



DG Éducation et culture  
Programme pour l'éducation et  
la formation tout au long de la vie

# MENE CVET Project

## French Ministry of National Education and CIEP

# 1. The project

- **Aims:**

- Examine how VET qualifications of the French ministry of education compare with principles of ECVET
- Develop orientations for the national Guide on development of vocational qualifications + orientations for the use of ECVET in international mobility projects

- **Base:** 5 qualifications, all of the same level (vocational leaving certificates EQF 4 – Baccalaureat Professionnel), but covering different sectors (production and services),

- **Three main phases:**

- March to December 2011 – analysis of **legibility of qualifications** of the French ministry of education compared with ECVET Recommendation, focusing on units of LO;
- January to August 2012 – **transfer** of learning outcomes: does the norm in place in France enable recognition of learning outcomes abroad and under what conditions;
- August to December 2012 – how to allocate and use **ECVET points**.

## 2. National context: The Ministry of Education

### 1. Produces qualifications:

- Vocational diplomas/ levels 3 and 4 EQF among which: Certificat d'aptitudes professionnelles (CAP - 200 specialities ) and Baccalauréat professionnel (80 specialities)
- Diplomas accessibles through IVET, CVET and without training through accreditation of informal-non-formal learning
- Diplomas created in partnership with the economic world

### 2. Involved in three scopes, at different institutional and territorial levels

- Designing qualifications: national level
- Training : local level
- Delivering qualifications: local, regional (académique) and national level

# 3. Designing the content of qualifications and awarding modalities: national level

- Rules set in a National framework composed of:
  - The education code which sets the regulatory framework; and
  - The National guide on development of vocational qualifications
- All VET qualifications have to have the following structure and content:
  - The professional activities standard which describes the activities and tasks that a holder of the qualification will be able to carry out;
  - The certification standard that describes the professional and general competences expected to be achieved by the graduate. This concerns in particular description of competences using active verbs and defining the conditions in which these competences are to be realised as well as the associated knowledge;
  - The assessment standard which is a document that defines the conditions/terms of certification. This part contains the units that constitute the qualification. The assessment regulation and the conditions of assessment (such as type of assessment, who can assess, etc.);
  - Description of the compulsory on-the-job training period.
- Remarks :
  - No point system
  - Different assessment modalities: one-off final assessment or continuous assessment with different assessment situations
  - No national framework for training standards

# 4. First phase of the project

- Aim: Find out similarities and differences between each selected diploma (5 qualifications) and
  - The National framework
  - ECVET Recommendation
  - identify the source of the potential gaps
    - conceptual differences between the national framework and ECVET
    - interpretation of the one or the other
  
- Results:
  - The fundamentals concerning the National framework are close to the ECVET specifications : definition of learning outcomes in qualifications, grouping of LO in certification units, design of assessment modalities... ;
  - Need to clarify certain aspects: review and/or deepen and precise the definition of the concepts (activities, tasks, competences), eliminate terms and "parasites" considerations that gradually led to make qualifications reading a bit complex ; precise the assessment aspects ;
  - Deepen the regulatory, operational and human conditions enabling an extension of the « shared assessment » practices

# 5. Second phase of the project

- Aims: pursue the analysis about assessment, transfer, recognition
- Two steps:
  - Auditions of French participants involved in the « 1<sup>st</sup> generation » of ECVET projects, based on National Education qualifications and having experienced international mobility
  - Analysis concerning selected qualifications

# 6. Auditions results

## ■ Aim: certificative assessment

*But difficulties due to...*

- **Mobility organisation**
  - Languages, fundings, different labour laws and regulations, organisation tasks, pupils motivation, compatibility of mobility periods with the whole training pathway, preparation tasks...
- **Working methods between partners, for eg:**
  - The **reciprocity** principle concerning a formative assessment
  - The **reciprocity** principle concerning pupils exchanges and the content of mobility periods, which implies: building of « common objects » that are difficult to articulate with the national qualifications, in terms of LO identification and assessment modalities
  - The **reciprocity** principle impacts the training organisation: planning, duration...
- **Regulations concerning diplomas**
  - Units « size », concepts, assessment modalities, ...

## ■ Conditions for success

- **Preparation of pupils** before mobility, including identification of competence and knowledge level and assurances concerning assessment modalities abroad
- **Programmation of the mobility period and duration** have to be linked to the « content » of mobility
- **Transparency** about activities to realise, expected LO, assessment modalities, recognition of LO achieved in the pathway and the qualification...
- **Formalisation**: dialogue tools (MoU, learning agreement, assessment (grid, criteria...), ...
- **Necessity to link « activities » and « assessment »** in the French framework
- **A basis for certificative assessment: « continuous assessment »**
- **A precondition: certificative assessment of part of a unit**
- **A mobility duration based on 2/3/4 weeks**

# 7. Analysis of the 5 qualifications

## 1. Analysis of conditions for using « continuous assessment » as a basis for certificative assessment in a mobility context

- Analysis of the size of LO in the qualification standard, concerned by this form of assessment (impact on duration)
- Transparency of assessment descriptors and indicators, linked to activities and competences, and expected LO
- Analysis of indications concerning the « level conditions »
- Analysis concerning assessment modalities, in terms of type of evaluators, form, assessment documents, duration, language,
- Analysis concerning the type of document designed for the learner
- Analysis of impacts of the mobility period concerning the whole learning pathway

## 2. Analysis of conditions for creating a « mobility option »