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ERASMUS+ PROJECT: MAPPING, ASSESSING AND VALIDATING COMPETENCES OF
YOUTH EDUCATORS WORKING WITH NEETS (MAV)

GUIDELINES FOR THE APPLICATION OF ECVET TO THE YOUTH EDUCATOR'S QUALIFICATION

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GUIDELINES FOR THE APPLICATION OF ECVET TO THE YOUTH EDUCATOR'S QUALIFICATION

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ACRONYMS:

ESCO – European Skills/Competences, qualifications and Occupations

EURES – The European Job Mobility Portal

ECVET – European Credit System for Vocational Education and Training

ECTS – European Credit Transfer Accumulation System

EQAVET – European Quality Assurance for Vocational Education and Training

EQF – European Qualification Framework

ESCO – European Skills, Competences, Qualifications and Occupations

EU – European Union

EUSE – European Union of Supported Employment

ISCO – International Standard Classification of Occupations

NQF – National Qualification Framework

OS – Occupational Standards

VET – Vocational Education and Training

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Foreword

Background

The devise and recognition of competence profiles of youth educators is important and necessary event in the practice of working with NEETs. The project allows recognizing themselves as a part of a specific profession. The accreditation procedure will also allow each youth educator to understand the ECVET system, to have his/her formal and non-formal learning recognized by VET providers across Europe, to recognize his/her own professional strong and weak points and to improve his/her expertise.

The use of ECVET for the application of ECVET to the youth educators qualification is based on the next documents and rules:

a) prerequisites

- European Credit system for Vocational Education and Training (ECVET);
- European Qualification Framework (EQF);
- National Qualification Framework (NQF);
- European Skills, Competences, Qualifications and Occupations (ESCO);
- Validation of the results of non-formal and informal learning;
- Recognition and certification of the training/ learning results;
- others

b) subjective

- Purpose and function of the youth educators' occupations

Youth educators

Occupational standards (OSs) are initial tool when plan to develop a qualification in line with ECVET. OS describe what a person in a particular occupation must know and be able to do to be considered “competent” at that occupation.

Guideline:

OSs serve as a base element in the process for designing and delivering training for the occupation, as well in the process of the conversion.

Occupational standards consist of:

- skills and abilities to perform the job in a competent fashion;
- the core knowledge required to perform the job in a competent fashion;
- the standards of ethical practice expected of practitioners in the occupation.

Usable example for the theory and practice of supporting employment services and management could be "**The Competence Profile of the youth educator working with NEETs**", one of the main project products of MAV project. The profile is structured according to ECVET guidelines and described in the paper "The Competence Profile of youth educators working with NEETs". This Competency Profile of the Youth Educator working with NEETs, which served as a basis for the subsequent developments of the MAV project was prepared based on the results of an online questionnaire, developed by KERIC and distributed in all partner countries of the MAV project by the respective project partners. The profile was a basis for the MAV Guide of Expertise Checkup, which describes key activities (units of competence) and for each activity skills and knowledge needed.

Essence, characteristics and application of ECVET, EQF and NQF

ECVET - European Credit system for Vocational Education and Training

The European Credit system for Vocational Education and Training (ECVET) has been created by the European Commission to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments. The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different settings. It should ensure that these experiences contribute to vocational qualifications. In ECVET, an individual's learning outcomes are assessed and validated in order to transfer credits from one qualification system to another or from one learning "pathway to another. According to this approach, learners

can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations¹.

The European Commission is promoting diffusion of ECVET by inviting VET organizations to incorporate it in existing qualifications, and use it when designing curricula, recognizing prior and not formal and informal learning, and assessing learning.

The main aims of ECVET²

For individuals:

- To support students and ultimately employee mobility for European citizens through recognition of units of learning outcomes across Europe;
- To encourage and facilitate lifelong learning through the flexibility of programmes and pathways to achieve qualifications.

For VET providers:

- To define clear learning objectives;
- To support in designing training programmes which are more relevant to industry;
- To provide individualised, tailored and flexible training programmes;
- To communicate better about the training programmes offered by the institution;
- To co-operate with other institutions both local and transnational;
- To better manage the mobility of the learners.

For Sectors and employers:

- To develop job profiles;
- To select training programmes which answer the needs of the company or the sector;
- To understand better the qualifications acquired by prospective employees;
- To look at any skills gaps within the sector.

¹ <http://www.rewardinglearning.org.uk/accreditation/european/ecvet>

² http://www.ncfhe.org.mt/uploads/filebrowser/ECVET%20Conversion%20manual_3.pdf

EQF – European Qualification Framework

The EQF is a common EU reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and to facilitate their lifelong learning.

The EQF relates different countries' national qualifications systems and frameworks together around a common European reference – its eight reference levels. The levels span the full scale of qualifications, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorates) levels.

As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training.

The eight reference levels are described in terms of learning outcomes. The EQF recognizes that Europe's education and training systems are so diverse that a shift to learning outcomes is necessary to make comparison and cooperation between countries and institutions possible.

The EQF reference levels shift the focus away from the traditional approach, which emphasizes learning inputs (length of a learning experience, type of institution) to learning outcomes. In the EQF, learning outcomes are defined in terms of knowledge, skills and competence.

Frameworks help to make qualifications easier to understand and compare. They can also encourage countries to rethink and reform national policy and practice on education, training and lifelong learning.

National qualification frameworks (NQFs)

They classify qualifications by level, based on learning outcomes. This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors.

The main catalyst for the development of comprehensive national qualification frameworks in Europe has been the European qualifications framework (EQF). All countries committed to the EQF are developing or implementing national frameworks mostly covering all levels and types of qualifications: the 28 Member States, Iceland, Liechtenstein, Norway, Switzerland, Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Montenegro, Serbia, and Turkey³.

The development of national qualifications frameworks in Europe also reflects the Bologna process and the agreement to implement qualifications frameworks in the European higher education area. All countries implementing the EQF are participating in this process.

In practice, adapting to the EQF is not a formal process but means first and foremost to adapt teaching and training methods to the new requirements. Education explicitly has to target the development of the competences in question and must not stick to the traditionally known recitation of knowledge. The application and the transferability of the abilities has to be put into the focus by using supportive methods like simulations, training on the job and project work. Having accepted this, also the key elements of educational activities – like occupation standards, curricula or assessment methods – can be adapted to the EQF.

How to connect occupational standards/profiles with the EQF. Occupational standards help to define an occupation, job or task. They describe the competences that are essential

³ <http://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-frameworks>

in the work setting. If confronted with occupational standards using the EQF they will hopefully include a description of the work processes that specifies the occupation in a practical way – along fields of activities and by using the EQF descriptors knowledge, skills and competences.

Curricula mirroring work processes

The following aspects should be considered here: Also, curricula should be formulated in learning outcomes. Learning outcomes will always be described from the perspective of the learner and not from the perspective of the teacher. Nevertheless, they refer to qualifications and not to individual learners. This means that the reference point is always an average graduate, not a person whose performance is departing from that. It is advisable to formulate neither too many, nor too few learning outcomes. Too many could cause a lack of transparency, while on the other hand too few would not be conducive to transparency. Information about career paths should be given as amendments to curricula – that also means to illustrate alternatives (e.g. a master degree in transport management can lead to career paths more oriented at the technical expertise or more oriented at management activities). Like the fields of activity are structuring the occupational profiles, a curriculum should be structured in a modular way mirroring the real work structures. This enables learners to combine single modules according to their career objectives.

Assessment procedures using learning outcomes

Assessment specifications define the tools and techniques used to determine the extent to which learning has been achieved. They are often considered as the easiest way to bring in the orientation on work processes via learning outcomes. So, it is also the major starting point for teachers and trainers. However, a comprehensive approach should – next to the assessment methods – also include the other educational key elements (curricula, occupational profiles).

In general, the formulations are to be chosen such that it can be determined during an evaluation process if the learner has achieved the learning outcomes. These learning outcomes refer to the day of testing, i.e. to what the learner knows, is able to and capable

of doing on this day. The failure should be avoided to restrict the learning outcomes orientation only to knowledge and to forget about skills and competences. An example for an assessment procedure would be a regulation or an instruction for an examination which is expressed in knowledge, skills and competences – however, in terms of learning outcomes it would look exactly like a curriculum.

The function of level descriptors

When used in comprehensive national qualifications frameworks – covering all types and levels of qualifications – level descriptors need to respond to the following challenges:

- to be sufficiently detailed and multifaceted to capture the institutional complexities of the national qualification system;
- to be sufficiently general to accommodate different parts of education and training systems;
- to mirror the way qualifications are valued by economy and society;
- to be able to reflect how knowledge, skills and competences increase in breadth, depth and complexity when moving from lower to higher levels;
- they need (increasingly) to act as a reference point for international comparison.

The above points indicate the need to increase the transparency of qualifications and to improve communication between stakeholders at national and international levels. Introducing a comprehensive set of learning outcomes-based levels makes it possible to indicate how qualifications from different institutions, subsystems and countries are related and thus clarify how learners can have access to, and progress in, lifelong learning.

Learning outcome (LO)

In the EQF learning outcome (LO) is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. (2008, Recommendation on the European Qualifications Framework). LO are specified in three categories – as knowledge, skills and competences.

Knowledge means the outcome of the assimilation of information through learning (facts, principles, theories and practices). In the EQF, knowledge is described as theoretical and/or factual.

Skill means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (logical, intuitive and creative thinking) and practical (manual dexterity and the use of methods, materials, tools and instruments).

Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations. In the EQF, competence is described in terms of responsibility and autonomy.

Learning outcomes may be acquired through a variety of learning pathways, modes of delivery (school-based, in-company, etc.), in different learning contexts (formal, non-formal and informal) or settings (i.e. country, education and training system, etc.) LO can be used for various purposes such as to establish descriptors of qualifications frameworks, define qualifications, design curricula, assessment, etc. Learning outcomes are set out in various levels of detail depending on their purpose and context.

Learning outcomes are developed in the process of designing qualifications.

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

Unit of Learning Outcome

A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Units enable progressive achievement through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected.

- Units of learning outcomes should be designed in such a way that they can be completed as independently as possible of other units of learning outcomes;
- Units of learning outcomes should include all necessary learning outcomes, i.e. they should describe the intended professional competences as well as the necessary social and personal competences in this context;
- Units of learning outcomes should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time, i.e. during the period of mobility. Units of learning outcomes should therefore not be too extensive;
- Units of learning outcomes should be assessable. Orienting units of learning outcomes towards occupational activities and tasks makes it easier to determine assessment criteria.

The objective of ECVET is to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a professional profile. This is possible because each unit is documented and the learning outcomes it contains are assessed, and validated.

ECVET points

Each qualification and each learning unit should be provided with a 'score', namely with ECVET points.

Guideline:

ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the professional profile.

Together with units, descriptions of learning outcomes and information about the level of qualifications, ECVET points can support the understanding of a professional profile. The number of ECVET points allocated to a Professional Profile, together with other specifications, can indicate for example, that the scope of the professional profile is narrow or broad.

The number of ECVET points allocated to a unit provides the learner with information concerning the relative weight of what s/he has accumulated already. It also provides the learner with information concerning what remains to be achieved.

From the total number of ECVET points allocated to a Professional Profile, each unit is allocated a number of ECVET points based on its relative. The relative weight of a unit is established using one or a combination of these **approaches**:

- The relative importance of the units which constitute the learning outcome for labor market participation, for progression to other qualification levels or for social integration;
- The complexity, scope and volume of unit in the learning outcome;
- The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

Defining units

Guideline:

Depending on the institutional structures and the competent institutions:

- as part of the qualification standard, at the central level by institutions in charge;
- VET providers - based on the qualification's standard defined at central level.

Unit specifications should include:

- the generic title of the unit;
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable;
- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework level, with the ECVET credit points associated with the qualification;
- the learning outcomes contained in the unit;
- the procedures and criteria for assessment of these learning outcomes,
- the ECVET points associated with the unit;
- the validity in time of the unit, where relevant.

Identifying units of learning outcomes to be used in the context of lifelong learning

Guideline:

The strategies used for identifying units of learning outcomes to be used in a lifelong learning perspective depend on the specific aim and purpose of using ECVET in this context. Depending on the needs and ambitions for using ECVET in the context of lifelong learning, credit transfer agreement using ECVET can be put in place regarding one, several or all units in a qualification.

Guideline 1:

The use of occupational activities or work processes/tasks as the basis for the design/composition of units has a number of advantages and makes reaching an agreement among partners on credit transfer easier. If full qualifications are described, it should be ensured that together all of the units cover the entire qualification.

Guideline 2:

The size and content of a unit needs to be reflected in the defined purpose of the envisaged credit transfer; however some general principles need to be observed.

Units of learning outcomes should be designed in such a way that they can be completed (assessed) as independently as possible from other units of learning outcomes.

In general, all learning outcomes to be assessed need to be described. In order to avoid an overload of information (i.e. very long lists of learning outcomes), the focus of the learning outcomes description should be on 'essential' aspects instead of on 'trivial' ones. For example, it is not necessary to present all learning outcomes related to remembering certain facts because they are usually the basis for more complex learning outcomes (such as analysing certain facts), which will also be assessed.

Guideline 3:

The units of learning outcomes should express learning outcomes related to the specific profession/vocation as well as transversal or key competences.

Units of learning outcomes should include all necessary learning outcomes, i.e. they should describe the intended professional competences as well as the key competences and necessary social and personal competences in this context.

Formulation of learning outcomes

Guideline:

In order to develop transparent descriptions, certain principles for formulating learning outcomes need to be observed.

Different approaches are used when writing learning outcomes because there is not just one right way for formulating them. However, certain principles for formulating learning outcomes have been identified in different contexts and seem to be useful in order to reach a common understanding.

Structure of learning outcomes

Guideline:

The description of learning outcomes should reflect the following elements: knowledge, skills and competence. This does not mean that the format of describing knowledge separately from skills and competence needs to be adopted.

Descriptors of units of learning outcomes

Guideline:

The descriptors used for presenting the units of learning outcomes depend on the purpose for which the unit is used.

The ECVET Recommendation suggests that the description of a unit should include the following information:

- the title of the unit,
- the title of the qualification to which the unit relates,
- the EQF level of the qualification (and, where appropriate, the NQF level),
- the ECVET points associated with the unit,
- the learning outcomes contained in the unit,
- the procedures and criteria for assessment of these learning outcomes,
- the validity in time of the unit, where relevant.

Credits

Credit for learning outcomes (credit) is a set of individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programs or qualifications. Points are not credit; credit designates the learner's achieved learning; they give info about the qualification and its units.

The relationship between NQF and the ECVET depends heavily on the existence of credit arrangements.

Qualification standard

According to the definition of the European Commission in the recommendation on a European qualification framework for lifelong learning (European Parliament and Council of the EU, 2008), a qualification is '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 a given standard'.

A qualification as defined above is expressed in a formal document (certificate, degree, diploma or award) and is based on the norms and specifications regulating its award. These norms and specifications constitute the qualification standards.

Qualification standards are considered to be the norms and specifications applying to the following aspects of qualifications:

(a) **occupation standards** may specify “the main jobs that people do”, describing the professional tasks and activities as well as the competences typical of an occupation.

(b) **education standards** may define the expected outcomes of the learning process, leading to the award of a qualification; the study programme in terms of content, learning objectives and timetable; as well as teaching methods and learning settings, such as in-company or school-based learning.

(c) **assessment standards** may specify the object of assessment, performance criteria, assessment methods, and the composition of the jury entitled to award the qualification.

Working principles, approaches, methods

The implementation of EU **tools and principles** is part of the necessary conditions for adequate ECVET implementation. Readiness requires that qualifications are described in terms of learning outcomes, grouped into units that might provide credits (and points) to create individual learning paths.

Guideline:

ECVET is tool for reform and align qualifications to the learning outcome and for the development and design of VET.

Development of NQFs tends to include discussion on aspects related to ECVET, such as modularisation or transferability of learning outcomes; in many instances, interviewees see the two processes (ECVET and NQF) as serving a similar purpose in making learning outcomes part of qualifications. The monitoring confirmed a trend that countries increasingly see ECVET as a tool for reform and align qualifications to the learning outcomes, as well as a tool to engage stakeholders in the further development and design

of VET. General agreement on the importance of the principles underlying ECVET, underlines the **unitisation** (or modularisation) of educational systems, and the description of qualifications in terms of **learning outcomes**, as well as the importance of **easing the recognition and transferability** of learning outcomes acquired within mobility.

Approaches to activities to bring different skills to ECVET obey the requirement for systematic and coherent action. In determining the levels and requirements for the position SES can be used successfully:

General principles	Implementation principles	Operational principles
Transparency of qualification	Flexibility	Responsibility
Accumulation process	Permeability	Support from interested parties
Transferability	LO approach,	Confidentiality
Contribution to mobility	Assessment and validation	Conformity
	Mutual trust	Objectivity
	Differentiation	Selectivity
		Individualisation
.....

- approach of differentiating between knowledge, skills and competence;
- competency approach;
- criterion - comparison with predefined criteria;
- legislative - use of standardized evaluation procedures and their modifications;
- innovation.

The methods applied in the conversion of qualifications into the ECVET System is characterized by diversity and at the same time a strict target definiteness to the specifics of the subject - SES.

Due to the commitment of this position with the specific objective of services - people with disabilities - beside the general methods after consideration of the specific legal and practical terms, could selecting and applying methods for:

- gathering, research and analysis of information for the quality status and distribution (territorial, branch, community) specialists;
- satisfaction survey of consumers/ clients and professionals;
- assessment of the owned professional qualities of specialists;
- assessment of the training quality;
- existing knowledge, skills and competencies transfer;
- validation and recognition of the formal and informal learning results
- accumulation of learning outcomes.

It was also in use the example of the Bloom taxonomy.

In carrying out the analysis - crucial stage of the process - it is necessary to comply with the rules and means in view to ensure:

- coherency of assessments;
- quality assurance;
- mobility and flexibility in the recognition of qualifications;
- openness of education and training;
- transparency of the educational process;
- democratize the organization of learning, recognition and credit transfer.

The following few rules are particularly suitable for carrying out the conversion of qualifications into the ECVET:

- ⇒ **Be aware of the difference between learning objectives and learning outcomes**
- ⇒ **Use active, clearly understandable verbs**
- ⇒ **Specify and contextualise the active verb**
- ⇒ **Specify the level of learning outcomes**
- ⇒ **Avoid vague, open formulations**



ANNEXES

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<https://ec.europa.eu/esco>

Glossary

Term	Meaning
Accreditation	A formal, third party recognition of competence to perform specific tasks.
Assessment of learning outcomes	Methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence.
Adult education	General or vocational education (formal or non-formal) provided for any person who is no longer involved in initial education or training, for professional and/or personal purposes; includes what may be referred to as 'continuing education', recurrent education' or 'second education'.
Certification	Confirmation/ recognition of certain characteristics of an object, person, or organization. This confirmation is often, but not always, provided by some form of external review, education, assessment, or <u>audit</u> .

Competences	"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. (Source: EQF Recommendation)" In the EQF, competence is described in terms of responsibility and autonomy.
Competence profile	Detailed review of competences connected to the individual potential of the manager and is essential to successful company management.
Competent institution	An institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries.
Credits/ Credit for learning outcomes	A set of learning outcomes of an individual that have been assessed and can be accumulated towards a qualification or transferred to other learning programmes or qualifications.
Curriculum	A complete course of study offered by a school/ education or training institution.
EQF level	European Qualifications Framework levels 1 – 8 describing the level of learning outcomes in knowledge, skills and competences.

ECTS	A standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries
ESCO	Multilingual classification of European Skills, Competences, Qualifications and Occupations. ESCO is part of the Europe 2020 strategy.
Experience	Accumulated knowledge, esp of practical matters; active participation in events or activities, leading to the accumulation of knowledge or skill.
Informal learning	Learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective.
Knowledge	"The body of facts, principles, theories and practices that is related to a field of work or study; knowledge is described as theoretical and/or factual and is the outcome of the assimilation of information through learning. (Source: EQF Recommendation)"
Learning	The act of acquiring new, or modifying and reinforcing, existing <u>knowledge</u> , <u>behaviors</u> , <u>skills</u> , <u>values</u> , or <u>preferences</u> and may involve synthesizing different types of <u>information</u>
Learning outcomes	Statements of what a learner knows, understands and is able to do on completion of a learning process (Source: EQF Recommendation).

	Learning outcomes describe what a learner knows, understands and is able to do regardless of where the learning was achieved.
Non-formal learning	Learning that takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present but is not part of the formal education and training system.
Occupation	An <u>activity</u> or <u>task</u> with which one <u>occupies</u> oneself; <u>usually specifically</u> the productive activity, <u>service, trade, or craft</u> for which one is <u>regularly paid</u> ; a <u>job</u> ; a person's regular work or profession; job or principal activity.
Points	ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.
Qualification	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. (Source: RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning)
Qualification standard	Description of the minimum requirements necessary to perform work of a particular occupation successfully and safely. These minimum requirements may include specific job-related work experience, education, medical or physical standards, training, security, and/or licensure.
Quality standard	A document/ that provides requirements, specifications, guidelines or ... ensure that products and services are safe, reliable and of good quality.

Professional profile	Set of skills, competencies, knowledge and skills that are typically relevant to a particular profession.
Recognition of learning outcomes	The process of attesting officially achieved learning outcomes through the awarding of units or qualifications.
Skills	"The ability to apply knowledge and use know-how to complete tasks and solve problems; skills are described as cognitive, involving the use of logical, intuitive and creative thinking, or practical, involving manual dexterity and the use of methods, materials, tools and instruments. (Source: EQF Recommendation)"
Standard	An agreed way of doing something. It could be about making a product, managing a process, delivering a service or supplying materials – standards can cover a huge range of activities undertaken by organizations and used by their customers.
Syllabus	The outline of a single course.
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.

Validation of learning outcomes	The process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.
Vocational training	Training that emphasizes skills and knowledge required for a particular job function (such as typing or data entry) or a trade; training for a specific vocation in industry or agriculture or trade.