

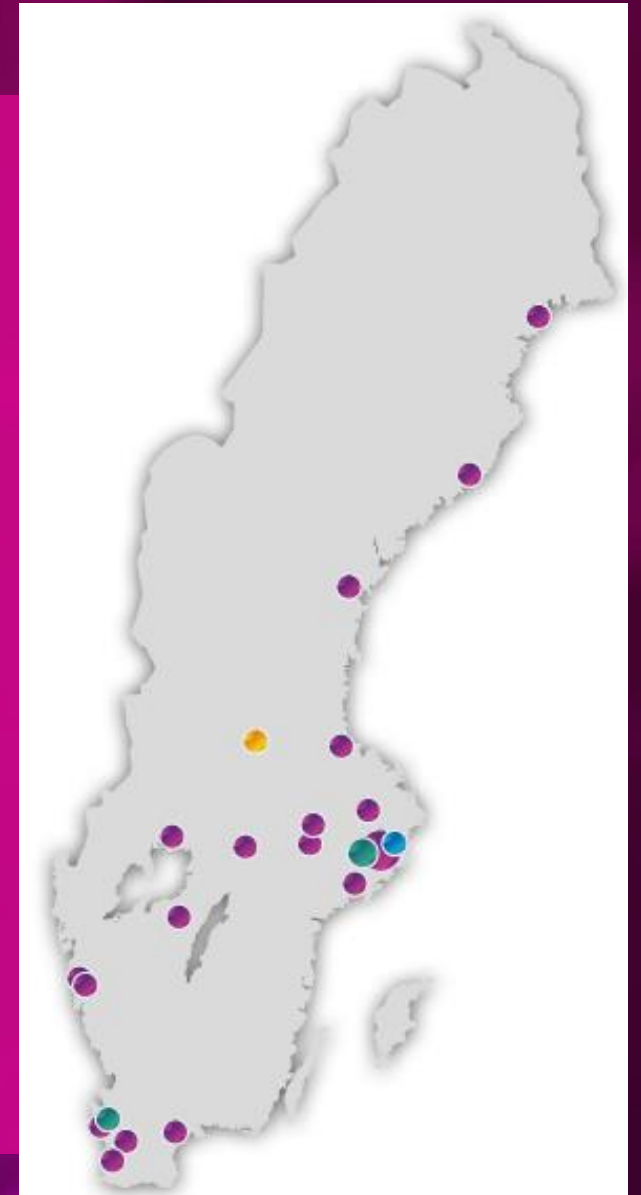
# ECVET for high quality VET mobility

- European tools to increase quality and internationalisation  
in education
- NTI Gymnasiet Sverige

03/11/2021

# NTI Gymnasiet Sweden

- 29 upper secondary schools; 7000 students (age 16-20), 700 staff
- Theoretical education, IVET & HVET
- Profile: IT/tech, Science, Design & Business
- Special treats: Makerspace, Hydroponic lab, NTIG International...



# NTIG International



- VET learner mobility (appr. 350/year) – 200 physical & 150 virtual mobilities 2021/2022
- School & VET staff mobility (appr. 100/year)
- Erasmus+ KA2 projects for school/VET development
- International learner mobility & school development projects in Japan & South Africa
- We utilise the Europass portfolio, ECVET & EQF for quality assurance & to support lifelong learning among our learners & staff

# Why a European framework for VET?

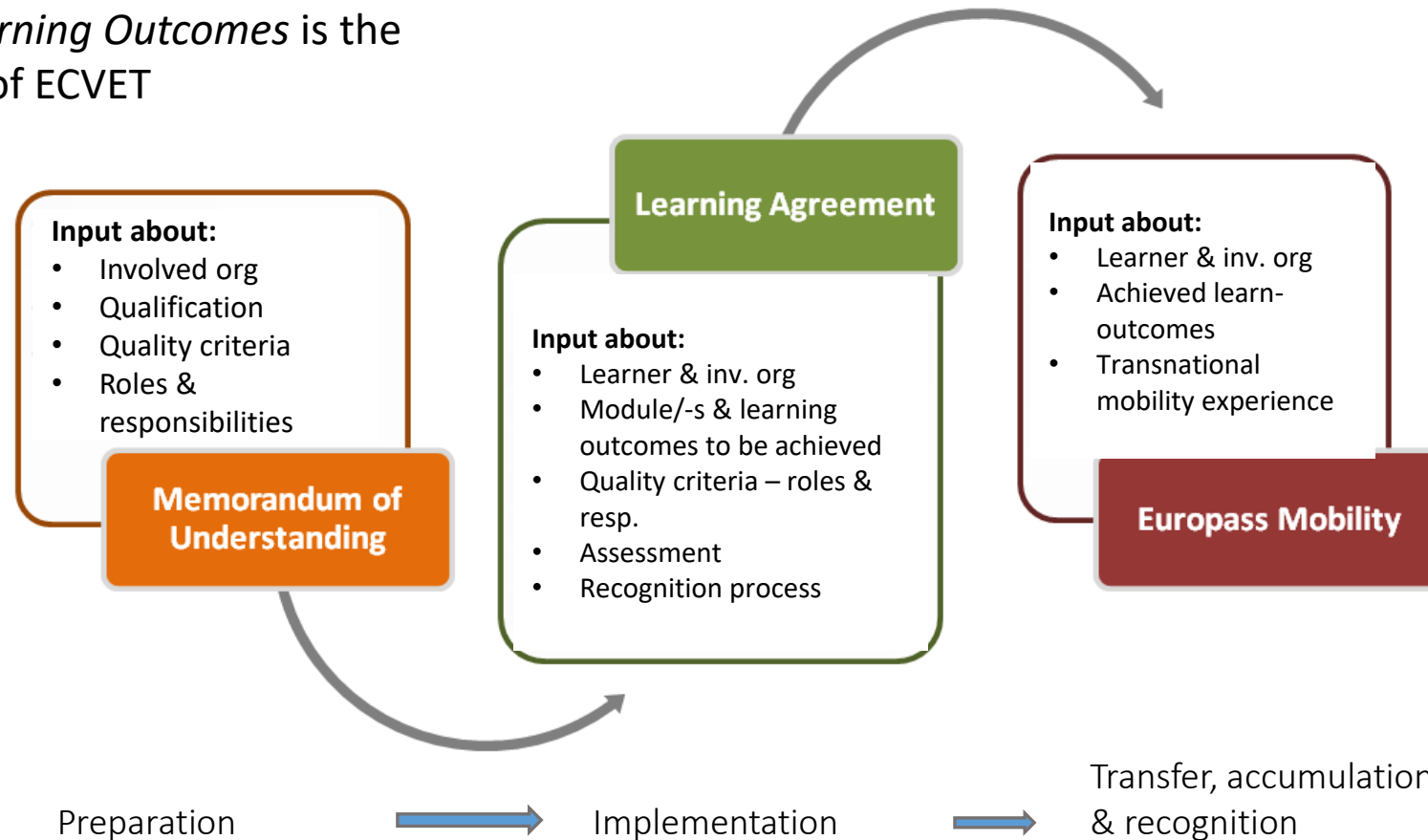
*“There is great diversity in the European landscape of vocational education & training systems. To transfer qualification from one system to another may be difficult when some are based on units & credit points, others are based on tasks & work processes.”*

The idea of the previous *European Credit Transfer System in Vocational Education and Training* (ECVET) was to:

- Make it easier to **transfer, accumulate & recognize** the learning outcomes that an individual acquires in different contexts, systems & countries through his/her whole life.
- It should be more attractive & **easier to move between different** countries, labor markets, industries, qualifications & learning environments.
- Make the various European VET systems & professional qualifications **more comparable & clear** (transparent = quality assurance).
- Make VET diplomas/licenses/certificates **more trustworthy** - employers should be able to trust that an individual who has gained a diploma has acquired the knowledge, skills & competences stated for that VET qualification.

# What is ECVET & what tools are there?

The concept of *Learning Outcomes* is the core of ECVET



# What are 'learning outcomes'?

**Statements of what an individual *knows, is able to do & understands* at the end of a learning period**

- Focus on output (actual outcome, not wish!)
- Measurable results (detailed) - easy to understand for anyone
- Focus on WHAT not HOW/WHERE the learning outcomes were achieved or HOW MANY HOURS it took
- Described in terms of Knowledge, Skills and Competences
- Competences - a matter of independence & responsibility

*The learning outcomes approach has consequences for the "teacher's" planning & organizing the learning context*



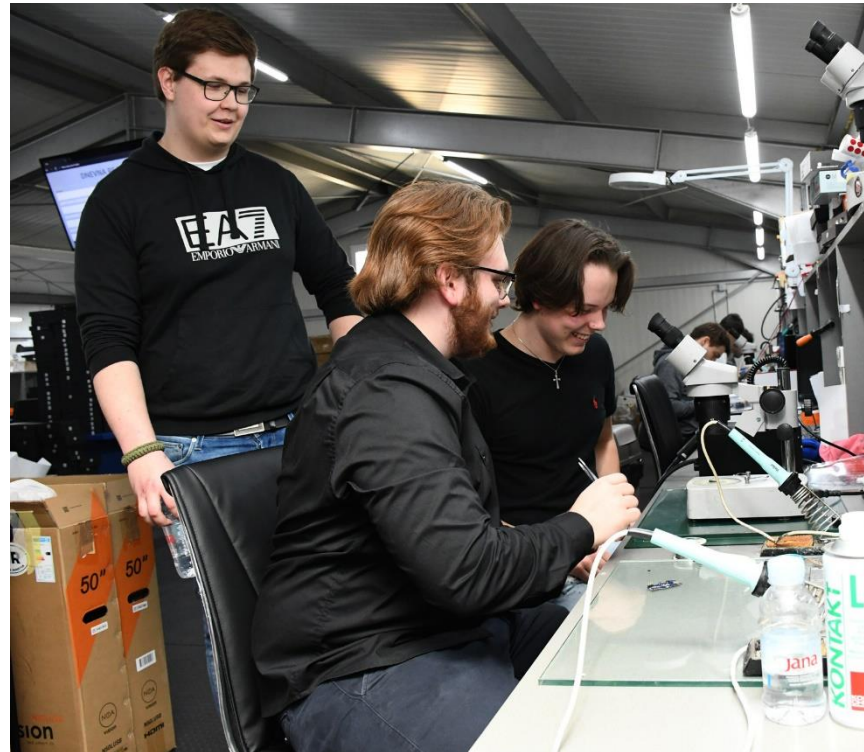
# Added-value using ECVET for mobility

- **High quality partnership cooperation** – using the Memorandum of Understanding to recognise the involved partners, their agreement about roles & responsibilities as well as quality criteria about the partnership
- **More attractive learning opportunity** – clearly described & agreed learning activities & assessment procedures as well as roles & responsibilities make the participant more at ease with participating in the mobility
- **A well-organised learning experience in the workplace** – the better the tutor understands what learning outcomes should be achieved during the internship, the easier it's for him/her to organise the learning activities
- **Increased fulfillment & recognition of learning objectives** – mutual understanding & agreement about learning outcomes is fundamental to the transfer & recognition process.
- **Contribution to the individual's lifelong learning** - using the Europass Mobility Document (describing job tasks carried out & learning outcomes achieved) makes it easier for a future employer to understand an individual's competence & what he/she can contribute with in the workplace

The image displays three overlapping forms related to ECVET and Europass Mobility. The top form is the 'IL10 ECVET Memorandum of Understanding - 2020', which includes a header with the ECVET logo and the European Union flag, and a section titled '1. Objectives of the Memorandum of Understanding'. The middle form is the 'IL16 ECVET Learning Agreement - 2020', featuring a header with the ECVET logo and the European Union flag, and a section titled '1. Information about the learner'. The bottom form is the 'EUROPASS MOBILITY' document, which includes a header with the Europass logo and the European Union flag, and a section titled '1. THIS EUROPASS MOBILITY DOCUMENT IS AWARDED TO'. The Europass Mobility document contains fields for personal information such as Surname, First name, Address, Date of birth, Nationality, and a signature line.

# NTIG International

– quality assured  
internships abroad





# Ex Unit of Learning Outcomes for high quality mobility

Unit: Databases		
Prerequisites (knowledges/skills the student will bring with him/her)		
<ul style="list-style-type: none"> <li>○ The student will have a basic understanding of terminology and concepts of different database systems</li> <li>○ The student will have a basic knowledge of how to create and normalize a database design</li> <li>○ The student will be familiar in using SQL and NoSQL</li> <li>○ The student will be familiar using tools to access and manage databases</li> </ul>		
Work tasks		
<ul style="list-style-type: none"> <li>○ He/she is able to create a functional database design for a specific purpose</li> <li>○ He/she is able to use frameworks to manipulate data in a database</li> </ul>		
Knowledge	Skills	Competences
Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.
<ul style="list-style-type: none"> <li>○ He/she gives an overview of the function of relational and non-relational databases.</li> <li>○ He/she knows about different frameworks to</li> </ul>	<ul style="list-style-type: none"> <li>○ Chooses a functional database model for a specific task</li> <li>○ Makes a basic design and normalize a relational database</li> </ul>	<ul style="list-style-type: none"> <li>○ Responsible for designing, normalizing and creating a relational database.</li> <li>○ Responsible for troubleshooting and optimizing a database.</li> </ul>

# Contact

Pernilla Öhberg  
NTI Gymnasiet Sverige  
+46(0)760 888950  
[Pernilla.ohberg@academedia.se](mailto:Pernilla.ohberg@academedia.se)



# How to describe learning outcomes

## Introduction – eg module

*At the end of the learning period the student has the following learning outcomes*

## Use active verbs...

to describe what the student is able to do, understand and be responsible for at the end of the learning period, eg:

The student *knows* the basics about an organisational plan and the professional roles in the tourism sector

The student *is able to* create an organisational plan using common ICT technology for the business

The student *is responsible* for carrying out common tasks in travel hosting under supervision such as to check in and out guests at the reception desk

## Content

Use words that frame the content of the learning activity, eg:

The student knows the *basics about an organisational plan in the tourism sector*

## Quality

One or two words that state the quality of the student's action, eg:

The student is responsible for carrying out common tasks *independently* in travel hosting such as to check in and out guests at the reception desk