



ECVET Peer Learning Activity: The benefits of credit systems for curricula, qualifications and validation - 22-23 May, Tallinn, Estonia

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PLA objectives & content



- To present the Estonian credit system for VET and explore how ECVET principles (including credit & credit points)
 - ... are reflected in legal acts on VET
 - ... are used in VET curriculum design and to facilitate the recognition of prior learning (incl. example from IT sector)
 - ... are reflected in implementation at system and school level
- ➔ site visit: 'Teko', Tallinn School of Services
- To compare and contrast this with examples from other countries on the design features of their credit systems and the related benefits

Malta

Romania

Ireland

& many
more

EQF context



Variations #1



Ireland: long-standing modular and credit based VET system

Estonia: credit point system based on ECVET principles since 2013



Romania: credit system compatible with ECVET (IVET); no points (currently)

Malta: Credit system for VET linked to NQF; 'ECVET credits'



Variations #2



■ ‘Credit system’:

- According to a recent study on EU VET instruments (EQAVET and ECVET), 17 countries across the EU have a credit system in VET in place (BE - BE-fr only, BG - not yet active, DK, EE, FI, FR, HR, IE, LT - being introduced, LU, MT, PT, RO, SI, ES, SE, UK);
- No formalised understanding of what a credit system means - wide variety of different designs of credit systems or arrangements, varying in terms of
 - **how closely they are aligned to the ECVET principles**
 - to what extent the **concepts of credit** (as a set of assessed learning outcomes of an individual) and **credit points** are used to facilitate the recognition of prior learning
 - to what extent and how they are related to **National Qualifications Frameworks (NQF)** or systems.

- ECVET has not led to the development of a *European* credit system for VET



Benefits of using ECVET principles



- In EE: use of ECVET principles in VET curricula design is felt to have brought positive changes: in terms of cooperation and relationships, approach to the learning process and planning of methodology, implementation of the learning process, learning content changes, and the assessment of learning outcomes.
- Facilitates the updating of qualifications.
- Increased flexibility - validation & recognition -> supports dropouts to return to education, facilitates lifelong learning, might attract more learners to VET.
- At operational level (VET school, provider): it is easier to set goals for learning and for teaching.
- For learners: theory and practice are now better coordinated and learners feel more responsible for their own study path.



- In EE: implementing the EKAP and outcome-based assessment in everyday school life is still experienced by school staff as a challenge - transition to an outcome-based system takes time and effort and a change of mindset to adjust.
- Other potentially complex issues include:
 - How to achieve a unified but not too prescriptive approach in curricula design in VET institutions and within different curriculum groups?
 - How to take into account specific aspects of study forms (school-based, work-based, etc.)?
 - How wide or deep shall curricula be - e.g. in terms of specialisations, partial qualifications, etc.?
 - With the variety of different measures for credit points across countries: issues for mobility/recognition?

Implementation requires support at various levels, and mutual trust



- A close involvement of labour market stakeholders into the design of VET qualifications and curricula.
- EE: transition to a competence-based system was called ‘the best thing that has happened’, for having greatly facilitated the communication between both sides, by introducing a language at least to a certain extent understandable to all - yet, **issues of mutual trust** remain.
- Need for further work on and support for the implementation of LO-based approaches, including **outcomes-based assessment**.
- Need for **further support at provider level**, e.g. through guidelines for implementation; database for recording learning and supporting RPL; guidance for individual students.
- When credit systems are used for recognition of prior learning, there is a need for **funding schemes** to support this.

Thank you!



ecvet
European Credit system for
Vocational Education & Training

