

**7**

# **Presentation**

## **Exemplarische Präsentation der englischen Disseminationsaktivitäten**



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**The Impact of ECVET on qualifications and skill development in aircraft maintenance in the UK**

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**National system and ECVET:**

ECVET: part of qualifications of all countries; KSC knowledge, skills and competences


ECVET: transfer (can take LOs between countries); transparency

UK: apprenticeship more work-based (works towards professional competences; running in one company / context – comparisons with Germany)

UK VET uses modules with credit points

European Commission comes up with ECVET proposal. Does their idea of “transfer, accumulation and recognition of learning outcomes” fit to existing systems.


Does ECVET have a chance to combine the other systems of certifying?



**UK system often difficult to read from Europe**

EU specialists find VET in England difficult to grasp:


- 1. Governance** - Systems and agencies in flux
- 2. Partnerships** - Still not EU ‘social partnership’ model
- 3. Qualifications** - Some come, some go;
- 4. Initiatives** - Lots, but no clear, shared, sustained strategy across time/political change
- 5. Awarding bodies** - Nothing quite like it ....
- 6. Differences between countries** within the UK



**View of UK from Europe**


- Rationalising system of qualifications for ages 14-19
- Developing a Qualification and Credit Framework
- Sector skills councils developing qualifications for Labour Market
- Developing national skills academies
- Expanded apprenticeship programmes
- Funding trade union learning representatives
- Published lifelong learning policies in England, Wales, Scotland & NI

\*Source: EC 2009

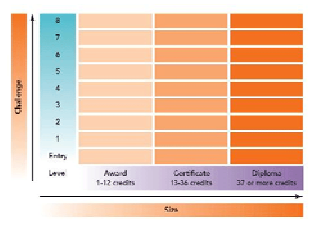


**What we have not told Europe**


- Spent 15 years promoting comprehensive competence-based qualifications systems; shift to learning outcomes; universal levels; national qualifications framework
- Did not work – have moved beyond a NQF; rediscovered importance of learning processes; reintroduced notional learning hours
- Abolished QCDA; introduced a QCF; move from competence-based qualifications with little labour market value towards more substantive qualifications



**Qualifications and Credit Framework (applies in England, Wales and Northern Ireland)**



Challenge	8	7	6	5	4	3	2	1
Level	Award 1-12 credits		Certificate 13-36 credits			Diploma 37 or more credits		
	Credits							



### Other countries (France; Germany; Spain)

- Debate about extent to which they wish to engage with a reform agenda in design of qualifications, such as use of learning outcomes or a competence based approach.
- Disconnect between national goals and systems and European initiatives and policies.
- Alternative to major changes at national level: emphasis on communicative goals, oriented to the improvement of the match between skills demand and supply.
- This approach would imply rather different routes to establishing or strengthening channels of communication between the labour market and the education and training system.
- ECVET seen as a context for national policy rather than a driver of change.



### Possible to engage with process goals of ECVET without full-scale implementation?

- Germany could maintain holistic, more subject/work process oriented approach to qualifications while engaging with a small shift in how competences and learning objectives are framed
- UK: transition from a radical learning outcomes approach, which neglected the importance of learning processes, to a credit based qualifications approach.
- France: major qualifications more holistic approach
- So what are the process goals of ECVET if prospects of a single European system look remote?
- Encourage transparency, mobility, permeability in a way which recognises the importance of context!



### Possible way forward 1:

Permeability (possible exemption) between VET and HE re LOs 'consisting of a coherent set of knowledge, skills and competences.'

- partnerships for credit transfer
- using learning outcomes for mobility etc. (some profiles start from core profiles, others start from curriculum)
- do not necessarily have to follow discrete Knowledge, Skills and Competence format (with credit points)
- should not deal with time – relates more to credit points (workload issues can be handled inside specification, time implicit – UK use notional learning hours)



### Possible way forward 2:

- ECVET could be linked to **appropriate** qualifications of all countries
- Focus on (KSC) knowledge, skills and competences broadly defined – **key is level of aggregation** – could allow partial transfer in a transparent way.
- In the UK the apprenticeship system is heavily work-based, with trainees working towards professional competences and getting these assessed in the workplace, so decisions about where assessment of some Learning Outcomes (LOs) takes place is often not critical.
- Also concerns about double assessment do not seem to allow for the value of demonstrating **ability to transfer learning between contexts**



### Possible way forward 3:

- AEROVET project examined how well the idea of "transfer, accumulation and recognition of learning outcomes" fits to the existing systems.
- Typical Professional Tasks (TPTs) could be used to develop common units and modules to be applied in different national contexts and map them directly against ECVET criteria.
- ECVET system designed to enable the attesting and recording of the learning achievements / learning outcomes of individuals, including learning outcomes acquired in different countries,
- ECVET designed to operate at the European level, interfacing with national systems and arrangements for credit accumulation and transfer.
- Normally, the issue of compatibility will be one of examining how units or modules achieved in one national context could be mapped against each other and the ECVET criteria.
- TPTs informed cross-national unit development so helps us understand issues around the most appropriate level aggregation of tasks to interface with the ECVET system.



### Possible way forward 4:

- Implementing ECVET through an inventory of rules and practices, including formulation of qualifications in terms of learning outcomes, units of learning outcomes, assessment and accumulation of achieved learning outcomes, ECVET points device, taking non-formal and informal learning into account etc. could be overly bureaucratic (compare failure of English NQF system designed on same principles)
- Value of a more pragmatic approach where ECVET conveys an approximate value which can be viewed against particular national qualifications

