

# ADLAB PRO 106

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## **IO6: Course Evaluation, Recognition and Accreditation**

- It is crucial that the course design (IO3) and the educational components produced by ADLAB PRO (IO4) are officially recognized and validated at a European level to guarantee their quality and also the sustainability and resilience of the project.



# ECTS and ECVETS

ECTS will be used by HEIs (we've sorted this out);

ECVET by companies interested in vocational education (we haven't sorted this one out);

In any case the idea is to ensure accreditation standards and quality.



# Who does what?

UNITS will lead IO6, but all partners will take an active part in the accreditation process.

The HEI partners will be essential for the definition of the learning outcomes and the quantification of the ECTS to assign to each educational component (or unit, cf. IO3 and IO4).

Non-educational partners will be essential to work alongside HEI partners helping to quantify ECVETS.



# Questions

Do we need both?

Can ECTS be enough?

Can ECVET be enough?

If not, how can this be handled?

Can we accommodate both?

How can we integrate the two?



# European Credit system for Vocational Education and Training (ECVET)

The aim of ECVET is

- (1) make it easier for people to get validation and recognition of **work related skills and knowledge** acquired in different systems and countries;
- (2) make it more attractive to move between different countries and learning environments;
- (3) increase the compatibility between the different vocational education and training (**VET**) systems in place across Europe, and the qualifications they offer;
- (4) 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 (WAS) a new European instrument to promote mutual trust and mobility in vocational education and training which was adopted by the European Parliament and the Council in 2009.
- By 2012 countries are (WERE) expected to have created the necessary conditions and taken measures for gradual implementation of ECVET to **vocational qualifications** at all levels of the European Qualifications Framework.



# ECVET and ECTS

ECVET and ECTS are key instruments for the accumulation and transfer of knowledge, skills and (wider) competences expressed and measured in terms of credits.

(Robert Wagenaar, 'Setting the Scene')

They facilitate different types of learning (**informal, non-formal**, formal, **part-time**, etc.)

Both systems are based on : 60 credits per year (read 1600 – 1800 hours) / knowledge, skills and (wider) competences / learning outcomes.





## ECVET and ECTS -Learning Outcomes

Learning outcomes allow for better comparison and recognition of periods of successful learning.

Learning outcomes allow for different approaches to reach the same results.



# Programme learning outcomes

The following are characteristics of good verifiable, comprehensible and observable PLOs. They should be:

- **Specific** (giving sufficient detail, written in clear language)
- **Objective** (formulated in a neutral way, avoiding opinions and ambiguities)
- **Achievable** (feasible in the given timeframe and with the resources available)
- **Useful** (they should be perceived as relevant for higher education studies and civil society)
- **Relevant** (should contribute to the aim of the qualification involved)
- **Standard-setting** (indicate the standard to be achieved)



# Learning Outcomes criteria (ECVET)

LOs can be grouped into units and the choice of which criteria to use depends on the qualifications system. Examples include:

- The fact that the learning outcomes relate to the same set of occupational activities/tasks (for example the learning outcomes in a unit entitled **“shampooing and hair treatment”**);
- The fact that they are related to the same product or production technique (such as the learning outcomes in a unit entitled **“prepare grilled dishes”**);
- They can also be grouped according to the stages in the production process or process of performing a service (for example the learning outcomes in a unit called **“informing the client about the nature of maintenance intervention”**); or
- They can be grouped in a unit because they relate to the same field of knowledge, skills or competence (for example **the competence in foreign language** can form a separate unit).



## ECTS KEY FEATURES (1)

ECTS is a learner-centred system for **credit accumulation and transfer** based on the principle of transparency of the learning, teaching and assessment processes.

Its objective is to facilitate the planning, delivery, and evaluation of study programmes and learner mobility by recognising learning achievements and qualifications and periods of learning.



## ECTS KEY FEATURES (1)

ECVET is a technical framework for the **transfer**, recognition and, where appropriate, **accumulation** of individuals' learning outcomes with a view to achieving a qualification.

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.



## ECTS KEY FEATURES (2)

ECTS credits **express the volume of learning based on the defined learning outcomes and their associated workload.**

60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent. ECTS credits are generally expressed in whole numbers.



## ECTS KEY FEATURES (2)

ECVET is based on the division of qualifications into **units** and on the **description of learning outcomes** of each unit using the three descriptors of EQF; knowledge, skills, and competences, making clear the EQF level of reference.

Qualifications and units are represented by a specific number of credit points.

**Credit points express the volume of learning outcomes** in each unit and provide information on the relative weight of the units which make up a qualification.

“Credit for learning outcomes” (credit) means **a set of learning outcomes**.



## ECTS KEY FEATURES (3)

*Allocation of credits* in ECTS is the process of assigning a number of credits to qualifications, **degree programmes** or single educational components.

**Credits are allocated to entire qualifications or programmes** according to national legislation or practice, where appropriate, and with reference to national and/or European qualifications frameworks.

They are **allocated to educational components**, such as course units, dissertations, work based learning and work placements, **taking as a basis the allocation of 60 credits per full-time academic year**, according to the estimated workload required to achieve the defined learning outcomes for each component.





## ECTS KEY FEATURES (3)

*ECVET points are allocated to a qualification as a whole and to its units.* Allocation of ECVET points to a qualification is based on using an agreement according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

As specified in the Recommendation, “for a given qualification, one **formal learning context** is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification.

From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification.”



# Competent Institutions

Institutions involved in implementing and running ECVET are referred to as competent institutions.

Users of ECVET therefore need to first clarify their role(s) with regard to their own qualifications system.

They have to reflect on their competences in their qualifications system and how these relate to the main functions of ECVET.



# Conclusions

Main difference: application of learning outcomes

ECTS: credits expresses volume of learning; learning is expressed in terms of LOs.

ECVET: credits express the volume of learning outcomes; ECVET points express the weight of LOs (numerical representation).

Both systems use units for which learning outcomes are defined and use 60 credits as its reference.



# ECTS LOs

## **Screen AD**

LO32: Students can list the formal requirements for an AD script to facilitate recording.

LO20: Students can list AD strategies used to AD intercultural references.

## **Dynamic performances**

LO7: Students understand the function of the different types of information that can be included in the live AD scripts (e.g.narrative, spectacle, humour, character motivation).

## **Museum AD**

LO19: students can conduct research into various aspects of museum AD and potentially use their findings to help further the development of museum AD guidelines.



# ECTS LOs

## **General**

LO26: The student can speak clearly and effectively communicate oral information.

## **Technical Issues**

LO1. Students can identify the technological possibilities for consuming AD, AI and AST.

## **Museum AD**

LO16: students can construct a coherent descriptive tour of a museum or other environment such as a heritage site.



# Which is which?

## **General**

LO4. Students can define what AD is in different contexts (screen, live, museums, etc...) and explain its importance.

## **Screen AD**

LO5: Students can explain how various types of software can be used in the production/reception/distribution of screen AD.

## **Museum AD**

LO12: Students can implement strategies for formulating AD of directions regarding museum layout, spaces, auditoria, lobbies, etc.



# Those questions

Do we need both?

No, if our course is a single unit, but we have built-in flexibility.

Can ECTS be enough?

Yes, if all organisations treat the course as an academic qualification.

Can ECVET be enough?

Unlikely, as not designed for university courses



# More of those questions

If ECTS is not enough, how can this be handled?

Can we accommodate both?

If non-university organisations provide 'in-house' training, how do they distinguish their role from unis? How do they become 'competent institutions'?

How can we integrate the two?

If students move between unis and other organisations (we are flexible), how will their progress be recorded? How can we distinguish certain LOs?





So...

- Answers on a postcard to Perego and Taylor.

