

Key Components of ECVET

IN THIS FACTSHEET, WE CONSIDER THE KEY COMPONENTS OF ECVET THAT TOGETHER FACILITATE THE PROCESS OF LEARNING RECOGNITION FOR THOSE DEVELOPING, DELIVERING AND PARTICIPATING IN GEOGRAPHICAL MOBILITY PROGRAMMES.



KEY ELEMENTS:

- ☞ ECVET is a technical framework which supports the transfer, recognition and accumulation of learning outcomes with a view to achieving a full or partial qualification;
- ☞ ECVET comprises a series of actions and tools that facilitate the process of learning recognition, irrespective of the country or system in which the learning actually took place;
- ☞ ECVET relies on qualifications being described in learning outcomes, with learning outcomes brought together in units and with units forming the basis of qualifications or awards;
- ☞ Assessment, validation and recognition processes are core elements of ECVET for which tasks and responsibilities need to be agreed among the participating institutions - ensuring existing national or institutional practice is respected.

KEY TOOLS:

- ☞ Common European documents (templates) exist to facilitate the learning mobility process, namely the Memorandum of Understanding (MoU) and the Learning Agreement (LA);
- ☞ The MoU is a voluntary agreement between two or more institutions which sets out the framework for learning delivery, formalising the ECVET relationship and confirming an acceptance of the status and responsibilities that each partner institution has in relation to learning recognition;
- ☞ The LA is a contract signed by all parties in the mobility process, including the learner, in which the learning duration and expected learning outcomes are confirmed alongside mechanisms for assessment, validation and recognition.

POINTS TO NOTE

When working with partners in some countries, there might be a need to also discuss credit (credit values; credit points) with often different systems and expectations in different European countries.

When discussing assessment, consider the quality assurance processes which must be followed in your own institution and whether these processes can be matched, or replicated, as a part of delivering learning mobility.

When reflecting on validation, consider what supporting evidence or documentation is needed, and who will be responsible for gathering and presenting this.