

- **determines** some other provisions for VET in the qualification-specific national requirements
- **evaluates** national learning outcomes
- **supports** and develops nationally important aims in close co-operation with the providers
- **Focused on individuals**, in a borderless and lifelong learning perspective - needs of the students and working life as well
- **Based on learning outcomes** - knowledge, skills, competence - achieved in all learning contexts (Formal, Non Formal, Informal)
- **Centred on qualifications/units** of learning outcomes
- **Transfer of learning outcomes** is the main issue, credits points only additional

Why is ECVET important?

International student exchanges are more attractive if studies completed during the exchange can be used as part of a qualification. ECVET will allow the added value of international exchanges to be evaluated. ECVET will also allow individual learning paths to be created. ECVET will enrich competences and peer learning - experiencing things different than in their home country.

At an Education provider's level we have responsibilities to decide on sub-units if needed/ expected learning outcomes/ assessment criteria for sub-units on the basis of units in national requirements. We have to organise learning and teaching processes as well to plan skills demonstrations and other assessment processes on the basis of national requirements and decisions by the Local Board for Skills Demonstration. Omnia has to decide on validation and recognition of achieved learning outcomes of individual students with the Local Board for Skills Demonstrations. Finnish targets of assessments vs. learning outcomes are described in terms of knowledge, skills and competences "KSC". Mastering work processes, tasks, working methods, tools and materials, and also knowledge that forms the foundation for work and LLL- key competencies are common to all qualifications - including the vehicle sector, too.

For More Information about Vet in Finland :
www.minedu.fi/www.edu.fi/
www.opf.fi

From ANFA-FRANCE

Didier Gelibert (ASSET project) interviews Dominique Faivre-Pierret who is the Deputy General Director of the ANFA (French Training joint body for the Automobile Services branch).

Didier Gelibert : what are the benefits of ECVET for companies particularly in the automobile services sector and salaries and, more generally for learners ?

Dominique Faivre-Pierret : Before broaching the benefits of the ECVET system, I'd like to stress the added value of European mobility, in this kind of experience :

- The learners (technicians) will gain additional skills and competences and broaden their knowledge.
- The learners experience of working and training abroad will give them more confidence in dealing with customers/clients/drivers from other countries.
- The learners will take new ideas back to their companies about work practices in other countries that they might not otherwise have been able to assess.

ECVET will allow recognition of the Learning Outcomes obtained during the mobility period that is providing frustration.

Concerning the Motor Trade and Repair branch, companies face common problems all over Europe. Common or at least identical answers should be provided to the customers (notably inside a same Car manufacturer's network). For that purpose ECVET will be able to provide a solution. ECVET would give the learner the opportunity to built his or her qualification and to give more transparency to Companies.

DG : You told us before of benefits of ECVET for companies, now can you tell what your political position is concretely ?

DF-P : The Branch has decided to experiment ECVET. The only way to confirm the added value that we have identified is to test the systems. We chose 2 ways for that purpose: a bottom up and a top down approach. For the first method we decided to "ecvetize" an existing mobility programme for Trucks Maintenance (concerning 6 countries and 18 partners). It ended last year. We have already produced common ECVET units, a draft MoU, a user guide and a training kit for ECVET. We are currently assessing the results.

The second experimentation (Top Down) is based on a Branch Certificate, and we act as a competent institution. The idea is, with 4 other countries, to build together common ECVET units (I mean units open to mobility) from a common job profile that we chose together. In parallel we started to set up the Network related to this project in order to test ECVET through a mobility programme. The project started in March. We have some results but not enough to give any conclusions.

I'd like to stress the importance of the Network within ECVET. Mutual Trust which is one of the ECVET main pillars can only be developed within a network of partners. Both projects are based and carried out within a network.

The Branch is involved in 2 experimentations showing evidence of a concrete and real interest.

DG : What recommendation and advice may be provided to the VET stakeholders for the test and experimentation of national credit systems based on ECVET principles ?

DF-P : The first advice is to show flexibility : we are in the framework of experimentations. The objective is to test not a revolution. In order to check the feasibility we need to experiment. Stakeholders should also take into account the interest of the end beneficiaries: learners and companies. ECVET is the opportunity to give the same chance to VET learners as students at University through ECTS.

Finally, ECVET is based on Mutual Trust and needs networks of partners. Stakeholders should be aware that they have to support the setting up of networks.



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EDITO

ASSET STEP BY STEP

The ASSET project is divided up into four main stages. After the initial preparation stage allowing the necessary conditions for an effective partnership to be established, followed by the production phase where tools and documents were designed and built, the project entered into its experimental phase. This new stage should allow the methods, procedures, as well as all the tools and documents previously produced to be tested and assessed by all of the project's partners.

Two mobility tests with learners from all the training centres involved in the project have therefore been organised for the beginning of 2011.

During the fourth stage, these two mobility tests will be analysed in detail. This final analysis phase aims to provide comments and eventual suggestions for other training centres wishing to implement ECVET.

THIERRY JOSEPH
PROJECT COORDINATOR

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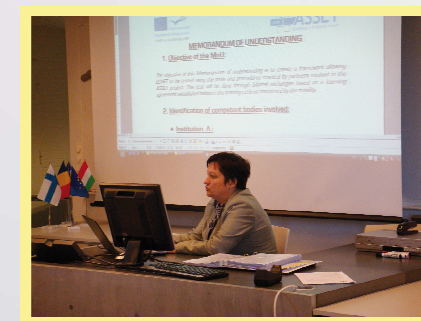
ASSET news !

Memorandum of Understanding & Learning Agreement : the added value for mutual trust in mobility training stages

After many years of experience in mobility, the lack of recognition of competences acquired abroad was particularly frustrating especially for the learners. For this reason ECVET was designed, providing an efficient tool allowing learning outcomes gained abroad to be « recognised » within the original qualification.

The ECVET ASSET project's main objective has been to develop tools which will allow recognition by promoting mutual trust between the competent authorities and training centres involved in the project.

The partners all belong to the Automobile Services Sector which was chosen due to its understanding and participation of mobility periods abroad and the implication for companies of having learning outcomes recognized.



June 2010-2nd steering committee in Helsinki : Zoica Vladut presents the work done on MOU

The building of tools such as the Memorandum of Understanding (MoU) and Learning Agreement (LA) was done in order to create a framework for cooperation and networking amongst partners thus providing a clear view of the qualifications and target competences concerned by the mobility period for all the actors involved (competent authorities, training centres and learners).

The MoU includes things such as infor-

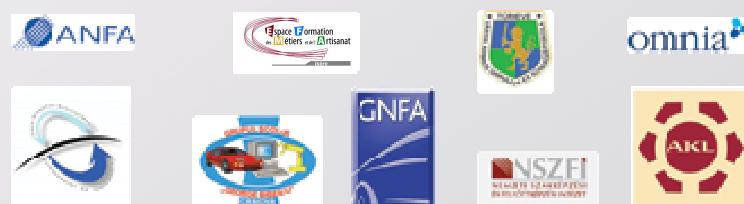
mation identifying the competent institutions and accredited training centres involved in the mobility, qualifications and units concerned and the main points described in the LA but under the MoU. The MoUs will be signed by the legal representatives and implemented during the project.

The LA includes information concerning the learner and the training provider, commitments and obligation as well as information concerning dates and places of mobility. Attached appendices are to provide a complete description of the units of learning outcomes concerned, organisation, cultural and linguistic conditions, assessment procedures, administrative and legal rules and regulations, financial aspects and final report guidelines. An important element is the learner personal transcript which includes references related to ECVET points. The allocation of ECVET points was based on principles that were defined by the whole of the partners. The MoU will be effective for all ECVET mobility programmes in the field of car electrician electronics technician within the four countries and for the qualifications concerned.

The ECVET mobility programmes will be available for any country interested in organising mobility for the same qualification.

Experimentation within the ASSET project framework provides help for overcoming the obstacles of mobility. In this way, recognition will create a real added value to European mobility and turn mobility towards vocational objectives.

The MoUs and LAs will be available in English, French, Finnish and Hungarian in order to valorise and facilitate dissemination of the project's results. These tools will provide clear information about the project making it easier to convince all stakeholders of the benefits of ECVET.

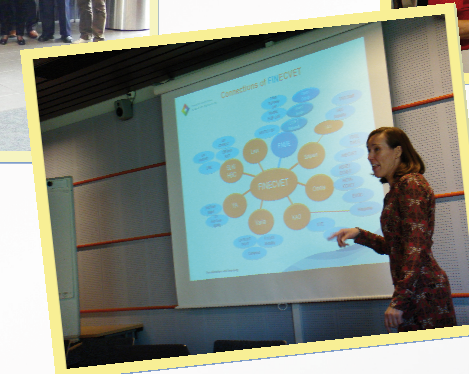


ASSET PROJECT FROM 2009 TO 2011

WORK DONE BETWEEN THE STEERING COMMITTEES IN HELSINKI (June 2010) AND BUCHAREST (November 2010)	WORK TO BE DONE BETWEEN THE STEERING COMMITTEES IN BUCHAREST (November 2010) AND BUDAPEST (May 2011)
<p>WP1: Coordination Production and validation of intermediate report</p> <p>WP2: Units of Learning Outcomes Production and validation of four units of learning outcomes in the four languages of the partnership</p> <p>WP3: Partnership Agreements and Learning Agreements Production et validation of partnership agreements and learning agreements</p> <p>WP4: Credit Points Allocation of credit points for each of the different institutions involved in the project for each unit produced.</p> <p>WP5 : Mobility</p> <ul style="list-style-type: none"> Creation of tools in order to prepare students for the ECVET tests : Leaflet presenting ECVET / the ASSET project / the hosting country and training centre. Glossary of technical terms for each unit in each of the four languages of the partnership. Phrasebook of everyday expressions in the four languages of the partnership. <p>WP7 : Communication Regular update of the ASSET project's internet site (www.asset.eu)</p> <p>WP8 : Quality Assurance Production of intermediate report by an external evaluator</p>	<p>WP3 : Partnership Agreements and Learning Agreements Signature of the partnership agreements and learning agreements by the different partners</p> <p>WP5 : Mobility Planning and organisation of the ECVET tests :</p> <ul style="list-style-type: none"> Between France and Romania Between Finland and Hungary <p>Completion of ECVET tests in February and May 2011</p> <p>WP7 : Communication Regular update of the ASSET project's internet site (www.asset.eu) Development of the site in French Production of Newsletter 4 before the steering committee in Budapest in May 2011</p> <p>WP8 : Quality Assurance Evaluation of work done in the different WP</p>



June 2010 :
Second steering committee
in Helsinki



In this project our task is to oversee the path leading to transnational mobility in connection with ECVET testing. We are working on developing the main documents: Memorandum of Understanding and Learning Agreement. These documents provide the framework for testing mobility and credit transfer in the field of automobile service sector.

Another main element of our participation is to test credit point allocation in Hungarian VET. The recognised vocational education and adult training is based on a modular system in Hungary. This national system is a good starting point to prepare the implementation of ECVET in Hungary.

The NQR qualifications are competence-based and task-based. They were prepared following the identification of the job profile and the set of tasks required by the certificate holder. Bearing in mind that the credit transfer system has already been implemented into Hungarian higher education, we are also committed to introducing the credit system in the Hungarian vocational education. Allocation of credit points in VET must be in tight connection with methods used in higher education which is a modular and time-based system. A time-based system means that credit points are determined by the duration of training modules. We aim to connect modular VET system and modular higher education in the future.

So far we have allocated credit points in the framework of the ECVET-ASSET project using the following methods :

- Firstly, the name of the Hungarian qualification chosen for ECVET testing is car mechanics. We assigned 120 credit points to the entire training time of school based vocational education. Its main characteristics according to its central program : length of the training (two years); the number of hours, compulsory apprenticeship in a firm, job obtained by certificate hold-

- ers, etc.
- Secondly, we prepared a table for the modules of the training and the learning hours in cooperation with Ványai Ambrus Secondary Grammar and Secondary Technical School (the Hungarian training centre of the project). In this table four separate lines were dedicated to comparison of the ASSET units and the Hungarian units and learning elements of the modules. The shared training materials were defined and added to the learning hours.
- Finally, in the very last stage, we calculated the credit points of each ASSET unit by defining the hours of each unit. Summing up these hours we gained the total credit points of each modules.

The credit allocation in the framework of the ECVET-ASSET project has been done through several questions still open for the profession regarding the most optimised solution. To use such a system in the future, a wide consultation process is needed between the different Hungarian stakeholders.

From OMNIA-FINLAND

Omnia is involved as a competent institution and as a school in the Asset-Ecvet project. Vet providers have the status of competent institution in Finland. We, country leader Mr Kari Koskela and project manager Mrs Seija Heikkinen, have organised the project activities in Omnia and the meetings in the Finnish National Board of Education (FNBE). Over 20 people have participated in the project work. Finnish vocational qualifications are suitable for EQF/ECVET system. We have experience in applying a learning-outcomes approach to its education system, in particular in the VET system. The Finnish Ministry of Education has set up a working group on the implementation of EQF and NQF. The Omnia team will share the experience of Finnish ECVET-

process with AssetEcvet project members.

Finnish NQF levels	
Level 1	
Level 2	<ul style="list-style-type: none"> Completion of Basic Education syllabus
Level 3	
Level 4	<ul style="list-style-type: none"> Matriculation examination, completion of upper secondary syllabus Vocational upper secondary qualifications Further Vocational Qualifications Qualifications from other administrative sectors corresponding to requirements of vocational upper secondary or further vocational qualifications
Level 5	<ul style="list-style-type: none"> Specialist vocational qualifications Qualifications from other administrative sectors corresponding to requirements of specialist vocational qualifications
Level 6	<ul style="list-style-type: none"> University and polytechnic Bachelor's Degrees
Level 7	<ul style="list-style-type: none"> University and polytechnic Master's Degrees
Level 8	<ul style="list-style-type: none"> Scientific and artistic post-graduate degrees, such as licentiate and doctoral degrees

FINNISH APPROACH ON EQF and NQF

Finnish Vet –providers have positive attitude to EQF. Transparency and comparability of qualifications is considered to be very important. Student's transition from one level of education to the next is safeguarded by the legislation. Upper secondary students have the right to combine studies from general and vocational institutions in a flexible way and to take both the matriculation examination and a vocational qualification at the same time (3 %).

Role of the FNBE in VET

- Decides on the learning outcomes of

ASSET & Competent Institutions

Testimonies of the Competent Institutions

The 4 Competent institutions testify about their participation in ASSET explaining who they are, how and why they are involved in this project.

From NCTVETD-Romania

The National Centre for the Technical and Vocational Education and Training Development (NCTVETD) is a specialised agency of the Romanian Ministry of Education, Research and Youth, in charge of developing the system of initial vocational education and training in Romania (IVET), in order to respond to the actual requests of the labour market in the globalised world.

The mission of the NCTVETD is to contribute to the development of a qualitative and attractive TVET, offering equal possibilities for personal and professional development to each student thus allowing them to work and continue life-long learning, to contribute as a TVET graduate to the economic development of its community and to the consolidation of the Romanian democratic society.

NCTVETD is a partner in the ECVET ASSET project as a competent institution

and a partner in the WP2 (definition of the common reference units of L.O), and WP Team Leader in WP3 (development of tools for Mutual trust: MoU, Learning Agreement) and WP4 (methodology for credit point allocation). Added to that, the NCTVETD has been a COMINTER project partner and will be able to transfer methodology developed within this project and share its experiences on the ECVET topic. Along side this, the NCTVETD has also been a partner (expert and member of the steering committee) of the ECVET Connexion study (DGEAC Study 2006) and has thus a wide experience in the ECVET systems.

NCTVETD considers that by participating in the ECVET ASSET project it can contribute to :

- assuring the harmonization of Romanian developments with those done at a European and international level by elaborating policies and strategies referring to the TVET, by identification of qualifications and curriculum development for the formal education system, by cooperation with the social partners;
- the development of the methodologies to make lifelong learning a reality, allowing the acquisition of competencies in different contexts of education and

learning and assuring the conditions for recognition of students mobility during the learning and working processes;

- making its partners more aware about the advantages of creating a flexible learning environment in which learners are encouraged to upgrade their competencies.

From NIVE-Hungary

The National Institute of Vocational and Adult Education in Hungary

(NIVE) is participating in the project as the Hungarian competent authority who is responsible for vocational and adult education. The institute is the background institution of the Ministry of National Economy. It conducts, initiates, organises and coordinates regional and nationwide research activities. It provides professional support to experiments, researches and the implementation of innovative efforts initiated or performed by teachers or institutions engaged in VET, while it pursues the continuous development of the vocational structure. The NIVE develops the draft of the National Qualification Register, prepares it for approval and publication, monitors its implementation and makes proposals concerning its amendment or updating.