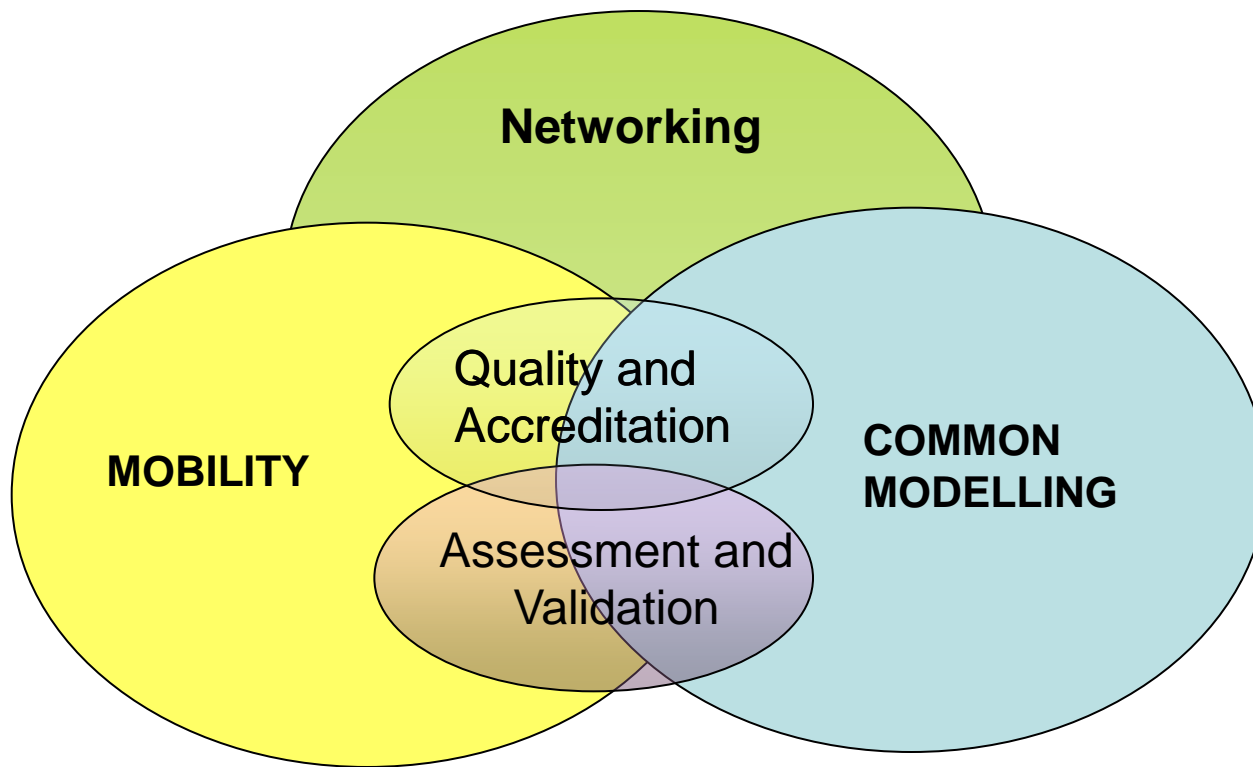




EQF Concepts and Development

Manuela Bonacci
Prague, 23 November 2010

Integration of Processes

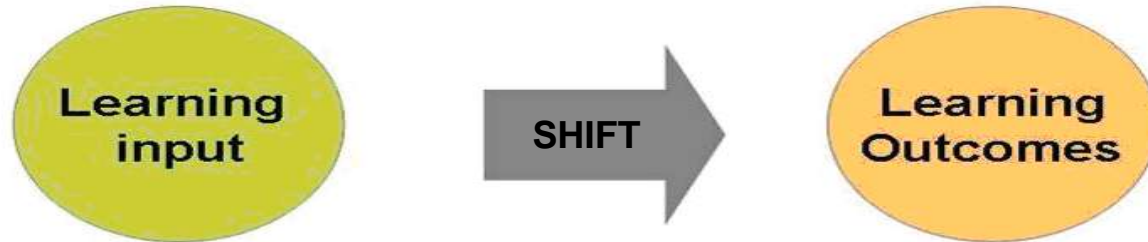


Requirements of Systems

- to base training provision and qualifications descriptions on **Learning Outcomes** (shift from input to output)
 - to steer training provision on **occupational competences** required by the Labour Market, towards **employability**
 - to consolidate **assessment** and **validation processes** of learning outcomes acquired in all different contexts (formal, non-formal, informal)
 - to develop **quality** and **accreditation** processes
 - to strengthen **networks** to extend participation of **stakeholders** (representatives of Education, VET systems, universities, training centres, social partners, trade unions enterprises) in the learning process.
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Sharing common concepts: “Learning Outcomes (LO)”

The attention is not anymore on **learning inputs** typical of teaching process (contents, length of the learning experience, type of institution, etc.), but on the **Learning Outcomes** typical of a learning process

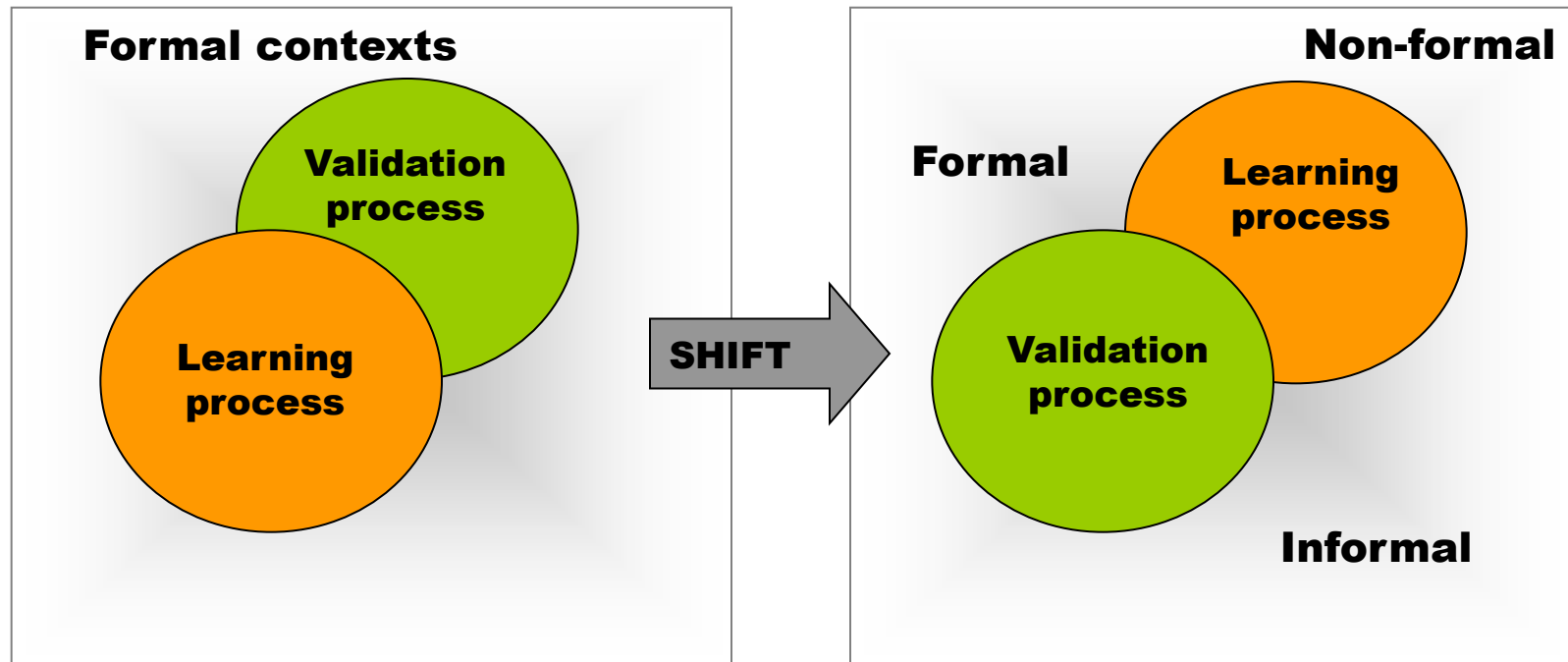


It reflects an innovative approach in the way of conceiving and describing learning (KSC).

It influences the way to conceive validation processes (all contexts).

The Learning Outcomes perspective is currently an important feature of national reforms of education and training systems

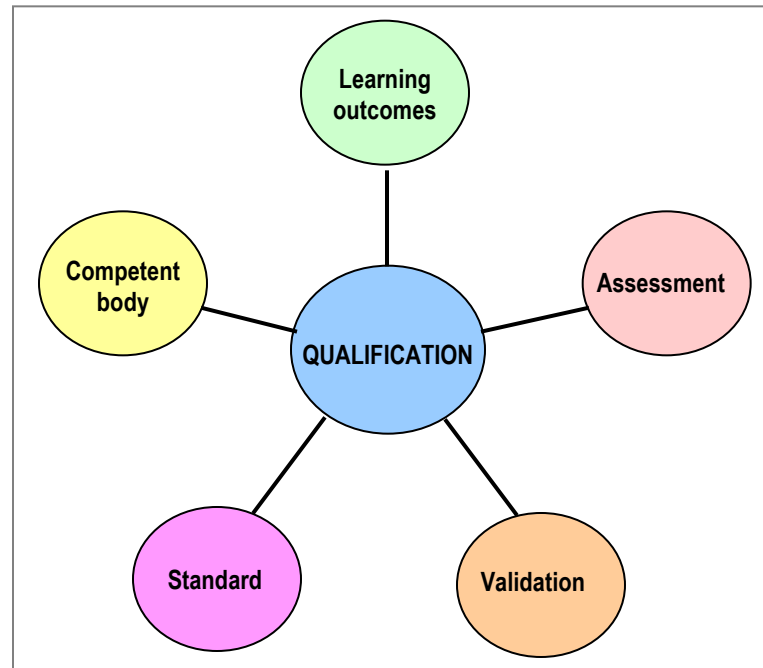
LO: validation process



This innovative approach induces individuals to request recognition and validation of LO acquired in different contexts, thus promoting lifelong learning and mobility

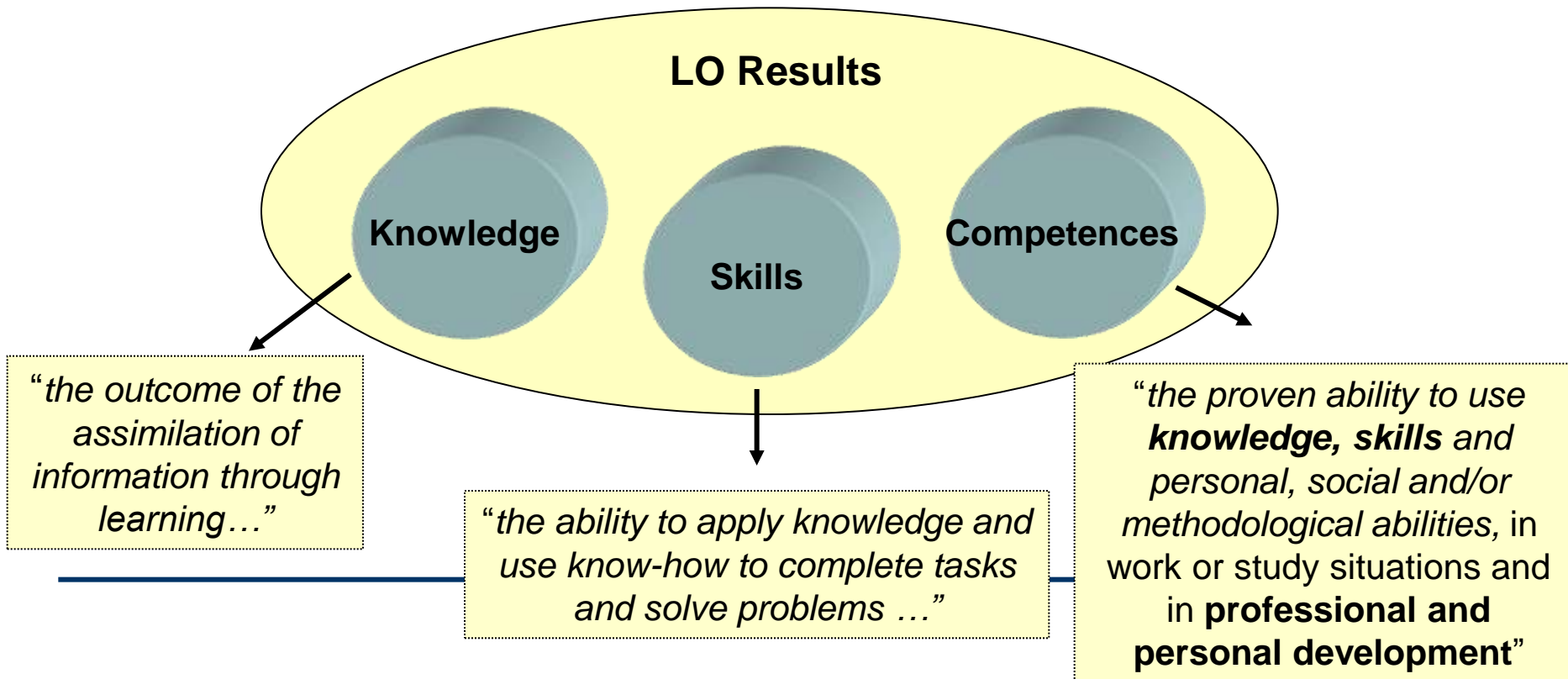
LO in the European Qualifications Framework

*“qualification” means a formal outcome of an **assessment and validation process** which is obtained when a **competent body** determines that an individual has achieved **learning outcomes** to given **standards***
(Recommendation 23rd April 2008)



The concept of “learning outcomes” and descriptors

*“statements of what a learner knows, understands and is able to do on completion of a learning process. Results are defined in terms of **knowledge, skills and competences (KSC)**”*
(Recommendation 23rd April 2008)



The European Qualification Framework (EQF)

EQF is based on **8 qualifications levels** defined on the basis of **Learning Outcomes** and specified through

Knowledge, Skills and Competence(KSC)

EQF has two main aims, to facilitate

- trans-national mobility and
- Lifelong learning

Levels and descriptors are wide enough to foster transparency and comparisons (mobility)

EQF covers **the entire span of qualifications**: from end of compulsory school to highest level of professional and academic qualifications

EQF Level 8

EQF Level 7

EQF Level 6

EQF Level 5

EQF Level 4

EQF Level 3

EQF Level 2

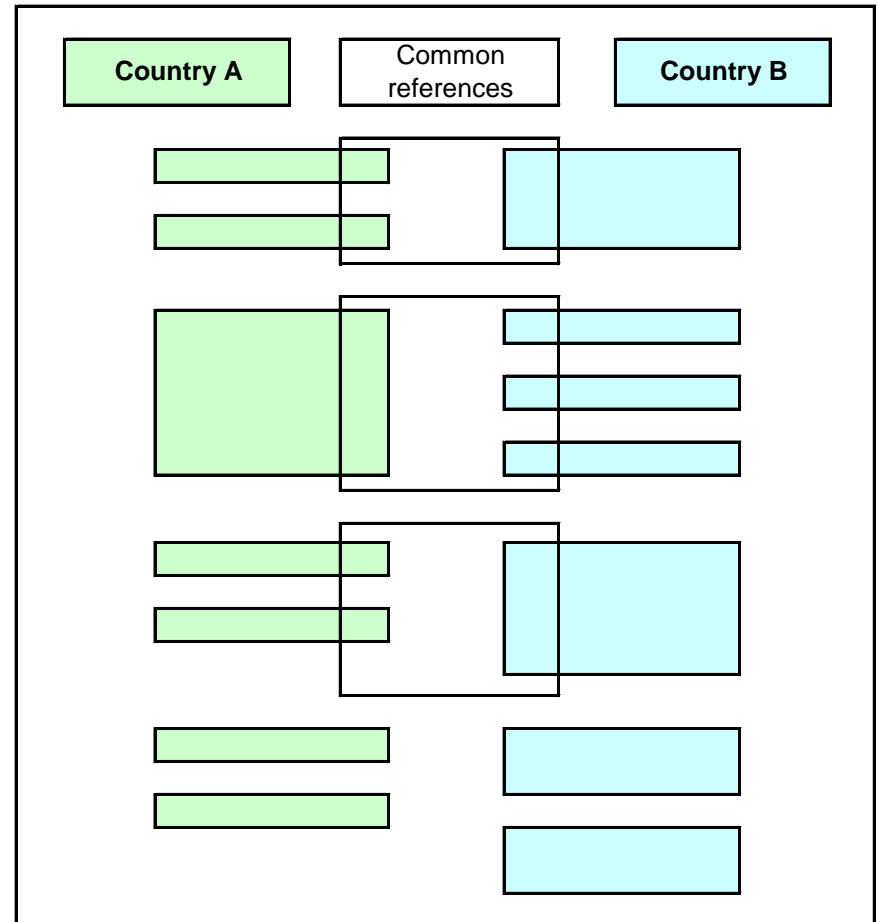
EQF Level 1

ECVET: Principles and Technical Specifications

- ❑ For ECVET purposes EQF is used as a reference for levels
 - ❑ **Qualifications** are described in terms of **Learning Outcomes (LO)** defined in terms of **Knowledge, skills and competence (KSC)**
 - ❑ LO are grouped to create **units** that can be **assessed and validated** (units are components of qualification)
 - ❑ **ECVET points** – numerical representation of the overall weight of LO in a qualification – are allocated **to both Units and qualification**
 - ❑ Assessed LOs constitute **credit** – the basis for enabling **transfer and accumulation**
 - ❑ ECVET facilitates individualized pathways and the recognition of LO acquired through **Non Formal and Informal learning**
-

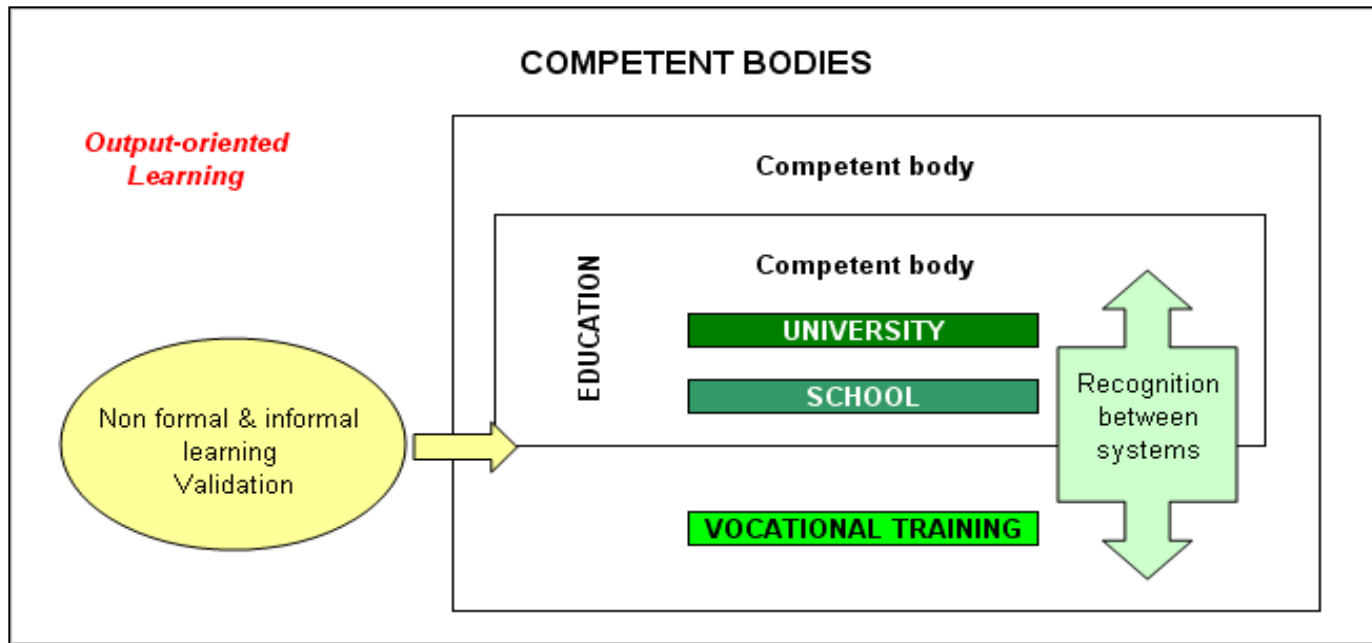
The European Credit System for Vocational Education and Training (ECVET)

The objective of ECVET is to facilitate the transfer, recognition and accumulation of assessed Learning Outcomes of individuals who are aiming to achieve a qualification.



Improve Mobility through Validation

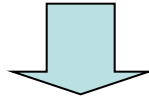
Validation of non-formal and informal learning suits more with the existing descriptions of learning (output-oriented) used for VET systems than those used for general and higher education (input-oriented), so more related to the description of labour in defined occupational standards (written as competences).



Employability and competences

Globalisation requires mobility to ensure that workers will not be trapped in jobs which have no future.

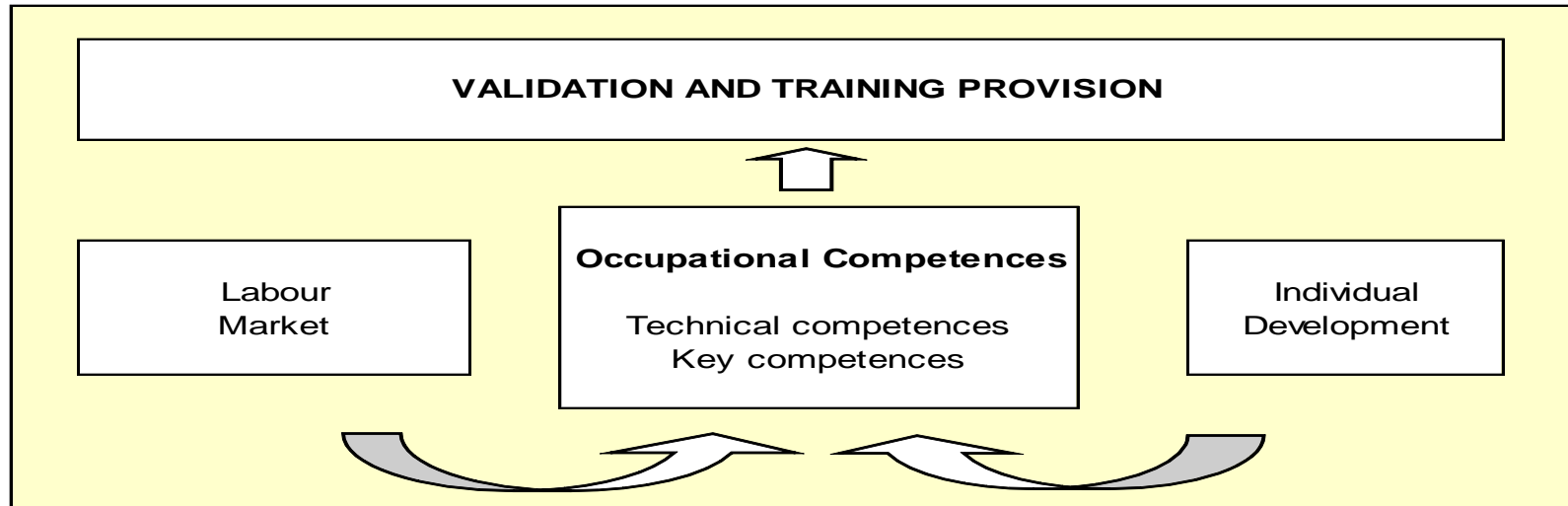
Improving competences and qualification is strongly needed especially within high technology sectors.



There are certain competencies, required by the labour context, which have the following characteristics:

- **adaptability** – they easily adapt to the changing demands of the labour market
 - **portability** – they easily contextualise their content
 - **transferability** – they can easily be transferred from one context/system to another
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Occupational Competences



Starting from the representation of the Labour Market, it is possible to lose some elements in general related to the personal dimension of individuals. In fact, the effort to standardize selected components of labour and describe “*occupational standards*” usually involve a loss, not all the aspects could be represented.

Thank you for your attention

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