The European Credit system for Vocational Education and Training (ECVET)
The concept and implementation

Vilnius 23 May

r.vanwezel@kch.nl
Annual ECVET forum

Stay connected to implement ECVET

Prague

13 & 14 JUNE 2013

The 2013 ECVET Forum will be on June 13th and 14th in Prague.

ECVET has been successfully tested through many pilot projects and is used in a large number of mobility schemes.

European strategies
AGENDA

- European policy context & initiatives
- ECVET Recommendation & objectives
- ECVET Technical elements
- Learning Outcomes approach
- ECVET in perspective of mobility
- Implementation in Europe
- Getting started with ECVET from
  - policy perspective
  - labour market perspective
  - Training Centre perspective
European policy context

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL
of 18 June 2009
on the establishment of a European Credit System for Vocational Education and Training (ECVET)
(Text with EEA relevance)
(2009/C 155/02)

EUROPE 2020

ANNEX II
ECVET — PRINCIPLES AND TECHNICAL SPECIFICATIONS
**Where do we come from?**

2005: European Reference tools: EQF, ECVET, EQARF

Emphasis on collaboration between EU member states, as a basis for mobility and LLL

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<td>Copenhagen</td>
<td>Maastricht</td>
<td>Helsinki</td>
<td>Bordeaux</td>
<td>Brugge</td>
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2008: EQF Recommendation

2009: ECVET/ EQAVET Recommendation

EU2020:
- ET 2020
- Youth on the Move
- New skills for jobs
Key words

• Bridge between labour market and E&T system
• Flexible learning pathways between education & training systems

• Validation of non-formal / informal learning

Lifelong learning

Mobility

Permeability

Transparency

Flexible learning pathways within education & training systems
Policy context
Europe 2020 strategy

Strategic framework for European cooperation in education and training ("ET 2020")

- Significant progress being made:
  - in support of national reforms of lifelong learning;
  - the modernisation of higher education;
  - the development of common European instruments promoting **quality**, **transparency** and **mobility**;

- Strategic objectives:
  - Making lifelong learning and mobility a reality;
  - Improving the quality and efficiency of education and training.
Eight EU countries hit 2020 education goals early: Eurostat

Published 12 April 2013, updated 16 April 2013
Tags Education, Europe 2020 strategy, higher education

Denmark, Cyprus, Latvia, Lithuania, Luxembourg, the Netherlands, Finland and Sweden have already met or even exceeded their 2020 national targets on boosting university education, defined three years ago at EU level to enhance the bloc’s labour force and ability to compete against global economic rivals.

The figures were released by Eurostat on Thursday (11 April) as part of its
7 DECEMBER 2010

The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020

I. NEW IMPETUS FOR VOCATIONAL EDUCATION AND TRAINING IN EUROPE

Quality and excellence

The diversity of European VET systems is an asset for mutual learning. But transparency and a common approach to quality assurance are necessary to build up mutual trust which will facilitate mobility and recognition of skills and competences between those systems. In the decade ahead we must give high priority to quality assurance in our European cooperation in VET.

III. STRATEGIC OBJECTIVES FOR THE PERIOD 2011-2020, FOLLOWED BY SHORT-TERM DELIVERABLES 2011-2014

4. Developing a strategic approach to the internationalisation of I-VET and C-VET and promoting international mobility

(c) Participating countries should systematically use and promote European transparency tools such as EQF, ECVET and Europass to promote transnational mobility;
European initiatives & tools
The EQF Recommendation

The EQF aims to relate different countries' national qualifications systems to a common European reference framework of eight levels. In the Recommendation Member States (MS) are invited to:

- relate their national qualifications systems to the European Qualifications Framework
- indicate the EQF level at each new qualification by 2012
- use an approach based on learning outcomes when defining and describing qualifications, and promote the validation of non-formal and informal learning
## Learning outcomes in EQF

<table>
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<th>Levels</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Competence</th>
</tr>
</thead>
</table>

Learning outcomes - what a learner knows, understands and is able to do on completion of a learning process

**The 8 levels distinguished by:**
- the complexity and depth of knowledge and understanding
- the degree of necessary support or instruction
- the degree of integration and independence required
- the range and complexity of practise/application
- the degree of transparency and dynamics of situations
‘Knowledge’ means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.

‘Skills’ means the ability to apply knowledge and know-how to complete tasks and solve problems.

‘Competence’ means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.
’Competence’ means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

- Autonomy
- Responsibility
- Public
- Timeline
- Tasks diversity
- Ambiguity
- Range

National contacts, Government
Next generation 10 – 30 years
Overview and understands complexity and diversity
Integrates different contexts
Able to integrate different disciplines
The NFIL Recommendation

Ensure, by 2018, that a national system of validation of non-formal and informal learning is established providing the opportunity for citizens to

- Have their skills, knowledge and competences acquired through non-formal and informal learning, including via open educational resources, validated,

- Obtain a full or partial qualification on the basis of validated non-formal and informal learning experiences

- Ensure that the national system of validation of non-formal and informal learning includes the following elements: support, assistance, assessment, certification

- Ensure synergy with ECTS and ECVET
EU Quality Assurance
in Vocational Education & Training
A coherent set of Recommendations

Quality of VET systems
Mutual trust

Progressive access to VET qualifications
Transfer and recognition

Transparency of VET qualifications
LO approach

Promoting LLL
Transfer and recognition from NFIL to formal system

Non formal and informal learning
ECVET is one of several European tools designed to make qualifications systems more easily understood and flexible throughout the European Union (EU) and so support more mobility for workers and learners.
The ECVET Recommendation

What is the objective?

European Credit System for Vocational Education and Training (ECVET) is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals’ learning outcomes with a view to achieving a qualification.
The objectives of ECVET

- ECVET is a « unit of learning outcomes » based credit accumulation and transfer system

- **Instrument for mobility and recognition**
  - recognition of learners’ achievements
    - Present, document and validate K,S,C
  - stimulating exchanges and mutual trust
    - Supporting mobility of European citizens
  - recognition of learning outcomes without extending learners’ education and training pathways
    - Facilitating lifelong learning
Article 1: Motivation

The development and recognition of citizens’ knowledge, skills and competence are crucial for their personal and professional development and for competitiveness, employment and social cohesion in the Community.

- transnational mobility for workers and learners
- towards requirements if supply and demand in the European labour market
- borderless lifelong learning
- transfer, recognition and accumulation of individuals’ learning outcomes achieved in
- formal, non-formal and informal contexts
ECVET is applicable for all learning outcomes which should in principle be achievable through a variety of education and learning paths at all levels of the European Qualifications Framework for lifelong learning (‘EQF’), and then be transferred and recognised.

- It facilitates the development of flexible and individualised pathways
- the recognition of those learning outcomes which are acquired through non-formal and informal learning.
Hereby recommend that member states:

- **promote** the European Credit system for Vocational Education and Training
  - to facilitate trans-national mobility and the recognition of learning outcomes in VET and borderless lifelong learning

- **create** the necessary conditions and adopt measures
  - gradually applied to VET qualifications, all levels of the EQF

- **support** the development of national and European partnerships
Hereby recommend that Member states

- **ensure** that stakeholders and individuals have access to information and guidance for using ECVET

- **apply** the common principles for quality assurance in VET
  - particularly in relation to the assessment, validation and recognition of learning outcomes

- **ensure** that there are functioning coordination and monitoring mechanisms
  - to guarantee the quality, transparency and consistency of the initiatives taken to implement ECVET
**Recommendation**

**What has to be done?**

**HEREBY RECOMMEND THAT MEMBER STATES:**

1. promote the European Credit system for Vocational Education and Training (ECVET) as set out in Annexes I and II to all levels of the EQF, with reference to points 1 to 6 and in using the principles and technical specifications of ECVET as set out in Annex II, in particular by facilitating testing, cooperation, mutual learning and enhancing the compatibility and complementarity of ECVET and ECTS used in the higher education sector, in collaboration with Member States, national and European experts and users; develop expertise for developing, promoting and disseminating ECVET, and ensure that ECVET is used as an integral part of the framework for quality assurance in VET and higher education, and be used as an instrument to improve the mobility of learners.

2. develop users’ guides and tools, and adapt relevant Europass documents, in collaboration with Member States, national and European experts and users; develop expertise for enhancing the compatibility and complementarity of ECVET and ECTS used in the higher education sector, in collaboration with VET and higher education experts and users at European and national levels; and provide regular information on the developments of ECVET.

3. support the development of national and European partnerships and networks involving institutions and authorities responsible for VET.

4. ensure that stakeholders and individuals in the area of VET have access to information and guidance for using ECVET.

5. apply, in accordance with national legislation and practice, the common principles for quality assurance in VET set out in Annex III of the Directive.

6. ensure that there are functioning coordination and monitoring mechanisms at the appropriate levels, in accordance with the legislation, structures and requirements of each Member State, in order to guarantee the quality, transparency and consistency of the initiatives taken to implement ECVET.

**ENDORSE THE COMMISSION’S INTENTION TO:**

1. support Member States in carrying out the tasks referred to in points 1 to 6 and in using the principles and technical specifications of ECVET as set out in Annex II, in particular by facilitating testing, cooperation, mutual learning and enhancing the compatibility and complementarity of ECVET and ECTS used in the higher education sector, in collaboration with Member States, national and European experts and users; develop expertise for developing, promoting and disseminating ECVET, and ensure that ECVET is used as an integral part of the framework for quality assurance in VET and higher education, and be used as an instrument to improve the mobility of learners.

2. develop users’ guides and tools, and adapt relevant Europass documents, in collaboration with Member States, national and European experts and users; develop expertise for enhancing the compatibility and complementarity of ECVET and ECTS used in the higher education sector, in collaboration with VET and higher education experts and users at European and national levels; and provide regular information on the developments of ECVET.

3. promote, and participate together with the Member States in, a European ECVET network involving relevant VET stakeholders.

4. monitor and follow up the action taken, including the results of trials and testing, and, after the assessment and evaluation of this action carried out in cooperation with the Member States, report, by 18 June 2014, to the European Parliament and the Council on the experience gained and implications for the future, including, if necessary, a review and adaptation of this Recommendation, involving the updating of the Annexes and guidance material, in cooperation with the Member States.
a preparatory period running until 2012, during which the Member States will be asked to create the necessary conditions and to adopt measures with a view to introducing ECVET

- each Member State may adopt and introduce ECVET (and also carry out tests and experiments) without waiting until 2012

- a period for the gradual introduction of ECVET, running until 2014

- possible revision of the European Recommendation in 2014
Technical specifications

What has to be implemented?

ECVET — Principles and technical specifications

ANNEX I
DEFINITIONS

ANNEX II

1. Units of learning outcomes
2. Transfer and Accumulation of learning outcomes, ECVET partnerships
3. Learning agreement and personal transcript
4. ECVET points
ECVET does not provide a template or a taxonomy concerning the format of learning outcomes descriptions. Such templates or classifications may exist at national, regional or system level (for example as part of a national qualifications framework).

There are different approaches to identifying and describing learning outcomes depending on the qualifications system.

It is clear that application of the learning outcomes concept will vary, depending on whether the focus is VET, general or higher learning.

The 3rd column (“competence”) is the tricky one.
Units of Learning Outcomes

A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated:

- Identify what learners can learn
- Describe the learning outcomes that the learner is expected to achieve
- It's feasible what is to achieve
- The credit to this unit can be recognised

Process: transfer and accumulation of learning outcomes
Learning pathways

- **Formal education and training**

  - Learning in a study programme
  - Assessment
  - Standards / expected learning outcomes
  - Validation of LO using system designed for whole cohorts of students
  - Certificate for formal qualification is issued
  - Validation of LO using systems designed to be responsive to individual candidates
  - Documentation used in the labour market

- Further studies
Learning pathways

- **Formal education and training**

  - Learning in a study programme
  - Learning in workplace, society, personal activities
  - Standards / expected LO
  - Identification and documentation of learning outcomes
  - Assessment
  - Validation of LO using system designed for whole cohorts of students
  - Certificate for formal qualification is issued
  - Further studies
  - Validation of LO using systems designed to be responsive to individual candidates
  - Documentatio n used in the labour market
  - Certificate for formal qualification is issued
Units in relation to qualifications

- Depending on the existing regulations, units may be common to several qualifications
- or specific to one particular qualification
Transfer & Accumulation

1. Learning agreement

2. The individual acquires KSC

3. The (unit) learning outcomes are assessed

4. Credit is awarded for the individual learning outcomes achieved

5. Learner’s credit in an individual transcript of record

6. Credit is validated

7. Learning outcomes are recognised and accumulated as part of the intended qualification, corresponding ECVET points are included
What is the difference between ECVET points and credit?

- ECVET points are **not** to be confused with credit.

- **Credit** designates the learning outcomes the learner has achieved.

- **Credit** is transferred and accumulated.

- **ECVET points** provide information about the qualification and the units.

- **ECVET points** provide information about the credit the learner has transferred and accumulated.
Units with a formative character

1. Learning agreement
   - Host provider
   - Sending provider

2. The individual acquires KSC

3. Formative assessment

4. Duration of practical training abroad is validated as part of the requirements (number of hours practice training)

5. Integrated part of the education and training pathway, but no part of the certification

KSC & Time in Europass documents
Europass

Unit of LO
- covered in Certificate supplement and/or Mobility Assessment, validation, recognition (procedure and criteria)
- not covered yet

- New Europass documents
  - Skills passport
  - Europass Experience (working title for documentation non-formal learning)

Source: Users’ group interviews (N=35).
The development of ECVET in Europe
What are the objectives of the ECVET Implementation?

- European mobility
- Permeability
- Recognition, validation
- Quality and standards
- Lifelong learning
- Integration in working and social life
- European identity
- Transparency of qualifications
- Improve VET cooperation
- Flexibility
The reasons for implementing ECVET
(Frequency of quotations)

- European mobility: 32%
- Permeability: 18%
- Recognition Validation: 18%
- Quality & standards: 14%
- Lifelong learning: 5%
- Others: 13%

Others
- Integration in working and social life: 3%
- European identity: 3%
- Transparency of qualifications: 3%
- Improve European VET cooperation: 2%
- Flexibility: 2%
ECVET Main added value

- LO approach: 38%
- Mobility: 36%
- Recognition + Mobility: 12%
- Other: 7%
- Permeability: 7%

Source: ECVET survey with users’ group (N=42), own interpretation, exclusive categories.
Implementation

- Governance
  - ECVET Coordination point
  - Users group members
  - Team national experts
  - Community of Practice

- Two complementary approaches for implementation
  - Bottom-up approach where practitioners and VET providers involved (mainly) in international mobility use and develop ECVET to aid student exchange and recognition of learning abroad.
  - Top-down approach from the European Commission and national governments that steers the ECVET network, providing the institutional conditions for its implementation.
Strategies / Actions

- Setting up broad range testing initiatives
- Measuring impact (approaches)
- Updating VET legislations and regulations
- Adapting qualifications systems
- Wait and see strategy
- Combining ECVET with NQF development
- Learning by working in ECVET European projects
- Marketing ECVET to stakeholders
Density of ECVET activities

Indicator:
Number of lines of action

- 1 line of action
- 2 lines of action
- 3 lines of action
- 4 lines of action
- 5 lines of action
- 6 lines of action
- 7 lines of action
Legislation

Source: Users’ group interviews (N=32), Q9.
Monitor ECVET implementation

WORKING PAPER
No 18

Monitoring ECVET implementation strategies in Europe

Country fiche – Lithuania

Argumentation (clear rationales, clear identification of added value)
ECVET implementation should support international mobility of VET students, flexibility of VET system, bridges between VET, and higher education, and IVET and CVET.

Commitment (policy- and decision-makers, communication and information to stakeholders and the public)
ECVET implementation in VET has only begun. Implementation at national level is linked to the national project Formation of qualifications and development of modular VET system. Currently the work within the project focuses on developing and piloting of the concept of modular VET system.

Capacity building (legislative and regulative framework, remits and allocation of responsibilities, allocation of resources)
The Ministry of Education and Science shapes national VET policy. The Qualifications and VET Development Centre coordinates the national project Formation of qualifications and development of modular VET system that also examines the development of a credit system in VET. National and international experts are involved in developing the modular VET system concept. Lithuania did not participate in the EACEA call for tender on national experts.

Understanding qualifications (NQFs or registers, LO approach to all processes)
The NQF was referenced to the EQF in 2011. Development of VET modular programmes is one of the priority actions of VET curriculum reform. It is recommended that qualification development programmes consist of competence-based modules. Currently a methodology for sectoral qualifications standards is being developed. It is foreseen that qualifications listed in sectoral qualification standards will indicate duration of training in hours and credit points.

Ensuring transfer of learning outcomes (units of LO including credits, crediting/assessing LO, recognition and validation of LO)
Since 2002 VET curricula in Lithuania are competence-based, with clearly defined competences and training objectives. The current reform of VET curricula focuses on the transition to modular training. At national level 40 modular VET programmes will be developed by VET teachers and employers within the project Formation of qualifications and development of modular VET system. Credits will be attributed to specific modules thus facilitating flexibility of the system.

Cross-border cooperation (agreements on learning mobility, use of European templates)
The main tools for geographical mobility are projects in the framework of the lifelong learning programme Leonardo da Vinci subprogramme.
Example Finland
NEXT STEPS

Autumn 2013-
Checking of curricula of education providers, educational plans and organizing plans of competence-based qualifications

2012
Decision principles of ECVET points

2012-2013
ECVET-points to individual qualifications and parts of qualifications,
Required amendments to statutes and regulations
Required changes to National Requirements of vocational qualifications and other guidelines and recommendations - consultation of stakeholders during the process

2012-2014
Information and Training of all stakeholders

2014-2015
Follow up

At the latest 2014
ECVET implementation in all VQs
IMPLEMENTATION SCHEDULE FOR THE ECVET SYSTEM

- All upper secondary vocational qualifications, further and specialist qualifications (374) and pre-vocational programmes (4) will be implemented at the same time in 2014.
- The legislative amendments need to be made in 2012-2013 and amendments and revisions to FNBE regulations need to be made in 2012 and 2013.
- Training and information of stakeholders in 2011-2014.
Individual flexible learning pathways
National Requirements (3 years/120 credits) for all VQs at upper secondary level

Vocational units 90 credits
(including at least 20 credits of on-the-job learning)
- basic and field-specific study units (compulsory)
- specialising study units (partly optional)
- other optional units (decided by VET provider)

Core units (common to all) 20 credits
such as languages, math, physics, chemistry

Free-choice units 10 credits
-individual choice
ACCUMULATION OF LEARNING OUTCOMES
Vocational Units in Hotel, Restaurant and Catering Services VQ
90 Finnish Credits (vocational study units)

Entering the labour market in catering and hospitality
20 credits

Customer services and sales
20 credits

Serving meals and beverages
20 credits

Waiter/Waitress

Services in hotel reception
20 credits

Hotel Receptionist

Lunch production
20 credits

Meal production
20 credits

Cook
Hotel, Restaurant and Catering Services VQ
Specialising study units inside 90 credits
- learner has to choose minimum 30 credits from the following:

One study unit = 10 credits
- À la carte – meal production
- À la carte – serving
- Beverage Sale and Serving
- Cafe Services
- Meeting (conference) Services
- Reservations in Accommodation
- Catering Services
- Fast Food Services
- Catering Food Production
- Banquet Food Production
- Banquet Serving
- Ship Services
Individual learning pathway following the season

**Simo Snowboarder - Cook**

- **Entering labour market in catering and hospitality**
  - 20 credits
  - Spring: working at a ski center
  - Lunch production 20 credits

- **Spring**
  - Working at a ski center

- **Summer**
  - Working at a cafe in archipelago
  - Cafe Services
    - 10 credits
  - Meal Production
    - 20 ov

- **Spring**
  - Working in a restaurant kitchen at the Alps
  - a la carte - meal production
    - 10 credits
  - Beverage sale and service
    - 10 credits
  - During spring, summer or autumn

- **Competence to work in kitchen or bar**
Getting started with ECVET
Policy perspective

Necessary conditions for ECVET implementation
Main challenges to ECVET

Convincing arguments?
- Critical mass of arguments and proven added value
- Difficulties to transfer solutions from projects to policy-making
- Need for a cultural shift / greater trust in validation

Competing or supporting activities?
- Accommodating existing credit arrangements/systems with ECVET
- Development of national qualifications framework
- Development of validation

The shift to learning outcomes?
- Writing qualifications in learning outcomes and units of learning outcomes
- Adapting assessment and recognition procedures
- Quality assurance
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<th>Question</th>
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<td>Is ECVET implementation based on particular decisions in the Government / Parliament?</td>
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<td>Is a particular implementation strategy paper formalised?</td>
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<td>Which stakeholders are formally involved by commitments?</td>
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<td>Is a clear framework established defining roles and responsibilities of different VET stakeholders and allocation of tasks?</td>
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<td>Do you have an institutional infrastructure / a community of practice?</td>
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<td>Is an information strategy targeting the wider public integrated in the implementation process?</td>
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Getting started with ECVET
Labour market perspective
Potential benefits for the labour market

- Mismatch education – labour market
  - Influence labour market on education (profiles)

- Upgrading workers qualification
  - Transferring and accumulating credit from a qualification at one level towards a qualification at another level (for example from a post-secondary VET qualification towards a qualification in the same field in higher education)

- The value of Experience (non formal learning)
  - (Transferring and accumulating credit from a qualification system towards another qualification system)
Getting started with ECVET Training Centre perspective

Using ECVET for Geographical Mobility (2012)
PART II OF THE ECVET USERS' GUIDE
Example Iceland

ECVET – Project MOTO

- Iceland participates in ECVET
- MOTO Project 2009-2011
- Italy (management), Austria, Finland and Iceland
- MOTO: Model of Transferability of Learning Outcome units
Example Iceland

- Design learning outcome units that could be transferred between countries
- Foster geographical mobility between countries
- Tourist and catering sectors
- Develop tools and approaches for participating institutions
- Included mobility periods of students
- Italy – Austria / Finland - Iceland
Phases of MOTO

- Preliminary phase: identifying potential partners – analysis of qualifications
- Preparation phase: Memoranda of Understanding, Learning agreements
- Implementation phase: training abroad
- Final phase: validation and recognition of achieved learning outcomes
Transfer and Accumulation

1. Learning agreement

Host provider

- The individual acquires KSC
- The learning outcomes are assessed

Sending provider

- Learning outcomes are recognised and accumulated as part of the intended qualification, corresponding ECVET points are included
- Credit is validated

- Credit is awarded for the individual learning outcomes achieved
- Learner’s credit in a individual transcript of record
Before mobility

1. Learning agreement

Host provider → Sending provider
Learning agreements

- Provider and student
- Information on partners
- Objectives of LA
- Period of training abroad
- Competences of person in training
- Learning outcomes to be achieved during placement abroad
During mobility

The individual acquires KSC

The (unit) learning outcomes are assessed

Credit is awarded for the individual learning outcomes achieved

Learner’s credit in a individual transcript of record
Partnership Quality

Feedback
- Proposed modifications on the MoU

Strategy definition
- Creation of partnership
- Establishment of MUTUAL TRUST

Assessment
- Of the partnership (according, among others, to the quantitative criteria)

Implementation
- LAs (potentially many)
- Assessment
After mobility

Sending provider

Learning outcomes are recognised and accumulated as part of the intended qualification, corresponding ECVET points are included.

Credit is validated
Mutual trust

Horizontal

Horizontal trust between authorities with equivalent competencies from different countries

Vertical

Vertical trust between the national / sectoral authorities and VET provider
Memorandum of Understanding

1. **Learning agreement**
   - The learning outcomes are assessed.
   - The individual acquires KSC.

2. **Host provider**
   - Credit is awarded for the individual learning outcomes achieved.

3. **Sending provider**
   - Learning outcomes are recognised and accumulated as part of the intended qualification, corresponding ECVET points are included.

4. **Learning outcomes**
   - Credit is validated.

5. **Learner's credit in a individual transcript of record**

6. **Credit validation**
   - Credit is validated.

7. **Learning agreement**
   - Learning outcomes are recognised and accumulated as part of the intended qualification, corresponding ECVET points are included.
MoU

- Information on partners, objectives of MoU
- Period of eligibility, info on training programmes
- Responsibilities of partners
- Assessment and validation
- Annexes
Annual ECVET forum

Stay connected to implement ECVET

Prague

13 & 14 JUNE 2013

The 2013 ECVET Forum will be on June 13th and 14th in Prague.

ECVET has been successfully tested through many pilot projects and is used in a large number of mobility schemes.

At a European level ECVET has produced many resources to support the implementation of the system.