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early inclusion

EQF and ECVET input within the famework of Erasmus+
Early Inclusion

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Erasmus+

What is ECVET?

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

Aim of ECVET

ECVET aims to support the mobility of European citizens, facilitating lifelong learning (formal, informal and non-formal learning) and providing greater transparency in terms of individual learning experiences, making it more attractive to move between different countries and different learning environments.

- ECVET is a tool that can assist lifelong learning by *improving the transfer, recognition and accumulation* of that which has been learned in the past, irrespective of the learning environment. It can ease the development of individualized and flexible lifelong learning paths which enable people to gain knowledge, skills and competence, and ultimately a qualification

The overview of functions
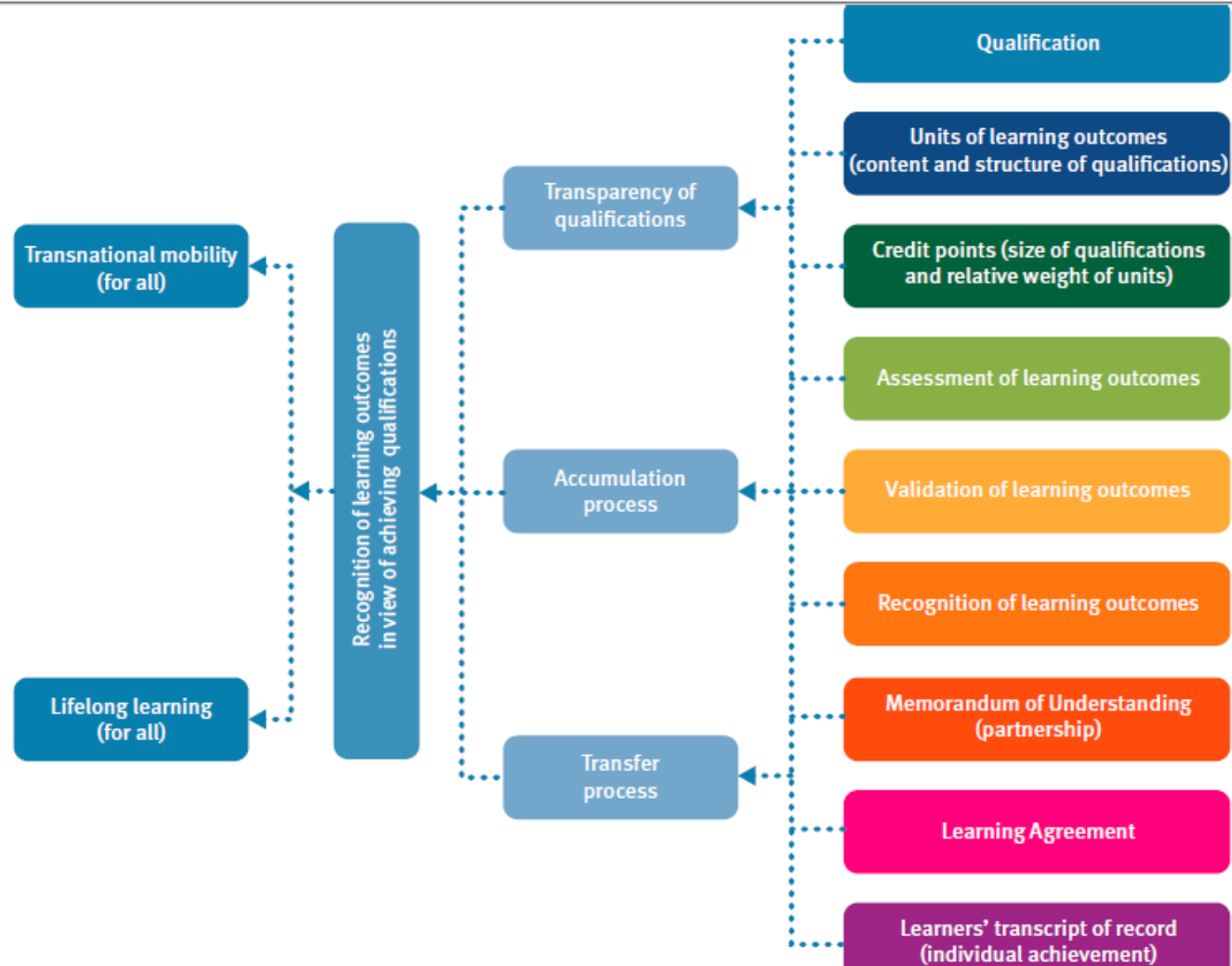
Where is the link to Early Inclusion?
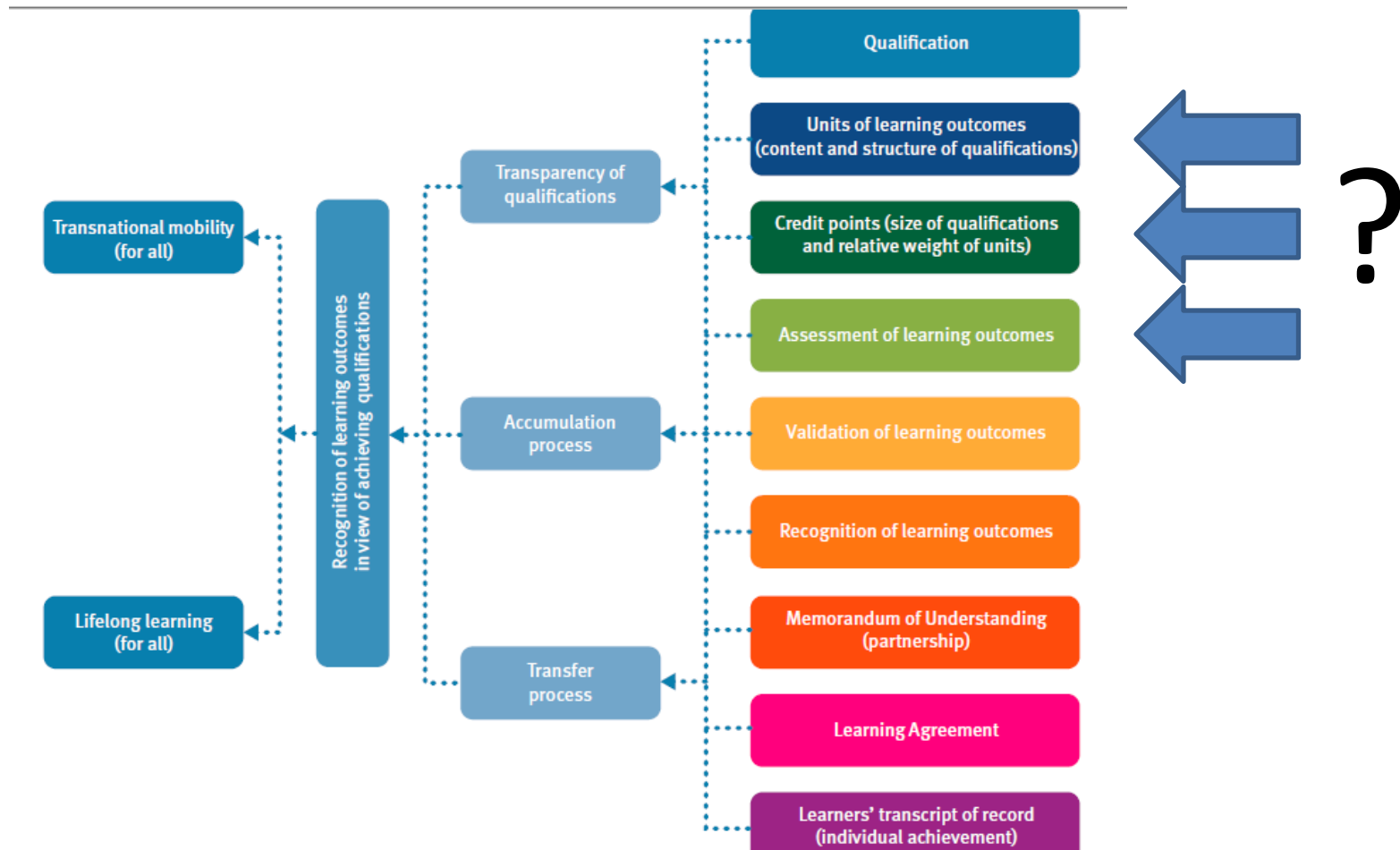
Learning outcomes

- ECVET is based on the use of units of learning outcomes. The learning outcomes of a unit represent a 'standard' against which a
- 1) person's knowledge
- 2) skills and
- 3) competence
- is assessed. The use of units creates the possibility to recognize learning outcomes for parts of qualifications and to give people the possibility to achieve the remaining units of learning outcomes through formal learning

Learning outcomes: Associated aspects for Early Inclusion

- Defintion of learning outcomes

- In accordance to different EQF-levels

Approaching Learning outcomes

Challenge: Structure your curriculum based on learning OUTCOMES¶

The learner (WHO) ist able to …..¶
WHAT¶
HOW¶
IN WHICH CONTEXT¶
ON WHICH LEVEL¶
¶

Example eg. for MK: The patronage nurse (WHO) is able to associate child relevant data procedures towards ICF-CY codes (WHAT) within anamnesis (CONTEXT) autonomously (ON WHICH LEVEL).¶

¶

Learning outcomes and EQF levels

Level	Knowledge	Skills	Competence
Level 3	Knowledge of facts, principles, process and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks i study; adapt own behavior to circumstance problems
Learning outcomes	He/She understands the three indicators of attention deficit hyperactivity disorder (ADHD).	He/she notices potential distractions in the learning environment that may disturb the child, leading to reduced concentration and attention.	He/She communicates his/her observation team and makes proposals to improve the learning environment in class.
Exercise	When watching a child, what are the indicators that would lead you to believe a child has ADHD?	Please observe the child in their workspace. Do you see any potential distraction? What are they? What action would you take? Which are your concrete ideas to remove?	Who else should know about your observa proposals for action? Who has to be invol with whom do you need to work together the child in their workspace in class and to reliable and helpful setting?
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guide work or study contexts that are usually pre but are subject to change; supervise the ro others, taking some responsibility for the e and improvement of work or study activitie
Learning outcomes	Teaching a child with ADHD, he/she understands time as a matter of importance and special impact.	He/She helps the child to follow the day´s routines and stayed engaged, using individual timetables, diaries, lists and other planners.	She/He gives them an individual approach chance to develop skills they need to work classroom situation. She/He recognizes dif engage in daily routines and tasks. She/He offer support and to adapt her strategies.
Exercise	When teaching a child with ADHD, what should be considered in dealing with time? (structure, scale, interval, etc.)	Please create an example for an individual timetable (for a lesson, a day, a week or recurrent and multiple tasks),	Planners, timetables and others may incre attention and independence and should b in case of difficulties to follow. What are t

Assessment of learning outcomes

ECVET uses the distinction between

- the processes of assessment

- validation and

- recognition.

The assessment process identifies the learning outcomes achieved independent of the process through which they have been acquired. These learning outcomes are then validated based on the unit learning outcomes de-scriptions and then recognized.

Associated aspects for ICF-CY-MedUSe

What could this mean for the ICF-CY MedUSe Outcome O2?

If we think of certificaton processes we have to consder assessments and recognition and/or minimal standards for ICF-CY trainers?

Who is able to do what within the project?

How does ECVET work?

- ECVET relies on a series of common goals, principles and technical components, that centre on the recognition of learning outcomes and achievements for European citizens undertaking vocational education and training, irrespective of the learning context, location or delivery method.

- ECVET works hand in hand with the European Qualifications Framework (EQF), DQR (DE) or NQR (AT) to provide greater transparency in European qualifications, promoting the mobility of workers and learners, and facilitating lifelong learning.

Descriptors defining levels of the European Qualifications Framework

ec.europe.eu/ploteus/content/descriptors-page

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Descriptors defining levels of the European Qualifications Framework

Level 5 [1]	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 [2]	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 [3]	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 [4]	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Compare diverse Qualification frameworks

- Ec.europa.eu/ploteus/en/compare

https://www.google.at/search?q=europa&biw=1366&bih=597&tbm=isch&imgil=PchYaYNw-UsemM%253A%253BSZkBhh4Q4nG1fM%253Bhttp%25253A%25252F%25252Fkarte-europa.blogspot.com%25252F2012%25252F07%25252Fkarte-von-europa-region.html&source=iu&pf=m&fir=PchYaYNw-UsemM%253A%252CSZkBhh4Q4nG1fM%252C_&dpr=1&ved=0CCgQyjdqFQoTCJjdkvOOxMcCFQZXFAodb4UMpA&ei=pk_cVZjyN4auUe-KsqAK&usg=__ZgYEN7GmxwWnu6Njbfwdb1jsxmw%3D#imgrc=0TWs6R_gMbVSiM%3A&usg=__ZgYEN7GmxwWnu6Njbfwdb1jsxmw%3D

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- IR: http://www.qqi.ie/Documents/Referencing%20Irish%20NFQ%20to%20the%20European%20QF%20for%20Lifelong%20Learning.pdf

ECVET credit points allocation

- 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 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."

Nr.	TOPIC / MODULES	TOF	total hrs.	Shop Beginner	Junior Shop Assistant	Shop Assistant	Shop Area Manager	Shop General Manager
1.0	Basic Knowledge	Module I	344	104	240			
1.0	Product Knowledge I	Module II	192		192			
2.0	Additional Qualifications	Module IIA	140			140		
3.0	Business Competencies	Module III	90				90	
4.0	Product Knowledge II	Module IV	142			142		
5.0	Managing Level	Module V	456				456	
6.0	Marketing Management		112					112
		Total	1476	104	432	282	546	112

http://www.ecvet-ecoqualify.eu/docs/Methodology_EN.pdf

Examples of specified K-S-C

Table 1 - Comparison table of ECO QUALIFY levels to EQF

EQF LEVEL 1:

Professional Profile: **General Agro-food Shop Beginner**

K: generalities about basic agro-food products
S: ability to carry out simple tasks in shop
C: operating under direct supervision and control

Level 1 - The learning outcomes relevant to Level 1 are:
K: basic general knowledge of products;
S: basic skills required to carry out simple tasks inside the shop;
C: work under direct supervision in a structured context.

EQF LEVEL 2:

Labour market sectoral skill need: **Organic products Shop Junior Sales Assistant**

K: basic knowledge about organic products
S: assisting sales personnel and serving customers
C: not self-reliant in selling organic products; operating under supervision

Level 2 - The learning outcomes relevant to Level 2 are:

Teaching subjects break down

Teaching Subjects			EQF levels				
			1	2	3	4	5
1.	**Organic Retail Basic Knowledge**						
1.1	Organic Agriculture		x	x	x	x	x
1.2	Sustainable Economics	1.2.1 Fair Trade			x	x	x
		1.2.2 Environmental Protection			x	x	x
		1.2.3. Organic Food Production			x	x	x
		1.2.4. CRS				x	x
1.3	Handling of Merchandise	1.3.1. Goods Handling/ordering			x	x	x
		1.3.2. Goods Storage/Care for Goods	x	x	x	x	x
		1.3.3. Labelling & Declarations			x	x	x
		1.3.4. Goods display & Shop Layout			x	x	x
1.4.	Working Procedures	1.4.1. Quality Management				x	x
		1.4.2. Protection & Safety at Work	x	x	x	x	x
		1.4.3. Hygiene in the shop and HACCP	x	x	x	x	x
1.5.	Communication in Retail	1.5.1. Communication Skills	x	x	x	x	x

Cross tables

Table 4 – Cross Table of EQF Levels, Professional Profiles and Key Units for RETAILER OF ORGANIC PRODUCTS

EQF LEVELS	Professional Profiles	Key Unit 1	Key Unit 2	Key Unit 3	Key Unit 4	Key Unit 5	Key Unit 6	Key Unit 7	Pts.	hrs
5	Shop General Manager	5.1 Organic Retail Basic Knowledge h. 90 Los:18 Pts: 9	5.2 Product Knowledge I h. 40 Los: 6 Pts: 4	5.3 Product Knowledge II h. 80 Los:14 Pts: 8	5.4 Product Knowledge III h. 40 Los: 6 Pts: 4	5.5 Nutrition, Dietetics, Health Food h. 40 Los: 6 Pts: 4	5.6 Business Administration & Management h. 60 Los: 11 Pts: 6	5.7 Marketing h. 50 Los: 7 Pts: 5	40	400
4	Shop Area Manager	4.1 Organic Retail Basic Knowledge h. 90 Los: 18 Pts:9	4.2 Product Knowledge I h. 40 Los: 6 Pts: 4	4.3 Product Knowledge II h. 70 Los: 14 Pts: 7	4.4 Product Knowledge III h. 40 Los: 6 Pts: 4	4.5 Nutrition, Dietetics, Health Food h. 40 Los: 6 Pts: 4	4.6 Business Administration & Management h. 40 Los: 9 Pts: 4		32	320
3	Shop Assistant	3.1 Organic Retail Basic Knowledge h. 90 Los: 14 Pts 9	3.2 Product Knowledge I h. 40 Los: 6 Pts: 4	3.3 Product Knowledge II h. 70 Los: 14 Pts: 7	3.4 Product Knowledge III h. 25 Los: 6 Pts: 2,5	3.5 Nutrition, Dietetics, Health Food h. 25 Los: 6 Pts: 2,5			25	250
2	Junior Shop Assistant	2.1 Organic Retail Basic Knowledge h. 40 Los: 6 Pts: 4	2.2 Product Knowledge I h. 40 Los: 6 Pts: 4	2.3 Product Knowledge II h. 70 Los: 14 Pts: 7					15	150
1	Shop Beginner	1.1 Organic Retail Basic Knowledge h. 40 Los: 6 Pts: 4	1.2 Product Knowledge I h. 40 Los: 6 Pts: 4						8	80

RETAILER OF ORGANIC PRODUCTS

To be defined within Early Inclusion

- A) LEARNING OUTCOMES based on diverse EQF-levels

- B) Workload

- C) Ways of assessment or validation (e.g. By means of selforganised learning using the „Briefing packs" and the „Inclusion Methods Marketplace"

References

ec.europe.eu/ploteus/content/descriptors-page

http://www.ecvet-ecoqualify.eu/docs/Methodology_EN.pdf

https://ec.europa.eu/ploteus/sites/eac-eqf/files/leaflet_en.pdf

Supporting literature: www.ecvet-info.de