

Platform I

“Qualifications and units of learning outcomes: how to identify, to assess and to validate Learning Outcomes - the impact on training provision?”

European Seminar on ECVET
Berlin 30/11/2006

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5 Questions and Mr X



1. How to access learning outcomes defined in units?
2. How to identify, assess and validate learning outcomes acquired abroad?
3. Do we speak the same language?.
4. Are technical specifications already present in the VET systems?



How can we really help Mr X?

Question I. 1: Assessment of Learning outcomes defined in units – [How] could ECVET be used for achieving more outcome orientation?

During the research systems have been discovered where credits are already existing. But often those credits do not give any information on the learning outcomes. Can ECVET support efforts to achieve more outcome orientation.

Can we consider that awarding of credits on the base of units could be a step forward?



Learning context A

Outcomes orientation?



But it's difficult, because of barriers...

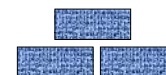


Transfer process



Learning context B

Outcomes orientation?



Achieved L.O.

Question I.2: Identification, assessment and validation of Learning Outcomes acquired abroad: Variety of competent bodies – how to establish mutual trust?

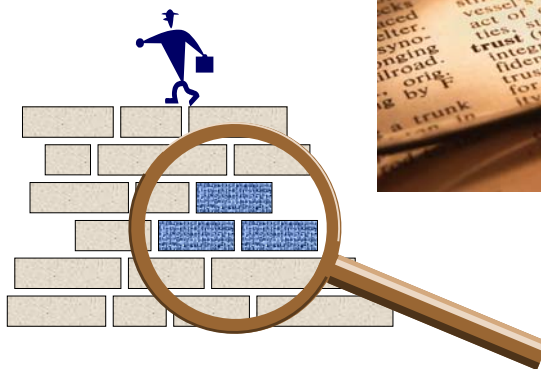


There exists a broad diversity of actors in charge of assessment, validation and recognition of learning outcomes and also fundamental differences regarding their remits.

Looking at a sample of some 21 countries six different competent bodies in charge of design of assessment procedures can be identified; for carrying out assessment even seven

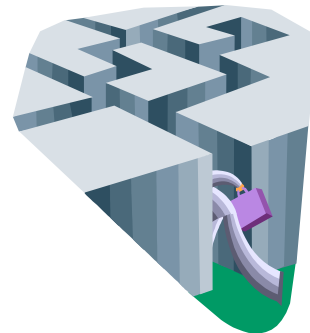
Learning context A

Mutual trust



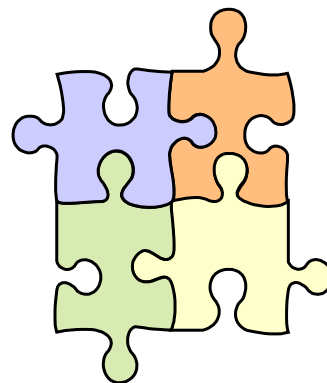
*Question I.3 a): Do we really speak the same language?
Units as parts of qualifications are important for the
implementation of ECVET?*

A majority of experts interviewed by reflector showed decisively positive attitude towards the mobility function of ECVET. But even among this group of ECVET positive stakeholders we found some fundamental concerns that seem to derive from misunderstandings. The two terms *module* and *unit* have been mixed up: Units are defined in learning outcomes, modules are parts of learning programs.



*Do we really speak the same language? - Step by step
validation and transfer*

Many experts “strongly support” transfer from one country to another and between VET providers, but have a less positive attitude towards the step-by-step validation of learning outcomes. This indicates a lack of clarity about the requirements of transfer, because transfer of results from one learning context to another will not be possible without step-by-step validation.



Question 1.4 : Do we really speak the same language? Are technical specifications (common grammar) already present in the VET systems?



From the typology adopted by ECVET connexion, it appears that some adaptations are necessary for systems centred on knowledge. For other systems whatever the type of system (within the typology identified), all technical specifications are present. Thus, they are ready for the future.

Are technical specifications (common grammar) already present in the VET systems?

On the other hand, it appears essential for the management of the training provision to value if the training objectives are expressed in Learning Outcomes. If training modules have a size suitable to European mobility and to training management. And finally if learning outcomes can be validated at anytime and permanently.



Question 1.5 The ECVET method implies to take into account individualized training pathways: What is the present situation (from the angle of training provision) of the different VET systems regarding this flexibility

It appears that systems don't have the same degree of flexibility. The most flexible systems have already adopted most of the ECVET specifications. It also appears essential, regarding the training provision to tackle the notion of training modules linked to units as a mean to manage individualized training pathways.



Credit Transfer

ECVET: a 'LLL perspective' & a 'person centred system'

