



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



European Credit system for Vocational Education and Training

Moving from Principles to Implementation Launching Conference

Brussels 17-18 November 2009

[ECVET Workshop F - Accumulation](#)

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**ECVET Workshop F: using ECVET for accumulation
and assessment of learning outcomes**

ECVET – What is in it for the learner?

(UK Scotland) Development of progressive (unit-based) learning pathways that enable learners to progress from lowest levels to highest levels (articulation of qualifications across levels) and to specialise across levels

(Finland) Greater flexibility for the learner in terms of when, where and what credit will they achieve (combination of core, optional and individual units)

(Recomfor) Internationalisation of learners' profile

Some other arising issues from the presentations

ECVET is more than the technical specifications – it is a process involving actors who make decisions on accumulation of credit,

Therefore, the implementation of ECVET is more than the design of units, putting in place an assessment process for units or the allocation of points

The recognition of credit is a competence that can be more or less centralised within the system, but

It is necessary to make sure that the recognition arrangements remain feasible and accessible to the learner

ECVET is an instrument for LLL (for different target groups). There is already evidence that the use of units and the possibility to accumulate credit makes **reintegration** of specific target groups into education as well as into employment easier:

Especially in the current context where people need to be re-qualified, this aspect of ECVET, together with validation of NFIL, is a strong plus for national systems
It also facilitates the development of partial qual. for adults

ECVET is complementary to other instruments EQF, Europass, validation of NFIL

As such it contributes to broader reforms for LLL and modernisation of VET (e.g. linking VET and the labour market)

Who makes credit accumulation a reality for the learners? who informs and orientates them?

Training providers, local and regional authorities, job centres as well as guidance services.

There is a strong need to explain and support them: how can they benefit from the advantages ECVET can bring, within their systems

Within countries the **LLL programme agencies** have a pivotal role in explaining ECVET to these target groups as well as in promoting the creation of stronger networks.

In communicating with these target groups: do not take the understanding of the terminology for granted (credit/credit – ECTS/ECVET).

(One of) the tricky question(s) of the workshop:

I represent a provider of non-formal learning. More specifically we work with a target group of people who often have negative experience of assessment. But we are already working on improving the QA of the learning we deliver.

How can ECVET help me and our learners?

1) It provides a 'common language' for describing learning in the formal system but also outside → recognition in the formal system becomes easier

2) Together with other developments, ECVET contributes towards the design and use of assessment methods (observation on the workplace, project work, etc.) which are more favourable for these target groups **BUT** adapted quality assurance is necessary

EQARF *European Quality Assurance Reference Framework
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And many more

Thank you