

ECVET Glossary – Starting point in the EUCVET project

Qualification (Terminology used in the ECVET recommendation (Annex 1))

- means a **formal outcome of an assessment and validation process** which is obtained when a **competent institution** determines that an individual has achieved learning **outcomes to given standards**

The Netherlands	Finland	Sweden	Spain	France	Turkey
<p>Qualification in the Netherlands is seen as the achieving of a “vocation” (a full qualification based on training regulations).</p> <p>At the end of training the student achieves a certificate.</p> <p>The achieved learning outcomes are assessed in final examinations after a number of years of training (depending on the education and the NQF level it could be 2, 3 or 4 years).</p>	<p>The qualifications are placed in the national framework according to the learning outcomes required by the different qualifications.</p> <p>Although a qualification may contain elements from several levels, it is placed on the level it suits best as a whole.</p> <p>Qualifications that are placed on the same level might emphasize different dimensions of learning. The same types of qualifications are primarily placed on the same level.</p>	<p>A student who completes an upper secondary programme receives a diploma. Each programme has its own diploma goals.</p> <p>The achieved learning is assessed by the competent institution, i.e the VET school.</p> <p>After completion of a vocational programme, students should be well prepared for working life. It should be possible for students to immediately begin their professional career on completion of the education.</p>	<p>A professional VET qualification is the blends of professional and academic competences, which can be achieved through module based training and other types of training, as well as through work experience.</p> <p>A person is “qualified” when they achieve certain expected results in the development of their studies. In Spain, achieved learning outcomes are assessed by the competent institution throughout the 2 years of training which includes 360-385 hours (corresponding to one unit of competence) of work place based learning.</p>	<p>The qualifications are placed in the national framework (Minister of Education) according to the learning outcomes required by the different qualifications.</p> <p>At the end of training the student achieves a certificate.</p> <p>The achieved learning outcomes are assessed in final examinations after a number of years of training (depending on the education and the NQF level it could be 1 or 2 years).</p>	<p>It means that knowledge, skills and competences which individual has and has been recognize by competent authority. After graduation from public or private vocational school, MoNE (Ministry of National Education) gives diploma. In addition, VQA (Vocational Qualification Agency) defines all qualification for each job families.</p>

Accreditation

→ of a training programme or a training provider

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Any organisation can provide training in the Netherlands. However, to be allowed to issue formal qualifications (recognised by the national Ministry) the training provider needs to be recognised by the Ministry and therefore will be controlled by the “Education Inspection.”	The FNBE decides on the objectives and core contents of the subjects and study modules for both general upper secondary education and vocational upper secondary education and training. Based on the relevant national core curriculum, each education provider then prepares the local curriculum.	<p>There is no system of accreditation in Sweden.</p> <p>The Swedish school system is a goal based system with a high degree of local responsibility. The main responsibility lies with the municipalities and authorities responsible for independent schools.</p> <p>There are many independent schools in Sweden and to get funding from the municipalities they need to be approved by the Swedish school inspectorate.</p>	<p>VET in Spain is based around qualifications.</p> <p>The National Qualifications Institute, INCUAL (Instituto Nacional de Cualificaciones) elaborates the qualification framework.</p> <p>Qualifications lead to</p> <p>(a) Professional Certification awarded by the Labour Department (Servicio Público de Empleo Estatal - SEPE) to workers or</p> <p>(b) a Certificate of Vocational Training awarded by the Education Department (Ministerio de Educación).</p> <p>Training is regulated by the Central Government and the corresponding Regional or autonomous governmental departments.</p>	<p>The National Education Ministry decides on the objectives and core contents of the subjects and study modules for both general upper secondary education and vocational upper secondary education and training.</p> <p>If private training centers can provide courses, graduates remain national.</p> <p>For certain professional qualifications training centers can offer (after validation of the Ministry of Education) a professional certificate that they themselves created.</p>	All public and private vocational schools are under MoNE authority. The MoNE is responsible for oversight of all vocational and technical schools. VQA (Vocational Qualification Agency) coordinates all work undertaken in the national vocational qualifications system and the Turkish Qualifications Framework.

Learning Outcomes

- statements of what a learner **knows, understands and is able to do** on completion of a learning process and which are defined in terms of **knowledge, skills, competence**

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<p>The Dutch system is “competency-based” (which is not automatically the same as LO-based...). The competences that belong to a qualification are described in terms of knowledge, skills and attitude. Emphasis is put on the skills: most important is that you are able <u>to show</u> that you know how to carry out a task.</p>	<p>In the Finnish framework, learning outcomes is defined as follows: a combination of knowledge, skills and competence; a wide-ranging ability to utilize knowledge, skills and proficiency in work and study situations and as a member of society.</p>	<p>The Learning outcome approach is not yet implemented and the system is mostly focused on knowledge. It is outcome based in the way that after completion of a vocational programme, students should be well prepared for working life. It should be possible for students to immediately begin their professional career on completion of the education.</p>	<p>For Professional Certification, training modules are based around skills that the worker should acquire and evaluation criteria for validating these skills.</p> <p>For Vocational Education Certificates, modules are created as a series of learning outcomes that a student must obtain. Each Learning Outcome is accompanied by assessment criteria for validation.</p>	<p>The Learning outcome approach is not yet implemented and the system is mostly focused on knowledge. It is outcome based in the way that after completion of a vocational programme, students should be well prepared for working life. It should be possible for students to immediately begin their professional career on completion of the education.</p>	<p>MoNE has to develop vocational programs that can meet the criteria of VQA for vocational schools. Learning outcomes are defined in each framework of vocational training programs prepared by MoNE. In Turkey, EU funded SVET (Strengthening VET) projects, competency based modular VET curricula development studies are still ongoing.</p>

Unit of learning outcomes

→ a component of a qualification, consisting of a **coherent set of knowledge, skills and competence** that can be **assessed and validated**

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<p>A VET qualification is described in a number of “core tasks”, which are divided in “work processes”. To be able to assess the work processes, “performance indicators” (description on how to act) are described. The work processes could be seen as units of learning outcomes.</p>	<p>Units of learning outcomes are different qualifications defined in the national framework. A qualification is achieved when certain units of learning outcomes have been fulfilled.</p>	<p>In Sweden every programme consists of subjects that are divided into courses. Most courses cover 100 credits which correspond to four weeks of full-time studies.</p> <p>Grades are given for every course completed. The content of different courses is described in the subject syllabuses.</p>	<p>Professional Qualifications for workers are organized in Units of Competences. Each qualification consists of between 2 and 5 Units of Competences. Each Unit is made up of the modules previously mentioned. A Unit of Competence is the minimum sum of professional competences which can be assessed and evaluated as part of the credit system. This system allows a worker to be assessed and evaluated for each of his Units of Competence. A Unit of Training Competence can also be acquired through work experience. The Recognition of Competences allows for this.</p> <p>** The elaboration of Professional Certification has been the base for organizing and designing Spanish VET Units of Learning outcomes</p>	<p>The courses are built from the National program. There are not, strictly speaking of learning outcomes units. The courses are divided by theme. Level academic courses, lessons must follow a pedagogical progression modelled on the national framework. For the professional fields courses are built around theory and practice and divided by the themes. Students are evaluated on both theoretical content as its professional skills. It is then to test his skills at case study.</p>	<p>Unit of Learning outcomes are defined in each curriculum of vocational programs prepared by MoNE.</p>

Credit for learning outcomes means

→ a set of learning outcomes of an individual which have been **assessed** and which can **be accumulated towards a qualification** or **transferred to other learning programmes or qualifications**

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<p>These “work processes” (units) are assessed and accumulated towards the full qualification. However, these cannot be validated with a separate certificate. Certificates for parts of a training used to exist in some sectors, which could be useful for individuals already working. These were abolished some years ago.</p>	<p>Credit procedures in Finland exist according to the Act on VET.</p>	<p>Credit procedures are regulated in the Education Act.</p>	<p>The Modular Catalogue of Professional Training (Catálogo Nacional de Cualificaciones Profesionales - CNCP) is the collection of training modules associated with the various Units of Competences in professional qualifications and VET. Training in order to acquire Professional Certification can be undertaken in one single training course or through various training actions, one for each unit of competence which makes up the Professional Certificate.</p> <p>This subdivision is called the Part Time Modular Catalogue for the accumulation of credits. Credits accumulated in this way can be exchanged for the Professional Qualification.</p>	<p>Credit procedures in France don't exist except into the University framework.</p>	<p>There is no credit system yet in Turkish VET system. There are modular catalogue for each vocational programs based on qualifications. MoNE has been developing modular VET curricula since 1993. In particular, through EU funded VET project, competency based modular VET curricula development studies have been intensified since 2002. In this context the programmes of grades 9-10-11-12 in 17 job families and 64 branches have been developed within the context of the Project (2002-2007) and approved by the Board of Education.</p>

Assessment of learning outcomes:

→ methods and processes used to establish **the extent to which a learner has in fact attained particular knowledge, skills and competence**

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Two types of assessments are needed for formal qualifications: practical exams (the so called “exams of capability”) and centralised, national exams for language (Dutch and English) and math. The practical exams are carried out by the training provider together with an external assessor, often from the industry. This assessor needs to be formally qualified. (this is similar to the German system, although, in the NL the VET provider is formally responsible for the quality of the qualification)	Students’ skills and knowledge are assessed at the end of each study module. A qualification certificate is awarded after completion of all studies included in the individual study plan. The national core curricula contain criteria for student assessment. A new type of assessment, skills demonstrations, has been added to the certification of vocational modules. The test is organized in cooperation with local working life and assessed together by teachers and representatives of working life.	The teachers are responsible for the assessment. Grades are given for every course completed. The upper secondary school for example has a six level grading scale from A to F with five pass grades and a non-pass grade. A teacher awarding a grade should not compare a student's performance with others in the class, but assess how well each student has achieved the goals of the course. There are knowledge requirements for the grades E, C and A.	The Catalogue of Professional Training includes an evaluation system to credit that a worker achieves establishes competences following certain evaluation criteria. For workers seeking professional certification, a team of evaluators must recognize the documentation presented or accredit the person through test results. Likewise in VET Training for students, evaluation is carried out as continuous assessment. This must guarantee that a student has achieved the learning outcomes following the evaluation criteria established.	Some skills are calculated with at the training center as part of a training course evaluation. The student is thus evaluated by his teachers but within a national procedure. Others are organized at a national examination at the academies.	Teachers make assessments by their own methods such as theoretical or practical exams depend on topics which they teach. At the end of academic year, students get grades from each lessons. Grading scale is between 0-100. It is assumed that >50 means the goal of learning outcomes are achieved.

Validation:

- process of confirming that certain **assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification**

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<p>The results of all qualifying exams (the assessments that are obligatory for awarding the qualification) are sent to the committee of examination. This committee consists of several employees of the VET institute (trainers, manager) and decides if the student achieved the qualification.</p>	<p>A validation of the units of learning outcomes can be done in different ways; traditional formal written tests, interview with the student or a demonstration showing the skills a student has achieved.</p>	<p>Validation usually means to identify expertise in a particular profession or field of study and then make an assessment of proficiency in a course/curriculum.</p> <p>There is a defined framework for the entire validation process that goes from general and exploratory survey to assess competence.</p> <p>Testing is done to assign ratings to the validated knowledge.</p> <p>Knowledge that corresponds to parts of a course can be documented in a certificate.</p>	<p>Validation in Spain is conferred by the corresponding regional Labour and Educational Ministry and allows students or workers to pass from modules of professional certification to low or high level VET training courses having validated certain modules. It, logically confers the right to access examination and evaluation processes for a unit or a qualification</p>	<p>Validation as validation procedures are the responsibility of the Ministry of Education. Validation is confirmed by the average obtained by the student scored on 20. A commission academically meets to validate the results.</p>	<p>In Turkey, vocational upper secondary school education is 4 years. Because of no Modular based certification system in Turkey, a diploma given after graduate from school is enough for national wide validation. As mentioned above, MoNe and VOA are working on standard validation system by competence examination.</p>

Recognition of learning outcomes:

→ process of **attesting** officially achieved learning outcomes **through the awarding of units or qualifications**

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Due to the fact that the competent body (the VET provider) is awarding the title/the qualification validation and recognition is given in one step.	Recognition of learning outcomes may be tested by a demonstration where the student has the possibility to show his/her knowledge, skills and competence in a specific unit of qualification.	Responsible for recognition are the teachers at the individual schools.	As mentioned before, there are two official recognition processes; on the one hand the Professional Certification and on the other, Vocational Educational Certificates. Given that both are based on formally recognized qualifications, a person can pass from one to the other by doing complementary training. For example, a worker can present his/her professional certificates when they matriculate to obtain a VE certificate and have several modules “convalidated” or recognized.	The title/the qualification validation and recognition is given in one step, at the end of the training.	Basically, MoNE gives diploma to students who graduated successfully from Vocational school. It is planned in the near future that VQA will establish test centres and it will recognize the qualifications and give certification.

Competent institution:

- an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes

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VET providers are the competent institution to issue formal qualifications.	An institution (normally schools) which has the formal right to give a certificate after completion of studies.	<p>The overall national goals are set out by Swedish Parliament and Government in:</p> <ul style="list-style-type: none"> • The Education Act • The Curricula • The Course syllabi for compulsory school etc. • The Program goals for upper secondary school <p>The National Agency for Education draws up and takes decisions on:</p> <ul style="list-style-type: none"> - Course syllabi for upper secondary school etc. - Grading criteria for all types of Swedish school - General recommendations <p>Individual schools are responsible for awarding qualifications, assessment, validation and recognition of learning outcomes</p>	The design of Qualifications is the competence of INCUAL, The National Institute for Qualifications. Recognition of the training corresponds to the Labour and Education Departments of the 17 Autonomous Regions.	National Education and for some others certifications (after validation) the VET providers.	Vocational Qualification Agency (VQA) and Ministry of National Education (MoNE) are responsible for designing and awarding qualifications.

ECVET points:

- a numerical representation of the **overall weight of learning outcomes in a qualification** and of the **relative weight of units in relation to the qualification**

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<p>ECVET points are not in use in the Netherlands.</p> <p>However, VET institutes are free to use “study points” if considered useful. This means some institutes do and others do not use points.</p>	<p>Not in use in Finland.</p>	<p>Not in use in Sweden. The National Agency of Education will decide on how to use it.</p>	<p>High Degree VET Courses (grado superior, equivalent to EQF Level 5) form part of the European System of Higher Education. The weight of each module is expressed in ECVET credits.</p>	<p>Not in use in France.</p>	<p>Turkey is a candidate country of EU. Right now ECVET points are not in use in Turkey. But, Turkey has launched efforts to establish a national framework compatible with that of European Union sometime ago. VQA was set up under the Ministry of Labour in 2006 prepared a Numerical National Qualification table and its comparison to ECVET. European Qualification Framework (EQF) which consists of 8 reference levels has been adopted by the Turkish Ministry of National Education and competency based modular VET curricula have been developed in accordance with the 8 reference levels of the EQF. First 4 reference</p>



					levels (1, 2, 3 and 4. levels) of the EQF have been handled by the MoNE and the rest (5, 6, 7 and 8. levels) were under the responsibility of Council of Higher Education (CoHE)
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