)



PROCESS OF ASSESSMENT, VALIDATION AND RECOGNITION OF LEARNING OUTCOMES

- **National level: The Law/ Decree of VET**
 - **Other norms/ FNBE with social partners and other expert groups**
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- National requirements of qualifications/units/ expected learning outcomes and assessment criteria of each unit at three levels.
 - Assessment of all units based on qualitative criteria and achieved learning outcomes
 - Assessors: on-job- instructors, teachers and student's self-assessment
 - Recognition of prior learning is regulated by Act and Decree on vocational education and training (1.1.2006). Recognition is based on learning outcomes, not on learning time. VET provider decides on the recognition and assessment (validation) of prior learning.



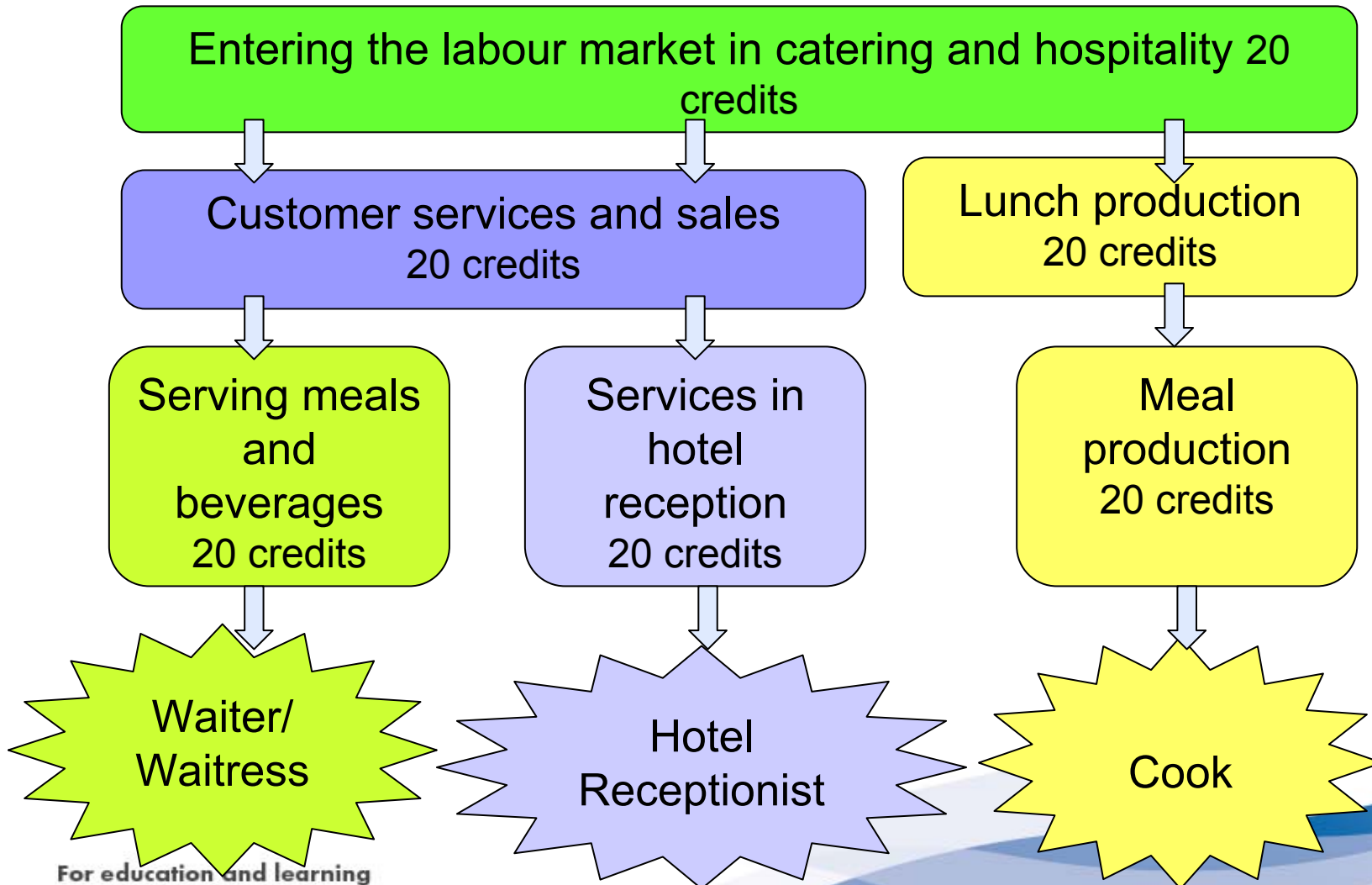
PROCESS OF ASSESSMENT, VALIDATION AND RECOGNITION OF LEARNING OUTCOMES/ Education providers' level - responsibilities

- To decide sub-units if needed/ expected learning outcomes/ assessment criteria for sub-units on the basis of units in national requirements.
- (To organise learning and teaching processes.)
- To plan skills demonstrations and other assessment processes on the basis of national requirements and decision of Local Board for Skills Demonstration.
- To decide validation and recognition of achieved learning outcomes of individual students with Local Board for Skills Demonstrations.



ACCUMULATION OF LEARNING OUTCOMES

Vocational Units in Hotel, Restaurant and Catering Services VQ
90 Finnish Credits (basic and field-specific study units)





Hotel, Restaurant and Catering Services VQ

Specialising study units inside 90 credits - learner has to choose minimum 30 credits from the following:

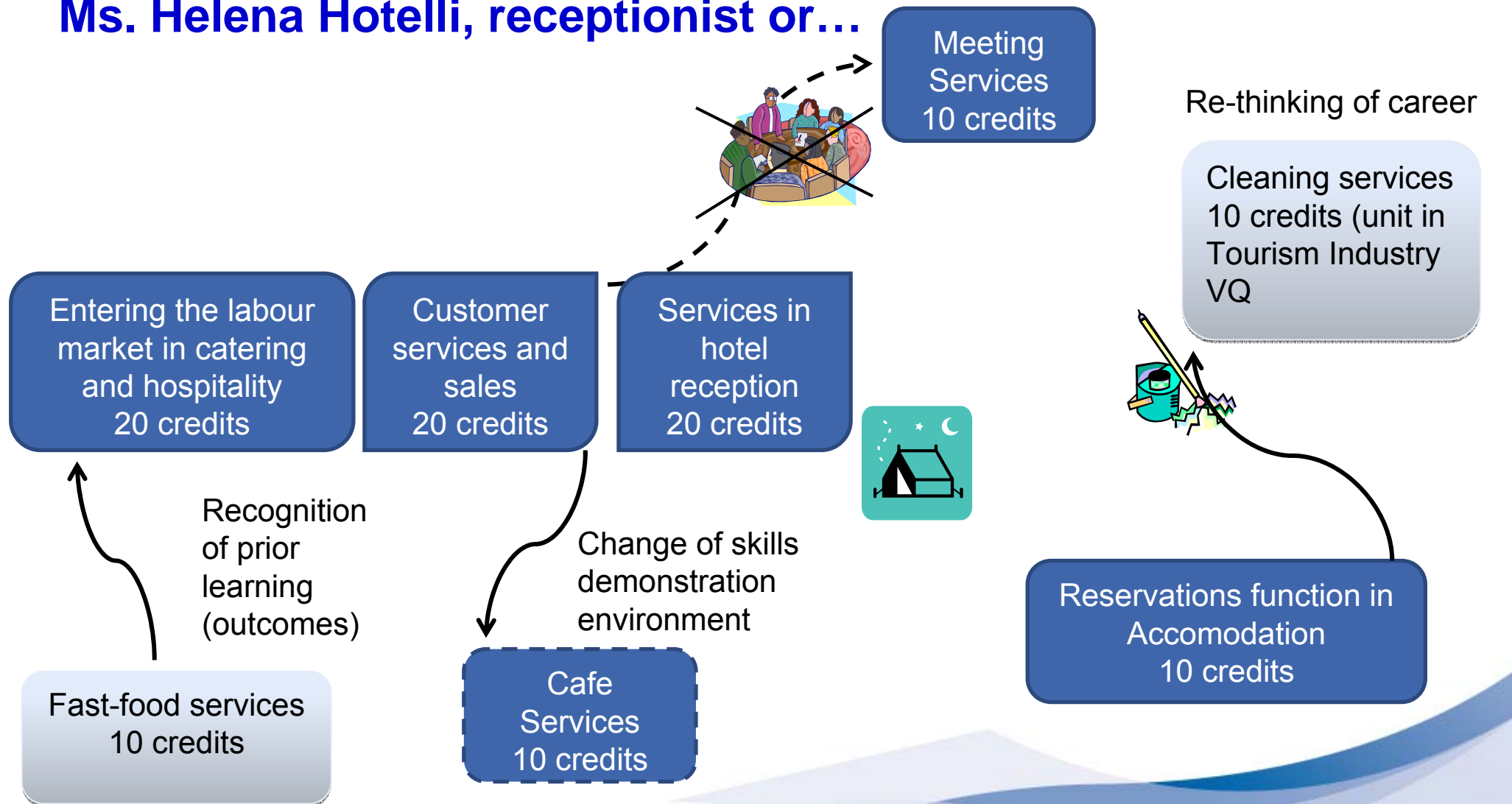
One study unit = 10 credits

- À la carte –meal production
- À la carte –serving
- Beverage Sale and Serving
- Cafe Services
- Meeting (conference) Services
- Reservations in Accommodation
- Catering Services
- Fast Food Services
- Catering Food Production
- Banquet Food Production
- Banquet Serving
- Ship Services



Individual learning pathway

Ms. Helena Hotelli, receptionist or...





FINECVET – national pilot project on ECVET EXPERIENCES IN USING ECVET

- Mutual trust important in assessment. Quality assurance needs to be in place.
- Need for more systematic agreements and procedures for assessment and validation.
- Enrichment vs. Harmonisation.
- Informal learning (language skills, culture, social skills -> lifelong learning skills) achieved during mobility periods need to be recognised.





SUMMARY

Using ECVET in Finland

Advantages

1. Existence of units
2. Use of learning outcomes
3. Use of credit points
4. Recognition of prior learning
5. Status of VET providers:
competent authorities

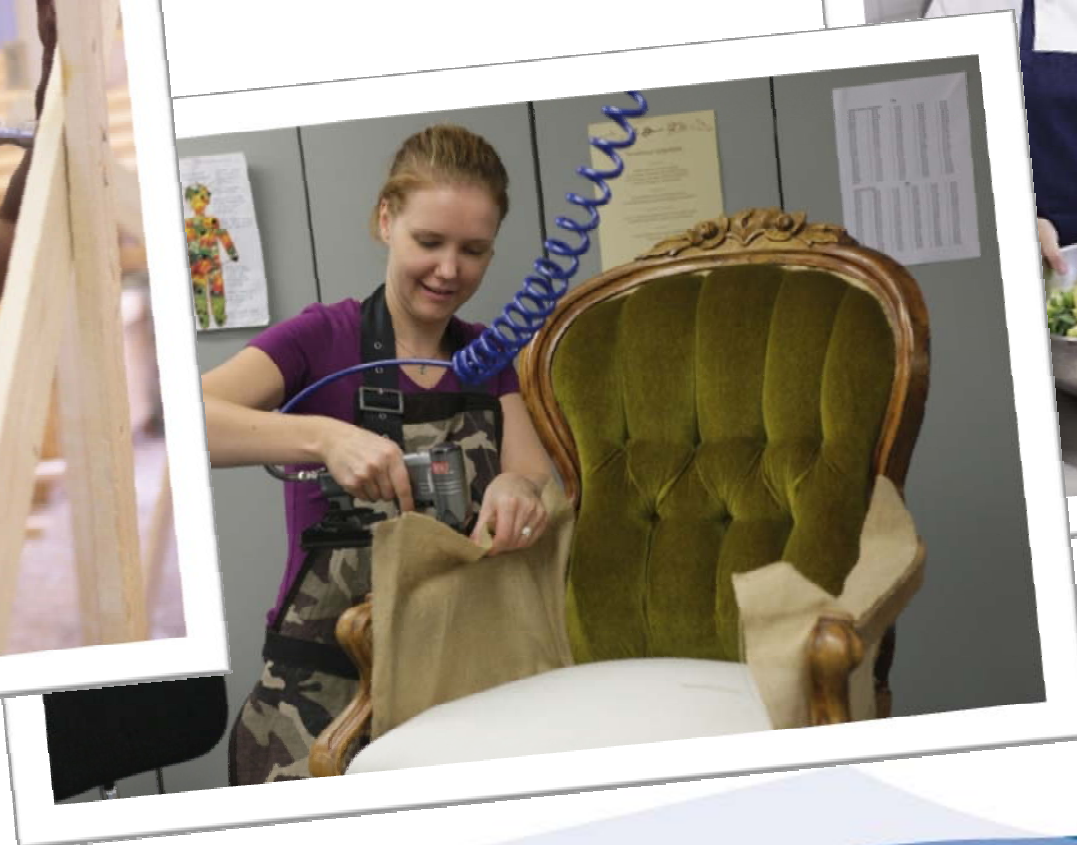
Challenges

1. Allocation of ECVET credit points to competence-based examinations
2. Assessment and validation
→ mutual trust (in regards
competence-based
examinations)
3. Quality assurance
4. Selling ECVET to teachers
and learners



FINNISH NATIONAL
BOARD OF EDUCATION

Thank you!



For education and learning