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European Workshop On ECVET: the Launch of the Consultation

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Workshop theme 2: ECVET and Transparency

**Ministère de l'Éducation Nationale, de
l'Enseignement Supérieur et de la Recherche
(MENESR) - Paris, France**

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Study on the Feasibility of an ECVET system for apprentices from the angle of Training Provision

- Approach per Systems
- Some results (work in progress)
- Study focused on IVET

ECVET and Transparency

PERCEPTION OF ECVET (155 persons / 333 opinions)

| | |
|------------------------------------------------------------------------------------------------------------|-----------|
| A ECVET will contribute to the development of European competitiveness in the 10 next years. | 37 |
| B ECVET will guarantee a better transparency of qualifications. | 95 |
| C ECVET will develop young person's mobility. | 95 |
| D ECVET will improve the comparability of VET systems. | 67 |
| E ECVET will decrease the scope of vocational training in each VET systems. | 7 |
| F ECVET will decrease the quality of national systems of VET. | 16 |
| G ECVET will not respect the actual logic of national VET systems. | 17 |
| H ECVET will decrease the attractiveness of national VET systems if they follow European standards. | 9 |



All training systems aims at integrating the young to labour market and at giving the skills to adapt to changes

Typology identified > 4 kind of systems

1 centred on knowledge

Training is a period before working life. The trainee acquires knowledge and skills in laboratory. He/she will discover work afterwards. The employer will adapt the trainee to real situation

2 Immediate employability

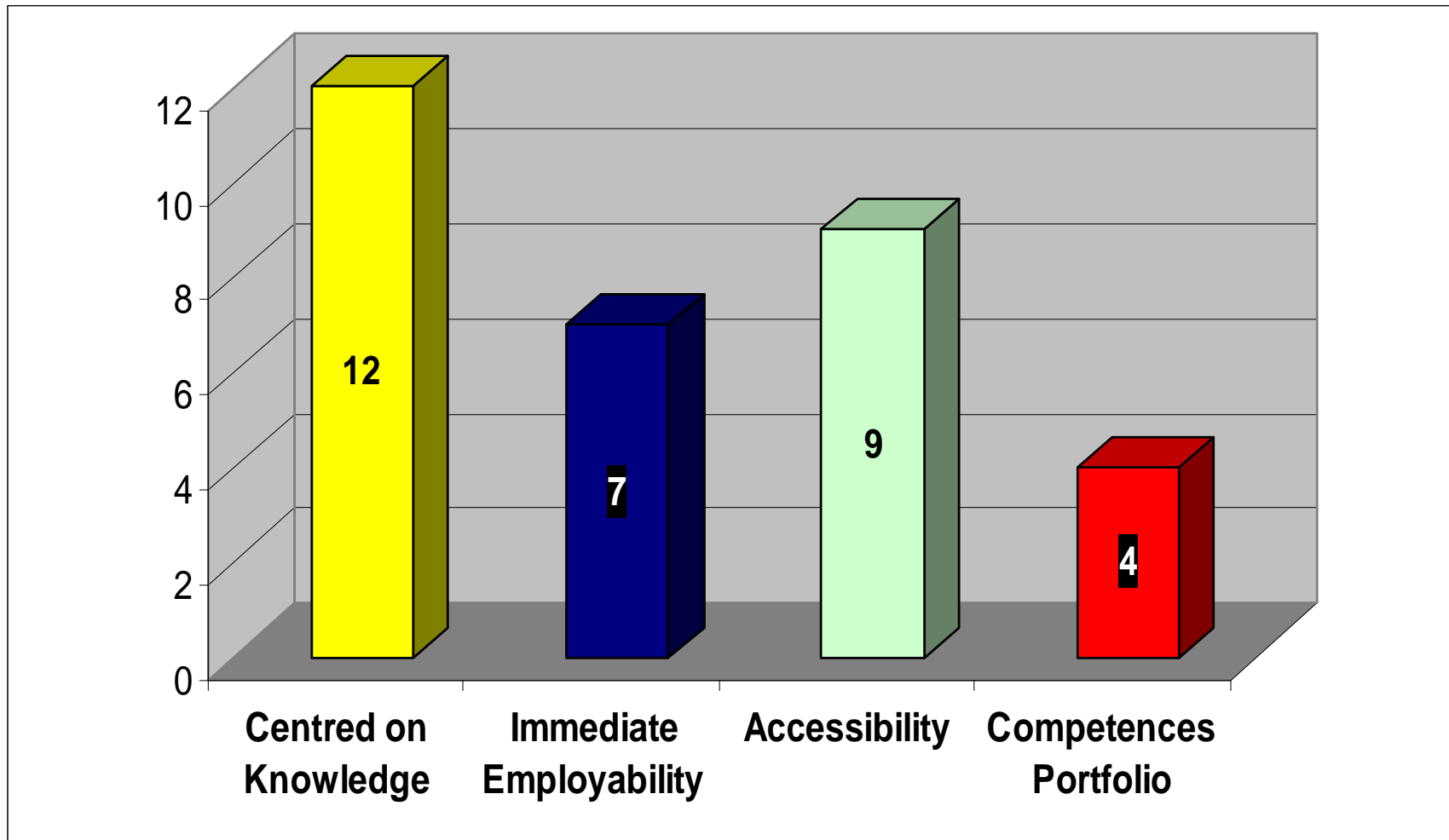
Qualification is based on profession . At the end of training , trainee can be immediately employed. The Company is a key player in the training process.

3 Accessibility & development of ability

Centred on the vocational adaptability. Proximity with the trade is but it's a potential trade which will be attainable / accessible only after an adaptation to work and after putting to test in work situation..

4 Portfolio of skills, competences

The qualification is composed by competences units which can be combined in order to answer to a job requirements . The system is focused on a flexible management of the individual training pathways.



Typology identified > 4 kind of systems
Present situation some systems under reforms to come



ECVET and Transparency from the angle of Training Provision

Conformity to ECVET specifications

Main dimension > TECHNICALITY

2 Strands

- > Learning outcomes in terms of KSC
- > Acceptance of accumulation

Criteria (among others)

- > % of training provision in terms of LO,
- > module defined in LO described in KSC assessment/certification based on core activities, competences, demonstrated skills
- > APL procedures exist or are used in a part of academic system



ECVET and Transparency from the angle of Training Provision

More or Less favourable situation for ECVET implementation

kind of systems

TECHNICITY

1

**centred on
knowledge**

- > No Learning Outcomes
- > No modules
- > Generally no APL

2

**immediate
employability**

- > Learning Outcomes
- > No modules but ...
- > APL under development



ECVET and Transparency from the angle of Training Provision

favourable situation for ECVET implementation

kind of systems

TECHNICITY

3

**Accessibility &
development
of ability**

- > Often Learning Outcome described in KSC
- > Modules exist
- > APL exists or under development

4

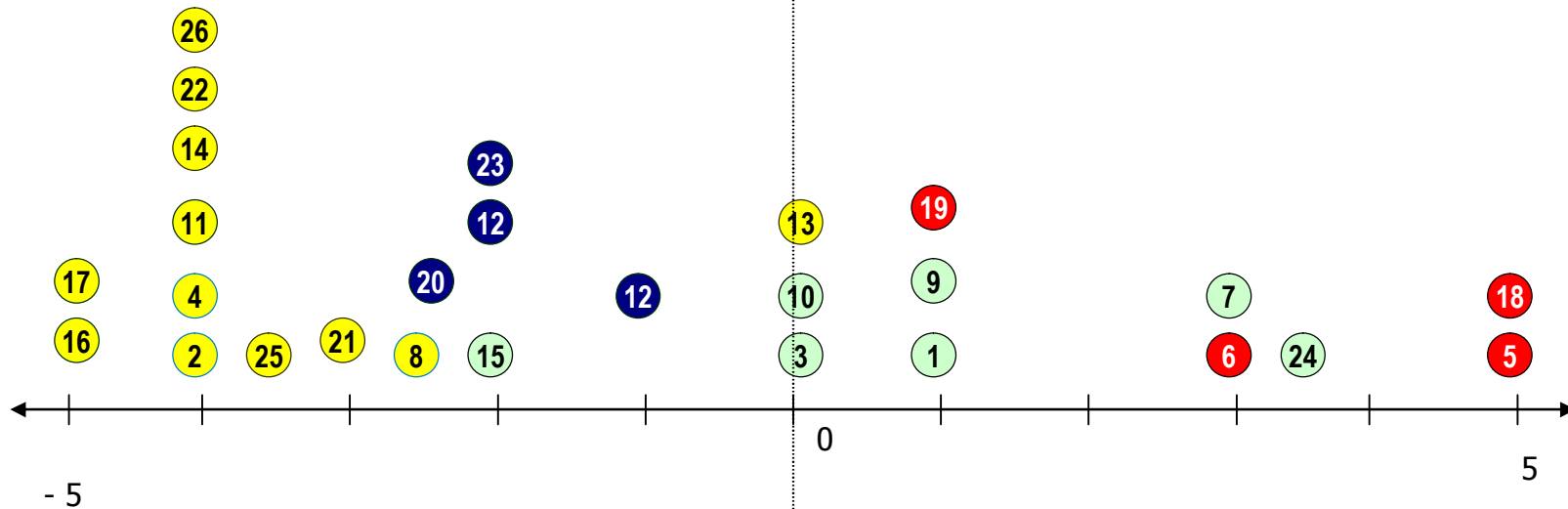
**Portfolio
of skills,
competences**

- > Learning Outcomes
- > Modularized
- > APL exists



**Less favourable situation
for ECVET implementation
> actions to conduct**

**Favourable situation for
ECVET implementation >
few actions to conduct**



Far from Technical specifications

Close to technical specifications



ECVET and Transparency from the angle of Training Provision

- > Type 1 very specific and not ECVET friendly at all.
- > One type (4) gathers all specifications.
- > The range of technical specifications can be found within each type.



ECVET and Transparency from the angle of Training Provision

Comments / misunderstandings from experts or interviewees (whatever the system considered)

- > Misunderstanding and different interpretations of the concept of module.
- > Sometimes Learning Outcomes not always understood > to be explained clearly.
- > Could KSC definition according to EQF be applicable ?
- > What about Credit points ?



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