Administration Personnel?

Learning is not only classroom

Validation of Formal, Non-Formal and Informal Learning: The case study of Administration Personnel

Methodology Guide

(Intellectual Output No 2)

Coordinator:

MMC Mediterranean Management Centre

Partners:

Centre Integrat Públic de FP MISERICÒRDIA VALÈNCIA

NÁRODNÝ ÚSTAV CELOŽIVOTNÉHO VZDELÁVANIA

CYPRUS CHAMBER OF COMMERCE AND INDUSTRY

CYPRUS CERTIFICATION COMPANY

IMA International Management Assistants

ORBIS INSTITUTE

ΔΗΜΗΤΡΑ εκπαιδευτική συμβουλευτική

vhs Volkshochschule im Landkreis Cham e.V.

eupa Validation of Formal, Non-Formal and Informal Learning next

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Program:	Erasmus+
Key Action:	2- Strategic Partnership
Project Title:	Validation of Formal, Non-Formal and Informal Learning: The case study of Administration Personnel
Project Acronym:	EUPA_NEXT
Project Agreement Number:	2015-1-CY01-KA202-011853
Intellectual Output Number:	2
Intellectual Output:	Methodology guide on the methodology to be used to assign credits to the learning outcomes (based on ECVET) of the EUPA qualification frameworks 3,4 and 5

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of Contents

1. EXECUTIVE SUMMARY 13

2. INTRODUCTION 17

3. BACKGROUND INFORMATION ON EQF, ECVET AND LEARNING OUTCOMES 18

3.1. THE EUROPEAN QUALIFICATION FRAMEWORK 18

3.1.1. DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF) 20

3.2. ECVET 24

3.2.1. WHAT IS ECVET 25

3.3. LEARNING OUTCOMES 29

4. METHODOLOGY USED 31

4.1. IDENTIFICATION OF THE PROJECTS TO BE USED FOR THIS STUDY 32

4.2. IDENTIFICATION OF THE DIMENSIONS TO BE USED FOR COMPARISON 32

4.3. COMPARISON OF THE PROJECTS ON DIFFERENT DIMENSIONS 34

4.4. BRAINSTORMING WITH THE PARTNERS TO REACH A CONCLUSION ON THE METHODOLOGY TO BE USED AS WELL AS OTHER IMPLICATIONS FOR THE CURRENT PROJECT 34

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5. DIMENSIONS OF COMPARISON 34

Dimension 1: How the learning outcomes are defined in the selected projects? Is it holistic approach or description in terms of EQF knowledge, skills and competences? Or other approach 34

Dimension 2: In which settings are the learning outcomes used: Occupational Standards, Curricula and Training Programmes, Assessment specifications, Qualification descriptors, NQF Level Descriptors, Uses of learning outcomes for purposes other than teaching and assessment 35

Dimension 3: What is the procedure of developing of qualification or curricula in the context of EQF/ECVET? What was taken into consideration for the development 36

Dimension 4: What is the procedure of developing mobility activities in the context of ECVET? What are the technical tools used 37

Dimension 5: Are the learning outcomes designed towards whole qualification/Curriculum or only part of the qualification/curriculum? 37

Dimension 6: Are the credit points assigned? If yes, what is the approach to assign the credit points? How many hours are assigned to 1 ECVET point. What was the procedure behind to assign the ECVET points? Are they assigned according to the according to the relative weight/percentage of the activity within a job profile? Or according to the time required to achieve a given unit of the learning outcomes. 37

Dimension 7: What are the assessment methods and criteria for learning outcomes? 38

Dimension 8: What are the validation methods for learning outcomes? 38

Dimension 9: Are the occupational standards put in place? Were they used in the development of the project? 38

Dimension 10: Is the reference to the EQF/NQF given? 38

Dimension 11: Are the following criteria for description of the learning outcomes fulfilled? Are they defined and described in clear and simple language? Do they encourage students' active participation? ..Do they demonstrate achievement within a set timeframe? Can the Learning Outcomes be assessed? 39

6. PRESENTATION OF THE TEN PROJECTS THAT WERE TAKEN INTO CONSIDERATION FOR THE CURRENT RESEARCH 40

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project 1: THEME 40

1) Project Start Date: 40

2) PROJECT END DATE: 40

3) Aims and objectives of the project: 40

4) General Description of the project 40

5) Main deliverables of the project: 41

6) Project website: 41

7) Project Coordinator and contact details 42

8) Project Partners and Countries 42

9) Keywords 44

Project 2: I CARE 45

1) Project Start Date: 45

2) PROJECT END DATE 45

3) Aims and objectives of the project: 45

4) General Description of the project 46

5) Main deliverables of the project: 46

6) Project website: 49

7) Project Coordinator and contact details 49

8) Project Partners and Countries 49

9) Keywords 51

Project 3: EUPA 52

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1) Project Start Date: 52

2) Project End Date: 52

3) AIMS AND OBJECTIVES OF THE PROJECT 52

4) GENERAL DESCRIPTION OF THE PROJECT 52

5) Main deliverables of the project: 53

6) Project website: 53

7) Project Coordinator and contact details 53

8) Project Partners and Countries 54

9) Keywords 55

Project 4: 2get1care 56

1) Project Start Date: 56

2) Project End Date: 56

3) Aims and objectives of the project: 56

4) GENERAL DESCRIPTION OF THE PROJECT 57

5) Main deliverables of the project: 58

6) Project website: 58

7) Project Coordinator and contact details 58

8) Project Partners and Countries 59

9) Keywords 59

Project 5: EASYMetal 60

1) Project Start Date: 60

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2) Project End Date: 60

3) Aims and objectives of the project: 60

4) GENERAL DESCRIPTION OF THE PROJECT: 60

5) Main deliverables of the project: 61

6) Project website: 61

7) Project Coordinator and contact details 62

8) Project Partners and Countries 62

9) Keywords 63

Project 6: ESyCO 64

1) Project Start Date: 64

2) Project End Date: 64

3) Aims and objectives of the project: 64

4) GENERAL DESCRIPTION OF THE PROJECT: 64

5) Main deliverables of the project: 65

6) Project website: 65

7) Project Coordinator and contact details 65

8) Project Partners and Countries 65

9) Keywords 66

Project 7: SME MASTER Plus 67

1) Project Start Date: 67

2) Project End Date: 67

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

3) Aims and objectives of the project: 67

4) GENERAL DESCRIPTION OF THE PROJECT: 67

5) Main deliverables of the project: 68

6) Project website: 68

7) Project Coordinator and contact details 68

8) Project Partners and Countries 69

9) Keywords 70

Project 8: ZOOM 71

1) Project Start Date: 71

2) Project End Date: 71

3) Aims and objectives of the project: 71

4) GENERAL DESCRIPTION OF THE PROJECT: 71

5) Main deliverables of the project: 72

6) Project website: 73

7) Project Coordinator and contact details 73

8) Project Partners and Countries 73

9) Keywords 74

Project 9: NETW.O.R.K 75

1) Project Start Date: 75

2) Project End Date: 75

3) Aims and objectives of the project: 75

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

4) GENERAL DESCRIPTION OF THE PROJECT: 76

5) Main deliverables of the project: 76

6) Project website: 76

7) Project Coordinator and contact details 76

8) Project Partners and Countries 77

9) Keywords 78

Project 10: Recomfor, NetinVet, Cominter 79

1) Project Start Date: 79

2) Project End Date: 79

3) Aims and objectives of the project: 79

4) GENERAL DESCRIPTION OF THE PROJECT: 79

5) Main deliverables of the project: 80

6) Project website: 80

7) Project Coordinator and contact details 80

8) Project Partners and Countries 80

9) Keywords 84

7. PROJECT COMPARISON ON DIFFERENT DIMENSIONS 85

Dimension 1: How the learning outcomes are defined in the selected projects? Is it holistic approach or description in terms of EQF knowledge, skills and competences? Or other approach 85

Dimension 2: In which settings are the learning outcomes used: Occupational Standards, Curricula and Training Programmes, Assessment specifications, Qualification descriptors, NQF Level Descriptors, Uses of learning outcomes for purposes other than teaching and assessment 89

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Dimension 3: What is the procedure of developing of qualification or curricula in the context of EQF/ECVET? What was taken into consideration for the development 93

Dimension 4: What is the procedure of developing mobility activities in the context of ECVET? What are the technical tools used 106

Dimension 5: Are the learning outcomes designed towards whole qualification/Curriculum or only part of the qualification/curriculum? 118

Dimension 6: Are the credit points assigned? If yes, what is the approach to assign the credit points? How many hours are assigned to 1 ECVET point. What was the procedure behind to assign the ECVET points? Are they assigned according to the relative weight/percentage of the activity within a job profile? Or according to the time required to achieve a given unit of the learning outcomes. 125

Dimension 7: What are the assessment methods and criteria for learning outcomes? 139

Dimension 8: What are the validation methods for learning outcomes? 148

Dimension 9: Are the occupational standards put in place? Were they used in the development of the project? 152

Dimension 10: Is the reference to the EQF/NQF given? 156

Dimension 11: Are the following criteria for description of the learning outcomes fulfilled? Are they defined and described in clear and simple language?Do they encourage students' active participation? Do they demonstrate achievement within a set timeframe? Can the Learning Outcomes be assessed? 160

8. MAIN CONCLUSIONS DRAWN FROM COMPARISON OF DIFFERENT PROJECTS AND KEY DECISIONS FOR THE EUPANEXT PROJECT 164

9. METHODOLOGY TO BE USED IN THE EUPANEXT PROJECT TO ASSIGN ECVET CREDITS TO THE UNITS 174

10. APPENDICES 177

Appendix 1: Presentation on EQF (First learning activity of project EUPA-NEXT) 178

Appendix 2: Presentation on ECVET (First learning activity of project EUPA-NEXT) 179

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Appendix 3: Instructions to the partners **180**

Instructions for project partners: **180**

Appendix 4: Questionnaire to Employers **184**

Appendix 5: Questionnaire to VET Providers **185**

Appendix 6: Questionnaire to Administrators **186**

11. BIBLIOGRAPHY **187**

List of figures

Figure 1: Unit of learning outcomes 28

Figure 2: Methodology used for the development of the current guide 31

List of tables

Table 1: The European Qualification Framework 24

Table 2: Where can learning outcomes be found 30

Table 3: List of partners for project THEME 44

Table 4: Comparison of projects on Dimension 1 (How learning outcomes are defined in the selected projects) 88

Table 5: Comparison of projects on Dimension 2 (In which settings are the learning outcomes used) 92

Table 6: Comparison of projects on Dimension 3 (procedure on the developmebt of QF and curricula) 105

Erasmus+

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table 7: Comparison of projects on dimension 4 (procedure for the development of mobilities).....117

Table 8: Comparison of projects on dimension 5 (whole or part qualification or curriculum) 124

Table 9: Comparison of projects on dimension 6 (assignment of ECVET credits) 138

Table 10: : Comparison of projects on dimension 7 (assessment methods) 147

Table 11: Comparison of projects on dimension 9 (validation methods).....151

Table 12: Comparison of projects on dimension 9 (occupational standards) 155

Table 13: Comparison of projects on dimension 10 (reference to EQF/NQF) 159

Table 14: Comparison of projects on dimension 11 (criteria for the description of the learning outcomes) 163

Table 15: Main conclusions drawn from comparison of different projects and key decisions for the EupaNext project 173

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. Executive Summary

The initial objective of this intellectual output, as also stated in the application, was to specify the methodology to be used for the assignment of credits to different learning outcomes to EQF levels 3,4,5. When start reviewing different projects, several other issues related to our project were also identified such as the way the learning outcomes were expressed, the different types of assessment tools used, the assignment of ECVET points etc.

In fact eleven (11) different dimensions of interest were identified and all projects were compared and contrasted based on those dimensions. Of course, it is evident that this was neither an easy nor a quick task. However, it provided us with an in depth understanding on how EQF and ECVET are currently treated as well as it allowed us to think critically on how the whole system should work.

Based on this exercise certain decisions were taken related to the project EupaNext. The results of this exercise was of course to identify the methodology for the assignment of credits as well as to develop the research tools to be used. It is noted that this methodology has been applied during the implementation of **IO5: Three Qualification Framework of EUPA Level 3-5 with credits based on ECVET**. Comments on the use of different dimensions are also provided in **IO12 Best practices guide- A step by step approach for the validation of formal, non-formal and informal learning for any non-regulated profession**.

In summary the review of the different projects led us to the following key decisions:

- As far as the way the learning outcomes are being expressed, the consortium recognizes the fact that there are specific advantages in the holistic approach that provides an overview of related knowledge, skills and competences. In fact, this approach was adapted by the predecessor project EUPA. The main disadvantage however is the fact that the QF itself does not provide clear guidance to curricula and training materials developers on what exactly they need to include in the curricula and training materials respectively. EupaNext project, although used and improved the existing QF has decided to analyse the holistic learning outcomes into learning outcomes

dealing with knowledge, skills and competences separately thus providing developers with clear instructions and at the same time demonstrating the progression between the levels.

- As far as the context in which the learning outcomes will be used in the project, EupaNext uses the Learning outcomes for curricula and training programmes. Learning outcomes are will also be used for the development of assessment.
- As far as the procedure of development of a qualification framework is concerned, the procedure should always begin with a research including both the target group and other stakeholders. This research should begin with the tasks one performs and how these tasks differentiate across levels. Once the tasks are identified, these are defined in terms of knowledge, skills and competences that should also progress across the levels. These learning outcomes expressed in knowledge, skills and competences will guide curricula and training materials developers.
- In EupaNext learning outcomes have been designed towards a whole qualification in four different levels. However these qualifications are structured into units (defined as a set of related learning outcomes) thus providing a flexible way of learning. In that sense we can also say that learning outcomes have been designed as a part of a qualification
- As far as the allocation of credits is concerned, the examination of different projects was indeed very useful and a real learning process. Seven out of the ten projects examined did allocation of credit points in one way or another. In general we need to stress out that the points are being allocated in a diverse way using different methodologies which leads to the conclusion that more clear instructions may need to be provided if we want to have a robust compatible system across the countries of the European Union. Additionally the following are being mentioned:
    - It is often the case that credits are allocated based on the parameter of time (i.e. how long the training is). To our opinion although this method is comparable to the ECTs points it is not compatible and aligned with **the output orientation of the EQF approach**. ***We should not be interested on how the knowledge, skills and competences have been attained but whether one has them or not.***
    - In other cases expert advice is provided to assign credits to a whole qualification
    - There are projects that allocate credits to learning outcomes (EUPA) or to units

- Allocation of points to units is done either by taking into consideration the workload for the unit or the relative importance of the unit to the whole qualification. In some cases this is done solely through the use of expert's opinion
- As well stated in projects Recomfor, NetinVet, Cominter ,***there is no mathematical way of allocating points***. Projects need to consult all stakeholders and engage in a negotiation process. It is difficult to say if the result is a neutral representation of the importance of the units. In ECTS, points represent the volume of workload in terms of time, which is maybe considered as a more neutral representation. ***As this is not possible with ECVET, the only solution is to work towards a common agreement and the consensus of all stakeholders, although they look at units from a different point of view***.

- **In** EupaNext The consortium strongly feels that ECVET credits should adapt the output oriented approach. In other words we should not care how much time one spend to learn something but what he/she know and is able to do.
- As far as assessment is concerned, different projects have used different assessment methods from online assessment methods ranging from online assessment tools, self-assessment. Assessment methods such as simulation, oral assessment, multiple choice, written exercise, discussion, inspection of supplied evidence, observation and r ole play have been mentioned. In some cases assessment is on the level of the learning outcome and in others it was on the level of the unit. In some cases there is a formal assessment process described e.g. EasyMetal. This assessment process takes into consideration the verbs used in the learning outcome, thus the assessment responds directly to the verb. Assessment criteria are also mentioned. In some countries a different assessment process is used between the countries. **In EupaNext a** variety of assessment methods will be used including written exercises, oral exercises, practical demonstration and projects. A formal assessment process and criteria will be set through IO4. The assessment criteria will be set through IO4.The assessment process will be the same between the countries.
- As far as the validation is concerned, in some of the projects validation is done through the use of ECVET instruments. In other projects validation is done through assessment. In many cases this validation is non-formal (EUPA) i.e. it is not officially recognised. In other cases it is formal. **In**

EupaNext the consortium considers the ISO certification to be a formal validation for the learning outcomes

- **In EupaNext** qualification framework, training materials, curricula and assessment will be aligned with the level definitions in the European Qualification Framework.
- As far as the expression of learning outcomes is concerned, i**n EupaNext l**earning outcomes in EupaNext will be defined in clear and simple language, they will encourage active participation and they use active verbs (adapting Blooms taxonomy)

As most of the projects examined were EQF and ECVET projects special care was taken to encourage students' active participation

2. Introduction

One of the main objectives of project EUPA_NEXT as stated in the application is to explore different methodologies for the assignment of credits using ECVET and to define a methodology for the assignment of credits to the qualification framework of EUPA.

The objective of this methodology guide is to review and compare different ECVET projects on different dimensions and based on the results of this comparison to draw conclusions on how the current consortium will assign credits to the learning outcomes of the current project.

It is noted however that although the main objective of this deliverable is the assignment of credits, EUPA_NEXT project is another ECVET project and therefore review of different ECVET projects will have a direct impact on its quality.

This guide is composed from the following sections:

1. Executive summary
2. Introduction
3. Background information on EQF, ECVET and Learning Outcomes
4. Methodology used for the development of the guide
5. Presentation of the different dimensions that have been used for the comparison
6. Presentation of the projects that have been used in this study
7. Comparison of the different projects
8. Main conclusions drawn from comparison of different projects and key decisions for the EupaNext project
9. Methodology to be used in the EupaNext project to assign ECVET credits to the units

3. Background information on EQF, ECVET and Learning Outcomes

3.1. The European Qualification Framework

The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.

EQF shifts the focus **from input** (lengths of learning experience, type of institution) to **what a person knows and is able to do** (that is learning outcomes).

For one to understand EQF the following terminology is also important:

FORMAL LEARNING:

- Learning that occurs in an **organised and structured environment** (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification

NON FORMAL LEARNING

- Learning embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. Non-formal learning outcomes may be validated and may lead to certification. It is sometimes described as semi structured learning. Non-formal learning is sometimes what happens in a formal situation but may not lead to formal qualifications. Lifelong learning activities are usually denoted as non-formal learning.

INFORMAL LEARNING

- Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. Informal learning outcomes may be validated and certified. Informal learning is also referred to as experiential or incidental/random learning.

QUALIFICATIONS

- The term covers different aspects:
- **formal qualification:** the formal outcome (certificate, diploma or title) of an assessment process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confirms official recognition of the value of learning outcomes in the labour market and in education and training. a qualification can be a legal entitlement to practice a trade (oecd);
- **Job requirements:** knowledge, aptitudes and skills required to perform specific tasks attached to a particular work position (ILO)

EQF is a metaframework. It takes into account the diversity of national systems and facilitates the translation and comparison of qualifications between countries. In this sense the EQF is a framework for frameworks and/or systems and it can therefore be defined as a 'Meta-framework'. (A qualifications framework can be seen as part of a qualifications system in which the levels of qualifications are explicitly described in a single hierarchy.)

In the long run, all qualifications awarded in Europe should have a reference to the EQF

More information on the EQF is presented in the presentation used during the first learning activity of project EUPA_NEXT.

3.1.1. Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualification

QF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as: *Cognitive* (involving the use of logical, intuitive and creative thinking), and *Practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy

QF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as: *Cognitive* (involving the use of logical, intuitive and creative thinking), and *Practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	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

QF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as: *Cognitive* (involving the use of logical, intuitive and creative thinking), and *Practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
			activities
Level 5[1]	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6[2]	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional

QF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as: *Cognitive* (involving the use of logical, intuitive and creative thinking), and *Practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
			development of individuals and groups
Level 7[3]	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8[4]	Knowledge at the most advanced frontier of a	The most advanced and specialised skills and	Demonstrate substantial authority, innovation,

QF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as: *Cognitive* (involving the use of logical, intuitive and creative thinking), and *Practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
	field of work or study and at the interface between fields	techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Table 1: The European Qualification Framework

3.2. ECVET

The aim of the European Credit system for Vocational Education and Training (ECVET) is to:

- make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications
- make it more attractive to move between different countries and learning environments

- increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer
- increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

The European Credit System for Vocational Education and Training ('ECVET') is intended to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification and promote lifelong learning through flexible and individualized learning pathways" (Cedefop 2015)

In other words the aim is

- to allow individuals to gain a full VET qualification, or
- to update/upgrade their VET qualifications in a flexible way, by use of credits.

3.2.1. What is ECVET

The European Credit System for Vocational Education and Training, often referred to as ECVET, is a technical framework for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes with a view to achieving a qualification. Guided by a European-level Recommendation, ECVET relies on the description of qualifications in units of learning outcomes, on transfer, recognition and accumulation processes and on a series of complementary documents such as a Memorandum of Understanding and Learning Agreement. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.

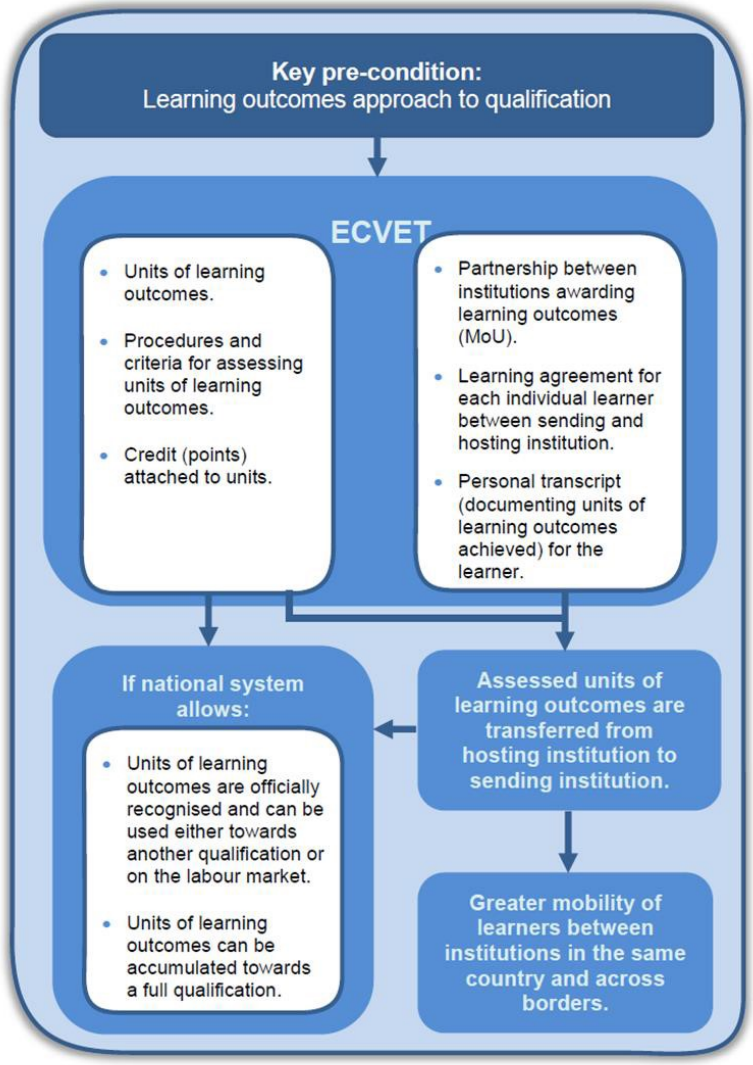
ECVET aims to support the mobility of European citizens, facilitating lifelong learning - achieved in formal, non-formal and informal settings - and providing greater transparency in relation to individual learning

experiences, making it more attractive to move between different countries and different learning environments.

At a systems level, ECVET aims towards greater compatibility between the different vocational education and training (VET) systems in place across Europe, and their qualifications.

From a geographical mobility perspective, ECVET aims at facilitating the validation, recognition and accumulation of knowledge and skills acquired during a stay in another country, with a view to ensuring that such achievements can contribute to the achievement of vocational qualifications.

A unit of learning outcomes (also called “unit” or “module”) is a component of a qualification consisting of a coherent set of knowledge, skills and competence



Source: Cedefop, 2013c.

A unit is demonstrated by the figure below:

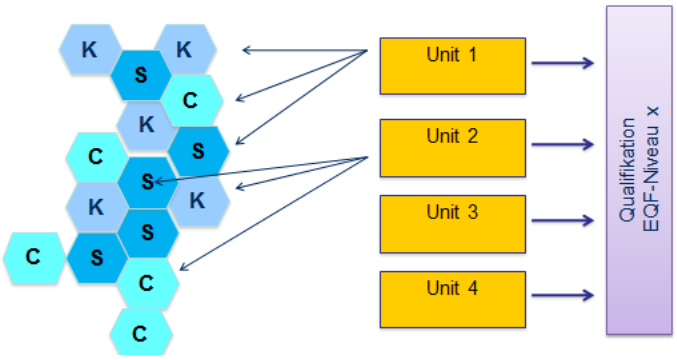


Figure 1: Unit of learning outcomes

Successful ECVET implementation requires that qualifications be described in terms of learning outcomes, with learning outcomes brought together in units, and units often accumulated to form the basis of qualifications or awards. Assessment, validation and recognition processes must also be agreed, among all those participating, and should respect existing national, regional, sectoral or institutional practice.

In cases where credit is able to be awarded, a points system might also be considered with points directly attributed to ECVET units and qualifications.

ECVET practitioners are able to benefit from the use of common European documents, or templates, that promote quality in learning mobility, namely:

- Memorandum of Understanding (MoU): a voluntary agreement, between competent institutions, which sets out the framework for credit transfer and accumulation; the MoU formalises the ECVET relationship through confirming mutual acceptance of the status of, and the procedures put in place by, competent institutions.
- Learning Agreement (LA): a contract signed by all mobility parties, including the learner, in which the learning duration and expected learning outcomes are confirmed alongside mechanisms for assessment, validation and recognition.

(ECVET Toolkit)

3.3. Learning Outcomes

Learning outcomes have been defined as a statement of what a learner is expected to know, understand, or be able to do at the end of a learning process.

Learning is defined in terms of its outcomes in different contexts and for different purposes. For example,

in the:

- Educational context: learning outcomes are expressed in curricula, modules, course descriptions, educational standards, qualifications and assessment standards.
- Work context: they are embedded in occupational standards and profiles, job profiles, job advertisements, performance measurement/appraisal systems, and recruiting systems.
- Guidance context: information about learning outcomes is present in educational guidance systems and occupational and job information.
- Personal context: people communicate about learning outcomes through curriculum vitae or personal competence profiles.

More information on where learning outcomes may be found is displayed below:

Where learning outcomes can be found	Purpose of learning outcomes in this document
Occupational standards	To define the tasks and expectations of a given occupation. To serve as a basis for defining work practices, continuing training, recruitment, performance appraisal systems, but also social dialogue. Occupational standards can also be used to define VET qualifications.

Where learning outcomes can be found	Purpose of learning outcomes in this document
Curricula	To define the expectations of each learning activity. To guide teachers in the teaching process, choice of methods, etc. To inform learners about what they are expected to be able to do/know after a given learning activity.
Assessment criteria/ specifications	To define what is to be assessed and ensure that the learning outcomes (for a qualification or learning activity/module) are met. To enable homogeneity in judging learners performance
Qualifications	To define the overall expectations of a person holding the qualification. To inform employers when recruiting a person with a given qualification. To inform learners at the orientation stage (choosing a pathway) and consequently also to be used by guidance staff. To manage the qualifications system (for example, identify areas where qualifications are missing).
Qualifications frameworks	To define the levels of learning in a country and to classify different types and forms of qualifications in the framework according to these levels. Also, to improve transnational understanding of qualifications levels in a country.

(USING LEARNING OUTCOMES, European Qualification Framework Series Note 4, 2011)

Table 2: Where can learning outcomes be found

4. Methodology Used

The following diagram presents the methodology that has been used for the development of this guide:

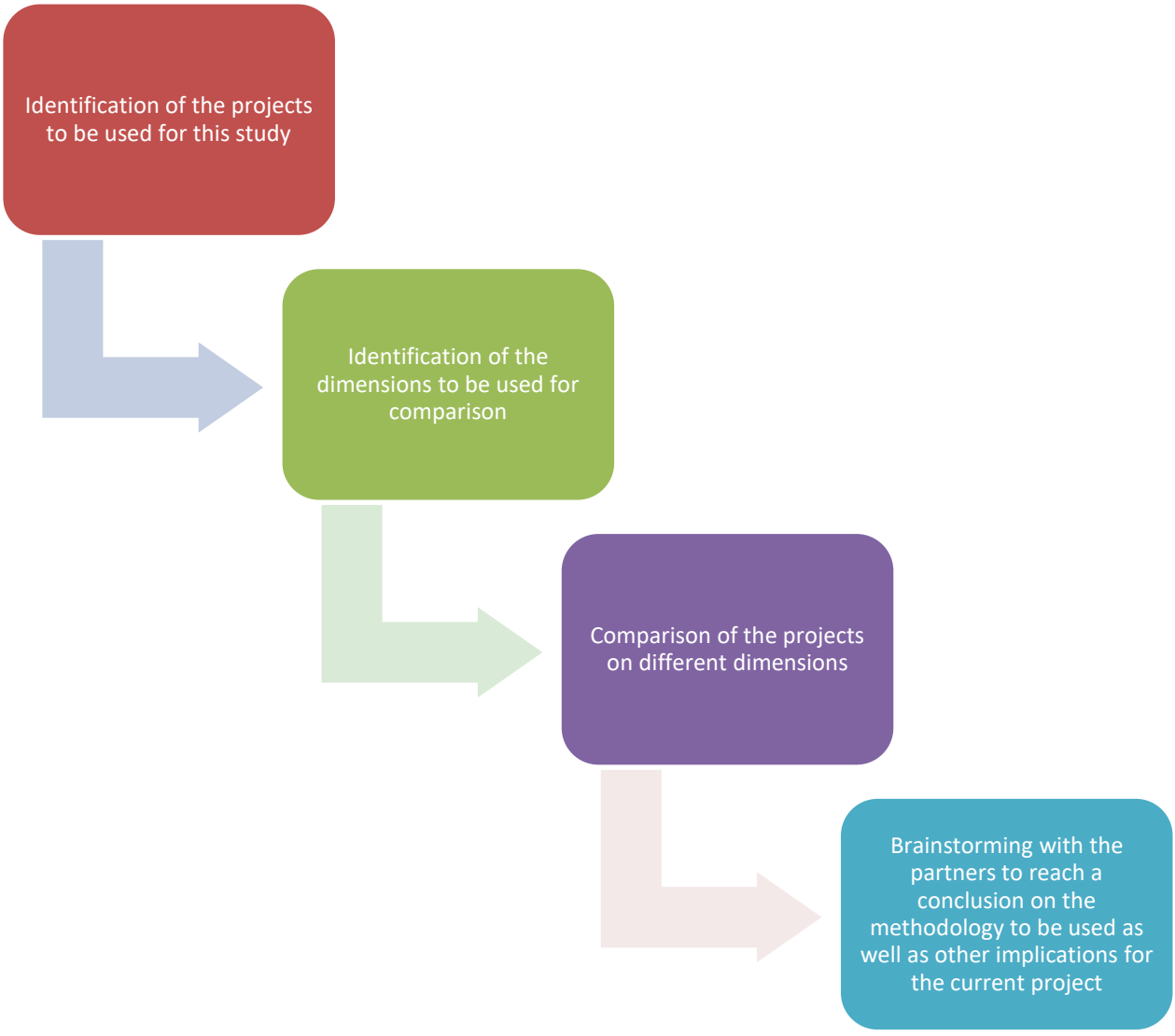


Figure 2: Methodology used for the development of the current guide

4.1. Identification of the projects to be used for this study

In order to identify suitable ECVET projects to include in the study we have tried to find projects that were considered best practices or were recorded in websites with other ECVET projects. Such websites were:

- ECVET Projects http://www.ecvet-projects.eu/
- ECVET: European credit system for vocational education and training/ Archived projects (http://www.cedefop.europa.eu/en/events-and-projects/projects/archived-projects)
- Best practice and examples from ECVET projects (http://www.ecvet-secretariat.eu/en/best-practice-and-examples-ecvet-projects)
- Adam Database (http://www.adam-europe.eu/adam/project/search.htm#.V6RFJvl97X4)
- Websites of projects partners suggested to the consortium

Presentations of the projects selected is presented in section 6 Presentation of the ten projects that were taken into consideration for the current research.

4.2. Identification of the dimensions to be used for comparison

From the beginning of the development of this deliverable, partners agreed that although the main objective of this deliverable is the identification of the methodology for the assignment of credits, this deliverable would also see the bigger ECVET picture e.g. how other projects addressed the definition of learning outcomes (in a holistic approach or otherwise). The main technique used at this stage was partner's brainstorming. The result of this process was the identification of ten different areas (dimensions). These are listed below:

- **Dimension 1:** How the learning outcomes are defined in the selected projects? Is it holistic approach or description in terms of EQF knowledge, skills and competences? Or other approach
- **Dimension 2:** In which settings are the learning outcomes used: Occupational Standards, Curricula and Training Programmes, Assessment specifications, Qualification descriptors, NQF Level Descriptors, Uses of learning outcomes for purposes other than teaching and assessment

- **Dimension 3:** What is the procedure of developing of qualification or curricula in the context of EQF/ECVET? What was taken into consideration for the development
- **Dimension 4:** What is the procedure of developing mobility activities in the context of ECVET? What are the technical tools used
- **Dimension 5:** Are the learning outcomes designed towards whole qualification/Curriculum or only part of the qualification/curriculum?
- **Dimension6:** Are the credit points assigned? If yes, what is the approach to assign the credit points? How many hours are assigned to 1 ECVET point. What was the procedure behind to assign the ECVET points? Are they assigned according to the according to the relative weight/percentage of the activity within a job profile? Or according to the time required to achieve a given unit of the learning outcomes.
- **Dimension 7:** What are the assessment methods and criteria for learning outcomes?
- **Dimension 8:** What are the validation methods for learning outcomes?
- **Dimension 9**: Are the occupational standards put in place? Were they used in the development of the project?
- **Dimension 10:** Is the reference to the EQF/NQF given?
- **Dimension 11:** Are the following criteria for description of the learning outcomes fulfilled?
    - Are they defined and described in clear and simple language?
    - Do they encourage students' active participation?
    - Do they demonstrate achievement within a set timeframe?
    - Can the Learning Outcomes be assessed?

These dimensions are further discussed in section 5 Dimensions of comparison

of this guide.

4.3. Comparison of the projects on different dimensions

The projects identified in step 3.2 were then compared and contrasted on each of the above dimensions. Presentations for each projects are presented in section **6 Presentation of the ten projects that were taken into consideration for the current research.** Comparison of the projects in different dimensions is presented in section **7 Project Comparison on different dimensions.**

4.4. Brainstorming with the partners to reach a conclusion on the methodology to be used as well as other implications for the current project

As mentioned in the title of this activity, findings from the study were used and in depth analysed to reach a conclusion on the next steps to be followed in the project EupaNext. Conclusions are presented in section **8 Main conclusions drawn from comparison of different projects**

5. Dimensions of comparison

Dimension 1: How the learning outcomes are defined in the selected projects? Is it holistic approach or description in terms of EQF knowledge, skills and competences? Or other approach

According to CEDEFOP one possible approach for the expression of learning outcomes is the meta competence approach. “The point of keeping meta-competences at this broad level is to avoid breaking learning outcomes down to rather narrow targets and levels, but to keep in sight the wider objective of enabling the development of expert learners and minimising the numbers of novice learners. It is worth bearing in mind that detailed targets can become so narrow and specific that the original aims for

learning or reform can get lost in the implementation of the detail ('losing sight of the wood for the trees') (CEDEFOP, 2009).

According to the Zoom project "the holistic approach is a kind of summary between knowledge, skills and competences".

We have used the term "holistic approach" in a consistent way to that used by project Zoom (Gabriele Grün (ibw), 2009). According to this project "*the holistic approach examines three components (knowledge, skills and competences) together as a whole. The holistic description is to be seen as a kind of summary of the three descriptors knowledge, skills and competence and examines these three components together as a whole. The holistic description is to be seen as a kind of summary of the three descriptors knowledge, skills and competence".*

Dimension 2: In which settings are the learning outcomes used: Occupational Standards, Curricula and Training Programmes, Assessment specifications, Qualification descriptors, NQF Level Descriptors, Uses of learning outcomes for purposes other than teaching and assessment

With this dimension the consortium recognises the fact that **learning outcomes are being used in many and different contexts**. "One of the main conclusions in the conference organised on this theme by Cedefop in October 2007, was that the shift to learning outcomes has to be based on the principle of **'fit for purpose'**. The use of learning outcomes for referring national qualifications levels to the EQF is not the same as using learning outcomes when defining standards, describing curricula or designing assessment approaches." (CEDEFOP, 2009)

The complexity of expressing learning outcomes in different contexts is demonstrated strongly "Learning outcomes can best be defined as statements of what a learner knows, understands and is able to do after completion of learning. The term learning outcome can be used in clearer and less ambiguous ways than

concepts such as competence, which has different meanings in different cultural contexts. Yet, learning outcomes apply in somewhat different ways across a range of functions. Investigating the data at systemic level, the use of learning outcomes in designing qualifications and the means for their recognition, as well as in curriculum and assessment, conjures up an image of Russian dolls, where each successive doll is larger, rather than smaller, than the one in which it is nestling. For each aspect of the learning process (whether formal, non-formal or informal) there is a range of issues specific to each one: curriculum design and implementation, assessment, teacher training, etc. Integrating those implications into policy for whole systems presents a substantial challenge for education systems in Europe; learning

outcomes provide a helpful set of tools" (CEDEFOP, 2009)

Taking the above into consideration, the consortium felt that comparison of different projects on this dimension could provide valuable information as to whether learning outcomes are expressed differently depending on the context they are used in.

We would also like to clarify here the term qualification and occupational standards. For the term qualification we have used the official definition of CEDEFOR "An official record (certificate, diploma) of achievement which recognises successful completion of education or training, or satisfactory performance in a test or examination; and/or the requirements for an individual to enter, or progress within an occupation. (CEDEFOP, 2014). Occupational standards refer to occupational standard refers to the statements of the activities and tasks related to a specific job and to its practice; (CEDEFOP, 2014)

Dimension 3: What is the procedure of developing of qualification or curricula in the context of EQF/ECVET? What was taken into consideration for the development

With regards to this dimension, we aim to find out whether a systematic process was used in order to develop a qualification or curricula and if so what was taken into consideration for the development

Dimension 4: What is the procedure of developing mobility activities in the context of ECVET? What are the technical tools used

This dimension is being used only for projects that have implemented motilities, and if so we are interested in the technical tools used and what was the feedback from their use.

Dimension 5: Are the learning outcomes designed towards whole qualification/Curriculum or only part of the qualification/curriculum?

This dimension is self-explanatory. We are interested to find out whether the projects selected have used learning outcomes to develop whole qualifications and curricula or part of it.

Dimension 6: Are the credit points assigned? If yes, what is the approach to assign the credit points? How many hours are assigned to 1 ECVET point. What was the procedure behind to assign the ECVET points? Are they assigned according to the according to the relative weight/percentage of the activity within a job profile? Or according to the time required to achieve a given unit of the learning outcomes.

This is probably the most important dimension as far as EUPA_NEXT is concerned as the main objective of this deliverable is to identify how different projects have assigned ECVET credit points.

Dimension 7: What are the assessment methods and criteria for learning outcomes?

This dimension is also self-explanatory. We aim to identify different assessment methods used such as written exercises, simulation, portfolio of evidence etc. Additionally, the consortium aims to find out how assessment criteria are set for different learning outcomes.

Dimension 8: What are the validation methods for learning outcomes?

Through this dimension we aim to identify whether formal validation was provided, ECVET tools have been used etc.

Dimension 9: Are the occupational standards put in place? Were they used in the development of the project?

This dimension is self-explanatory and it relates to occupational standards, their existence and their use in the development of the project

Dimension 10: Is the reference to the EQF/NQF given?

Through this dimension we aim to check whether projects have developed curricula or qualification frameworks aligned with EQF or NQF levels.

Dimension 11: Are the following criteria for description of the learning outcomes fulfilled? Are they defined and described in clear and simple language? Do they encourage students' active participation? Do they demonstrate achievement within a set timeframe? Can the Learning Outcomes be assessed?

Several studies and papers provided specific criteria for good learning outcomes (e.g. (Gabriele Grün (ibw), 2009; Gabriele Grün (ibw), 2009). The aim of this dimension is to monitor the composition of the learning outcomes on the selected projects in terms of simplicity of language active participation, timeframe and assesibility.

6. Presentation of the ten projects that were taken into consideration for the current research

Project 1: THEME

1) PROJECT START DATE:

Information was not available. From the meetings it seems that project started around November 2013

2) PROJECT END DATE:

Information was not available. From the meetings it seems that project finished around April 2015

3) AIMS AND OBJECTIVES OF THE PROJECT:

The project THEME wants to contribute to the fact that an internship abroad for trainees will be as expected as it is for university students. Experts in vocational education and training (VET) from Spain, Slovenia, the Netherlands, Lithuania, Italy, Finland and Germany assure the quality of VET mobility and contribute to its validation and recognition regarding the European Credit System for Vocational Education and Training (ECVET) guidelines. At the same time a network will be built between committed partners engaged in European vocational education and training. Everybody profits from this: the trainees themselves, their companies and the teachers mostly organizing the internship abroad.

4) GENERAL DESCRIPTION OF THE PROJECT

THEME is based on successful projects in the sectors of electronics/electrical engineering and mechatronics (VQTS I and II), hospitality (ECMO) and trade (TRIFT) as well as the project E.R.M.E.S., in which a database has been developed and tested to manage mobility. In TRIFT and ECMO outcome-oriented learning units have been defined by using the VQTS matrix. The results of TRIFT show that during a traineeship the competences of a whole Competence Development Step can rarely be acquired and that it would be helpful to develop descriptors or to subdivide the competences into Partial Competences. The project intended to evaluate and adapt the existing competence matrixes in the

mentioned occupational fields and develop Partial Competences. The project THEME intended to analyse and adapt existing matrices in the fields of trade, hospitality, electronics and mechatronics. Furthermore it intended to develop Partial Competences. A lot of partners were involved in this process. This procedure assured a broad dissemination of the idea of matrices and Partial Competences. Additionally, there has been a broad acceptance, because representatives of different vocational education systems and levels were involved. The development of Partial Competences for all Competence Areas inside the matrices was not possible throughout the duration of the project. Therefore the consortium focused on those Core Work Processes / Competence Areas that are extremely relevant for internships. In a first step the Partial Competences has been developed for these chosen Competence Development Steps. The latter is the basis for the VET students' learning agreements and their EUROPASS mobility. The outcome-oriented assessment instruments developed in TRIFT has been disseminated in further countries and into other occupational fields. The database developed in the E.R.M.E.S. project has been complemented by the contents of existing matrices in the respective fields and provides Competence Profiles and Partial Competences as the basis for facilitating the management of mobilities Assessment tools can be generated by the database in assessment forms. This leads to a standardisation and facilitation of the mobility procedures and an improvement of their quality, based on the ECVET process. All instruments have been tested in VET students' motilities. The consortium consisted of different VET institutions, chambers; a university specialized in VET and a regional authority in VET and thus ensured a broad variety and quality of partners.

5) MAIN DELIVERABLES OF THE PROJECT:

In this project assessment instruments have been created and improved to simplify the operational management of internships abroad.

Based on existing competence matrices in the sectors trade, hospitality, electronics and mechatronics, partial competences learning units have been defined and integrated into a database.

6) PROJECT WEBSITE:

http://www.theme-eu.net/index.html

7) PROJECT COORDINATOR AND CONTACT DETAILS

EU-Geschäftsstelle Wirtschaft und Berufsbildung der Bezirksregierung Köln

Address: Dezernat 45, Zeughausstr. 2 - 10, 50667 Köln (DE) Germany

Contact Details: poststelle@bezreg-koeln.nrw.de

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
Area Formazione Fondazione CENTRO PRODUTTIVITA' VENETO	Italy	Contact Person: Information was not available Email: info@cpv.org Website: http://www.cpv.org
Salpaus Further Education, Lahti Region Educational Consortium	Finland	Contact Person: Ms Päivi Saarelainen Email: salpaus[@]salpaus.fi Website: http://www.salpaus.fi
Asociación Catalana Internacionalización del Talento (ACIT)	Spain	Contact Person: Information was not available Email: info@acitassoc.org Website: http://www.acitassoc.org
Centro Integrado de Formación Profesional Número Uno	Spain	Contact Person: Information was not available Email: Information was not available

Partner Name	Partner Country	Contact details
		Website: http://www.cifpn1.es
APRO Formazione s.c.a.r.l.	Italy	Contact Person: Bosio Antonio Email: a.bosio@aproformazione.it Website: http://www.apro-fp.it
Vytautas Magnus University	Lithuania	Contact Person: Mr. Konstantinas Kurževas Email: k.kurzevas@trt.vdu.lt Website: http://www.vdu.lt
Chamber of Commerce & Industry of Slovenia	Slovenia	Contact Person: Ales Dremel Email: ales.dremel@cpu.si Website: http://www.cpu.si
ROC Leeuwenborgh	Netherlands	Contact Person: Information was not available Email: Information was not available Website: http://www.leeuwenborgh.nl
KCH International	Netherlands	Contact Person: Peter Cras Email: p.cras@kch.nl Website: http://www.kch.nl
Endurance	Netherlands	Contact Person: Information was not available

Partner Name	Partner Country	Contact details
		Email: info@endurance.nl Website: http://www.endurance.nl
The City of Kouvola, Kouvola Region Vocational College	Finland	Contact Person: Auli Haapajärvi Email: auli.haapajarvi(at)ksao.fi Website: http://www.ksao.fi

Table 3: List of partners for project THEME

9) KEYWORDS

Electronics/electrical engineering; mechatronics ; hospitality; trade; occupational fields, partial competences, ECVET, assessment instruments

Project 2: I CARE

1) PROJECT START DATE:

01/01/2011

2) PROJECT END DATE

31/03/2013

3) AIMS AND OBJECTIVES OF THE PROJECT:

The achievement of the following objectives is essential for reaching the aims of the project:

- To facilitate recognition of competences gained in other contexts (countries, institutions or systems) and learning settings (formal, non-formal, or informal ways of learning) for personal care and social workers travelling across Europe
- To facilitate lifelong learning paths development in the personal care sector by adopting and developing tools and methodologies for the evaluation, transfer, validation and recognition of learning outcomes, as well as transition mechanisms from one qualification to another
- To facilitate labor market integration and mobility for people willing to work (with a recognized qualification) in the personal care and social work sector throughout Europe

The ICARE project has a set of objectives which mainly focuses on the adaptation of an already existing system of vocational qualifications in the field of personal care and social work in coherence with the ECVET framework, and on the testing and development of relevant tools for a steady application of ECVET principles and specifications. The main objectives of the project can be summarized as follows:

- Adaptation of vocational qualifications (Regional Framework for Professional Profiles of Region Lombardia – QRSP) and their description in terms of learning outcomes units in order to make them comply with the ECVET technical specifications
- Development and application of a suitable methodology for assigning and applying ECVET points to the selected vocational qualifications in the personal care and social work field

- Adoption and development of a suitable common methodology for evaluating learning outcomes (including Validation of Prior Learning acquired in non-formal and informal contexts)
- Adoption, development and testing of a learning outcome transfer process among partner countries including evaluation, validation, accumulation and recognition of learning outcomes for the purpose of awarding qualifications, whatever the learning context (formal, non-formal and informal)
- Establishment of a stable consortium among partner institutions and definition of a joint work program for the application of the learning outcomes transfer model.

4) GENERAL DESCRIPTION OF THE PROJECT

The idea underpinning the ICARE project is that a high number of personal care and social workers are currently mobile across Europe, but the recognition of their competences, gained in other contexts (countries, institutions or systems) and learning settings (formal, non-formal, or informal ways of learning), is hardly achievable as no specific or equivalent qualifications exist in different European countries

The lack of common frameworks for the evaluation, transfer, validation and recognition of learning outcomes and the rarity of related flexible training solutions still delays a full labour market integration, the development of human capital and the increase of mobility. Apart from those regulated professions for which a specific recognition framework already exists (2005/36/EC), an experimental application of the ECVET system for the establishment of a recognition model in the field of personal care is the core of the I-Care project, which intends to establish a mutual trust area among partner countries (Italy, Germany, Poland, and Romania) and to further develop mutual recognition of training paths and qualifications.

5) MAIN DELIVERABLES OF THE PROJECT:

Identification of Qualifications relating to Personal Care and Social Work in Partner Countries

The report is the first result of the ICARE project activities and it is aimed at serving as a descriptive basis to be used as a common reference framework in subsequent project stages. The report first presents the rationale and objectives of the ICARE project, including a brief description of the seven vocational qualifications (Lombardy Region qualification subsystem), which are the basis of the experimentation

which should allow a mutual recognition of competences among the four participating countries (Italy, Germany, Romania, and Poland). The document further analyses the contexts and challenges to the development of ECVET in project partner countries by showing how ECVET is being implemented at the national and regional levels, outlining characteristics and implementation arrangements. The last part of the report analyses national qualification systems by providing an in depth analysis of their structure and differences and a complete description of each professional profile according to the different national VET systems.

Analysis of Existing Methodological Approaches for the Application of ECVET at the National, Regional and Sectoral Level

Two caveats and seven suggestions have been drawn from the analysis of the existing ECVET methodologies which will guide the development of a common methodology to be finalised in a subsequent project phase. In the Annexes, a short Presentation Card of each analysed project is given. The report assesses a number of European and national ECVET projects and describes their approaches, in order to focus on the most promising ones for the I CARE project.

The analysis of existing ECVET projects was carried out by exploiting four different kinds of data sources: ECVET Pilot Projects, German DECVET Projects, other projects implementing ECVET approaches, and official EU documents and studies on ECVET

Synthesis of Data: Assessment of Transparency of the Qualifications Concerned and Identification of the Most Suitable Methodological Approach

The analysis of existing methodological approaches brought to light many important suggestions to develop an ECVET project satisfactorily, nevertheless the ICARE project must reshape some ECVET tools in order to achieve its main tasks. The paper describes how the particular features of the ICARE project affect the ECVET framework and provide an overview of the methodological approach that will be adopted in the ICARE project

The Vocational Qualifications Description in Relation to ECVET Framework

The paper describes the path followed by the ICARE project for the development of the competence matrices. Matrices have been elaborated starting from three elements: 1. Analysis of existing

methodological approaches. 2. Analysis of Italian background, including the analysis of job descriptions provided in the QRSP (Regional Qualification Framework for Vocational Standards*)* of the Lombardy Region, which defines and classifies professional profiles.3. Matrices improvement with partners. Matrices have been improved with the cooperation of all partners through a comparison of the professional profiles. The document also includes the final matrices developed for the profiles comprised in the ICARE project.

Assignment of ECVET Points to Relevant Qualifications

ECVET points are a numerical representation of the overall weight of learning outcomes and of the relative weight of units in relation to the qualification. The ICARE project allocates:100 ECVET points to those professions which require a one year long training Care Operator and Socio-Assistance Assistant 50 ECVET points to those professions which require a shorter training Family Assistant, Dental Assistant, Baby Sitter. ECVET points are allocated to Units of Learning Outcomes following two main criteria: a. TIME required to acquire the competences included in the Unit. b. RELEVANCE of the competences included in the Unit. ICARE project deals with migrant workers, for this reason in order to provide a complete evaluation of their competences, the project allocated also ECVET sub-points to each Learning Outcome.

Evaluation of Learning Outcomes

The document describes the methodology used in the ICARE project for the evaluation of the Learning Outcomes included in the matrices. In order to assess both knowledge and practical skills of candidates, the test comprises a part with procedure simulations and oral questions and a part with multiple choice questions concerning theoretical topics. The test follows the different moments and situations that the candidate will share with the assisted person (elder or baby): the morning awakening, dressing and washing the baby/the elder, feeding the baby/the elder, keeping the environment clean, preparing the baby/the elder for the rest/the night. Three main criteria have been used in the evaluation methodology: the presence of the main elements of an action the order of execution of the action the use of the equipment

ICARE Testing Phase

The report describes the piloting phase launched in all participating countries in order to assess the usability and validity of the ICARE model. Apart from Italy, where the tools were tested for all professional profiles, each partner country undertook a testing activity focusing on two professions. The piloting phase was implemented between September 2012 and March 2013.Altogether, the ICARE piloting phase involved a total of 82 candidates who undertook the testing process, 21 assessors who used the ICARE tools for assessing competences, and 11 organisations (nursing homes, VET agencies, colleges, dentist's surgeries) having made their premises available for the implementation of the assessment sessions.

6) PROJECT WEBSITE:

http://www.icareproject.eu/index.html

7) PROJECT COORDINATOR AND CONTACT DETAILS

FONDAZIONE CEFASS

Address: Information was not available

Contact Details: Michela Vecchia

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
FONDAZIONE IKAROS	Italy	Contact Person: Michela Vecchia Email: a.bianchi@cooperativaikaros.org Website: http://www.fondazioneikaros.org/

Partner Name	Partner Country	Contact details
FEDERSOLIDARIETA NAZIONALE	Italy	Contact Person: Valerio Pellirossi Email: federsolidarieta@confcooperative.it Website: http://www.federsolidarieta.confcooperative.it/default.aspx
CISL/ANOLF BRIANZA	Italy	Contact Person: Rita Pavan Email: rita.pavan@cisl.it Website: http://www.cislbrianza.it/
NQA	Romania	Contact Person: Viorica Radulian Email: viorica.radulian@anc.gov.ro Website: http://www.anc.gov.ro/
AMBER BUSINESS CONSULTING ROMANIA	Romania	Contact Person: Gaetano Casale Email: gaetano.casale@ambergroup.org Website: http://www.tils.ro/
VHS Cham	Germany	Contact Person: Aleksandra Sikorska Email: asikorska@vhs-cham.de

Partner Name	Partner Country	Contact details
		Website: http://www.vhs-cham.de/
FOUNDATION FOR SOCIAL INNOVATION CENTER	Poland	Contact Person: Marlena Musialek Email: mmusialek@sic.to Website: http://www.sic.to/

9) KEYWORDS

Personal Care, Social Work, ECVET, Mobility, Recognition of competences, assignment of ECVET points, validation and recognition of learning outcomes, qualifications

Project 3: EUPA

1) PROJECT START DATE:

01/10/2009

2) PROJECT END DATE:

31/07/2012

3) AIMS AND OBJECTIVES OF THE PROJECT

The main objectives of the project are:

- To develop a qualifications framework for Pas based on learning outcomes (LOs).
- To identify LOs that may be easier to be developed through non formal and informal learning and to use this information to design methodological tools to be used during formal training for these outcomes.
- To develop, with the aid of an Assessment Tool, a European certification for secretaries and PAs. The Assessment Tool will be two dimensional and will use different methodological tools for the assessment of different learning outcomes. Therefore, when customized, it can be used across sectors.
- To develop a modular curriculum and training material that will enable PAs to certify and to assign credits to the modules of this curriculum.
- To develop a qualifications framework for Pas based on learning outcomes.

4) GENERAL DESCRIPTION OF THE PROJECT

Based on the EU policies related to the recognition of qualifications, EUPA's main objective is to develop a model for the recognition + validation of the qualifications of the sector of **personal assistants** based on learning outcomes. EUPA consists of several steps through which the **qualification framework** is developed, based on research that identifies the importance of different learning outcomes. An **assessment tool** is also developed to assess the knowledge, skills and competences of PAs. Additionally

training modules are designed and develop for different learning outcomes. Main deliverables are in Greek, English, Swedish, Slovak. The objectives are being achieved through an innovative methodology where assessment is performed before and after the training of different target sectors. EUPA raised awareness on the issue of qualifications recognition for low activity countries(GR,CY,SK) while it developed assessment and methodological tools, materials etc. to support the recognition of qualifications.

5) MAIN DELIVERABLES OF THE PROJECT:

The main deliverables of the project were the following:

- Research for the identification of knowledge, competences and skills needed by PAs
- Development of Qualifications Framework based on learning outcomes in 4 languages
- Development of the EUPA Assessment Tool
- Training of the assessors to use the EUPA Assessment Tool
- First assessment using the EUPA Assessment Tool
- Development of modular curriculum for the training of PAs
- Training of Personal Assistants
- Second assessment of Personal Assistants using the EUPA Assessment Tool
- Analysis of findings from work packages 1-8, project results and conclusions

6) PROJECT WEBSITE:

http://www.projectsgallery.eu/Index.aspx

7) PROJECT COORDINATOR AND CONTACT DETAILS

MMC MANAGEMENT CENTER LTD

Address: 16 Imvrou Street, Ayios Antonios, Nicosia, Cyprus

Contact Details: Mrs Christiana Knais

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
Dimitra Ltd	Greece	Contact Person: Vaso Anastasopoulou Email: anastasopoulou@dimitra.gr Website: http://www.dimitra.gr
Folkuniversitetet Kursverksamheten vin Uppsala Universitetet	Sweden	Contact Person: Yevgeniya Averhed Email: yevgeniya.averhed@folkuniversitetet.se Website: www.folkuniversitetet.se
Orbis Institute	Slovakia	Contact Person: Peter Kozelnicky Email: Kozelnicky@orbisinstitute.sk Website: www.orbisinstitute.sk
European Management Assistants	France	Contact Person: Maria Lazarou Email: mlazarou@spidernet.com.cy Website: www.euma.org
Cyprus Chamber of Commerce and Industry (KEBE)	Cyprus	Contact Person: Demetra Palaonda Email: demetrap@ccci.org.cy Website: http://www.ccci.org.cy

Partner Name	Partner Country	Contact details
Education and Information Technology Center	Cyprus	Contact Person: Athena Knais Email: Athena@editc.com Website: www.editc.eu
Konrad Associates International	England	Contact Person: John Konrad

9) KEYWORDS

Personal Assistants, learning outcomes, EQF, ECVET, curricula, validation of non-formal and informal learning, assessment tool

Project 4: 2get1care

1) PROJECT START DATE:

Information was not available

2) PROJECT END DATE:

Information was not available

3) AIMS AND OBJECTIVES OF THE PROJECT:

This project is a pilot project for testing the European Credit System ECVET in vocational education and training of health care professions in Germany within a European partnership to develop an approach to interprofessional and transnational transferability of qualification and training components. This approach aims at promoting interprofessionalism, transnational mobility and personal learning mobility of qualified employees who were so far limited by a high degree of differentiation and specialization as well as divergence of qualification structures in the occupational area of health care in the EU.

Project aims in detail:

- Implementation of ECVET in health care professions; thus the project should contribute to a intensification of the ongoing transition to learning unit- and learning outcome orientation in the development of curricula for vocational education and further training in health care professions in North Rhine-Westphalia / Germany.
- Improvement of the comparability of vocational qualification units in health care professions by development, testing and dissemination of an ECVET-enabled approach to qualification
- Support of lifelong learning and interprofessional mobility in the course of life in health care professions by identifying common learning content and outcomes, development of a common core curriculum and a further training for teaching staff, so that educators get the competence to impart the transition to learning outcomes in the sense of ECVET.
- Improvement of the mobility of employees in health care professions within the economic and labor market region consisting of Germany, Austria, Hungary and the Czech Republic.

- Construction and establishment of a transnational partnership of providers of vocational education for the sustainable use of ECVET beyond the project.
- Application of the project outcomes at European level

4) GENERAL DESCRIPTION OF THE PROJECT

The operative framework for the testing is given by a scientifically evaluated adaption of the he operative framework for the testing is given by a scientifically evaluated adaption of thetraining curricula of four health care professions

- speech therapy
- occupational therapy
- physiotherapy
- geriatric care

to ECVET standards as well as the development of a common core curriculum and a further training concept for teaching staff in these professions based on ECVET principles. The practical realization and piloting is taking place in the vocational schools of maxQ. -im bfw- Unternehmen für Bildung.´ in Dortmund (Germany).

The European partnership consisting of the project coordinator and applicant bfw (maxQ. + CCE im bfw), two German universities and relevant actors from Austria, Hungary and the Czech Republic (see Partners) serves to exchange experiences and innovations regarding the implementation of ECVET in the field of health care professions.

Working steps in detail:

- Identification of common learning units in the various health care professions
- Based on this, development and scientifically supported testing of a core curriculum for the vocational education of health care professions
- Development of a procedure for recognition and transfer of learning outcomes
- Development of a methodology for allocation of ECVET points to learning outcomes
- Coordination of the products with the partners as well as the dissemination of project outcomes

- Documentation and dissemination of the model for testing and development of ECVET
- Active and structured exchange with other projects for testing ECVET

5) MAIN DELIVERABLES OF THE PROJECT:

They have produced the following results:

- Four curricula based on ECVET principles in the health care professions speech therapy, occupational therapy, physiotherapy and geriatric care
- Inter-professional core curriculum for health care professions based on ECVET principles
- Further training concept for teaching staff in health care professions based on ECVET principles, which especially enables them to teach in a way that is learning outcome oriented
- Evaluation reports for the development and practical piloting of the curricula and further training concept
- European expert network for the implementation of ECVET for health care professions
- Partnership agenda by the consortium of experts for the sustainable cooperation beyond the project
- Valorisation plan for the dissemination and exploitation of project results in the participating countries and beyond (i.e. through a project website, project flyers etc.)

6) PROJECT WEBSITE:

http://www.2get1care.de

7) PROJECT COORDINATOR AND CONTACT DETAILS

HS OSNABRUCK

Address: Hochschule Osnabrück

Fakultät Wirtschafts- und Sozialwissenschaften
Caprivistr. 30 A

49076 Osnabrück

Contact Details: Dr Andreas Fischer

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
FH BIELEFELD	Germany	Contact Person: Prof. Dr. Barbara Knigge-Demal Email: pflege-und-gesundheit(at)fh-bielefeld.de Website: www.fh-bielefeld.de
IBW	Austria	Contact Person: Mrs. Mag. Silvia Weiß Email: info(at)ibw.at Website: www.ibw.at
KTP	Czech Republic	Contact Person: Mrs. Mgr. Beáta Holá Email: office(at)ktp-qualification.eu Website: www.ktp-qualification.eu
GYEMSZI	Hungary	Contact Person: Mrs. Éva Nagy Email: gyemszi(at)gyemszi.hu Website: www.gyemszi.hu

9) KEYWORDS

Health care, mobility, ECVET, learning outcomes, recognition and transfer of learning outcomes

Project 5: EASYMetal

1) PROJECT START DATE:

01/03/2011

2) PROJECT END DATE:

31/08/2013

3) AIMS AND OBJECTIVES OF THE PROJECT:

The aim of the project is to coordinate with the project partners methods to improve permeability at the interface between pro-vocational education and training ("dual system").

The vocational competences should be transparent and mutually recognizable in other European countries. The task of the project is to develop and test the European Credit System for Vocational Education and Training (ECVET) in the field of metal industry in Germany.

This should be achieved by:

- The exemplary application of ECVET-Specifications in one occupational field within the German VET-system.
- Coordination with competent institutions in Germany.
- Consultation of project developments by European partners and vocational experts in their countries.

4) GENERAL DESCRIPTION OF THE PROJECT:

The project EASYMetal is funded by the European Commission as part of the Lifelong Learning Programme (LLP) - Leonardo da Vinci Programme and the Hessian Ministry for Economy, Transport and State Development. The mission of EASYMetal is to bring forward the European Credit System (ECVET) in Germany. EASYMetal is one out of 8 pilot projects funded as "second ECVET-generation". The aim of ECVET is to make vocational competences acquired in one field of education transparent for other fields

of education. Thus, already acquired skills can be transferred to other fields of education and recognised. EASYMetal starts its work at the intersection between pre-vocational training and dual vocational training. The conosortium develops and tests their proceedings in seven metal work occupations. EASYMetal is offered support and counselling by its European partners from Denmark, Austria and Turkey. EASYMetal aims at contributing to establishing partnerships between the competent bodies in Germany and the European partners.

5) MAIN DELIVERABLES OF THE PROJECT:

EASYMetal focuses on the interface between pre-vocational training and dual training, based on selected metal work qualifications.

In Germany, the number of adolescents who have not found an in-company training position has been considerable in the last years. Many of them bridge the time gap participating in pre-vocational training measures. However, the learning outcomes are usually not recognised nor even credited.

The tools and proceedings recommended by EASYMetal aim at enforcing the confidence of companies in the learning outcomes of pre-vocational training. To achieve this, valid and quality assured proceedings and tools are necessary. They should be on the one hand compatible with the dual system and on the other hand adaptable to other European countries.

The following metal work qualifications have been selected:

- Industrial metal work occupations: plant mechanic, industrial mechanic construction mechanic, tools mechanic, milling machine operator
- Metal worker as well as
- Machine / plant operator

6) PROJECT WEBSITE:

http://en.easymetal.inbas.com/index.html

7) PROJECT COORDINATOR AND CONTACT DETAILS

Institute for Vocational Training, Labour Market and Social Policy (INBAS GmbH).

Address: Herrnstraße 53, 63065 Offenbach, Germany

Contact Details: Dr. Petra Notz

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
Federal Institute for Vocational Training (BIBBB)	Germany	Contact Person: Dr Christiane Eberhardt Email: eberhardt@bibb.de Website: www.bibb.de
Educational Institute of the Employers' Federation of Hesse (BWHW)	Germany	Contact Person: Marco Vorberger Email: vorberger.marco@bwhw.de Website: www.bwhw.de
Chamber of Crafts Frankfurt Rhine-Main	Germany	Contact Person: Bernd Sieber Email: sieber@hwk-rhein-main.de Website: www.hwk-rhein-main.de
EDUSER Eğitim Danışmanlık ve	Turkey	Contact Person: Aişe Akpınar

Partner Name	Partner Country	Contact details
Uzmanlık Ltd. Şti.		Email: aişe@eduser.com.tr Website: www.eduser.com.tr/en/duyurular/detay/16/easymetal-project-workshop-in
Lechner, Reiter & Riesenfelder Social Research OG	Austria	Contact Person: Andreas Riesenfelder Email: riesenfelder@lrsocialresearch.at Website: http://www.lrsocialresearch.at/
The Danish Centre for the Development of Vocational Education and Training	Denmark	Contact Person: Jørgen Ole Larsen Email: jola@phmetropol.dk Website: http://www.phmetropol.dk

9) KEYWORDS

Pre vocational training, dual training, metal sector, ECVET, ECVET tools

Project 6: ESyCO

1) PROJECT START DATE:

01/03/2010

2) PROJECT END DATE:

28/02/2014

3) AIMS AND OBJECTIVES OF THE PROJECT:

According to the call for proposals of the Commission, the objectives of the project ESyCQ shall be achieved with the following means:

- Generating descriptions of learning outcomes for six professions/qualifications from the field of commerce and IT
- Dividing learning outcome units for six professions/qualifications
- Developing procedures for the examination of learning outcomes, suggestions for the validation and recognition of learning outcomes
- Developing a method for the calculation and allocation of credit points
- Developing an internet-based ECVET platform which reflects and supports the goals referred to under a to d by using and/or enhancing the existing CEMES platform

4) GENERAL DESCRIPTION OF THE PROJECT:

The European Credit Transfer System for Vocational Education and Training shall support the recognition of learning outcomes which were acquired in different learning environments or abroad to enable the person to receive a qualification. The project ESyCQ wants to implement the instrument “ECVET” and intends to apply it in a national context.

5) MAIN DELIVERABLES OF THE PROJECT:

The descriptions of learning outcomes according to the recommendations of the European Commission and the European Council from 2009 have been an essential result of the project ESyCQ.

6) PROJECT WEBSITE:

http://www.ecvet-professional.eu/index.php?lang=en

7) PROJECT COORDINATOR AND CONTACT DETAILS

IBS - CEMES Institut GmbH

Address: Cottbuser Straße 4, Lauchhammer, Deutschland, 01979

Contact Details: Dr. Lothar Muschter

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
IHK Bildungszentrum Cottbus GmbH	Germany	Contact Person: Jörg Fabiunke Email: fabiunke@cottbus.ihk.de Website: www.ihk-bildungszentrum-cottbus.de
BIBB - Bundesinstitut für Berufsbildung	Germany	Contact Person: Information was not available Email: zentrale@bibb.de Website: www.bibb.de
3s research laboratory	Austria	Contact Person: Stefan Humpl

Partner Name	Partner Country	Contact details
		Email: humpl@3s.co.at Website: www.3s.co.at
Euro-Projektservis s.r.o	Germany	Contact Person: Information was not available Email: info@ebg.de Website: www.ebg.de

9) KEYWORDS

Learning outcomes, recognition, validation, ECVET credits

Project 7: SME MASTER Plus

1) PROJECT START DATE:

March 2009

2) PROJECT END DATE:

February 2012

3) AIMS AND OBJECTIVES OF THE PROJECT:

Skilled craft enterprises are increasingly becoming active on the international markets. As a result the need for business executives with international know-how is growing in the skilled craft sector in particular. Teaching international skills will therefore become increasingly important in the master craftsperson training. Mobility projects in other European countries in particular are perfectly suited in this context.

SME MASTER Plus aims to actively contribute to the internationalisation of the master craftsperson qualification. The goal is to test the ECVET principles by the example of the master craftsperson qualifications baker, joiner, florist and hairdresser to promote transnational mobility in master craftsperson training in this way.

4) GENERAL DESCRIPTION OF THE PROJECT:

SME Master Plus builds on the experience and results of the previous project Skilled-Mobile-European-MASTER (SME MASTER) which was focused on transnational mobility in the context of master craftsperson education for craft companies and small and medium-sized enterprises. Financed by the Leonardo da Vinci II (EU Project Number 2006-4244/001-001 LE2710ECV) it has been developed jointly by partners from four different countries Austria, Germany, France and Norway 2 in the period of January to December 2007.

As entrepreneurs and trainers of tomorrow master craftsperson trainees are important multipliers for transnational mobility in VET in their respective countries. Thus SME MASTER Plus targets on the

enhancement of transparency in the context of master craftsperson qualification for skilled crafts and small and medium-sized enterprises.

5) MAIN DELIVERABLES OF THE PROJECT:

The major project results are the following:

• An overview of the master craftsperson training in the partner countries,

• A learning outcome-oriented description of the four master craftsperson qualifications in the form of a learning outcome matrix that is broken down by learning units and structured into learning outcome steps,

• Recommendations to set up mobility partnerships at the institutional level,

• Guidelines and format templates for documents to make the planning and implementation of periods of learning abroad easier.

Therefore SME MASTER Plus provides a suitable set of instruments to interested providers of master craftsperson courses, professional associations and offices competent for the master craftsperson examination to operationalize transnational mobility.

6) PROJECT WEBSITE:

http://www.sme-master.eu/

7) PROJECT COORDINATOR AND CONTACT DETAILS

Zentralverband des Deutschen Handwerks (ZDH) (German Confederation of Skilled Crafts)

Address: Mohrenstraße 20/21, D-10117 Berlin

Contact Details: Dr. Christian Sperle, Mr. Stefan Schulze-Sturm

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
L'Assemblée permanente des chambres de métiers et de l'artisanat (APCMA)	France	Contact Person: Mr. Philippe Perfetti Email: perfetti(at)apcm.fr Website: www.artisanat.fr
Fédération Nationale de la Coiffure (FNC)	France	Contact Person: Mrs. Elena Lacroix Email: Elena.lacroix(at)fnc.fr Website: www.fnc.fr
Institut für Bildungsforschung der Wirtschaft (ibw)	Austria	Contact Person: Mrs. Sabine Tritscher-Archan Email: tritscher-archan(at)ibw.at Website: www.ibw.at
Mesterbrevnemnda	Norway	Contact Person: Dr. Rolf Aslaksrud Kristensen Email: rolf(at)euromasc.org Website: www.mesterbrev.no
Obrtno-podjetniska zbornica Slovenije (OZS)	Slovenia	Contact Person: Mrs. Natasa Stirn Email: natasa.stirn(at)ozs.si Website: www.ozs.si

Partner Name	Partner Country	Contact details
Zentralverband des Deutschen Handwerks (ZDH)	Germany	Contact Person: Dr. Christian Sperle Email: sperle(at)zdh.de Website: www.zdh.de

9) KEYWORDS

Master craftsperson qualification, mobility, learning outcomes units, ECVET documents

Project 8: ZOOM

1) PROJECT START DATE:

01/03/2009

2) PROJECT END DATE:

28/02/2011

3) AIMS AND OBJECTIVES OF THE PROJECT:

The project aims:

1) To establish a common language and covenant basis for learning outcome descriptions and classifications in order to raise mutual trust among the participating countries regarding the classification of qualifications into the EQF-levels.

2) To develop learning outcome descriptions of selected qualifications from the sectors motor vehicle mechanics and electrical engineering in order to make them comparable by the connected knowledge, skills and competence.

3) To operationalize and develop the best-fit principle and to develop a standardised classification and referencing procedure in order to facilitate self-referencing and classification of qualifications.

4) To undertake a "reality check" through peer visits by external experts to include the feedback of "critical friends".

4) GENERAL DESCRIPTION OF THE PROJECT:

The European Commission has introduced an eight-level Qualifications Framework, in which all EU Member States are to reference their national qualifications and diplomas by 2012. In this context, practical difficulties have to date emerged particularly where traditionally different paths lead to the acquisition of similar diplomas**.**

The project will focus on two sectors: motor vehicle engineering and electrical engineering. These two sectors have been chosen because they are key economic fields in all participating countries in quantitative terms in that they have a high number of employees. In addition, transnational mobility plays an important role in these sectors and thus there is a certain need for transparency of qualifications as a prerequisite for enhanced workers' mobility.

As the project aims at advanced technical levels, the focus will be on the descriptors of level 6 of the qualifications framework. Since learning outcomes for the qualifications in question are available only in part, it will be one major task of the planned project to draw up these descriptions. ZOOM partners will prepare precise descriptions and analyses of learning outcomes of the master craftsperson qualification in the participating countries.

In general, **ZOOM** will contribute to establishing transparency, based on clear criteria in a common language and classification rules which rest upon agreed principles. In a larger context ZOOM will therefore support the linking of the European qualification systems and enable them to relate to each other.

5) MAIN DELIVERABLES OF THE PROJECT:

Outputs:

• Guidelines for the description of learning outcomes in all project languages.

• Project website including a dynamic online tool, into which learning outcome descriptions will be fed and which will allow partners and external experts to comment on the self-referencing and classification of qualifications.

• Learning outcome descriptions.

• A Peer visit synthesis report which sums up the results gained during the reality check by expert visits to all partner countries.

• Project conclusions and suggestions including a recommendation of a classification method, formula or alike, in all project languages.

6) PROJECT WEBSITE:

http://www.zoom-eqf.eu/

7) PROJECT COORDINATOR AND CONTACT DETAILS

Institut für Bildungsforschung der Wirtschaft

Address: Rainergasse 38, 1050 Vienna, Austria

Contact Details: Mrs Gabriele Grün

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
BOS - Balkan Office for SME Support	Bulgaria	Contact Person: Mr Emil Wassilev Email: mittelstandsbureau-wassilev@bia-bg.com Website: www.balkan-handwerk.org
ZDH – Zentralverband des deutschen Handwerks	Germany	Contact Person: Mr Christian Sperle Email: dr.sperle@zdh.de Website: www.zdh.de
ASSET TEC	Greece	Contact Person: Mr Georgios Kouklakis Email: asset-tec@ath.forthnet.gr Website: www.asset-tec.gr

Partner Name	Partner Country	Contact details
APCMA - Assemblée Permanente des Chambres de Métiers et de l'Artisanat	France	Contact Person: Mr Philippe Perfetti Email: perfetti@apcm.fr Website: www.artisanat.fr
UPFM – Univerza na Primorskem, Fakulteta za management Koper	Slovenia	Contact Person: Mr Dejan Hozjan Email: dejan.hozjan1@guest.arnes.si Website: www.fm-kp.si

9) KEYWORDS

Learning outcomes, qualifications, referencing procedure

Project 9: NETW.O.R.K

1) PROJECT START DATE:

36 months

2) PROJECT END DATE:

36 months

3) AIMS AND OBJECTIVES OF THE PROJECT:

The N.E.T.WORK project operates in the tourism welcoming sector where there is a long tradition of transnational training and staff mobility.

The main objectives of N.E.T.WORK are:

- To provide a shared framework for the development and testing of ECVET;
- To define, validate and recognise meaningful and measurable elements of qualifications (learning outcomes and units) which will be valid for all the partner countries. These will be identified based on the analysis of existing training pathways in the chosen areas of qualification; and
- To enable comparison of qualifications using ECVET and their recognition within the formal systems.

Systematically building on existing methods and practices which are already in use in the partners' countries, the project aims to design specific operational tools to facilitate the common definition, delivery, recognition and validation of modular training pathways. These will be tested in order to identify their strengths and weaknesses in supporting credit transfer and accumulation, mobility and employability.

In an experimentation phase, the partner countries will test how the units of learning outcomes defined according to the ECVET system fit into the current qualification profile and in the current way of teaching, learning and assessing. This experimentation phase will be monitored and evaluated.

4) GENERAL DESCRIPTION OF THE PROJECT:

The Project 'N.E.T.WORK- ECVET Systems for No borders in tourism' hospitality European Training and WORK' is one of eleven European ECVET pilot projects funded within the LLP Programme- Call for Proposals: 'Projects to test and develop the credit system for vocational education and training (ECVET) 2008 (EACEA/14/08)', with a project duration of 36 months. The N.E.T.WORK project intended to coordinate, redirect and integrate within the ECVET framework those processes, procedures and tools which, in the current situation of the partner countries, have been recognised as effective, testable and which can be attributed to that system. The core of the project, which has cantered on a methodological and operational prospective, based on the systematic integration into ECVET of experiences matured or underway in the partner countries, was therefore the design of specific operative tools able to facilitate within the ECVET system, the common definition, delivery, recognition and validation of modular training pathways. These have been tested in order to identify their strengths and weaknesses in supporting credit transfer and accumulation as well as mobility and employability.

5) MAIN DELIVERABLES OF THE PROJECT:

In an experimentation phase, the partner countries test how the units of learning outcomes defined according to the ECVET system fit into the current qualification profile and in the current way of teaching, learning and assessing. This experimentation phase will be monitored and evaluated.

6) PROJECT WEBSITE:

www.ecvet-projects.eu

7) PROJECT COORDINATOR AND CONTACT DETAILS

Centro Italiano di Studi superiori sul turismo e sulla Promozione Turistica

Address: Italy

Contact Details: Dr Stefano POETA

Intellectual Output 2: Methodology Guide

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
Association France-Europa	France	Contact Person: Jean- Mark Andre Email: jean-mark.andre@educagri.fr Website: http://www.franceeuropea.eu/
Center Republike Slovenije za poklicno izobraževanje	Slovenia	Contact Person: Barbara Kuncic Email: Barbara.kuncic@cpi.ci Website: www.cpi.si/
Consultis - Consultoria empresarial, unipessoal, lda	Portugal	Contact Person: Antonio Dias Email: asdias@consultis.pt Website: https://www.racius.com/consultis-consultoria-empresarial-unipessoal-lda/
Federazione delle Associazioni Italiane Alberghi e Turismo	Italy	Contact Person: Angelo Candido Email: candido@federalberghi.it Website: www.federalberghi.it
Provincia di Perugia	Italy	Contact Person: Adriano Bei Email: Adriano.bei@provincia.perugia.it

Partner Name	Partner Country	Contact details
		Website: www.provincia.pg.it
Sviluppo & Competenze, SV&CO S.r.l	Italy	Contact Person: Monica Pierucci Email: m.pierucci@sviluppoecompetenze.it Website: www.sviluppoecompetenze.it/

9) KEYWORDS

ECVET, learning outcomes, qualification, recognition

Project 10: Recomfor, NetinVet, Cominter

1) PROJECT START DATE:

24 months

2) PROJECT END DATE:

24 months

3) AIMS AND OBJECTIVES OF THE PROJECT:

The following principles ensure the sustainability of mobility in this context:

- Clear quality criteria will be set up to guarantee mobility;
- The role and responsibility of companies taking on foreign trainees will be described; and
- The operating procedures as well as the role of the competent institutions will be defined and simplified.

Partners in RECOMFOR involve 11 different countries and 51 training centres. The cooperation is based on a common job profile « import-export commercial assistant » (EQF level 4/5) and concerns 1,300 learners. However in the long term, the partnership aimed at involving new partners, from different countries and possibly concerning different qualifications. This has enabled to expand the work placement possibilities.

4) GENERAL DESCRIPTION OF THE PROJECT:

RECOMFOR is a network bringing together competent institutions from 11 countries, more specifically concerned with the sector of trade. RECOMFOR builds on the results of the COMINTER project, which was completed in September 2007. During the COMINTER project, partners, in cooperation with sectoral organisations, produced a common qualification profile for the profession of import-export assistant. This profile is unit-based and its application rules are flexible to enable adaptation to country-specific contexts and requirements. This profile as well as the tools developed is the basis of the mobility network created through RECOMFOR.

Intellectual Output 2: Methodology Guide

5) MAIN DELIVERABLES OF THE PROJECT:

One of the findings of the COMINTER project was that, even if there is a strong potential for training centres to enhance the mobility of their learners, obstacles still remain. These obstacles are mainly related to the lack of guaranteed work placement abroad and insufficient mutual recognition between the different competent institutions. Establishing a permanent network to help overcome these obstacles was the main objective of RECOMFOR. RECOMFOR thus created a platform for training centres and companies that see mobility as an integrated part of training pathways. The platform is designed to help partners to develop common quality criteria and mutual trust.

6) PROJECT WEBSITE:

www.ecvet-projects.eu

7) PROJECT COORDINATOR AND CONTACT DETAILS

CGI, Confédération française du commerce interrentreprises

Address: France

Contact Details: Mr Richard Maniak

8) PROJECT PARTNERS AND COUNTRIES

Partner Name	Partner Country	Contact details
CIEP-MEN, Centre International d'Etudes Pédagogiques, Ministère de l'Education nationale	France	Contact Person: Information was not available Email: Information was not available Website: www.ciep.fr/en

Partner Name	Partner Country	Contact details
CEF, Conseil de l'Education et de la Formation	Belgium	Contact Person: Mr Ismail Gulbas Email: Information was not available Website: http:/www.cef.cfwb.be/
DGEPAiE, Generalitat de Catalunya Departament d'Educació Direcció General d'Ensenyaments Professionals, Artístics i Especialitzats	Spain	Contact Person: Melchor Arcarons Rua Email: Information was not available Website: http://web.gencat.cat/ca/inici/
AGEFA PME, Association de gestion des formations en alternance pour les PME	France	Contact Person: Touze Marion Email: mtouze@agefa.org Website: http://www.agefa-pedagogie.org
OEEK, The Organisation for Vocational Education and Training	Greece	Contact Person: Information was not available Email: webmaster@ekep.gr Website: http://www.ekep.gr/english/EKEP/main.asp
USP Venezia, Ufficio Scolastico Provinciale Di Venezia	Italy	Contact Person: Dott.ssa Marina CAPALDO Email: urp@istruzionecsavenezia.it

Partner Name	Partner Country	Contact details
		Website: http://www.istruzionevenezia.it/urp_csa.php
CPV, Fondation Giacomo Rumor, Veneto Productivity Center	Italy	Contact Person: Lisa Chilò Email: chilo@cpv.org Website: www.cpv.org (webpage blocked)
KCHandel, Kenniscentrum Handel	The Netherlands	Contact Person: Information was not available Email: Information was not available Website: Information was not available https://www.roc.nl/default.php?fr=kenniscentra&br=5
IVS, International Vocational Studies Aliiance	The Netherlands	Contact Person: Mr. BG Reus Email: b.g.dereus@zadkine.nl Website: www.ivs-alliance.nl
NVG, Nederlands Verbond van de Groothandel	The Netherlands	Contact Person: Information was not available Email: info@nvg.nl Website: www.nvg.nl
CECOA, Centro de Formação Profissional para o Comércio e Afins	Portugal	Contact Person: Isabel Silva Luís Email: cecoa@cecoa.pt Website: www.cecoa.pt

Partner Name	Partner Country	Contact details
CCP, Confederação do Comércio e Serviços de Portugal	Portugal	Contact Person: Mrs Helena Leal Email: helenaleal@ccp.pt Website: www.ccp.pt
NCTVETD, National Centre for Technical and Vocational Education and Training Development	Romania	Contact Person: Email: nqrMail@heart-nta.org Website: www.nqrjamaica.org
CCIB, Bucharest Chamber of Commerce and Industry	Romania	Contact Person: Traian Caramanian Email: ccir@ccir.ro Website: www.ccir.ro/en/
CPI, Center RS za poklicno izobraževanje	Slovenia	Contact Person: Elido Bandelj Email: info@cpi.si Website: www.cpi.si
CPU, Gospodarska zbornica slovenije, Center za Poslovno Usposabljanje	Slovenia	Contact Person: Ales Dremel Email: ales.dremel@cpu.si Website: www.cpu.si

Partner Name	Partner Country	Contact details
CNCCEF, National Comity of French Foreing Trade Advisors	France	Contact Person: Marie-Jeanne Derouin Email: mjderouin@cnccef.org Website: www.cnccef.org
IUFFP, Instituto Universitario federale per la formazione professionale	Switzerland	Contact Person: Ursula Schweizer Email: Ursula.Schweizer@ehb-schweiz.ch Website: www.ehb-schweiz.ch
IEFP, Instituto do emprego e formaçao profissional	Portugal	Contact Person: Information was not available Email: Information was not available Website: www.iefp.pt
NUOV, National Institute of Technical and Vocational Education from the Czech Republic	Czech Republic	Contact Person: Richard Veleta Email: veleta@nuov.cz Website: www.nuov.cz

9) KEYWORDS

Common qualification profile, mobility tools

7. Project Comparison on different dimensions

Dimension 1: How the learning outcomes are defined in the selected projects? Is it holistic approach or description in terms of EQF knowledge, skills and competences? Or other approach

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – a European Project in Vocational Education and Training http://www.theme-eu.net/index.html	• Learning outcomes are defined in a holistic way. In fact different steps of the competence are being defined and for each step learning outcomes (mentioned as partial competences) are presented. • There is no distinction between knowledge, skills and competences
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	• Another approach has been adapted in this project. The approach of describing the learning outcomes is for the two columns of Knowledge and Skills/Attitude. • The learning outcomes are put together in Units of Learning Outcomes with ECVET points per Unit and per Learning outcome.

Project Title	Findings related to the dimension
Project 3: **EUPA** Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	• Another approach has been adapted in this project. No columns set for knowledge, skills and competences. This could by some people be considered to be a holistic approach • Some learning outcomes may combine more outcomes, • There is a mixture of knowledge, skills and competences in one outcome
Project 4: **2get1care** Lifelong learning and interprofessionalism in health care professions http://www.2get1care.de	• Not holistic approach • The learning outcomes are described in knowledge, skills and competences
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal industry http://www.easymetal.inbas.com/	• Not holistic approach • The learning outcomes are described in knowledge, skills and competences • The use of descriptors (knowledge, skills, competences) facilitates a precise form of depicting learning outcomes.

Project Title	Findings related to the dimension
Project 6: **ESyCQ** European Credit System for Commercial Qualifications http://www.ecvet-professional.eu/index.php?lang=en	• A different approach has been adapted in this project. • Units of learning outcomes re being described. The ESyCQ project orients itself to the competence levels of the DQR. The DQR differentiates between professional competence, subdivided into knowledge and skills, and personal competence, subdivided into social competence and autonomy.
Project 7: **SME MASTER Plus** http://www.sme-master.eu/	• A different approach has been adapted in this project. • Qualifications are defined by units and units are defined by learning outcomes. • The learning outcomes are not described in knowledge, skills and competences. One learning outcome (more general) is cascaded into more specific learning outcomes in terms of what he/she is able to do. • All partners described their bakery master qualification in terms of LOs ("can do- statements"): no detailed splitting into KSC, but more comprehensive description • They formulated them in a "common language" -> "smallest common denominator" • Each country added LOs on the basis of their national/regional/sectoral rules.
Project 8: **ZOOM**	• There is both a "holistic" as well as a "component" description of the learning outcomes in ZOOM. The component description will separately examine the knowledge, skills and competence that are acquired as

Project Title	Findings related to the dimension
Building up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	part of the master craftsperson training. The holistic description will examine these three components together as a whole. The holistic description is to be seen as a kind of summary of the three descriptors knowledge, skills and competence.
Project 9: **NETW.O.R.K** *Web page not functional*	• There is both a "holistic" as well as a "component" description of the learning outcomes in NETWORK. The holistic description is to be seen as a kind of summary of the three descriptors knowledge, skills and competence. The component description will separately examine the knowledge, skills and competence that are acquired as part of each country.
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	• The project has developed a vocational profile. Although the partnership layouts the profile in knowledge, skills and competences, the wording of the learning outcomes is not following the recommendations

Table 4: Comparison of projects on Dimension 1 (How learning outcomes are defined in the selected projects)

Dimension 2: In which settings are the learning outcomes used: Occupational Standards, Curricula and Training Programmes, Assessment specifications, Qualification descriptors, NQF Level Descriptors, Uses of learning outcomes for purposes other than teaching and assessment

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – a European Project in Vocational Education and Training http://www.theme-eu.net/index.html	• Occupational fields were used in order to develop partial competences • Assessment instruments were also developed
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	• Matrix of competences • Qualifications • Assessments
Project 3: **EUPA**	• Curricula and Training Programmes • Assessment specifications • Qualification descriptors

Project Title	Findings related to the dimension
Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	
Project 4: **2get1care** Lifelong learning and interprofessionalism in health care professions http://www.2get1care.de	• Units of learning outcomes (respecting the ECVET definition) • Use of learning outcomes in assessment
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal industry http://www.easymetal.inbas.com/	• Units of learning outcomes represent the centrepiece of ECVET. Learning outcomes state what a learner knows, understands and is able to do on completion of a learning process. The learning outcomes are defined in terms of knowledge, skills and competence and are organized in self-contained units. A qualification consists of several units
Project 6: **ESyCQ** European Credit System for Commercial Qualifications	The project deals with six qualifications from the field of IT and commerce. • Salesman for logistic and transport services (Kauffrau/ -mann für Spedition- und Logistikdienstleistungen) • Office clerk (Bürokauffrau/ -mann) • IT management assistant (IT-Systemkauffrau/ -mann)

Project Title	Findings related to the dimension
http://www.ecvet-professional.eu/index.php?lang=en	• Commercial assistant, main focus: office economics (Kaufmännischer Assistent, Schwerpunkt Bürowirtschaft) • Commercial assistant, main focus: data processing (Kaufmännischer Assistent, Schwerpunkt Informationsverarbeitung) Network administrator, certified by the Chamber of Commerce
Project 7: **SME MASTER Plus** http://www.sme-master.eu/	• A learning outcome-oriented description of the four master craftsperson qualifications was used in the form of a learning outcome matrix that is broken down by learning units and structured into learning outcome steps
Project 8: **ZOOM** Buildung up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	• Qualification Descriptors
Project 9: **NETW.O.R.K**	• Los are taking into account the curricula and training programmes (one accord within the various training pathways of the different countries) The application of level descriptors to a grid of LOs shared in the

Project Title	Findings related to the dimension
Web page not functional	corresponding Units of the various pathways of the partners These descriptors define situations of mastery of the competences within the specific level definitions of the individual courses of the various Partner nations (NQF)
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	• Occupational Standard

Table 5: Comparison of projects on Dimension 2 (In which settings are the learning outcomes used)

Dimension 3: What is the procedure of developing of qualification or curricula in the context of EQF/ECVET? What was taken into consideration for the development

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – a European Project in Vocational Education and Training http://www.theme-eu.net/index.html	• The project does not develop a qualification but is based on VQTS matrices. • The VQTS model assumes that although there are differences in national approaches on how training is offered and organised, it is possible to identify many similarities in the tasks of modern work processes. Thus, occupational requirements or the core work tasks including the required vocational or professional competences in an occupational field are often easier to compare than training programmes in different countries for achieving the required competences. Hence, "*the VQTS model provides a "common language to describe competences and their acquisition and also offers a way to relate these competence descriptions to the competences acquired in training programmes*". The VQTS model follows a "development logical" differentiation of a competence profile and can thus also be used for describing the acquisition of competences. Competences are understood as contextualized bundles of **knowledge, skills, abilities and attitudes** which are needed to fulfil certain work tasks within a specific occupation. In the competence matrix learning outcomes related to an occupational field are

Project Title	Findings related to the dimension
	presented in a table. The vertical axis of the competence matrix contains the competence areas, based on the various core work tasks of the respective professional field. The horizontal axis shows the steps of competence development which are outcome-oriented and indicate the progress of competence development of a learner or a graduate of a training programme. It illustrates the progressive degrees of competence and responsibility. The learning outcomes are described as professional competences which provide information about which core tasks a person can carry out in a specific work context. • As far as ECVET is concerned, The THEME project not only wants to facilitate mobilities but at the same time to ensure their high quality and their Europe-wide valorisation and recognition. Therefore it is based on the ECVET process and uses all its instruments which are available on the TSMT, i.e. learning agreements, competence matrices, assessment forms, EUROPASS Mobility and Memorandum of Understanding.
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	Activities undertaken were divided in the following steps: • Analysis of the state-of-the-art of the sectoral qualification system already applied in the Lombardy Region and in partner countries, with a particular focus on ECVET specifications • Identification of commonalities and differences between the identified professional profiles in Lombardy Region and

Project Title	Findings related to the dimension
	those existing in partner countries • Review and assessment of existing methodological approaches for the application of ECVET specifications to vocational qualifications • Assessment of transparency of the identified qualifications, and identification of the most suitable methodological approach Outcomes/results • Repository '**Identification of Qualifications Relating to Personal Care and Social Work in Partner Countries**' - a repository of qualifications and their structure in terms of learning outcomes and EQF equivalences. The repository contains, for each qualification, a brief description of the qualification system in the country • Repository '**Analysis of Existing Methodological Approaches for the Application of ECVET at the National/Regional/Sectoral Level**' - each partner country identified any relevant experience for the application of ECVET principles/technical specifications to vocational qualifications, paying particular attention to the personal care and social work sector. A brief explanation/description of the identified practices, information concerning the model developed, methodologies applied and related tools are provided • Guidelines '**Assessment of Transparency of the**

Project Title	Findings related to the dimension
	Qualifications Concerned and Identification of the Most Suitable Methodological Approach'. These guidelines include: a. A brief description of the methodological approach to be applied in the development of the I CARE project b. A list of common learning units/outcomes or competences for each selected profile c. Critical aspects to be tackled in order to improve transparency among different qualification systems
Project 3: **EUPA** Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	1. Survey with personal assistant managers and other stakeholders in three countries (CY, EL, SK). From their answers the project partners developed the profiles on the different levels. Survey participants had to express the 5 main tasks of personal assistants. 2. 42 potential topics units (categories) were given, survey participants had to mark the 10 most important, 3. 142 learning outcomes (developed through desktop research and in cooperation with EUMA) were given, survey participants had to level them from 1-5 in terms of importance and n.a. / 5 is the top rate. 4. Together with the open answers a total of 166 learning outcomes was achieved. 5. In cooperation with experts these learning outcomes were rephrased and classified into levels of EQF 2, 3, 4 and 5 **Work Areas/Learning units were allocated to the different level qualifications:**

Project Title	Findings related to the dimension
	Level 2 – 9 WA, 21 units Level 3 – 16 WA, 32 units Level 4 – 13 WA, 19 units Level 5 – 5 WA, 7 units 6. ECVET credits were assigned to learning outcomes
Project 4: **2get1care** lifelong learning and interprofessionalism in health care professions http://www.2get1care.de	1. The following steps have been used for the development of curricula: • Analysis of the existing occupational laws and the commendatory education guidelines in health care professions • Transformation and further development of the existing units to units of learning outcomes (according to ECVET) • Development of the project products: ○ Adapted curricula of 4 health care professions to ECVET ○ Common core curriculum of 4 health care professions ○ Further training concept for teachers 2. As far as assessment in concerned there are two steps in assessment Step 1: • Analysis of assessment standards given by the

Project Title	Findings related to the dimension
	occupational laws • Analysis of the implementation of assessments within the maxQ-schools until now • Use of consultation regarding methods of assessment Step 2: • Identification of methods of assessment which ensure the ECVET-compliant assessment of learning outcomes within the training courses The 2get1care project puts this on a trial basis through the development, piloting and scientific evaluation of the following project results: -Four curricula of health care professions elder care, occupational therapy, speech therapy and physiotherapy redesigned according to the ECVET recommendations -Inter-professional core curriculum of the mentioned health care professions according to ECVET -Further training concept for teachers in the health care professions according to ECVET
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal	The project developed 4 units related to 7 qualifications Units of learning outcomes may relate to one or more qualifications, something which is also useful for the vocational preparation schemes.

Project Title	Findings related to the dimension
industry http://www.easymetal.inbas.com/	In EASYMetal, the consortium formed units of learning outcomes in accordance with the following procedures: • **Cross-occupational and based on the regulatory instruments:** The units of learning outcomes each cover learning outcomes from seven occupations in the metal working sector in order to enable the young people's learning outcomes to be credited to various training courses. EASYMetal has drawn up its results in the metal working sector as an example. Selected occupations for the development of the units of learning outcomes are: 1. Plant mechanic 2. Industrial mechanic 3. Construction mechanic 4. Tools mechanic 5. Milling machine operator (industry, 3½ years) 6. Metalworker (craft trades, 3½ years) and 7. Machine and plant operator (industry; 2 years) For this purpose, an inspection was undertaken of the general training plans (company) and , in a second stage, the skeleton curricula (vocational school) for the selected metal working occupations and content intersections with the vocational profile positions were identified (cf. NOTZ/SCHÄFER/VORBERGER 2010). In terms of content, the units are equivalent to the first year of the seven training courses and can be used

Project Title	Findings related to the dimension
	both within the training itself and in vocational training preparation. • **Transition oriented:** The four units of learning outcomes formed cover only the first year of training in the seven occupations due to the fact that the aim is to demonstrate areas of potential for credit transfer at an interface – i.e. they are designated for a limited period. • **Practically related:** The units of learning outcomes are structured in accordance with the principle of the complete work action in order to map company practice – work situations (cf. EBERHARDT/SCHLEGEL 2012, 31ff.). This increases legibility for companies and is in accordance with the learning processes of young people. • **Learning outcome oriented:** One or two learning outcomes are stated for each sequence of the complete work action. • **Using the descriptors of the EQF:** Each learning outcome is analysed according to which knowledge, skills or competences are required. The descriptions take place using performance oriented verbs (cf. SCHERMUTZKI 2007). ▪ **Connectivity to Europe:** In order to be connective transnationally and "legible" to European partners, each unit of learning outcomes contains a cover sheet with information on the unit of learning outcomes itself as well as on the dual system, the vocational training preparation and the relevant occupations. This is suitable for all who

Project Title	Findings related to the dimension
	wish to obtain rapid information on the unit of learning outcomes and addresses the various requirements of the users.

Project 6:
 	
ESyCQ
 	
European Credit System for Commercial Qualifications
 	
http://www.ecvet-professional.eu/index.php?lang=en
	• Experts gained an overall view of the requirements profile of the individual occupations/qualifications
	  ◦ Identification of occupational processes and tasks relating to the six occupations/qualifications by the individual experts
	  ◦ Expert workshops – chaired expert discussion and stipulation of the respective fields of activity for the individual qualifications
	• Development of a comparison matrix on the individual fields of activity of the occupations/qualification(overlap)
	• Educational advisors, human resources managers from companies, lecturers/trainers and IT specialists were all involved in drawing up the descriptions of learning outcomes.
	• On the basis of two preparatory phases and the occupational processes and work tasks that had been identified, two chaired workshops were held to define fields of activity which are contained in one or more qualifications in varying breadth and depth (levels). In order to visualize such overlaps, an equivalence matrix was designed which compares the fields of activity defined with one another in terms of their various levels and relating to different qualifications.

Project Title	Findings related to the dimension
Project 7: **SME MASTER Plus** http://www.sme-master.eu/	The learning outcome matrix was established in two steps: firstly, learning outcomes were formulated for the “management area” and subsequently for the "vocationally-specific area". The first matrix – entitled “management matrix” – comprised units one to six. The second matrix – entitled “technical matrix” – contained units seven to ten. At the end of the process, both matrices were combined to one qualification profile. Essentially, the learning outcome matrix represents those learning outcomes featured in the master craftsperson qualification of all SME Master partner countries. Specific competences of individual qualification profiles (e.g. foreign language skills in France) remained unconsidered. The result is thus a learning outcome oriented representation of the “smallest common denominator”, i.e. of a "core qualification profile" of the master baker. This does not, however, present any restrictions in the fostering of mobility in the area of master craftsperson training, since national features are, on the one hand, not part of the actual core qualification of the master craftsperson (rather, they are soft skills) and, on the other hand, enforced only when a master craftsperson trainee also wants to sit his or her final examination in a partner country. This can for instance be regulated via supplementary examinations and thus lies at the responsibility of the competent institutions. Since the SME

Project Title	Findings related to the dimension
	Master partners are essentially competent institutions for the master craftsperson examination or else the political representatives thereof, corresponding recommendations can be made to implement the above. In addition, as already outlined, the dynamic structure of the learning outcome matrix allows additional units and learning outcomes to be added.
Project 8: **ZOOM** Building up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	• The first project step was the development of an input description chart that would only allow a rough comparison of qualifications. Hence the partners discussed how qualifications could be made comparable by describing the respective learning outcomes. • In order to allow for comparable results, specifications on style, depth, length and wording of the descriptions were agreed. In the process of drawing up the "Guidelines for the description of LOs in ZOOM", examples of good practice were taken into account and experiences gained in other projects were used in order to guarantee the applicability of the guidelines • In order to determine learning outcomes, workshops with experts were conducted. Experts could be lecturers in master schools, examiners, specialists with master craftsperson qualifications from companies, people from social partnership institutions, etc. The project ensured that It should be ensured, however, that there is a balanced relationship between education and business professionals.

Project Title	Findings related to the dimension
Project 9: **NETW.O.R.K** *Web page not functional*	It does not provide the identification of procedures and instruments that require for the modification of VET systems applied in each partner country nor providing for the design of a new training course or a "new" qualification. It aims instead to identify, by analyzing the reference contexts, and share tools and methods for applying the ECVET principles and practices within existing courses/pathways in partner countries.
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	From the predecessor COMMINTER PROJECT The process leading to these results consisted in: • Defining a reference trade, « import export sales assistant », and describing the profile in terms of activities and tasks; • Defining knowledge, skills and competences to master in order to obtain the certification; • Grouping together these learning outcomes into relevant units to enable a progressive achievement of the certification, taking into account the mobility experience; • Fixing flexible procedures enabling the adaptation, fully or partly, of these reference units in each system, taking into consideration its specificities; • Consulting each other to define training programmes, to enable mobility during the training period; • Suggesting a method for the allocation of credit points to units, knowing that most of initial partners do not have credit points currently in their system ;

Project Title	Findings related to the dimension
	• Suggesting a methodology to update the qualification, in order to ensure the sustainability of cooperation between systems.

Table 6: Comparison of projects on Dimension 3 (procedure on the developmebt of QF and curricula)

Dimension 4: What is the procedure of developing mobility activities in the context of ECVET? What are the technical tools used

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – a European Project in Vocational Education and Training http://www.theme-eu.net/index.html	THEME project is based on the ECVET process and uses all its instruments which are available on the TSMT, i.e. learning agreements, competence matrices, assessment forms, EUROPASS Mobility and Memorandum of Understanding
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	There is a prepared set of procedures, documentation and tools, the operational guidelines "Learning Outcome Transfer Process/Model" as well as a MoU. One work package focused on the development of a transfer process (among participating organisations) aiming at implementing the ECVET framework on the identified learning outcomes. In order to achieve this objective, activities undertaken were the following: • Development and adoption of a learning outcome transfer process, including a **common set of tools and standards** for evaluating competences (learning outcomes) achieved in formal contexts and a common set of cooperative procedures for the validation, accumulation and recognition of learning outcomes

Project Title	Findings related to the dimension
	• Testing, in Lombardy Region, of the developed model for learning outcomes transfer. 2 training sessions (3 days each) focusing on the model and involving representatives of relevant target groups was organised and followed by the implementation of the identified ECVET model by VET partners. Operators were accompanied while applying the model in order to immediately test its strengths and weaknesses (3 cycles). Results were assessed and shared with partner countries • Testing of the model for learning outcome transfer in partner countries through case studies for the theoretical experimentation of the model in each country system • Assessment and final validation of the model for the definition of a joint work programme among partners aiming at the application and validation of the learning outcomes model from one country to another **Outcomes/results** • Operational guidelines '**Learning Outcome Transfer Process/Model**' - a document describing the transfer process functioning, including: a framework model for co-operation among partner institutions; a set of common criteria for the assessment and evaluation of learning outcomes whatever the learning context (formal, non-formal and informal); procedures and tools for validation, accumulation and recognition of learning outcomes for the purpose of awarding qualifications

Project Title	Findings related to the dimension
	• '**Memoranda of Understanding (MoU)**' [Template 1 - Template 2] - framework documents for co-operation and networking between partners. The MoUs are aimed at the establishment of mutual trust among partner organisations (and beyond) • '**Procedures, documentation and tools**', a set of tools, procedures and materials required to implement the developed model • Prototype '**Learning Outcome Transfer Process Test**' - an experimental demonstrator of the transfer process functioning, including: evaluation of learning outcomes whatever the learning context (formal, non-formal and informal); attribution of ECVET points; validation and recognition of learning outcomes (including non-formal and informal) achieved in partner countries; accumulation of ECVET points and awarding of qualifications
Project 3: **EUPA** Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	No mobility activities were foreseen in the project.
Project 4: **2get1care**	No physical mobility activities foreseen in the project.

Project Title	Findings related to the dimension
lifelong learning and Interprofessionalism in health care professions http://www.2get1care.de	In the final report of the project the following is mentioned: “The project "2get1care” aims to deliver indications as to how far ECVET can be used in the field of health care professions, in which a high degree of specialization and large differences in the qualifications and the education systems in the EU member states and also in the single federal states of Germany can be observed. In this context "2get1care" aims as a pilot project with a national focus, supported by a transnational partnership of different education institutions and organizations, to test ECVET in the qualification of health care professions in the state of North Rhine- Westphalia in Germany.” In discussion paper, Christiane Eberhardt, Implementing ECVET: crediting, recognition and transfer of learning outcomes between European target stipulations and national System conditions the following is being mentioned: • **Vertical mobility: ECVET instruments in the structuring of vocational school and higher education cooperation agreements (dual courses of study)** The actual identity of the instruments of ECTS and ECVET is very useful at this point. In ECTS, the use of learning outcomes, units of learning outcomes (modules), credit points, Memorandum of Understanding, learning agreements, transcript of records has been in place for years with identical terminology in some areas. **This means that the instruments are capable of reciprocal use.** One variation is already in place outside the scope of the “2get1care” project at the Osnabrück

Project Title	Findings related to the dimension
	University of Applied Sciences, where this idea has been implemented to the effect that a joint learning outcomes oriented curriculum exists for higher education, vocational school and practical parts of the training which is fully modularised and in which all modules are assessed and documented in a joint transcript of records. (p48) • **Effect on horizontal mobility** Horizontal mobility within training (such as in the case of practical placements abroad) can be strengthened by formalised recognition procedures. It is conceivable that the procedure for practical deployments abroad uses the comparable ECTS instruments of Memorandum of Understanding, learning agreement and personal transcript of records with subsequent recognition of the respective components of training with the approval of the supervisory authorities. Restrictive sets of regulations are in place for horizontal mobility between different training courses. In Germany, the professional laws for healthcare occupations stipulate that the whole of training including state examinations must be completed within three years. Recognition of components of another training course would therefore only be possible within the scope of exceptional approval. This means that horizontal mobility between different training courses is not improved by ECVET due to the fact that training in the healthcare occupations is strongly regulated by the

Project Title	Findings related to the dimension
	professional laws. (p47)
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal industry http://www.easymetal.inbas.com/	Mobility activities were not implemented in this project. The following are worth noting however (mentioned by the consortium of the project): Because vocational education and training is organized differently across Europe, alignment solely on the basis of the dimension of time is likely to make credit transfers more difficult rather than easier. An ECVET map was developed. The aim of this map is to delineate pathways of recognition of the different EASYMetal partner countries. There is a causal relationship between country specific crediting, VETsystems and –regulations as well as ECVET interpretation. The ECVET-map intends to aid comprehension and mutual understanding in the project.
Project 6: **ESyCQ** European Credit System for Commercial Qualifications http://www.ecvet-professional.eu/index.php?lang=en	- The Federal governments may decide via any form of legal regulation that the attendance of a training course at vocational training institutions or a vocational training which was done at another institution may be recognized partially or fully, thus reducing the current period of training. The authorization may be transferred to the highest federal state authorities by legal regulation. Memoranda of Understanding Partnership and learning agreements do not have any application within the ESyCQ project context. This differentiates ESyCQ from transnational

Project Title	Findings related to the dimension
	mobility schemes. Partnerships and networks were established in the project without binding contractual agreements. These networks are relevant to driving forwards the ECVET developments and involving potential ECVET users in these developments at the earliest possible stage. This is perceived as the basis for developing practicable methods and tools which are used in daily practice and which can achieve benefits. Written agreements are not necessary for this purpose.
Project 7: **SME MASTER Plus** http://www.sme-master.eu/	The overall project's objective was to develop cross-border mobility in the context of master craftsperson programmes in trade / small and medium-sized enterprises. Checklist for the Implementation of transnational Mobility Projects was developed. The checklist was established for institutions involved in the implementation of transnational mobility projects under the framework of ECVET. Usually the steps to implement the transnational mobility projects are organized in 3 phases: before, during and after, even if the different steps are not necessarily to achieve in a strict chronological order, but more linked to step of activities (preparation, implementation and debriefing/ evaluation). Of course, steps of activities need also to be adapted to the different target groups and type of placements, such as incoming mobility or outgoing mobility. The checklist follows the phases and sub phases of the Euro-

Project Title	Findings related to the dimension
	Apprenticeship1 tools database. Tools for each sub phase are selected from different projects as for instance the results of the Leonardo-project Pro-Mobility. Additionally: • Template Learning Agreement for sending / hosting institution and learner was developed • Template Partnership Agreement -— Memorandum of Understanding (MoU) was developed) It governs: - the cooperation between the partners in the field of transnational mobility in VET, - general conditions of the organisation of bilateral mobility projects, - common quality assurance mechanisms for the implementation of bilateral mobility projects, to reinforce transparency of qualifications and to foster mutual trust between the partners, - conditions and procedures for the assessment and mutual recognition of competences / learning outcomes acquired during transnational mobility.
Project 8:	Although this is not a mobility project it worked towards the

[1] http://www.euroapprenticeship.eu/en/becoming-member.html

Project Title	Findings related to the dimension
ZOOM Buildung up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	transparency of qualifications and it has developed the zoom approach n ZOOM various means were used to establish transparency and a better understanding of the master craftsperson qualification in the participating countries. Step 1: Input descriptions In a first step all project partners drew up descriptions of the master craftsperson qualification in their countries and entered the information, e.g. on the length of the study period, the access requirements, the structure of the exam, etc., into a table. While this gave all partners a first overview of the characteristics of the master craftsperson qualifications in the participating countries, it did not allow for a comparison as regards contents. Step 2: LO descriptions and LO comparison tool Thus, in a second step the project partners developed learning outcome (LO) descriptions on the basis of common guidelines, thereby following the EQF Recommendation of the European Commission. The LO descriptions were produced by the project partners with the help of experts that were asked to participate in moderated workshops. The orientation towards outcome should facilitate comparison and make it possible to allocate the qualification to a certain NQF/EQF level. An electronic LO comparison tool was also developed to ease comparison.

Project Title	Findings related to the dimension
	Step 3: Classification Report and expert consultation However, from the beginning the hypothesis was that the LO description alone would not be enough to classify the qualification unambiguously and indisputably. The partnership reckoned that there would be a "gap" between the LO description and the EQF descriptors which needed to be bridged by other ways/methods/indicators/criteria etc. Thus, each partner provided further information on the master craftsperson qualification in a so-called Classification Report (CR), which was compiled on the basis of a common template. In this report the suggested NQF/EQF level had to be corroborated by referring to legal documents (textual glues should link them to the descriptors), statistical indicators, quality assurance measures underlining the validity of the examination/evaluation process, etc. Moreover, a 'weighting and rating activity' of the units making up the master craftsperson qualification was carried out involving sector experts. The results of this expert consultation should also be used in the level argumentation. Step 4: Peer visits As a last step towards transparency, better understanding and mutual trust, peer visits were organised. Two experts from each partner country visited one other partner country to discuss the CR and give feedback on the arguments provided for a certain level classification from the perspective of 'critical friends'.

Project Title	Findings related to the dimension
	The following figure summaries the step-by-step approach taken in ZOOM:
Project 9: **NETW.O.R.K** *Web page not functional*	n/a
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	RECOMFOR created a platform for training centres and companies that see mobility as an integrated part of training pathways. The platform is designed to help partners to develop common quality criteria and mutual trust. As far as ecvet tools for mobility are concerned: 1. Regarding the establishment of the Memorandum of Understanding, the process took place in several phases: - Development of an umbrella MoU or general MoU for the Recomfor Network - Additional MoU for some countries - Model of learning agreement common for all partners (that will be made specific for each student at the level of the training centre) The general MoU for RECOMFOR state that partners: - accept each other's status as competent institutions; - accept each other's quality assurance, assessment, validation and recognition criteria and procedures as

Project Title	Findings related to the dimension
	satisfactory for the purposes of credit transfer; - agree on the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU; - agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF; - identify other actors and competent institutions that may be involved in the process concerned and their functions; - issuing of learners' personal transcript, etc. - The learning agreement will contain: - home and host institutions: roles and responsibilities; - duration for mobility; - learning outcomes ; - how learning outcomes will be assessed and transferred. The template used will be the adaptation of users guide' example.

Table 7: Comparison of projects on dimension 4 (procedure for the development of mobilities)

Dimension 5: Are the learning outcomes designed towards whole qualification/Curriculum or only part of the qualification/curriculum?

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – a European Project in Vocational Education and Training http://www.theme-eu.net/index.html	• The project did not develop a qualification but a competence matrix. • The project did develop some learning outcomes related to the steps of competence that they call partial competences
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	5 whole qualifications: The framework for facilitating the recognition of competences gained in other countries, systems or learning settings (formal, non-formal, or informal ways of learning) by personal care and social workers travelling across Europe will be mainly based, ,as a starting point, on seven professional profiles included within the Regional Framework for Professional Profiles of Regione Lombardia (qualification sub-system of Social Services and Personal Care). The Lombardy professional profiles were analysed in

Project Title	Findings related to the dimension
	comparison with those existing in Germany, Poland, Romania (if any) in order to highlight differences and similarities and to proceed in the development of a common recognition framework coherent with the ECVET system. Below the list of the professional profiles, including a brief description of the main tasks : • **Family assistant/caregiver (assistente familiare/badante):** He/she takes care of individuals with different levels of psychological and physical self-sufficiency (elderly, disabled, sick people), also by supporting the family and helping the assisted person in maintaining his/her independence and well-being, in relation with their needs and living context • **Dental assistant (assistente odontoiatrico):** He/she works in private or public dental surgeries. His/her main tasks are those of welcoming patients, accompanying them to the chair and managing them during the dental procedures, offering practical assistance and psychological support until they leave the surgery, taking care of dental instrument • **Housekeeper (Colf):** He/she helps the family in managing daily activities and his/her services are usually set on hourly basis. He/she operates for the ordinary maintenance of house in which he/she works (cleaning, hygiene, tidying up) • **Socio-assistance assistant (ausiliario socio-assistenziale):** He/she is a health care social worker

Project Title	Findings related to the dimension
	who deals with individuals who need to maintain or recover their well-being and to reduce the risks of isolation and alienation, assisting them in each aspect of their daily life. • **Care operator (operatore socio sanitario)** He/she obtains the professional qualification at the end of a specific training programme. He/she carries out activities aiming at satisfying the needs of an individual in a social or sanitary context and to favour his/her well-being and independence. These activities are carried out both in social and healthcare field (at home or in hospital) • **Cleaner (operatore dell'igiene):** He/she is in charge of cleaning operations of offices and working places (including rooms, furniture and working equipments). The cleaner grants the tidiness, neatness and hygiene of the work environment and can operate individually or in a team • **Baby sitter (tata familiare):** He/she takes care of one or more children aged from 0 to 3 years at his/her home, at the family's home or in a purposely equipped place, in order to promote the growing, socializing, and development of the child/children by respecting individual needs and in agreement with the family The ICARE project was supposed to include the seven above-mentioned professional profiles in personal care and social work sector. Further analysis led to the conclusion that two of these profiles are not suitable

Project Title	Findings related to the dimension
	for the ICARE aims because validation and recognition of competences would not facilitate the workers' integration into the labour market. The five profiles which were maintained are: Family Assistant/Caregiver, Dental Assistant, Socio-Assistance Assistant, Care Operator, and Baby Sitter. The ICARE project will thus not consider the followings profiles: Housekeeper and Cleaner. These two professional profiles had been excluded for three main reasons: a) For a housekeeper and a cleaner the validation of competences is not essential for a better integration in the labour market. These professions have often an on-the-job training and in few weeks a person can acquire the main competences required to work in a satisfactory way b) For the reasons explained in point a, the recognition of competences in these professions would not help in contrasting black market c) The five professions included in the project require a basic knowledge of medicine and personal care; for this reason a person whose competences had been certified can assure a good care of patients and children and will therefore be facilitate in entering into the labour market. Housekeeper and cleaner do not carry so much responsibility. Arguments explained in point a, b and c clearly show that

Project Title	Findings related to the dimension
	Lombardy Region and partner countries would not really benefit by validating cleaner and housekeeper competences.
Project 3: **EUPA** Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	A whole qualification on 4 levels (in total 4 single qualifications)
Project 4: **2get1care** Lifelong learning and interprofessionalism in health care professions http://www.2get1care.de	The project covers four qualifications: - Physiotherapy - Occupational Therapy - Speech Therapy - Geriatric Care The learning outcomes seem to be designed completely, however, on the project website it is only possible to access to extracts of the documents.
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal	The project covers 7 qualifications: 1. Plant mechanic 2. Industrial mechanic 3. Construction mechanic 4. Tools mechanic

Project Title	Findings related to the dimension
industry http://www.easymetal.inbas.com/	5. Milling machine operator (industry, 3½ years) 6. Metalworker (craft trades, 3½ years) and 7. Machine and plant operator (industry; 2 years) The learning outcomes seem to be designed completely, however, on the project website it is only possible to access to extracts of the documents.
Project 6: **ESyCQ** European Credit System for Commercial Qualifications http://www.ecvet-professional.eu/index.php?lang=en	• - Whole qualification • 6 qualifications: • - Salesman for logistic and transport services • - Office clerk • - IT management assistant - Commercial assistant, main focus: office economics • - Commercial assistant, main focus: data processing • - Network administrator, certified by the Chamber of Commerce
Project 7: **SME MASTER Plus** http://www.sme-master.eu/	The full master craftsperson qualifications studied in SME MASTER Plus are the following: • Master baker • Master florist • Master hairdresser • Master joiner
Project 8:	One qualification in Level 6

Project Title	Findings related to the dimension
ZOOM Building up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	
Project 9: **NETW.O.R.K** *Web page not functional*	The learning outcomes designed towards a part of qualification.
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	A complete job profile

Table 8: Comparison of projects on dimension 5 (whole or part qualification or curriculum)

Dimension 6: Are the credit points assigned? If yes, what is the approach to assign the credit points? How many hours are assigned to 1 ECVET point. What was the procedure behind to assign the ECVET points? Are they assigned according to the relative weight/percentage of the activity within a job profile? Or according to the time required to achieve a given unit of the learning outcomes.

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – a European Project in Vocational Education and Training http://www.theme-eu.net/index.html	No credit points have been assigned
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	Assignment of ECVET Points to Relevant Qualifications ECVET points are a numerical representation of **the overall weight of learning outcomes and of the relative weight of units in relation to the qualification**. **Step 1: The ICARE project allocates:** - 100 ECVET points to those professions which require a one year long training → Care Operator and Socio-Assistance Assistant - 50 ECVET points to those professions which require a

Project Title	Findings related to the dimension
	shorter training → Family Assistant, Dental Assistant, Baby Sitter. ECVET points are allocated to **Units of Learning Outcomes** following two main criteria: a) TIME required to acquire the competences included in the Unit. b) RELEVANCE of the competences included in the Unit. ICARE project deals with migrant workers, for this reason in order to provide a complete evaluation of their competences, the project allocated also ECVET sub-points to each Learning Outcome. **Step 2 - Correcting the First Approach: Assignation of Points to Units of Learning Outcomes** Once the consortium realized that the first approach was not suitable for I CARE matrices, the consortium decided to allocate firstly ECVET points to Units of Learning Outcomes. The criteria followed for assigning points are: 1. 75% of the total amount of points assigned to the profession (60 or 120) had been allocated to **those Units containing the essential competences, indispensable for practicing that profession** 2. 25% of the total amount of points assigned to the profession (60 or 120) had been allocated to those Units containing basic competences, included in the professional profile, but which

Project Title	Findings related to the dimension
	can also be acquired in life experience, using common sense without a specific training 3. Each Unit received a number of points multiple of five. **Step 3 - Assignation of Sub-Points to Learning Outcomes** Starting from the points allocated to a Unit, sub-points have been assigned to single Learning Outcomes. The methodology of allocation is presented in the http://www.icareproject.eu/resources/5---Assignment-of-ECVET-Points-[EN].pdf
Project 3: **EUPA** Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	Yes, credit points are assigned. 100 credits points were set as a maximum according to expert decision. A number 100 credit points was allocated to each qualification (e.g. 100 credits for the level 2 qualification). The importance of the work area as well as the importance of the learning outcomes were taken into consideration to assign the 100 credits to the learning outcome of this qualification (ratio). Units would have the sum of credits of the respective learning outcomes within the unit.

Project Title	Findings related to the dimension
Project 4: **2get1care** lifelong learning and interprofessionalism in health care professions http://www.2get1care.de	[Excerpt of No. 146 BIBB Discussion paper, Christiane Eberhardt, Implementing ECVET: crediting, recognition and transfer of learning outcomes between European target stipulations and national System conditions] **Credit points were not stipulated in the project**. From the point of view of the project participants, the stipulation of 30 hours of workload per ECVET credit point seems useful alone in terms of achieving easier comparability with the ECTS system. Although it is perfectly possible to identify the workload of pupils via survey, the average workload thus determined can only ever be an abstract value. When modern learning methods with a relatively high proportion of self-learning phases or self-directed learning are used, mere documentation of lecturer based teaching without an indication of average workload would not be useful. (p47)
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal industry http://www.easymetal.inbas.com/	The use of ECVET points as proposed in the Recommendation is unable to exert any effect at the interface between vocational training preparation and dual training, at least not for the time being. Because no points are used in dual training, they also do not play any part in the transfer of learning outcomes and credit transfer to training. No partial qualifications for which points can be awarded exist within the German vocational education and training system. The members of the EASYMetal Advisory Council are guided by social partnership and take a distanced view of the introduction of points. Another reason for this is that a points-based

Project Title	Findings related to the dimension
	approach very clearly highlights the inherent conflict between the German VET system and the credit points system. Whereas in Germany the integrality of vocational training and the company learning environment are considered to be prerequisites for the development of employability skills, the ECVET Recommendation sub-divides qualifications into units of learning outcomes with points, which are separately tested and certified, one of the aims of this being transfer to another learning environment and the accumulation of these units of learning outcomes to a subsequent qualification. EASYMetal has taken account of this situation by noting ECVET points on the units of learning outcomes in the form of additional information. This means that the units can be used for mobility or in countries which have VET systems with points. The calculation took place via a ratio of core qualifications per unit of learning outcomes based on 60 ECVET points per year (see ECVET specification). This produces the results stated in Table 2 of Annex to the project Easy Metal. The missing ECVET points up to the value of 60 relate to general, knowledge-related contents from the general training plan on the topics of "Vocational education and training, employment and collective wage agreement law" and "Structure and organisation of the company providing training". In overall terms, we can see that manageable procedures for

Project Title	Findings related to the dimension
	applying points to vocational education and training are not yet available. **The awarding of 60 ECVET points per year of full-time vocational training conflicts with the notion of outcome orientation, which implies independence of learning venue and therefore also opens up an opportunity for vocational education and training to incorporate informal learning**. In the view of EASYMetal is that the ECTS points system for higher education is not suitable for dual training. As LE MOUILLOUR (2006, 27) points out, institutes of higher education focus on the institutional and organisational aspects of educational programmes. **The two measurement foundations of "workload" und "notional learning time" are time dimensions that, strictly speaking, contradict the principles of "independence of learning venue" and "orientation to the learning outcome**". Because institutes of higher education work in a relatively similar manner across Europe, this procedure seems to be sustainable despite the fact that surveys have already identified that it creates difficulties in calculating the amount of time. Because vocational education and training is organised differently across Europe, alignment solely on the basis of the dimension of time is likely to make credit transfers more difficult rather than easier.
Project 6: **ESyCQ** European Credit System for	ECVET points where not assigned!

Project Title	Findings related to the dimension
Commercial Qualifications http://www.ecvet-professional.eu/index.php?lang=en	
Project 7: **SME MASTER Plus** http://www.sme-master.eu/	ECVET points or credit points: illustrate in numerical form the relative weight of a unit in relation to the full master craftsperson qualification. Procedure: agreement on 180 points for full master craftsperson qualification – all learning contexts are taken into account Allocation of points to units done by each partner separately - meaningful only in combination with units of LOs and in relation to full qualification. **Allocation of ECVET credit points:** **Starting point:** The allocation of points to the various units was the responsibility of the each partner country and therefore undertaken separately. Nonetheless, certain frame-work conditions were laid down to ensure that consistent and binding standards were adhered to. With regard to the allocation of ECVET credit points to units, the recommendation of the EU Commission proposes a convention of 60 credit points which corresponds to an individual learning achievement within a one-year formal

Project Title	Findings related to the dimension
	learning context. The SME Master partners decided to follow this recommendation. On the one hand, the allocation of credit points highlights interesting differences concerning the varied emphasis placed on the various master craftsperson training programmes. Additionally, the number of points provides certain additional information about the relative weight of a unit within the full master crafts-person qualification. **Establishing an overall points total** In a first step, a total number of points was determined for the master craftsperson qualification. Initially, this was the responsibility of each partner. The establishment of the points total was based exclusively on the competence acquisition linked to the master craftsperson qualification. Only secondary importance was placed on the duration of learning (input criterion), despite the 60-point convention is based on a timeframe of one year and the time factor obviously is representing some kind of objective criterion. It must be acknowledged that the establishment of an overall points total for the master craftsperson qualification was carried out at the discretion of the experts, even though this is a subjective criterion. Following an extensive consultation process, the agreement was reached between three SME Master partners to establish a points total of 180 for master

Project Title	Findings related to the dimension
	craftsperson qualification which consequently corresponds to three years in a formal leaning context. This does not mean that the master craftsperson training in the corresponding countries lasts three years according to the curricula. In addition to the regular time provisions of the formal master craftsperson training, non-formally and informally acquired learning achievements have also been incorporated; i.e. an average "learning time" has been acknowledged for competences acquired in a non-formal or informal manner. **Allocating points to units** In a second step points were allocated to the several units. Here too the expert opinion was decisive in the end. The aim was to determine what relative weight was to be granted to a unit in relation to the full qualification. As with the allocation of the overall points total, the time factor could not be the decisive assessment criterion. Rather, the importance that each unit assumes within the master crafts-person qualification profile had to be taken into account; i.e. the value a particular activity area has within the "day-to-day business" of a master craftsperson. A second vertical axis on the learning outcome matrix represents the number of points, together with a country code. **Conclusions:** It was not possible to conclusively determine whether the exclusive allocation of credit points to units does indeed

Project Title	Findings related to the dimension
	increase the transparency of the corresponding unit in international comparison. The reason for this is above all the high number of learning outcomes within certain units (e.g. unit 7 “Manufacturing of bakery products”). The allocation of points to the entire unit does not reveal to what ex-pert level the various competences have been acquired and how they relate to one another. **Example:** The manufacturing of pastry (learning unit 7) has a greater significance in the Austrian baker’s trade than it has in Norway. It is therefore taught in a more comprehensive way in Austrian. This means that this competence is “better” mastered by Austrian bakers, something that is not obvious from the points allocated to the whole unit. There are basically two options to solve the above: • on the one hand, to further break down some units, which would however impair the transparency of the learning outcome matrix and also contradict the definition of units as “meaningful sets of knowledge, skills and competences”, • on the other hand, to allocate points directly to learning outcomes. Concrete exchanges would be required to clarify which of these two options would lead to a satisfactory result. In addition, ways must be found to take into account non-

Project Title	Findings related to the dimension
	formally and informally acquired competences appropriately. Due to the short duration of the project, SME Master was unable to provide sufficient answers for this.
Project 8: **ZOOM** Building up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	NA
Project 9: **NETW.O.R.K** *Web page not functional*	Yes, the assigning of CPs (credit points) to the Units identified with one accord within the various training pathways of the different countries. Calculation of the total CPs that can be assigned in the reference training pathway, for each country, according to the recommended formula: 1 training year = 60 CPs [by training year a range of 800-1200 hours could be considered]. Approximate calculation of the CPs "available" in each country for the Units identified, starting with the "weight" in percentages that each is considered to have within its specific pathway. "The relative weight of a unit of learning outcomes, with regard to the qualification, should be established according to the following criteria to a combination thereof:

Project Title	Findings related to the dimension
	• the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration; • the complexity, scope and volume of learning outcomes in the unit; • the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	**Credit points have been allocated to common reference units, along the following principles:** 1. Units can be adapted in each national context and thus cannot be found under exactly the same form in each national qualification – consequently some adaptation is likely to be necessary; To maintain the coherence of the common work, the transcription of the number of points allocated at a national level must not lead to a variation higher than 10% in comparison with the number of points defined for the common reference unit. This constitutes a lower and upper limit for the value of a unit; The relative value of the unit is expressed in form of a percentage with regard to the total number of units defined in common. The qualification (all the units) represent 100% - the proportions - relative weight of units - can then be transferred to any of the partner systems. 2. Points are useful to indicate the relative weight of each

Project Title	Findings related to the dimension
	unit, i.e. Unit A is more important than Unit B. Then the relative weight is applied to the national context. If unit A is very important for a certain job profile, it should be important for qualifications in all the partner countries – otherwise there is a risk that the qualifications do not prepare for the same occupation. The methodology for the allocation of points was a three month process: to determine if a unit is fundamental, or very basic, professionals were consulted to establish the importance of each unit compared to the job requirement. Training providers were also involved and asked to analyse the learning outcomes of each unit in terms of the complexity from the learning process point of view (e.g. unit X requires a lot of time, or, it is very difficult). The groups sometimes had different views (one unit could represent 20 points for professionals, and 18 for training centres) but overall the feedback from professionals and training centres was broadly the same (except 2% difference on one unit). Differences were negligible. As a result of this consultation, the same weight was finally attributed to each unit, because each of them was considered equally important. The relative value of the unit is expressed in percentage rather than points. It is then up to the countries/systems using ECVET points to apply these proportions according to their national rules. When translated into national context, variations were limited

Project Title	Findings related to the dimension
	to 10%. **Lessons learnt:** There is no mathematical way of allocating points. Projects need to consult all stakeholders and engage in a negotiation process. It is difficult to say if the result is a neutral representation of the importance of the units. In ECTS, points represent the volume of workload in terms of time, which is maybe considered as a more neutral representation. As this is not possible with ECVET, the only solution is to work towards a common agreement and the consensus of all stakeholders, although they look at units from a different point of view. **How ECVET points will be used in the partnership** The allocation of points will also depend on competent institutions at national level: designing/ award of points/ allocation of points. In Austria for instance, training centres are empowered to allocate ECVET points to qualifications. In France it will be the central authority. Different scenarios will depend on the country.[2]

Table 9: Comparison of projects on dimension 6 (assignment of ECVET credits)

[2] http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=17

Dimension 7: What are the assessment methods and criteria for learning outcomes?

Project Title	Findings related to the dimension

Project 1:
 	
THEME
 	
Supporting Occupational Mobility – a European Project in Vocational Education and Training
 	
http://www.theme-eu.net/index.html
	• TSMT creates **on-line assessment tools** for all learners to assess work-related competences, social competences and language competences. Furthermore it gives learners the opportunity to **self-assess the development** of their personal competences before and after their mobility
	• Information for assessment methods
	  ○ The TSMT offers forms to assess all these competences and the results are automatically documented in the EUROPASS Mobility
	  ○ In the publication of the project is mentioned that one of the added values of the THEME project is that sending and receiving institution share the same language: same instruments, method and assessment criteria. No information on assessment criteria on the specific examples were identified
	  ○ No assessment exercises were identified

Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	The document describes the methodology used in the ICARE project for the evaluation of the Learning Outcomes included in the matrices. In order to assess both knowledge and practical skills of candidates, the test comprises a part with **procedure simulations** and **oral questions** and a part with **multiple choice** questions concerning theoretical topics. The test follows the different moments and situations that the candidate will share with the assisted person (elder or baby):

Project Title	Findings related to the dimension
	the morning awakening, dressing and washing the baby/the elder, feeding the baby/the elder, keeping the environment clean, preparing the baby/the elder for the rest/the night. Three main criteria have been used in the evaluation methodology: - the presence of the main elements of an action - the order of execution of the action - the use of the equipment Assessment criteria are called elements to be assessed **ICARE Testing Phase** The report describes the piloting phase launched in all participating countries in order to assess the usability and validity of the ICARE model. Apart from Italy, where the tools were tested for all professional profiles, each partner country undertook a testing activity focusing on two professions. The piloting phase was implemented between September 2012 and March 2013. Altogether, the ICARE piloting phase involved a total of 82 candidates who undertook the testing process, 21 assessors who used the ICARE tools for assessing competences, and 11 organisations (nursing homes, VET agencies, colleges, dentist's surgeries, …) having made their premises available for the implementation of the assessment sessions.

Project Title	Findings related to the dimension
Project 3: **EUPA** Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	Assesment methods (called Assessment tool) • Written exercise • Discussion • Inspection of supplied evidence • Simulation • Verbal Exercise • Multiple Choice Question • Observation • Role play • Portfolio of Evidence Assessment criteria were defined for each learning outcome and based on the nature of each learning outcome the method was selected. 75% of the unit credits had to be reached in order to be successful The project developed two important tools: 1) The current situation map which presents the current situation of the personal assistants in each of the learning outcomes 2) The EUPA personal development map which presents the ideal and the assessed situation together with the gap between them – visualized with different colours.
Project 4:	• No assessment of learning outcomes of each Unit of learning • But assessment of Units of learning outcomes = Cluster the

Project Title	Findings related to the dimension
2get1care Lifelong learning and interprofessionalism in health care professions http://www.2get1care.de	current Units of learning • Assessment on a unit basis In Germany, a competence assessment at the level of units of learning outcomes cannot as a matter of principle provide a replacement for regulated final examinations. The statutory foundations take priority and must be complied with. Vocational education and training is viewed as an integrated educational concept, whereby teaching time and final examinations are equally important in terms of achieving the degree of training. In accordance with the German professional laws for the healthcare occupations, the final examination is an integral component of overall training. The final examination extends to cover all skills and knowledge learned in the company or during the practical phases and the teaching material imparted at (vocational) school. Those completing training are only awarded a certificate and final qualification upon passing the final examination. It is, however, perfectly possible for the statutorily regulated final examination to be turned into a form that logically fits into learning field or leaning outcome oriented curricula and that examines and maps competences from all competence dimensions. This is a route currently being pursued in the case of the healthcare occupations in North Rhine-Westphalia (see also WEßLING 2011) (p49)
Project 5:	Details in Annex 1

Project Title	Findings related to the dimension
EASYMetal European Credit System for basic vocational qualifications in metal industry http://www.easymetal.inbas.com/	The EASYMetal project bases its concept for the assessment of performance on the following work stages. ▪ **Development of performance oriented work terms:** The analysis of learning outcomes in the form of knowledge, skills and competences (see development of the units of learning outcomes) is based on predefined work terms oriented towards performance, i.e. the action (see Figure 2). ▪ **Performance oriented verbs:** By the same token, it was possible to use the work terms to find verbs for the description of the learning outcomes that express a visible action. These verbs facilitate the selection of suitable measurement instruments. ▪ **Definition of test criteria:** Test criteria setting out the objects to be tested are mapped to each unit of learning outcomes. In EASYMetal, it has proved necessary to present the learning outcomes themselves in generalised form in order to make it possible for the units of leaning outcomes to be deployed in completely different education and training (training provider, vocational school, a wide range of companies in the metal working branch operating in the craft trades and industrial sectors). These generalisations accord due consideration to the circumstance that providers of vocational training preparation schemes are variously equipped. The test criteria set out the generalised descriptions of learning outcomes in precise terms (see Figure 1 in Annex to project

Project Title	Findings related to the dimension
	Easy Metal). ▪ **Execution of the assessment of performance:** The assessment of performance proposed by EASYMetal is located below the level of a formal examination. This is in accordance with the regulations set out in the Vocational Training Act (BBiG) and the Crafts and Trades Regulation Code (HwO). The background to these regulations is the vocational education and training system, which in Germany is aligned in a holistic manner. Modules forming part of training and tested by the competent bodies before being subsequently accumulated are in contrast to the fundamental idea of the dual system. There is no formal regulation in place for the examination of partial qualifications within the training sector. See Table 1 in Annex to project Easy Metal for more information about Quality assurance standards for the execution of an assessment of performance. The implementation of the proposed assessment of performance generally requires that the general conditions (e.g. equipment, specialist staff) and the stipulations for the execution of vocational training preparation schemes (contractual objectives, training remit) are appropriately adapted and that the training institutions offering vocational training preparation schemes receive support. Such education and training policy decisions lie outside the area of competence of EASYMetal.

Project Title	Findings related to the dimension
Project 6: **ESyCQ** European Credit System for Commercial Qualifications http://www.ecvet-professional.eu/index.php?lang=en	▪ A competence assessment process for the evaluation and recognition of learning outcome units is being used. In addition to the evaluation of formal learning, also non-formal and informal learning and learning phases between training systems are assessed. ▪ - The competence assessment is based on the CEMES method and consists of a **three-level mix of methods** for a comprehensive assessment of learning outcomes. The objective is to elaborate the "profile of learning outcomes" of a candidate. ○ - The first two levels of the mix of methods consist of an online-based multiple choice test and the online-based answering of open questions. They provide information for the third level of the competence assessment – the personal assessment by assessors. The results of the online-based test and the assessment enable the assessor to evaluate the candidate's competence level with an adequate profoundness. For the first two phases, the CEMES platform is used as an assessment tool. ○ - For each unit there is a test assigned. ○ - A final qualification is only issued if the person has passed a final exam.
Project 7: **SME MASTER Plus**	Non applicable

Project Title	Findings related to the dimension
http://www.sme-master.eu/	
Project 8: **ZOOM** Building up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	There is a clear evaluation process as well as evaluation criteria Several evaluation methods are used such as (in the case of Slovenia) • PART I: Practical Part consisting of two examination units: • PART II: Professional-Theoretical Part consisting of five examination units: • PART III: Management and Economy Part consisting of a single examination unit • from the following areas of expertise: Company and Operation, Basics of Marketing, Financial-Economic Operations, Legal Aspects of Operation, Legislation, and Administration and Management. • PART IV: Pedagogical-Andragogical Part consisting of two examination units: • Psychological Bases of Learning, Planning and Implementing the Learning Process, • Practical Education Methodology, Monitoring and Verification of Learning Outcomes, and • Educational System.
Project 9: **NETW.O.R.K**	n/a They suggest using the grid proposed in the LdV 2000-06 Project 'ECVET IN FOOD'

Project Title	Findings related to the dimension
Web page not functional	
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	Each country has a different assessment process. Hosting assessments can be comparable (in terms of assessment method, timing of assessment, profiles of assessors), or they can be different but still considered reliable (e.g. FR and NL have very different assessment approaches but the quality assurance is in place and hence the assessment can be considered as reliable). In both cases there is no problem to recognise assessed learning outcomes. A problem can arise in countries where assessments are not at all comparable. In Italy for instance learners do not have to carry out certain tasks in front of the assessors, but instead they discuss it with a jury. In such cases, a specific assessment will have to be defined in the learning agreement. The main elements covered in the learning agreement are: • What are the assessment criteria? • How the learning outcomes will be assessed? • When will assessment take place? • Who will assess? • Where will the assessment take place? For each learning agreement, all these questions have to be defined.

Table 10: : Comparison of projects on dimension 7 (assessment methods)

Dimension 8: What are the validation methods for learning outcomes?

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – a European Project in Vocational Education and Training http://www.theme-eu.net/index.html	The project uses and adopts ECVET instruments in order to improve recognition and validation of internships
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	Non applicable
Project 3: **EUPA** Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	A certificate of attendance was issued to individuals that attended a course for one learning unit. A certificate of competence was issued once the assessment was successful. Both documents are referring to non-formal learning. For this reason they are not validated in the participating countries

Project Title	Findings related to the dimension
	Cyprus, Slovakia and Greece.
Project 4: **2get1care** lifelong learning and Interprofessionalism in health care professions http://www.2get1care.de	(p49) Validation and recognition of learning outcomes • No formal recognition (validation und recognition) of the learning outcomes of pupils by the individual discipline based schools was planned within the scope of the project due to the fact that all participating schools are operated by the same provider and the integrated module form a integral component of all four training courses.
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal industry http://www.easymetal.inbas.com/	The institution that conducts the assessment of performance issues a certificate. There is no official validation
Project 6: **ESyCQ** European Credit System for Commercial Qualifications	• They did a relative comparison between the German Chamber's levels in every profession and the qualifications' learning units. • All qualifications are based on chamber regulations

Project Title	Findings related to the dimension
http://www.ecvet-professional.eu/index.php?lang=en	
Project 7: **SME MASTER Plus** http://www.sme-master.eu/	Overview of Master Craftsperson Qualification was developed This overview provides information on • the title, level of education and legal basis of Master Craftsperson Qualification • the competent institutions and/or awarding bodies • examination • the training schemes and training providers • the qualifications in which Master Craftsperson Qualification can be achieved in Austria (AT), France (FR), Germany (DE), Norway (NO) and Slovenia (SI).
Project 8: **ZOOM** Buildung up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	The Federal Ministry of Economy, Family and Youth (BMWFJ) is the authority awarding the qualification "master craftsperson in motor vehicle engineering" in Austria In France The title is issued by the President of the regional or departmental skilled craft chamber by delegation from the President of APCMA. The skilled craft chambers need to apply the general regulations and the specific regulations for each profession. No details are provided on the method of validation
Project 9: **NETW.O.R.K**	The partnership has been able to bring about: the definition, validation and recognition – within the diversified specific characterisations of training paths (formal and informal)

Project Title	Findings related to the dimension
Web page not functional	effectively existing in the chosen areas of qualification – of congruent and measurable "modules" (learning outcomes and units), valid for all the partners countries.
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	Each partner will decide the rules and procedures for transfer and recognition according to national context.

Table 11: Comparison of projects on dimension 9 (validation methods)

Dimension 9: Are the occupational standards3 put in place? Were they used in the development of the project?

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – a European Project in Vocational Education and Training http://www.theme-eu.net/index.html	The project suggests that the development of competence matrix (based on work based procedures) will be useful for the development of occupational standards
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	Non Applicable
Project 3:	Non Applicable

[3] Use of learning outcomes in occupational standards: To define the tasks and expectations of a given occupation. To serve as a basis for defining work practices, continuing training, recruitment, performance appraisal systems, but also social dialogue. Occupational standards can also be used to define VET qualifications (

Project Title	Findings related to the dimension
EUPA Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	
Project 4: **2get1care** Lifelong learning and interprofessionalism in health care professions http://www.2get1care.de	Non Applicable
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal industry http://www.easymetal.inbas.com/	Non Applicable
Project 6: **ESyCQ** European Credit System for	Non Applicable

Project Title	Findings related to the dimension
Commercial Qualifications http://www.ecvet-professional.eu/index.php?lang=en	
Project 7: **SME MASTER Plus** http://www.sme-master.eu/	Yes
Project 8: **ZOOM** Building up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	Non Applicable
Project 9: **NETW.O.R.K** *Web page not functional*	Non applicable
Project 10: **Recomfor, NetinVet,**	The project has actually developed a job profile and not a qualification framework

Project Title	Findings related to the dimension
Cominter *no website identified*	

Table 12: Comparison of projects on dimension 9 (occupational standards)

Dimension 10: Is the reference to the EQF/NQF given?

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – European Project in Vocational Education and Training http://www.theme-eu.net/index.html	No The products of THEME project, especially competence matrices with partial competences and the TSMT can significantly contribute to the operationalization and implementation of the national and European level instruments and measures of comparability of qualifications in the field of mobility of VET students and learners. **The discerning of partial competences permits to identify more precisely the referencing of these steps to the levels of the NQFs /EQF. The TSMT includes the preparation of** the ECVET documentation in the management of mobilities.
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	Yes, but it was found out that the levels are different in the project countries for existing profiles • Family Assistant EQF level IT2, DE2, RO2, PL3 • Dental Assistant EQF level IT5, DE4, PL2/3 • Housekeeper EQF level IT1, DE2 • Socio-Assistance Assistant EQF level IT5, PL3 • Care operator EQF level IT4, DE3, RO3 • Cleaner level EQF level IT1, DE1, PL1 • Babysitter EQF level IT2, DE2, RO2, PL2/3

Project Title	Findings related to the dimension
	• See document “Identification….” p 38 and following
Project 3: **EUPA** Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	Yes, for qualification on level 2, 3, 4 and 5
Project 4: **2get1care** Lifelong learning and interprofessionalism in health care professions http://www.2get1care.de	Yes, level 4 and 5 On the basis of the analysis of the work situations in which the competences need to be deployed and via the analysis of published skills profiles, it became clear that EQF level 4-5 should be aimed at for the modules. (p47)
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal industry	Yes Level 2

Project Title	Findings related to the dimension
http://www.easymetal.inbas.com/	
Project 6: **ESyCQ** European Credit System for Commercial Qualifications http://www.ecvet-professional.eu/index.php?lang=en	- Yes , they reference it to the German Qualification Framework DQR - Salesman for logistic and transport services - Office clerk - IT management assistant - Commercial assistant, main focus: office economics - Commercial assistant, main focus: data processing - Network administrator, certified by the Chamber of Commerce All qualifications are aligned to DQR reference levels 3 to 5.
Project 7: **SME MASTER Plus** http://www.sme-master.eu/	There is the matrix document for each of 4 qualifications, but the reference to EQF and NQF is blank.
Project 8: **ZOOM** Building up mutual trust: Zooming in	• The project focuses on the descriptors of level 6 of the qualifications framework. • One procedural role to be applied in referencing qualifications to the reference framework is the so-called

Project Title	Findings related to the dimension
on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	best-fit principle, which means that if not all three dimensions (knowledge, skills and competence) of a level apply, qualifications are to be referenced to the level whose descriptions fit the respective qualification best. To date, however, no procedural specifications exist on how to proceed when applying the best-fit principle.
Project 9: **NETW.O.R.K** *Web page not functional*	YES there is a reference to EQF/ NQF
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	Job Profile import and export commercial assistant EQF Level 4 / 5

Table 13: Comparison of projects on dimension 10 (reference to EQF/NQF)

Dimension 11: Are the following criteria for description of the learning outcomes fulfilled? Are they defined and described in clear and simple language?Do they encourage students' active participation? Do they demonstrate achievement within a set timeframe? Can the Learning Outcomes be assessed?

Project Title	Findings related to the dimension
Project 1: **THEME** Supporting Occupational Mobility – a European Project in Vocational Education and Training http://www.theme-eu.net/index.html	• Learning outcomes are described in a clear and simple language • LOs demonstrate achievement during the period of mobility. In the learning agreement the learning outcomes for the period of the mobility are presented • LOs can be assessed
Project 2: **I CARE** Improving Mobility and Career Paths for Personal Care and Social Workers http://www.icareproject.eu/index.html	There is a table stating the regulated and non-regulated profiles / occupational standards for the selected profiles in partner countries, see "identification…" p39 and following The learning outcomes are defined and described in clear and simple languages, see matrices The Learning Outcomes encourage active participation of the students. In the curricula of the selected profiles a timeframe was taken into consideration. There is a table of regulated learning programmes for the the selected profiles in partner countries,

Project Title	Findings related to the dimension
	see “identification…” p39 and following There is a clear reference between the matrices and the allocation of the learning outcomes in the theoretical and practical assessment tests for each of the qualification (see document “….Matrix&Test” in the Dropbox
Project 3: **EUPA** Validation of Formal, Non Formal and Informal Learning: The Case Study of Personal Assistants	Guidelines for content, instruction and evaluation are given in the curricula. Learning outcomes are defined in clear and simple language, in some cases learning outcomes could be split into two different learning outcomes. The Learning Outcomes encourage active participation of the students. In the curriculum a timeframe was taken into consideration (recommended hours for the unit course) Yes, LO were assessed within the project work for level 2.
Project 4: **2get1care** Lifelong learning and interprofessionalism in health care professions http://www.2get1care.de	Guidelines for content, instruction and evaluation are given in the curricula. The language is simple and clear but could be improved in terms of active verbs. (Based on the extract document it is very general and similar for all professions, however, it is assumed that in the full document there more specific information)

Project Title	Findings related to the dimension
	Yes, active participation is mentioned, in particular in skills. Yes, there is a set timeframe in the curriculum. As mentioned above the learning outcomes could be assessed but this was not foreseen in the project, in particular for regulated professions.
Project 5: **EASYMetal** European Credit System for basic vocational qualifications in metal industry http://www.easymetal.inbas.com/	No information was identified
Project 6: **ESyCQ** European Credit System for Commercial Qualifications http://www.ecvet-professional.eu/index.php?lang=en	• The learning outcomes are defined and described in clear and simple languages, see matrices • The Learning Outcomes encourage active participation of the students. • No they don't demonstrate achievement within a set timeframe
Project 7: **SME MASTER Plus**	Non applicable

Project Title	Findings related to the dimension
http://www.sme-master.eu/	
Project 8: **ZOOM** Buildung up mutual trust: Zooming in on EQF-level six with regard to the engineering sector http://www.zoom-eqf.eu/	Los are described in a clear and simple language Yes they do Learning outcomes can be assessed
Project 9: **NETW.O.R.K** *Web page not functional*	Yes LOs are indicated in a clear and simple language. Yes they used active verbs. Yes the Los can be assessed.
Project 10: **Recomfor, NetinVet, Cominter** *no website identified*	The project developed a job profile. Learning outcomes are not expressed in accordance to the documentation

Table 14: Comparison of projects on dimension 11 (criteria for the description of the learning outcomes)

8. Main conclusions drawn from comparison of different projects and key decisions for the EupaNext project

The following table presents a short comparison between the projects and the key decisions taken for the EupaNext project.

Dimension	Decisions in EupaNext
• **Dimension 1:** How the learning outcomes are defined in the selected projects? Is it holistic approach or description in terms of EQF knowledge, skills and competences? Or other approach	According to the Zoom project "the holistic approach is a kind of summary between knowledge, skills and competences". We have used the term "holistic approach" in a consistent way to that used by project Zoom (Gabriele Grün (ibw), 2009). According to this project "*the holistic approach examines three components (knowledge, skills and competences) together as a whole. The holistic description is to be seen as a kind of summary of the three descriptors knowledge, skills and competence and examines these three components together as a whole.* **In EupaNext** • The consortium recognises the fact that there are specific advantages in the holistic approach that provides an overview of related knowledge, skills and competences. In fact this approach was adapted by the

Dimension	Decisions in EupaNext
	predecessor project EUPA. The main disadvantage however is the fact that the QF itself does not provide clear guidance to curricula and training materials developers on what exactly they need to include in the curricula and training materials respectively. EupaNext project, although used and improved the existing QF has decided to analyse the holistic learning outcomes into learning outcomes dealing with knowledge, skills and competences separately thus providing developers with clear instructions and at the same time demonstrating the progression between the levels.
• **Dimension 2:** In which settings are the learning outcomes used: Occupational Standards, Curricula and Training Programmes, Assessment specifications, Qualification descriptors, NQF Level Descriptors, Uses of learning outcomes for purposes other than teaching and assessment	Different projects use learning outcomes in occupational standards (THEME, ESyCQ), qualifications (ICARE, Eupa, ESyCQ, EasyMetal), Curricula (EUPA, Network) **Eupa Next** • Uses the Learning outcomes for curricula and training programmes. Learning outcomes are will also be used for the development of assessment.
• Dimension 3: What is the procedure of developing of qualification or curricula	Several projects use different procedures as

Dimension	Decisions in EupaNext
in the context of EQF/ECVET? What was taken into consideration for the development	indicated in the previous section. **In EupaNext:** • The procedure should always begin with a research including both the target group and other stakeholders. This research should begin with the tasks one performs and how these tasks differentiate across levels. • Once the tasks are identified, these are defined in terms of knowledge, skills and competences that should also progress across the levels. These learning outcomes expressed in knowledge, skills and competences will guide curricula and training materials developers.
• **Dimension 4:** What is the procedure of developing mobility activities in the context of ECVET? What are the technical tools used	This is not applicable in the context of EupaNext
• **Dimension 4:** Are the learning outcomes designed towards whole qualification/Curriculum or only part of the qualification/curriculum?	**In EupaNext:** • Learning outcomes have been designed towards a whole qualification in four different levels. However these qualifications are structured into units

Dimension	Decisions in EupaNext
	(defined as a set of related learning outcomes) thus providing a flexible way of learning. In that sense we can also say that learning outcomes have been designed as a part of a qualification
• **Dimension 5:** Are the learning outcomes designed towards whole qualification/Curriculum or only part of the qualification/curriculum?	**In EupaNext** • learning outcomes are designed towards four different qualifications (Levels 2-5)
• **Dimension 6:** Are the credit points assigned? If yes, what is the approach to assign the credit points? How many hours are assigned to 1 ECVET point. What was the procedure behind to assign the ECVET points? Are they assigned according to the according to the relative weight/percentage of the activity within a job profile? Or according to the time required to achieve a given unit of the learning outcomes.	This is probably the most important dimension of our project as it was one of the main project objectives to review methodologies from other projects and decide how we will allocate ECVET points **In Eupa Next project.** • The examination of different projects was indeed very useful and a real learning process. • Seven out of the ten projects examined did allocation of credit points in one way or another. In general we need to stress out that the points are being allocated in a diverse way using different methodologies which leads to the conclusion that more clear instructions may need to be provided

Dimension	Decisions in EupaNext
	if we want to have a robust compatible system across the countries of the European Union. Additionally the following are being mentioned: • It is often the case that credits are allocated based on the parameter of time (ie how long the training is). To our opinion although this method is comparable to the ECTs points it is not compatible with the output orientation of the approach. We should not be interested on how the knowledge, skills and competences have been attained but whether one has them or not) • In other cases expert advice is provided to assign credits to a whole qualification (SME MASTER Plus) • There are projects that allocate credits to learning outcomes (EUPA) or credits to units • Allocation of points to units is done either by taking into consideration the workload for the unit or the relative importance of the unit to the whole qualification. In some cases this is done solely through the

Dimension	Decisions in EupaNext
	use of expert's opinion • As well stated in projects Recomfor, NetinVet, Cominter There is no mathematical way of allocating points. Projects need to consult all stakeholders and engage in a negotiation process. It is difficult to say if the result is a neutral representation of the importance of the units. In ECTS, points represent the volume of workload in terms of time, which is maybe considered as a more neutral representation. As this is not possible with ECVET, the only solution is to work towards a common agreement and the consensus of all stakeholders, although they look at units from a different point of view. **In EupaNext:** • The consortium strongly feels that ECVET credits should adapt the output oriented approach. In other words we should not care how much time one spend to learn something but what he/she know and is able to do. The methodology to be used in the EupaNext project is presented in section

Dimension	Decisions in EupaNext
	9.
• **Dimension 7:** What are the assessment methods and criteria for learning outcomes?	• Different projects have used different assessment methods from online assessment methods ranging from online assessment tools, self assessment (THEME). • Assessment methods such as simulation, oral assessment, multiple choice, written exercise, discussion, inspection of supplied evidence, observation and r ole play have been mentioned (EUPA, Icare). • In some cases assessment is on the level of the learning outcome and in others it was on the level of the unit • In some cases there is a formal assessment process described e.g. EasyMetal. This assessment process takes into consideration the verbs used in the learning outcome, thus the assessment responds directly to the verb. Assessment criteria are also mentioned. • In some countries a different assessment process is used between the countries **In EupaNext:** • A variety of assessment methods will be used including written exercises, oral exercises, practical demonstration and

Dimension	Decisions in EupaNext
	projects. • A formal assessment process and criteria will be set through IO4. The assessment criteria will be set through IO4. • The assessment process will be the same between the countries.
• **Dimension 8:** What are the validation methods for learning outcomes?	In some of the projects validation is done through the use of ECVET inststruments. In other projects validation is done through assessment. In many cases this validation is non formal (EUPA) ie it is not officially recognised. In other cases it is formal |(SME MASTER Plus) **In EupaNext** • The consortium considers the ISO certification to be a formal validation for the learning outcomes
• **Dimension 9**: Are the occupational standards put in place? Were they used in the development of the project?	In most cases no occupational standards were put in place and used in the development of the project.
• **Dimension 10:** Is the reference to the EQF/NQF given?	Most of the projects make a reference to the European Qualification Framework. **In EupaNext:** • Qualification framework, training materials,

Dimension	Decisions in EupaNext
	curricula and assessment will be aligned with the level definitions in the European Qualification Framework.
Dimension 11: Are the following criteria for description of the learning outcomes fulfilled?	
○ Are they defined and described in clear and simple language?	As most of the projects examined were EQF and ECVET projects special care was taken to express learning outcomes in clear and simple language. **In EupaNext** • Learning outcomes in EupaNext will be defined in clear and simple language
○ Do they encourage students' active participation?	As most of the projects examined were EQF and ECVET projects special care was taken to encourage students' active participation **In EupaNext:** • Learning outcomes in EupaNext will be encourage active participation
○ Do they demonstrate achievement within a set timeframe?	In EupaNext we do not set timeframes. We are not interested in how much time
○ Can the Learning	As most of the projects examined were EQF and ECVET projects special care was taken to ensure that

Dimension	Decisions in EupaNext
Outcomes be assessed?	learning outcomes can be assessed. **In EupaNext** • Active verbs from Blooms taxonomy will be used to ensure the assessment of learning outcomes

Table 15: Main conclusions drawn from comparison of different projects and key decisions for the EupaNext project

9. Methodology to be used in the EupaNext project to assign ECVET credits to the units

At the sector level, EupaNext aims to develop a **European/International qualification for administration personnel in four EQF levels**. The consortium used the brainstorming method to decide how assign credits to the units of the qualification framework[4] and the method of survey was decided. The results of this survey will support the project consortium when identifying the **workload** and the **importance** of different working areas. According to the results, which will be collected among people working in the sector, employers and VET providers, the allocation of ECVET credits will be agreed.

The assignment of credits will be done using three target groups:

1. Administrators
2. VET Providers
3. Employers

Three research tools have been developed, one targeting the members of the sector ie Administrator personnel, one targeting VET providers and one targeting employers. The research will be done through an electronic tool using Survey Monkey. The research tools are available in Appendices 4,5,6

Administration sector:

Members of the administration sector will have to select whatever characterises them more from the following statements:

[4] And not to the learning outcomes as has happened in the predecessor Eupa project,

- I have a bachelor or a master's degree and I work as an administrative assistant, personal assistant, secretary etc.
- I have a formal (non academic) certificate in administration (3 years certificate) and working experience of more than five years. I speak a second language and I am a proficient user of ICT.
- I do not have a formal (non academic) certificate in administration (3 years certificate) but I have working experience of ten years or more. I speak a second language and I am a proficient user of ICT.
- I do not have a formal (non academic) certificate in administration (3 years certificate) but I have working experience of ten years or more. I do not speak a second language and I am an intermediate user of ICT.
- I have a formal (non academic) certificate in administration (3 years certificate) and working experience of less than five years. I speak a second language and I am a proficient user of ICT.
- I have a formal (non academic) certificate in administration (3 years certificate) and working experience of less than five years. I do not speak a second language and I am an intermediate user of ICT.
- I do not have any formal (non academic) certificate in administration (3 years certificate) but I have participated in some non formal learning in the field (at least 10). I have working experience of less than five years. I do not speak a second language and I am a basic user of ICT.
- I do not have any formal (non academic) certificate in administration (3 years certificate) but I have participated in some non formal learning in the field (at least 10). I have working experience of less than five years. I speak a second language and I am an intermediate user of ICT.
- I am a secondary school graduate with no formal (non academic) certificate (3 years certificate) with five years of experience in the field of administration. I speak a second language and I am an intermediate user of ICT.
- I am a secondary school graduate with five years of experience in the field of administration. I do not speak a second language and I am a basic user of ICT.
- I am a secondary school graduate and I have just started working in the field of administration. I do not speak a second language and I am a basic user of ICT.

Based on the reply from the administrator, the system will redirect the survey participant to the appropriate level and would ask them to allocate 100 points to the units of the qualification framework **based on their workload**.

Employers sector:

In the case of employers, they were asked to allocate 100 points on the units of each level **based on their perceived importance.**

VET providers sector:

In the case of VET providers, they were asked to allocate 100 points on the units of each level **based on their perceived importance**

The instructions send to the partners are shown in Appendix three.

10. Appendices

Appendix 1: Presentation on EQF (First learning activity of project EUPA-NEXT)

Appendix 2: Presentation on ECVET (First learning activity of project EUPA-NEXT)

Appendix 3: Instructions to the partners

Instructions for project partners:

Assignments of credits for Qualification Frameworks

(Level2 / Level 3 / Level 4 / Level 5)

What is this about?

At the sector level, the project aims to develop a **European/International qualification for administration personnel in four EQF levels**. The results of this survey will support the project consortium when identifying the workload and the importance of different working areas. According to the results, which will be collected among people working in the sector, employers and VET providers, the allocation of ECVET credits will be agreed.

The assignment of credits will be done using three target groups:

1. Administrators
2. VET Providers
3. Employers

VET providers and Employers will be asked to assign credits to all levels. It was too difficult to classify employers and VET providers according to levels. For these two categories credits will be assigned in accordance to **PERCEIVED IMPORTANCE**. Two links will be sent to you shortly for two electronic questionnaires (one for Employers and one for VET providers).

As far as people working in the sector are concerned, based on criteria they will be diverted to a specific level to assign credits to units in accordance to their **WORKLOAD.** Another link will be send to you for the electronic questionnaire for people working in the sector.

Circulation of survey

There are two ways of circulating the survey. The first one is through the link. The disadvantage of this method is that we will not know from whom we have received the responds (we will only know the IP). The second way is to send us the emails you want to circulate the survey to in a txt formal and we will get survey monkey to do it for you. In this case you need to send three separate txt files (one for employers, one for administrators and one for VET providers). Please inform us (VHS/MMC) on the method you will use.

Survey monkey is being used for the survey and due to the requirements of the survey we had to use a paid version that will be valid until the 14th of October. ***Please make sure that you disseminate the survey before that time. Note that the functionality that requires the paid version is for Administrators, therefore it is wise to run the survey for administrators first.***

The links to the questionnaires are the following:

Employers	https://www.surveymonkey.com/r/PSMRCV3
VET providers	https://www.surveymonkey.com/r/PS6WG63

People working in the administration sector	https://www.surveymonkey.com/r/PSDGR9G

TRANSLATIONS

If you require translated versions please send us the translations of the questions and the units ASAP. VHS note that in case of translated versions you need to combine the results from different files (as they will appear as different surveys).

Do use the translation option if required as this translation will take place at a later stage anyway.

NUMBERS

Please collect questionnaires per country from:

- at least 20 administrators / people working in the sector
- at least 10 VET professionals or VET providers
- at least 10 employers.

Please note that we need to have enough results to assign credits to all levels. As we have added level 2 also MMC will do double the numbers for each category. However, please make sure that you disseminate the surveys to enough people to ensure that we have valid results.

Pilot testing of survey

We have validated the survey many times but we feel it is good that you also validate it once before running it. So

1. Please ask one of your administrators to run the survey for administrators
2. Please ask a member of your management team to run the survey for employers
3. ONLY FOR VET PROVIDERS: Please ask one of your trainers to run the survey for VET providers

Reporting

The advantages of using Survey monkey is that you do not need to provide any report as all results are collected by the system. We will be informing you in case targets are not met but please make sure you invite more people to participate to ensure that we have enough results for the analysis.

Appendix 4: Questionnaire to Employers

Appendix 5: Questionnaire to VET Providers

Appendix 6: Questionnaire to Administrators

11. Bibliography

(2011). USING LEARNING OUTCOMES, European Qualification Framework Series Note 4. Luxembourg: Office of the European Union.

Zoom project website. (2016, March). Retrieved from www.zoom-eqf.eu

CEDEFOP. (2009). *The shift to Learning Outcomes- Policies and Practices in Europe.* Luxembourg: Office for Official Publications of the European Communities,.

CEDEFOP. (2014). *Terminology of European Education and Training Policy, 2nd edition.* Luxembourg: Publications office of the european union.

CEDEFOP. (n.d.). *Archived Projects*. Retrieved from http://www.cedefop.europa.eu/en/events-and-projects/projects/archived-projects

European Commision. (n.d.). *Learning Opportunities and Qualifications in Europe*. Retrieved from https://ec.europa.eu/ploteus/search/site?f%5B0%5D=im_field_entity_type%3A97

Gabriele Grün (ibw), S. T.-A.-o.-e. (2009). Guidelines for the Description of Learning Outcomes.

This website was managed and developed 2010-2014 in the context of a contract issued by the European Commission and the Education, A. a. (2015, 03 22). Retrieved from http://www.ecvet-projects.eu

Contact us:

MMC Ltd

16 Imvrou Street

Nicosia 1055

Cyprus

Tel: 00357 22 466633

Fax: 00357 22 466635

Web: www.eupanext.eu

Email: eu@mmclearningsolutions.com

Facebook:

https://www.facebook.com/eupammc/