



FINNISH NATIONAL
BOARD OF EDUCATION

FINECVET AS A PIONEER

From Piloting to Implementation!

Starting Points for Implementing the European Credit
System for Vocational Education and Training



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Useful Websites

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| www.finecvet.fi | FINECVET project's website |
| www.ecvet-team.eu | EU website for ECVET users with the following guides: <ul style="list-style-type: none"> • Users' Guide – Part 1 (Q&A) • Users' Guide – Part 2 (ECVET for Mobility) |
| www.ecvet-projects.eu | Website of EU-funded ECVET projects |

1 Introduction

This publication is produced by the FINECVET project. FINECVET is a national project, supported by the Finnish National Board of Education piloting the credit transfer system for vocational education and training. The project tests ECVET's suitability for Finnish vocational qualifications, further vocational qualifications and specialist vocational qualifications.

In June 2009, the European Commission issued a Recommendation to its Member States concerning the credit transfer system for vocational education and training. The ECVET system (European Credit system for Vocational Education and Training) can be used to help recognise the competence acquired and the studies completed in another European country.

Finland was involved in the ECVET technical working group appointed by the European Commission right from the start in 2002. The working group played a key role in preparing the Recommendation. The national pilot was launched in 2004, and the FINECVET project can thus be considered the first national ECVET pilot.

The national hearing concerning the credit transfer system, held by the Ministry of Education in March 2007, indicated that the greatest additional value of the system is the fact that ECVET could facilitate the transfer, accumulation and recognition of credits and learning outcomes or competence acquired otherwise between countries. Based on consultation, the mutually accepted procedures and tools were seen to improve cooperation, save time and work and thus promote mobility. It was also seen as important that not only would the ECVET system enhance mobility during studies, but also facilitate mobility more extensively, such as when applying for jobs abroad. In addition, the consultation emphasised that the system should be interesting, understandable and sufficiently simple, in addition to providing clear benefits from the perspective of the working life and the individual.

The results of the consultation described above formed the starting point for the third and final phase of the national FINECVET pilot. The project was planned while also considering the results generated by the previous pilot, which emphasised the factors that facilitate the implementation of the ECVET system and, on the other hand, the challenges that it presents.

In general, Finnish VET can be considered ECVET-friendly. Our system mostly fulfils the requirements related to the transfer, accumulation and recognition of learning outcomes. Finnish qualifications are divided into units that are based on learning outcomes. Education providers are competent authorities with regards to the assessment, validation and recognition of competence. Qualification committees, on the other hand, decide on the recognition of competence-based qualifications as competent authorities. Finland is also accustomed to using study weeks (credits) to indicate the scope of a qualification and its units. In addition, Finnish qualifications offer the possibility for flexible, individual learning paths – learners can accumulate competence one unit at a time and also obtain it from another education system. Recognition of previous learning outcomes is statutory and not based on time, but the learning outcomes themselves.

Finnish VET also poses challenges to the implementation of ECVET. One of the difficulties arises when assigning ECVET points or credit points to competence-based qualifications, because the scope of these qualifications has not been specified. Since the entire system is based on mutual trust particularly when it comes to the assessment, validation and recognition of competence between different education systems, the quality assurance of the ECVET process is extremely important. In Finland, decisions on the recognition of competence are made by education providers and qualification committees. Above all, this implies that ECVET training and communication should be invested in so that the credit transfer system is also introduced to the teachers who make most decisions concerning recognitions.

The existing statutes that support the accumulation and recognition of competence as well as the qualification requirements that are based on working life serve as excellent starting points for education providers as they implement ECVET in Finland. Individualisation enables flexible national and international study paths for students and candidates. Although the readiness to implement ECVET in other European countries varies, the ECVET system can already be used in international cooperation.

In Finland, the plan is to introduce the ECVET system no later than in 2014 to all vocational qualifications at the same time. Although the actual implementation is not carried out until 2014, it is possible to apply the principles of ECVET in mobility already earlier. ECVET points can be marked on certificates once the necessary alterations have been made to the legislation and regulations.

1.1 FINECVET Project

FINECVET is a three-phase national pilot for developing and testing the ECVET system. The project is supported by the Finnish National Board of Education and financed by a state subsidy for the internationalisation of VET. The project focuses on the use of ECVET in transnational mobility.

The project was launched in 2004. In the first two phases of the project, the ECVET system was tested in nine vocational qualifications. The third phase of the project extended the pilot to include further and specialist vocational qualifications so that piloting continued in eight vocational qualifications, four further vocational qualifications and three specialist vocational qualifications. In addition, the suitability of ECVET for the validation and recognition of the outcomes of international skills competitions was tested. Piloting focused on the different stages of the ECVET process and generated implementation models for both activities and documentation. The final phase of the FINECVET project was launched in autumn 2009 and ended in December 2011.

Vocational qualifications	Further vocational qualifications	Specialist vocational qualifications
1. Vocational Qualification in Social and Health Care	1. Further Qualification for Child Minders	1. Specialist Qualification in Care for the Elderly
2. Vocational Qualification in Beauty Care	2. Further Qualification in Travel Services	2. Specialist Qualification in Business Management
3. Vocational Qualification in Business and Administration	3. Further Qualification in Secretarial Studies	3. Specialist Qualification for Property Maintenance Operatives
4. Vocational Qualification in Music	4. Further Qualification for Property Maintenance Operatives	
5. Vocational Qualification in the Tourism Industry		
6. Vocational Qualification in Hotel, Restaurant and Catering Services		
7. Vocational Qualification in Metalwork and Machinery		
8. Vocational Qualification in Audio-Visual Communication		

Figure 1. Qualifications included in the FINECVET 3

The project involved a total of eight education providers who piloted ECVET in 1–3 qualifications and who had one or more Finnish or international educational institutions as partners. The education providers involved in the project were Omnia – the Joint Authority of Education in Espoo Region, Kainuu Vocational College (KAO), Keuda Training Consortium of Central Uusimaa, Salpaus Further Education, Rovaniemi Municipal Federation of Education (RKK), Helsinki Business College, The Federation of Swedish Ostrobothnia for Education and Culture – YA! Vocational Education and Training and the City of Vantaa Vocational College Varia.

In total, 17 Finnish education providers or educational institutions took part in the FINECVET subprojects. The partners of the education providers came from 11 different countries: Denmark, Estonia, France, Germany, Great Britain, Iceland, Northern Ireland, Scotland, Slovenia, Sweden and The Netherlands. Many of the education providers in the project also had other ongoing ECVET projects. Figure 2 displays the links between the FINECVET partners and different ECVET projects as well as European ECVET networks and authorities.

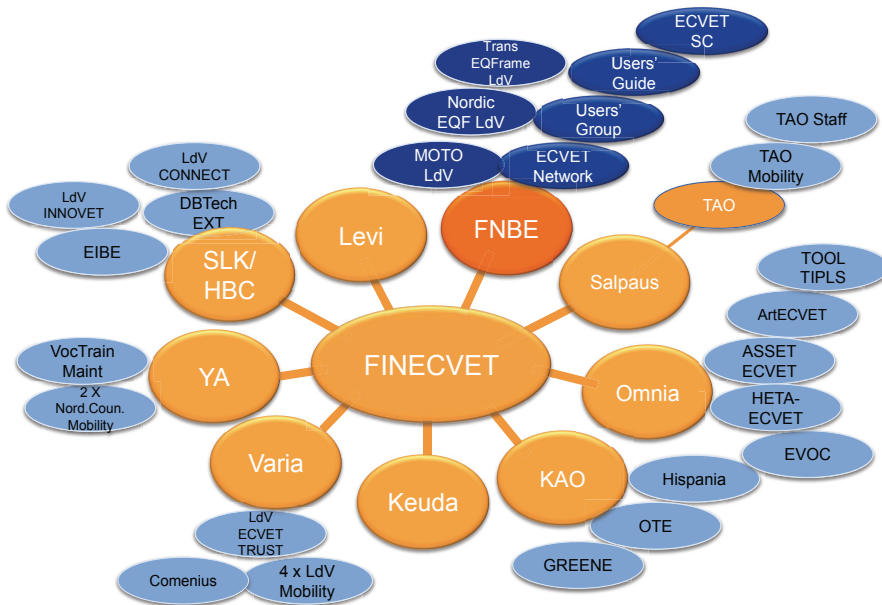


Figure 2. FINECVET project partners and their links to ECVET projects and European networks and authorities

Managed by the Finnish National Board of Education, the project had a steering group with representatives from the following bodies: Suomen Ammattiin Opiskelevien Keskusliitto SAKKI ry, Association of Finnish Local and Regional

Authorities, Finnish Confederation of Professionals STTK, Finnish Association for the Development of Vocational Education and Training (AMKE), Ministry of Education and Culture, Central Organisation of Finnish Trade Unions SAK, Centre for International Mobility CIMO, Trade Union of Education in Finland (OAJ), Confederation of Finnish Industries EK and Ammatilliset Rehtorit ry.

1.2 Aims and Purpose of the Publication

The purpose of this publication, prepared by the FINECVET project, is to support the implementation of the credit transfer system in Finland. Experiences and results from different phases of the project have been compiled into the publication. The publication discusses trans-national mobility, but the same principles can also be applied to individual study paths in Finland. The publication explains the benefits of using ECVET in mobility, describes the roles of Finnish actors and serves as a manual while going over the different stages of the ECVET process in terms of mobility. During the project, tools and models were developed for education providers and qualification committees for the implementation of the credit transfer system.

Contents, texts and document templates have been developed by the FINECVET project team which included: Hanna Autere (Finnish National Board of Education), Riitta Karusaari (Lapland Tourism College/Rovaniemi Municipal Federation of Education), Juha-Ville Mäkinen (Vantaa Vocational College Varia/City of Vantaa), Riitta Narko (Keuda Training Consortium of Central Uusimaa), Päivi Niska (Lapland Tourism College/Rovaniemi Municipal Federation of Education), Maarit Saarenkylä (Omnia – the Joint Authority of Education in Espoo Region), Ritva Saastamoinen (Helsinki Business College), Kristiina Tuori-Nyman (Keuda Training Consortium of Central Uusimaa), Markku Tyni (Salpaus Further Education), Susanna Vestlig (The Federation of Swedish Ostrobothnia for Education and Culture – YA! Vocational Education and Training) and Risto Virkkunen (Kainuu Vocational College). The steering group has commented on the contents and texts of the publication at various stages of the process. The publication is edited by Hanna Autere and Riitta Karusaari.

A list of the terminology used in the publication can be found at the end of the guide.

This publication with its additional material is available on the website of the FINECVET project at: www.finecvet.fi.

2 ECVET as a Concept

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 tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides.

Recommendation of the European Parliament and of the Council

2.1 Objectives of ECVET

There are two broader objectives in terms of the implementation of the European Credit system for Vocational Education and Training, or ECVET:

- to promote transnational mobility primarily within the European Union and
- to facilitate lifelong learning.

This publication focuses on the use of ECVET for mobility.

The purpose of the credit transfer system is to enhance mobility, utilise learning achievements acquired abroad as part of a qualification and increase the transparency of qualifications. The objective is to make credit transfer, accumulation and recognition easier through an agreed description method for learning outcomes. The starting point is a system based on learning outcomes, which are defined as knowledge, skills and competence. Each qualification and each unit of learning outcomes in a qualification can be assigned a certain number of ECVET points. The credit transfer system aims for more understandable and mutually comparable curricula between different education providers. Both the European Qualifications Framework and the credit transfer system serve as tools when qualifications and units are examined in relation to each other in international studies.

ECVET aims to facilitate the recognition of learning outcomes in connection with mobility in order to achieve a qualification. Its use is based on national legislation and the principles and technical specifications provided in the Recommendation (cf. Chapter 2.4). The connections between the objectives and the principles of ECVET are displayed in Figure 3. In Finland, the principles of ECVET can already be utilised, but official implementation requires national decisions as well as changes to statutes and regulations.

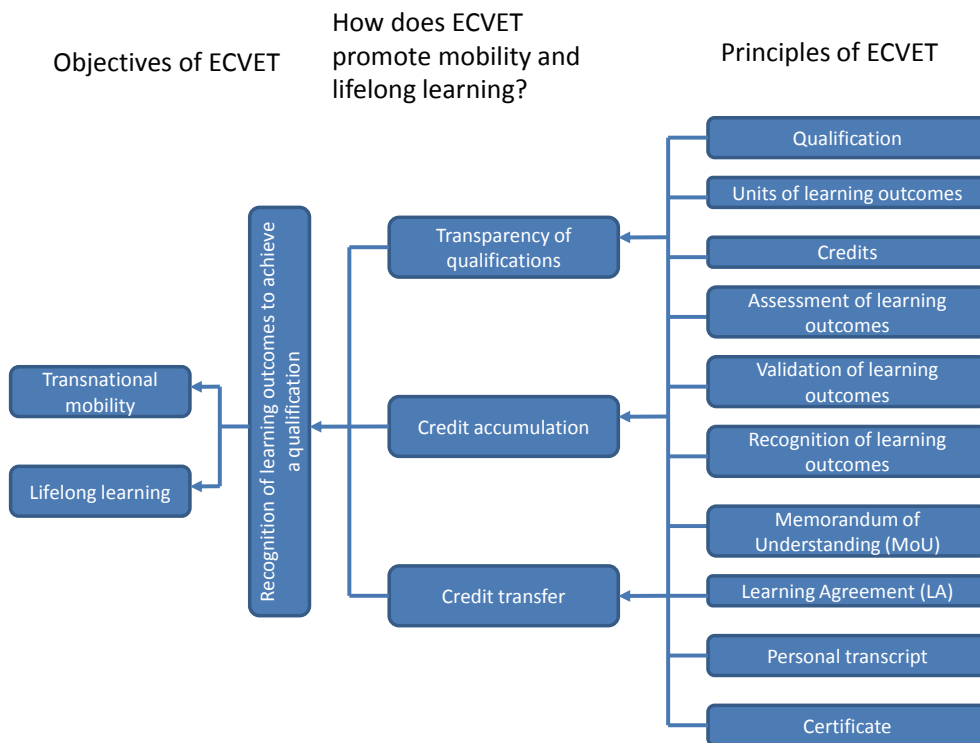


Figure 3. Connections between the objectives and the principles of ECVET

2.2 Benefits of ECVET

The education providers of different countries have already agreed on the transfer of credits in terms of, for instance, student exchange. Even after the implementation of ECVET, credit transfer will require a bilateral agreement, information about education in the other country and mutual trust. Mutually agreed procedures and tools facilitate cooperation, save time and work and thus promote mobility. The ECVET system provides an opportunity to not only enhance mobility during studies, but to also facilitate mobility more extensively when, for instance, applying for jobs abroad. It is also easier for an employer to understand the competence provided by qualifications or units of different European countries when the competence obtained in different systems is described in line with the European Qualifications Framework (knowledge, skills and competence). Thus the representatives of different countries can form a joint understanding of the competence obtained and the learning outcomes achieved in another country.

The credit transfer system allows for the smoother integration of national and transnational mobility into individual study paths. In addition, the competence assessed abroad or elsewhere by someone other than one's own education or qualification provider can be made even more visible and easier to recognise. Therefore, it is easier to go on international student exchange, since the learner and the education provider know which studies completed on exchange can be utilised as part of a qualification. The students and the candidates have an even better chance of obtaining such competence abroad or from another system that may not be possible to achieve in one's own educational institution or home country.

In the long run, the implementation of ECVET is beneficial to the learner, the education provider and working life. ECVET brings immediate benefits to the learner, which can be seen in the planning and implementation process of individual study plans and plans for competence-based qualifications. The education provider and the working life mainly gain indirect benefits.

ECVET benefits the student or the candidate in terms of mobility in the following ways, for example:

- Possibilities to expand, enrich and specialise one's professional competence are improved.
- Overlaps in credits for learning outcomes and overlapping assessments are removed.
- It is easier to validate and recognise previously assessed and documented competence in national or transnational mobility.
- Individual opportunities, learning paths and internationality become more visible in one's personal study plan and the plan for a competence-based qualification (individualisation).
- The quality of mobility improves.
- A common language to describe competence makes job hunting in another country easier.
- The Learning Agreement improves the student's or candidate's safety during mobility.
- The recognition of key competences for lifelong learning acquired during mobility periods is enhanced.
- The demonstration and assessment of one's vocational skills abroad should become easier.
- The internationalisation of vocational adult learners is enhanced, particularly if qualification committees recognise competence assessed abroad more frequently.

In time, the benefits of ECVET should be visible to education providers in the following ways, for example:

- Methodical quality assurance develops through a Memorandum of Understanding between the sending and the hosting institution.
- Trust in the partner's ability to assess learning outcomes and competence grows.
- Agreeing on the operating principles in advance clarifies the assessment and recognition practices in cooperation with the qualification committee and the competence-based qualification authority.
- Assessing the benefits of internationality and international exchange becomes easier.
- Qualification committees develop more uniform procedures for the recognition of competence assessed elsewhere.
- Qualitative cooperation with the vocational skills demonstration authority develops in terms of planning and implementing the assessment of learning outcomes and deciding on assessors.

ECVET's benefits to the employer are:

- The employer can receive employees who possess even more diverse competence.
- It is easier to understand competence acquired and assessed elsewhere due to the common description method.

2.3 Changes Caused by ECVET

The Recommendation on the establishment of a European Credit System for Vocational Education and Training was issued to Member States in June 2009. According to the Recommendation, full-scale implementation in Member States begins by degrees in 2012. According to the Education and Research 2011–2016 development plan confirmed by the Finnish Government, the ECVET system will be implemented in vocational, further vocational and specialist vocational qualifications in Finland no later than the year 2014. A similar system (ECTS) is already used in higher education.

Implementation requires a description of the qualification system, an agreement on the identification principles of credits and placing the qualifications within the national framework and the European Qualifications Framework. Revisions are also made in legislation, the regulations of the Finnish National Board of Education with regards to the qualification and education requirements, in addition to the regulations or recommendations concerning qualification certificates, certificate templates and Certificate and Diploma Supplements. The underlying legislation must be revised, because when using ECVET points

in the Finnish qualifications there will be no connection to time as there is now, when study weeks are defined in terms of the learner's workload.

ECVET does not cause changes to qualifications, titles or vocational skills requirements, targets of assessment or assessment criteria of qualifications or units. Study weeks will be removed and replaced with credit points (ECVET points). This has an impact on the education provider's curricula and the planning of instruction. Credit points will also be introduced to competence-based qualifications where study weeks have not been used.

Based on the experiences from FINECVET, the implementation of ECVET requires an open approach towards the procedures used in other countries. In terms of Finnish education providers, this entails a change in values and attitudes towards more learner- and working life-oriented methods. The focus is no longer on individual teachers or subjects, but learning outcomes should, to a greater extent, provide the starting point when organising and planning instruction. The entire credit transfer system is based on common agreements and mutual trust. The basic principle is that competence can be acquired anywhere and can also be assessed by teachers who are not from one's own educational institution, as long as a Memorandum of Understanding and a Learning Agreement guarantee that the desired competence and its assessment correspond to the qualification requirements of Finland. The available education, i.e. the instruction and guidance that facilitate the achievement of the vocational skills requirements of units, must be redefined from a new perspective. The education provider continues to be responsible for this decision.

2.4 Principles of ECVET

ECVET is based on:

- learning outcomes / competence
- qualifications and units of learning outcomes
- ECVET points / credit points
- credits for learning outcomes
- mutual trust
- partnership between institutions
- documentation

The ECVET credit transfer system centres around qualifications and units of learning outcomes where assessed and approved learning outcomes are validated and recognised by the competent authority in each country so that they can be accumulated for a qualification or transferred into another study programme or qualification.

ECVET points provide complementary information. They refer to a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. The ECVET system contains the tools and procedures, such as the description of qualifications as units, learning outcomes and credits; the measures related to credit transfer as well as documents, such as partnership agreements, learning agreements and users' guides.

Learning Outcomes

In the ECVET Recommendation, 'learning outcomes' means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence.

In Finland, the desired learning outcomes are defined in the national qualification requirements. Decisions on their recognition are made in relation to the vocational skills requirements, targets of assessment and assessment criteria of the qualification requirements. The revised Finnish qualification requirements describe learning outcomes as vocational skills requirements and related assessment criteria. The FINECVET project has developed a model, presented in Figure 4, to facilitate the description of learning outcomes in Finnish qualification requirements using the principle of knowledge, skills and competence:

- Knowledge is described as underpinning knowledge.
- Skills are described in terms of mastering the work method, equipment and material.
- Competence is described in terms of mastering the work process.
- Key competences for lifelong learning entail skills and competence, so taking them into consideration in the learning outcomes of mobility is also important.

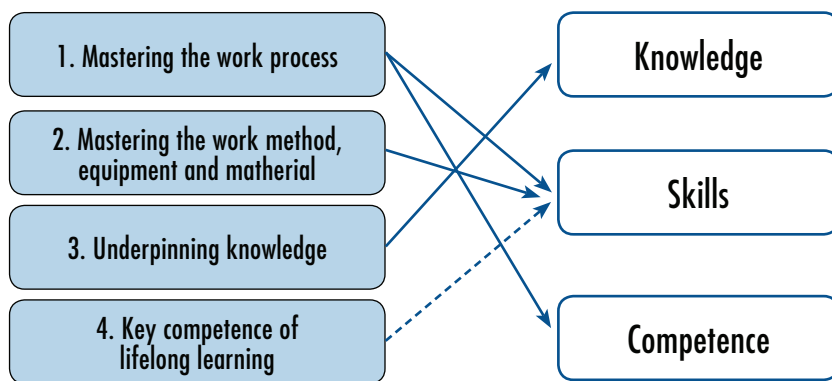


Figure 4. Comparison of learning outcomes with qualification requirements using the principle of knowledge, skills and competence

Qualification

In the ECVET Recommendation, ‘qualification’ means a formal outcome of an assessment, validation and recognition process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards.

Unit of Learning Outcomes

The ECVET Recommendation uses the term ‘unit of learning outcomes’, which means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated. According to the definition, the specifications for a unit should include:

- the generic title of the unit,
 - the generic title of the qualification (or qualifications) to which the unit relates, when applicable,
 - the reference of the qualification according to the European Qualifications Framework (EQF) level and, where appropriate, the national qualifications framework level, with the ECVET credit points associated with the qualification,
- the learning outcomes contained in the unit,
- the processes and criteria for assessment of these learning outcomes.

ECVET points

‘ECVET points’ means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. National resolutions concerning the ECVET points of vocational qualifications have not yet been made in Finland.

According to the ECVET Recommendation, the relative weight of a unit of learning outcomes, with regard to the qualification, should be established according to the following criteria or to a combination thereof:

1. the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration,
2. the complexity, scope and volume of learning outcomes in the unit,
3. the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

Mutual trust and partnership between institutions

The key requirement of the ECVET system and credit transfer is mutual trust and a partnership between institutions. The purpose of the Memorandum of Understanding concluded by partners is to provide a general framework for cooperation and networking that can be used to create an atmosphere of mutual trust and help partners plan special arrangements for the credit transfer of learners. If partners or networks of partners already have established, working practices in addition to mutual trust, it is not necessary to prepare a Memorandum of Understanding.

In a Memorandum of Understanding (cf. Appendix 1), partners:

- state the mutual acceptance of the status of competent institutions involved,
- state the mutual acceptance of quality assurance, assessment, validation and recognition criteria and procedures as adequate for credit transfer,
- agree upon the terms of partnership, such as objectives, duration and the revision of the Memorandum of Understanding,
- agree upon the comparability of qualifications for credit transfer and use the reference levels defined in the European Qualifications Framework,
- identify any other actors and competent institutions possibly related to the procedure in question as well as their duties.

While a Memorandum of Understanding serves as a general framework for mobility between two institutions, a Learning Agreement is prepared for each individual student or candidate who is preparing for a mobility period. It is signed by the learner as well as representatives of the sending and of the hosting institution (education provider or workplace or both). The Learning Agreement contains, for instance, the identity of the learner preparing for a mobility period, the duration of the mobility period, the learning outcomes expected to be achieved, the associated ECVET points or credit points, the assessment criteria and methods as well as the validation and recognition of achieved learning outcomes. A Learning Agreement template can be found in Appendix 2.

3 ECVET Mobility Process

What does ECVET mobility mean?

In a nutshell, the use of ECVET in transnational mobility means:

- The hosting institution in one country assesses a learner's learning outcomes and provides a written assessment.
- The sending institution in another country validates and recognises the credits for learning outcomes and allocates ECVET points to these learning outcomes and into the learner's personal transcript as part of his/her qualification.

In organised mobility, the sending and the hosting institutions have agreed upon common operating principles in a so-called Memorandum of Understanding, and a Learning Agreement has been prepared for each student or candidate before the mobility period. The Learning Agreement specifies the learning outcomes expected to be achieved during the mobility period as well as their assessment, validation and recognition.

This chapter describes the process of organised mobility in accordance with the experiences from FINECVET. Organised mobility refers to a mobility period that is planned and carried out according to a student's/candidate's individual study plan. Learning objectives are identified in advance, and the achieved learning outcomes are assessed during mobility. Learning outcomes are essential in all stages of the process (Figure 5). The ECVET process is divided into three stages:

1. ECVET before mobility – planning the learning outcomes,
2. ECVET during mobility – assessing the learning outcomes,
3. ECVET after mobility – validating and recognising the learning outcomes.

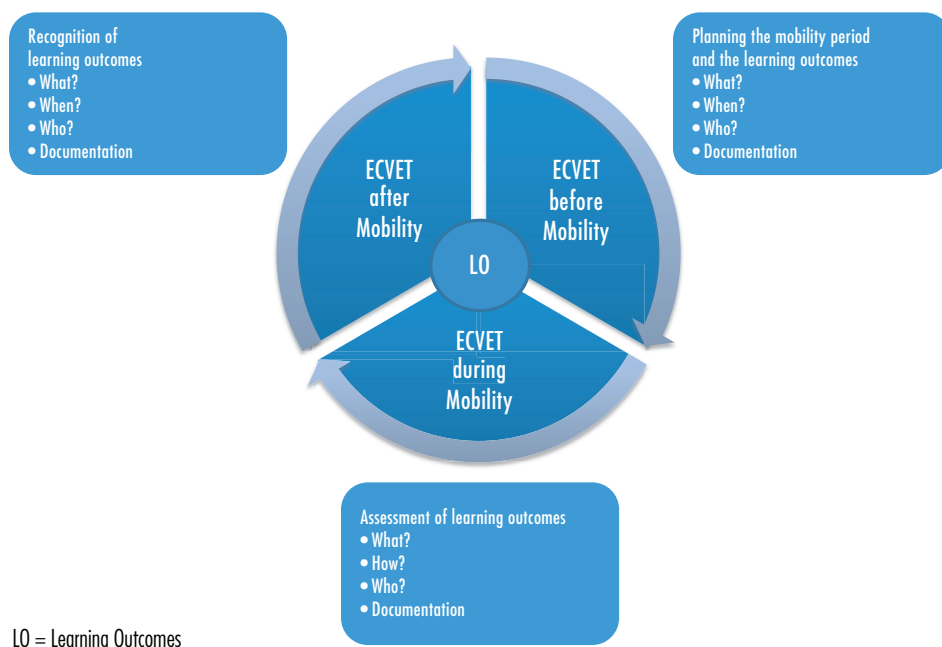
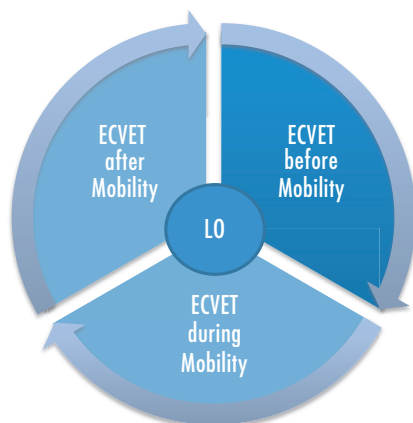


Figure 5. ECVET process of mobility

This publication describes the process in stages with the help of questions to try to explain what makes regular mobility ECVET mobility. ECVET document templates for each stage can be found in the appendices of the guide. The process is described from the perspective of the sending institution. The responsibilities of the hosting institution at different stages are described in a separate box at the end of each chapter. **The sections written in blue only apply to competence-based qualifications.**

Appendices 3 and 4 contain process descriptions for initial vocational and competence-based qualifications, which have been recorded based on the experiences from FINECVET pilots.

3.1 ECVET before Mobility



This section focuses on the preparations before a mobility period. At this stage, both the sending and the hosting institution play a crucial role in terms of building mutual understanding and agreeing on cooperation and individual mobility periods. ECVET before mobility is divided into two stages:

1. Building cooperation
2. Preparing for mobility

WHAT?

1. Building cooperation

- Mobility is planned together with the existing foreign partner or a new partnership is created to organise mobility periods.
- A Memorandum of Understanding (cf. Chapter 2.4) is prepared between the sending and the hosting institution.

2. Preparing for mobility

- The learning outcomes of the mobility period are based on the possibilities provided by the qualification requirements and the vocational skills requirements of units.
- The learning objectives and the expected learning outcomes for the mobility period are defined in accordance with the individualisation of studies. Learning outcomes are described as knowledge, skills and competence.
- A Learning Agreement is prepared with the student or candidate.
- The assessment and recognition of the learning outcomes of the mobility period is planned. In terms of the assessment of learning outcomes/competence, the organisation of a vocational skills demonstration and the assessors, the methods and decisions are made by an authority appointed by the education provider.
- In terms of competence-based qualifications, the qualification provider and the qualification committee agree on a method for the individual plan for a competence-based qualification and the recognition of competence in terms of documents.

“A representative of the qualification provider and the candidate pursuing a qualification or its unit prepare a written plan for the candidate describing how, where and when the candidate demonstrates the competence determined in the qualification requirements.” (Competence-based Qualification Guide 2011, Finnish National Board of Education)

HOW?

1. Building cooperation

- A Memorandum of Understanding is negotiated between the sending and the hosting institution.
- Qualifications can be compared by using, for example, the Certificate Supplement.

2. Preparing for mobility

- A Learning Agreement is prepared for the learner while considering the learning outcomes that can be achieved during the mobility period.
- The expected learning outcomes are described using the principle of knowledge, skills and competence (cf. Chapter 2.4). In Finland, these can be found in the qualification requirements. The expected learning outcomes are planned in relation to the vocational skills requirements of units in the qualification requirements.
- The student's or candidate's learning outcomes for the mobility period are examined together with the hosting institution.
- The authority responsible for planning and conducting vocational skills demonstrations discusses and decides on a method in its meetings.
- In terms of competence-based qualifications, an individual plan for a competence-based qualification is prepared and delivered to the qualification committee in accordance with the agreement between the qualification provider and the qualification committee.

"The competence-based qualification provider must prepare a proposal concerning the recognition of previously demonstrated competence to the qualification committee immediately after the application stage before the competence-based qualification demonstrations begin."

"The education provider decides on the contents and organisation of education that prepares for a competence-based qualification in accordance with the qualification requirements." (Competence-based Qualification Guide 2011, Finnish National Board of Education)

WHO?

1. Building cooperation

- The actors are the representatives of the sending and of the hosting institution.

2. Preparing for mobility

- The student or candidate together with a teacher or other person appointed by the education provider plan the individualisation of learning outcomes during the mobility period.
- The teacher or the group instructor prepares the learning objectives for a mobility period in the form of knowledge, skills and competence together with the student or candidate.
- The vocational skills demonstration authority appointed by the education provider approves of the methods and assessors for the assessment of competence.
- **Competence-based qualification providers plan and organise competence-based qualification demonstrations and assess performances in cooperation with representatives of working life. Qualification committees are responsible for and agree upon the organisation of competence-based qualifications.**

Documentation of individualisation

“The candidate and the education provider and, if applicable, the qualification acquirer, date and sign this document and any changes that might be made” (Competence-based Qualification Guide 2011, Finnish National Board of Education).

DOCUMENTATION

1. Building cooperation

- Memorandum of Understanding

2. Preparing for mobility

- Student’s or candidate’s Learning Agreement
- **Documents agreed upon by the qualification provider and the qualification committee**
- Europass¹

1 Europass consists of five documents, which students and employees can use to demonstrate their competence in Europe. The documents are identical in all EU/EEA countries. Europass can be used when looking for work or applying for education. The basic Europass document is the Europass CV, which can be complemented with other Europass documents, based on the student’s or employee’s choice. These other documents are Europass Language Passport, Europass Mobility and Europass Certificate Supplement and Diploma Supplement.

- Memorandum of Understanding (Appendix 1)
- Learning Agreement (Appendix 2)
- Case: The description of learning outcomes using the principle of knowledge, skills and competence (Appendix 5)

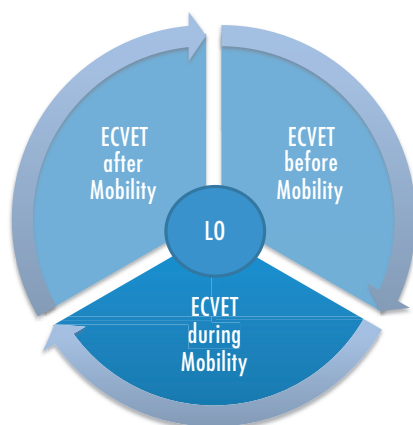
Before ECVET mobility, the hosting institution

- participates in forming a partnership and preparing a Memorandum of Understanding while interacting with the sending institution and the hosting workplace, if applicable
- if necessary, finds a suitable workplace for the arriving learner where the expected learning outcomes can be achieved
- ensures that, during mobility, the learner has the possibility to achieve the learning outcomes agreed upon
- participates in the assessment of the learner's learning outcomes
- documents the assessment process

The following should be kept in mind when preparing for ECVET mobility:

- The learning outcomes of a mobility period are always based on the vocational skills requirements (targets of assessment and assessment criteria) of units in the qualification requirements, in addition to an individual study plan. The individual study plan (individualisation) contains the selected studies based on individual starting points.
- The preparation stage is important so that the validation, recognition and accumulation of credits and competence are easier and more transparent after the learner returns to his/her educational institution. 'ECVET before mobility' is a key part of the quality assurance process.
- The preparation stage is simplified once a Memorandum of Understanding has been prepared for the cooperation between two institutions.
- Mutual trust between partners usually grows and collaboration opportunities are generally clarified as the partners become more familiar with each other's qualification systems and their limitations. As a consequence, the use of ECVET becomes easier with time.

3.2 ECVET during Mobility



During mobility, the student or candidate acquires competence in accordance with the learning objectives that have been stated in agreements during the planning stage. The main responsibility for guidance during mobility lies with the hosting institution, but guidance and support from the sending institution is also important for the student or candidate. The hosting institution assesses competence during mobility. The sending institution trusts the partner's assessment of learning and competence. Recognition of the assessors' competence must be confirmed before an assessment of competence, a vocational skills demonstration or a competence-based qualification demonstration is carried out abroad.

“Competence of a person taking part in the assessment of vocational skills demonstrations. A person other than a teacher who takes part in the assessment of vocational skills demonstrations must possess such competence and professional skills in the field in question, acquired through education, work experience or otherwise, as can be considered adequate in the assessment of vocational skills.” (Section 11, Decree on Vocational Education 811/1998).

Competence-based qualifications: “The individuals assessing the vocational skills of a candidate represent the following parties: employees, employers, the field of teaching and independent professionals, if this is typical of the field.” “If the candidate possesses reliable proof of previously demonstrated competence, the assessors assess the correspondence of this competence

to the vocational skills requirements of the competence-based qualification requirements. The assessors present a document to the qualification committee to be recognised as part of the competence-based qualification performance.” (Competence-based Qualification Guide 2011, Finnish National Board of Education)

The assessment of competence in VET during mobility consists of a vocational skills demonstration of a unit or part of a unit in accordance with what has been stated in the learner’s Learning Agreement. A competence-based qualification demonstration can be organised by the hosting institution. Cooperation with the qualification committee is essential. Competence assessed abroad is not re-assessed in Finland.

WHAT?

- The student or candidate acquires competence as agreed upon in the study plan.
- In VET, documented learning outcomes are assessed in accordance with the learner’s individual study plan.
- **The competence-based qualification demonstration is carried out as agreed upon in the Learning Agreement.**

HOW?

- The assessment of learning outcomes is carried out according to the assessment method of each target country as has been agreed upon in the Learning Agreement.
- The Memorandum of Understanding describes the key principles of the Finnish education system and the organisation of education, such as the qualification structure, teaching arrangements, the validation and recognition of competence as well as the assessment scale and methods.
- If the sending education provider works in direct cooperation with a workplace abroad without a representative of the hosting education provider, the assessment is conducted by a representative of the workplace in the target country.
- **The competence-based qualification demonstration is carried out according to the assessment method of the target country in accordance with what has been agreed upon in the Learning Agreement.**
- In terms of competence-based qualifications, assessment and the principles for recognising learning outcomes are agreed upon with the qualification committee in advance.

WHO?

- The student or candidate is responsible for acquiring personal competence and achieving learning outcomes.
- A teacher and a representative of working life in the hosting country are responsible for assessing the student's or candidate's learning outcomes together or separately.

(Section 25b, Vocational Education and Training Act 630/1998) Deciding on assessment. The assessment of a learner's credits for learning outcomes or competence is decided by the teacher responsible for the instruction of the assessed studies or, if there are multiple teachers, the teachers together. The assessment of education that is provided in connection with practical duties in a workplace and that is included in the qualification is decided by the teacher responsible for instruction together with a person appointed by the employer. The assessment of vocational skills demonstrations is decided by teachers appointed by an authority as referred to in Section 25a and representatives of working life together or separately.

DOCUMENTATION

- Signed documents related to assessment agreed upon in the Learning Agreement
- [The necessary documents or other written material demonstrating competence in the competence-based qualification demonstration](#)
- Europass

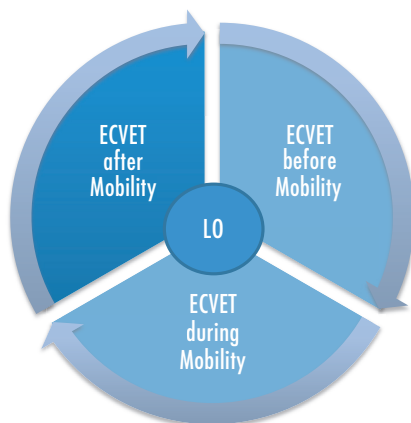
CASES AND TEMPLATES

- Assessment form for the Vocational Qualification in the Tourism Industry (Appendix 6) that has been used in the FINECVET project's pilots

During ECVET mobility, the hosting institution

- is responsible for ensuring that the learner's documents and Europass are filled in and signed
- guides the learner to the workplace and ensures that the mobility period is carried out so that the learner can achieve the learning outcomes agreed upon
- ensures that possible changes are made to the expected learning outcomes during mobility, if the set objectives cannot be achieved due to, for example, the mobility period being too short

3.3 ECVET after Mobility



After mobility, the student or candidate provides feedback and discusses the learning experiences and the acquisition of competence during the mobility period. The student or candidate submits the documents concerning the assessment of learning outcomes or competence that were signed during the mobility period. The sending education provider validates and recognises the competence assessed abroad. Assessed competence is not re-assessed.

Assessed competence in VET is recognised and entered into the learner's study register. An entry marking a vocational skills demonstration or a partial demonstration in the study register is transferred into the learner's certificate of skills demonstration. The assessed learning during on-the-job learning or in another unit or part of a unit is entered into the study register in accordance with the education provider's curriculum.

Based on the assessment documents received by the candidate pursuing a competence-based qualification, a representative of the qualification provider submits a proposal concerning the validation and recognition of competence to the qualification committee. The mobility period is recorded into the candidate's study register and thus becomes part of the pursued qualification and the acquisition of vocational skills. Vocational skills acquired abroad are visible to the candidate in the certificate of participation issued by the qualification provider.

WHAT?

- Representatives of the qualification provider validate and recognise assessed and documented learning outcomes.
- The assessment is recorded into the student's or candidate's study register.
- The assessed competence is transferred into the learner's vocational certificate and the certificate of skills demonstration and thus becomes part of the qualification certificate.
- Based on the signed assessment documents in competence-based qualifications, a representative of the qualification provider proposes the recognition of competence to the qualification committee.
- The recognition proposal of the qualification committee is approved, and the competence assessed abroad is recorded in the qualification certificate.
- The assessed competence is recorded in the candidate's certificate of participation in preparatory training.

HOW?

- The validation and recognition of competence is done based on the signed assessment documents submitted by the student or candidate.

WHO?

- In VET, the recognition of competence is decided by the teacher or teachers of the studies in question.
- In terms of competence-based qualifications, a tripartite assessor team compiled by the qualification provider submits a proposal concerning the assessment or recognition of a unit, or both, to the qualification committee.
- The qualification committee recognises the competence.

DOCUMENTATION

A student

- signed documents as proof of assessed learning outcomes
- Europass
- study register
- qualification certificate (vocational certificate and certificate of skills demonstration)

A candidate

- signed assessment documents
- Europass
- certificate of participation
- qualification certificate

Description of competence assessed abroad in a learner's certificate of skills demonstration (in accordance with the FINECVET project's pilot):

Implementation of tourism services:

Planning and organising riding tours for foreign customer groups for Ishestar, an event organiser. The vocational skills demonstration and the assessment of competence have been carried out in English. Ishestar, Iceland.

After ECVET mobility, the hosting institution

- conducts feedback discussions with the learner and the workplace
- conducts a feedback discussion with the sending institution

3.4 ECVET mobility case: Vocational Qualification in the Tourism Industry – Rosa Rider

This section describes how Rosa Rider's individual study plan enhances and enriches her competence with a mobility period. Rosa is studying in the Lapland Tourism College to become a Tourism Activities Organiser. The primary starting point is Rosa's hobby and the utilisation of her personal interests to acquire professional skills and pursue a qualification. Another key point is the perspective of the tourism industry: the number of international travellers to Lapland is on the rise, so understanding different cultures, being familiar with the event organisation of another country and acquiring language skills are all important vocational skills requirements.

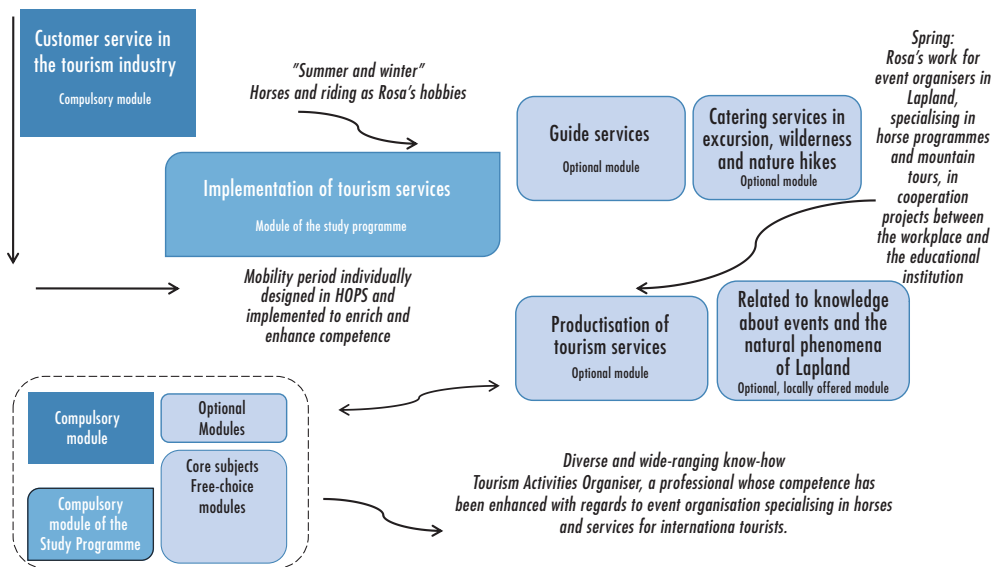


Figure 6. Rosa Rider’s study path

Planning Rosa’s learning outcomes – ECET before mobility

In terms of Rosa’s individual study plan, the aim was to include the possibility for Rosa to acquire more extensive competence by organising various horse-riding events in Iceland. Guiding and instructing customers from different countries while using a foreign language herself were some of the choices enhancing and enriching Rosa’s learning outcomes. The learning outcomes were part of the study programme’s compulsory unit with the objective to: *“take personal responsibility for the customers’ guidance”* and *“utilise sector-specific language skills in the customer service”*. It was agreed that these learning outcomes in Rosa’s studies would be assessed in Iceland, and no plans were made to carry out an on-the-job learning period or a partial vocational skills demonstration related to these learning outcomes in Finland. The planning, implementation and assessors of the partial vocational skills demonstration were approved by a competence-based qualification authority in the tourism, catering and home economics sector, appointed by the education provider.

A Memorandum of Understanding was concluded with an Icelandic educational institution in the tourism industry. A Learning Agreement was signed by Rosa, the Icelandic institution and the horse-riding event organiser. The expected learning outcomes for the mobility period were identified from the vocational skills requirements of the qualification requirements in the form of knowledge, skills and competence.

Assessing Rosa’s learning outcomes – ECVET during mobility

Rosa was responsible for achieving the expected learning outcomes during the mobility period in Iceland. A teacher from the Icelandic partner institution visited Rosa during the period, but the employees and the supervisor of the event organiser were responsible for guidance that facilitated the achievement of learning outcomes. During mobility, Rosa described her learning experiences and acquisition of competence to the teachers and peers in her own educational institution through pictures and stories.

At the end of the mobility period, learning outcomes were assessed in a joint assessment discussion with a guide and the supervisor of the event organiser and a teacher from the Icelandic educational institution, in addition to Rosa. The assessment was carried out according to the Icelandic assessment scale, but the assessment scales of Iceland and Finland had been clarified in advance in the Memorandum of Understanding. Rosa’s Europass was filled in and signed by the company.

Validating and recognising Rosa’s learning outcomes – ECVET after mobility

The signed assessment documents displaying the learning outcomes that Rosa achieved in Iceland were verified, and the competence was validated and recognised by a teacher and a guidance counsellor. On-the-job learning for the unit in the study programme was recorded in the study register as completed in Iceland. The assessment of learning outcomes and the partial vocational skills



demonstration were recorded in the study register and the certificate of skills demonstration. No new assessment was carried out in Finland.

Teachers and a guidance counsellor held a feedback discussion with Rosa, and similarly the educational institutions and the company discussed their experiences together and agreed on suitable targets for development for the next collaboration period.

3.5 Quality of the ECVET Process

ECVET facilitates the quality improvement of the mobility process on the condition that it is linked to the institution’s existing quality assurance system and methods, such as the stages of a quality cycle: planning, implementation, evaluation and development. There is no need to create a separate ECVET quality system. The operating principles and documents, such as the Memorandum of Understanding, the Learning Agreement and the personal transcript, described in the ECVET Recommendation, already form a solid foundation for high-quality mobility. However, one of the problems that may emerge concerns what to do when a mobility period has been carefully prepared in advance, but the learning outcomes are not recognised in the end.

Figure 7 displays the relationship of the ECVET process and the quality cycle in addition to the key quality assurance methods related to ECVET mobility.

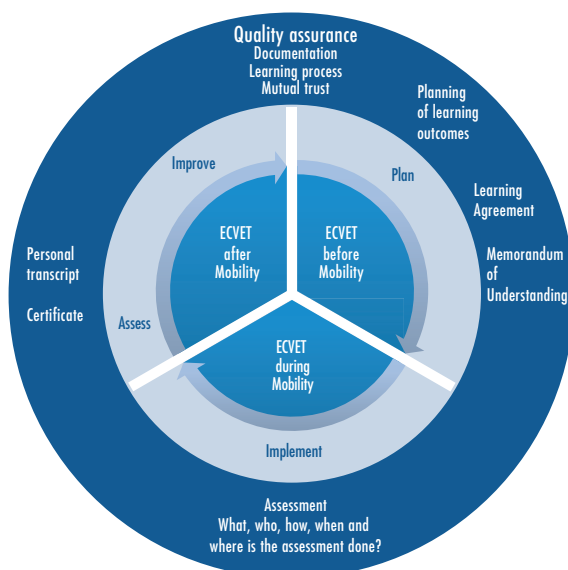


Figure 7. Quality cycle of ECVET mobility

Lists of questions related to the various stages of the mobility process were compiled during the FINECVET project. This checklist can also be used in quality assurance.

Before mobility

- Have the learning outcomes of the mobility period been identified and agreed upon in the student's or candidate's individual study plan?
- Have you taken into consideration the learner's possibility to achieve learning outcomes also in terms of key competences for lifelong learning: learning and problem solving; interaction and cooperation; health, safety and ability to function; and vocational ethics?
- Did you describe the learning outcomes on a 'Satisfactory 1' level?
- Have the assessment criteria of learning outcomes been defined?
- How have you ensured that the hosting institution understands the assessment criteria?
- Does the learner know how learning outcomes are assessed, validated and recognised?
- How have you ensured the competence of the assessors?
- Are you taking into consideration the various field-specific statutes and regulations (for instance, regulated professions) that may pertain to responsibilities for competence and assessment?
- Are you preparing the candidate's individual plan for a competence-based qualification to the qualification committee in accordance with the mutually agreed procedure?
- Have you obtained approval for the assessment of learning outcomes, the planning and organisation of a vocational skills demonstration and the decision on assessors from the competence-based qualification authority appointed by the education provider?
- What kind of a plan do you have concerning how the hosting institution records the results of assessment (assessment documents, which language or languages)?
- Have all the parties signed the Learning Agreement? Does the Learning Agreement state the learning outcomes of the mobility period, how they are assessed and how they are recognised?
- Have you agreed on the individual obligations and responsibilities of both parties in the Memorandum of Understanding from the perspective of the sending and of the hosting institution?

During mobility

- What is the significance of achieving the learning outcomes to the student or candidate?
- Are the teachers, instructors and assessors familiar with the learning outcomes expected from the mobility period, and how they are utilised in instruction and the acquisition of competence?
- Are the assessors familiar with the assessment criteria and how the results of the assessment should be recorded so that the sending education provider or the qualification committee can make a decision concerning their validation and recognition?
- Was the Learning Agreement observed during the assessment process?
- Did you remember to leave room for the partner's assessment method?

After mobility

- Has the student or candidate achieved the learning outcomes expected from the mobility period?
- If so, have these learning outcomes been validated and recognised in accordance with the Learning Agreement?
- Have the learning outcomes been recorded in the learner's personal transcript, certificate of skills demonstration and qualification certificate?
- Has the learner learned something that was not expected before mobility? Has this competence been validated and recognised?
- Have feedback discussions been held between all the parties involved?
- Is there reason to revise and improve the Memorandum of Understanding?
- Develop the mobility process and practices based on experiences and feedback – have you ensured the quality of the student's or candidate's acquisition of learning outcomes during mobility?

4 Utilising ECVET to Recognise Competence Assessed Abroad

Internationalising education and working life pose challenges to the validation and recognition of competence acquired and assessed abroad. This chapter describes individualisation and the recognition of competence when the acquisition and assessment of competence has occurred in a way that differs from regular mobility. This concerns e.g. the following situations:

- A Finnish adolescent or adult has lived abroad for a long time and has acquired assessed competence during this time from an educational institution, a workplace or both in the target country. He/she now wishes to pursue a Finnish qualification.
- A foreign adolescent or adult moves to Finland and possesses assessed and documented competence acquired in an educational institution, a workplace or both in his/her home country or country of origin. He/she now wishes to pursue a Finnish qualification.

The examples above concern the validation of competence through individualisation and the recognition of competence to pursue a qualification. The student or candidate may possess a full qualification, a unit of learning outcomes or other assessed competence acquired abroad. In addition, some professional fields demand various certificates of qualification at work, which the student or candidate may have obtained abroad.

Table 1 displays the key issues to consider when validating and recognising competence acquired during unorganised mobility.

Table 1. Validation and recognition of competence acquired during unorganised mobility

	VALIDATION	RECOGNITION
What?	<ul style="list-style-type: none"> assessed competence is validated 	<ul style="list-style-type: none"> decision on the recognition of competence entries into documents for pursuing studies and a qualification
How?	<ul style="list-style-type: none"> competence and learning outcomes are compared to the qualification requirements a proposal is written concerning the recognition of competence 	<ul style="list-style-type: none"> a decision on recognition is made the recognised competence is recorded in the study register the recognised competence is recorded in the certificate
Who?	<ul style="list-style-type: none"> education provider qualification provider 	<ul style="list-style-type: none"> education provider qualification committee
Documentation	<ul style="list-style-type: none"> foreign qualification certificates or other documents displaying the assessed competence a possible Certificate Supplement and a Diploma Supplement or qualification descriptions assessment documents from competitions 	<ul style="list-style-type: none"> decision on approving the recognition is documented into the study register and the qualification certificate

When validating competence, it is a good idea to utilise the figure displayed in Chapter 2.4, which illustrates the allocation of knowledge, skills and competence in terms of qualification requirements. In terms of assessment criteria, the knowledge described in learning outcomes correspond to the underpinning knowledge in Finnish qualification requirements; skills correspond to mastering the work method, equipment and material; and competence corresponds to mastering the work process as well as the key competences for lifelong learning. The skills of learning outcomes may also contain areas of competence that belong to key competences for lifelong learning.

Case

Competence-based Qualification in Property Maintenance Services completed in Estonia

City of Vantaa – Vantaa Vocational College Varia

Labour force mobility between Finland and Estonia is active. The media has noted the large number of Estonians especially in the construction and the

service sector. When examining the situation more closely, one can see that there are differences in mobility in these sectors. Construction workers often work for an Estonian company and come to Finland for a short-term “job”, whereas Estonian workers in the service sector have usually been employed by a Finnish company and are obviously planning to stay in the country for a longer period of time, often permanently. If their previously acquired and assessed competence can be recognised as part of the Finnish qualification system, their integration into the Finnish labour market can be facilitated in terms of e.g. further education opportunities and collective labour agreements. The job-hunting process is also significantly easier, if the applicant can present a Finnish certificate displaying his/her competence.

The Property Maintenance Services sector employs many Estonians particularly in tasks related to cleaning. The employees arriving in Finland are usually adults and often interested in the possibilities offered by the competence-based qualification system in terms of pursuing a qualification. In addition to this, when we consider the fact that Estonia also has a competence-based qualification system that can be used to pursue qualifications in the cleaning industry, it was clear that the Finnish qualification committee responsible for Property Maintenance Services was keen to study the possibilities provided by ECVET in terms of validating and recognising qualifications.



In the competence-based qualification system, the qualification committee is the competent authority, which makes the decision concerning the recognition of competence based on a proposal presented by the qualification provider. The qualification provider, on the other hand, handles the validation of competence. Consequently, the qualification committee prepares an agreement similar to the Memorandum of Understanding with the corresponding foreign actor. The validation of competence is done by the qualification provider in accordance with the agreement. If the competence concerns, for instance, a foreign study module related to preparatory training, the Learning Agreement is prepared by the party responsible for preparatory training, which is usually the qualification provider. Usually, there is no need for a Learning Agreement with regards to free labour mobility.

In order to clarify the matter and launch cooperation, the qualification committee responsible for Property Maintenance Services contacted Kutsekoda, the Estonian Qualifications Authority, which holds the power to decide on qualification requirements and is responsible for the national coordination of VET. Kutsekoda organised members of the qualification committee a meeting with Estonian actors working in the field. In Estonia, OÜ Puhastusekspert is the national competent authority, which awards qualifications in the cleaning industry and maintains the Professional Qualifications Committee (Kutsekomisjon), which, in turn, regulates the organisation of competence-based qualification demonstrations. OÜ Puhastusekspert works under a mandate granted by Kutsekoda.

Several meetings were held in autumn 2011 during which the participants of both countries became familiar with the qualifications, units of learning outcomes and the required competence, targets of assessment, assessment criteria and the practical arrangements of competence-based qualification demonstrations in the cleaning industry. Participants quickly noticed that the lowest cleaning qualification in Estonia, “Puhastusteenindaja I kutse” (04-25112010–31/4ps) closely corresponds to module “4.3.1 Routine Cleaning” of the Finnish Vocational Qualification in Property Maintenance Services (Regulation of the Finnish National Board of Education 7/011/2010). Based on this, the parties decided to agree on the mutual recognition of the said qualification and of the module. The Cooperation Agreement can be found in Appendix 7.

Based on the Agreement, recognition of the Estonian Puhastusteenindaja I kutse as part of the Finnish Vocational Qualification in Property Maintenance Services (module 4.3.1 Routine Cleaning) can be applied for in the form of a proposal made by the qualification provider who has a contract for arranging qualifications with the Qualification Committee of Property Maintenance

Services. In order to receive a certificate, the person applying for recognition must contact the qualification provider, so that the person responsible for the qualification can prepare a proposal to the Qualification Committee concerning the recognition of the performance. The proposal for the module is made with “Excellent 3” as the grade. A copy of the Estonian Puhastusteenindaja I kutse certificate must be attached to the proposal.

Based on the Agreement, recognition of the module “Routine Cleaning” in the Finnish Vocational Qualification in Property Maintenance Services, which has been completed with the grade “Excellent 3”, can be applied for from OÜ Puhastusekspert as the Estonian Puhastusteenindaja I qualification. In order to receive a certificate, the required decision on recognition is made by the qualification committee for the cleaning industry maintained by OÜ Puhastusekspert. OÜ Puhastusekspert grants a certificate and notifies Kutsekoda about the person to whom the qualification has been awarded. Kutsekoda enters this information into the Register of Professions (Kutseregister).

5 Possibilities of ECVET in Competition Activities

National and international vocational skills competitions are an integral part of everyday instruction for many education providers. Guiding the best learners to take part in competitions is part of the individualisation of studies and the formation of flexible study paths. Participation in vocational skills competitions is organised by the education provider and is an approved procedure in the provision of education.

The main international skills competitions are EuroSkills and WorldSkills. These competitions are well-organised on both the national and the international level. Genuine, professionally-oriented competition tasks are identified and described in detail, and multiple experts take part in the assessment process. Assessment criteria are versatile. The competition situation is created so that it corresponds to genuine working life.

The education provider is responsible for coaching a student or a candidate before a competition. The professionally-oriented competition tasks correspond entirely or in part to a selected unit in the pursued qualification.

Case

Competition performances as part of pursuing a qualification in Restaurant Cookery, a qualification for Waiters/Waitresses or for a qualification for a Site Facilities Operative

Keuda – Training Consortium of Central Uusimaa

ECVET process and competition activities

The ECVET process is similar for competition activities as for regular mobility. Before the competition, the education provider examines the correspondence of the vocational skills requirements of a unit to the competition tasks. A coaching plan and a competence-based qualification demonstration plan and schedule are prepared together with the candidate. At this stage, the operating principles are agreed upon with the qualification committee, and an individual plan for a competence-based qualification is prepared for the candidate. During the competition, the competence and behaviour of assessors is ensured. A proposal is made to the qualification committee on the recognition of the competence as part of the competence-based qualification, based on the assessment documents of the competition performance.

Challenges

In vocational skills competitions, the public demonstration of vocational skills and competence in terms of a selected unit is more challenging to the candidate than competence demonstrated in an individual workplace. The competition also presents a new situation to those who make a decision on the recognition of competence. The recognition of competence related to national and international competition activities requires the parties to become familiar with the activities, describe the process and agree on the operating principles. When the ECVET system is implemented, competence demonstrated in a competition should become one of the possible ways to complete a unit or part of a unit through the validation and recognition of competence.

ECVET as a solution

The assessed and documented demonstration of learning outcomes and competence is recognised. The student or candidate may accumulate credits through ECVET's unified description of learning outcomes. The process and tools provided by the ECVET system create a framework for recognising competence assessed and documented abroad, thereby enabling education providers to avoid overlapping assessments.



6 ECVET Actors

The range of ECVET actors in different Member States in Europe may vary greatly: actors and partners can include, for example, ministries of various sectors, chambers of commerce, regional and employment administrations and vocational institutions. In the Recommendation issued by the Commission, these ECVET actors are known as competent institutions. ‘Competent institution’ means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries.

In Finland, the key competent institutions and actors are the Ministry of Education and Culture, the Finnish National Board of Education, education and qualification providers, qualification committees, representatives of working life and teachers. Table 2 displays the key actors and their duties during the implementation of ECVET.

Table 2. ECVET actors and their duties

Actor	Decree on Degrees	Qualification requirements	Awarding a qualification certificate	Assigning ECVET points	Assessment of competence	Validation of competence	Recognition of competence
Ministry of Education and Culture	X			X (for qualifications)			
Finnish National Board of Education		X		X (for units)			
Education provider (VET)			X	X (for parts of a unit)	X	X	X
Qualification provider (competence-based qualifications)				X (for parts of a unit)		X	

Actor	Decree on Degrees	Qualification requirements	Awarding a qualification certificate	Assigning ECVET points	Assessment of competence	Validation of competence	Recognition of competence
Qualification committees			X				X
Working life					X		
Teacher					X	X	X

6.1 Ministry of Education and Culture and the Finnish National Board of Education

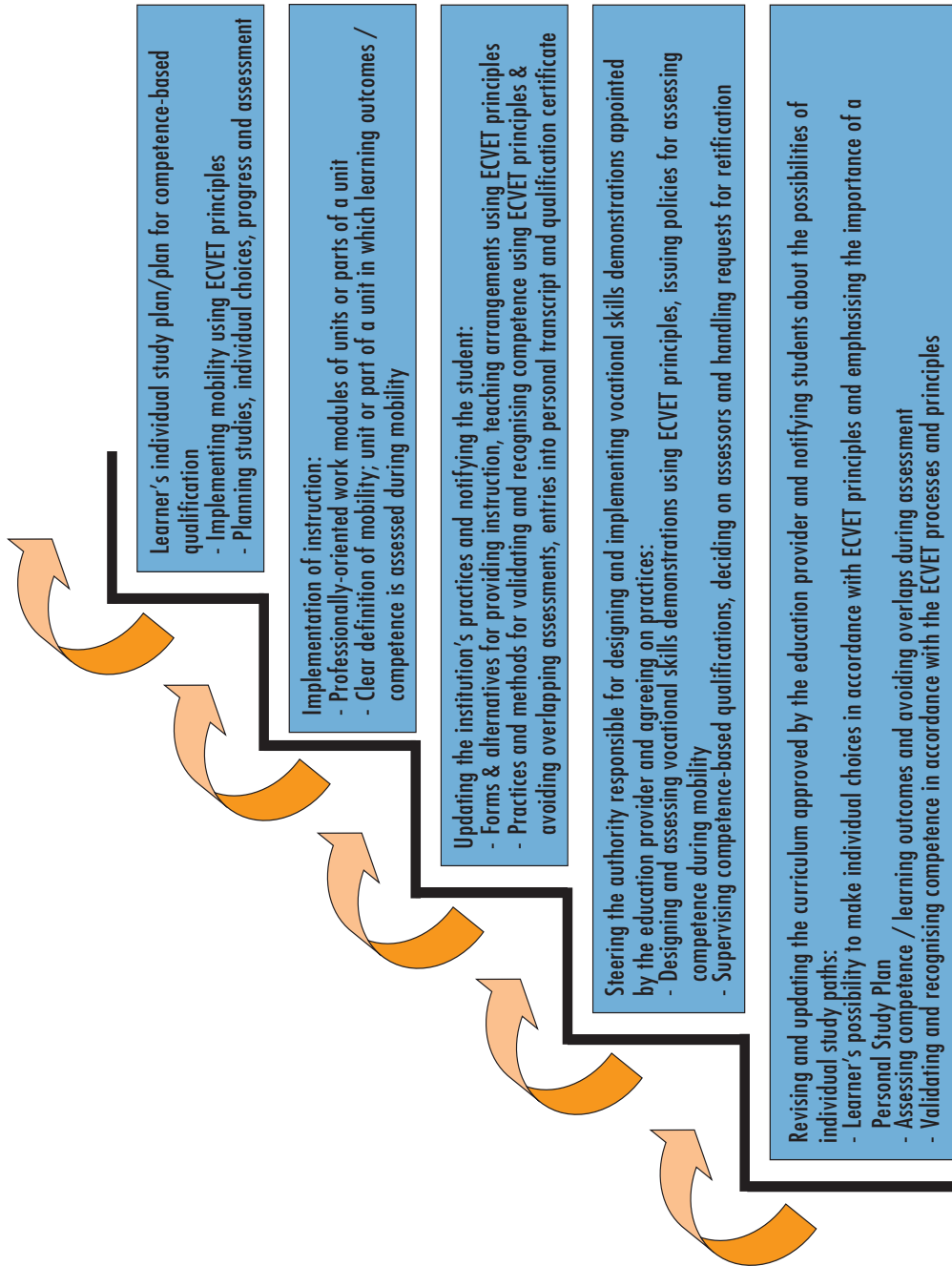
The Ministry of Education and Culture together with the Finnish National Board of Education is responsible for the implementation of the credit transfer system. The Ministry of Education and Culture makes the necessary decisions on the implementation of the ECVET system and the required revisions to statutes. The Ministry of Education and Culture has appointed the Finnish National Board of Education as the national coordination point for ECVET. The Finnish National Board of Education is responsible for revising the qualification and education requirements, regulations and recommendations (concerning qualification certificates, certificate templates, the Certificate Supplement and the Diploma Supplement) so as to enable the implementation of ECVET in vocational qualifications and VET by the year 2014.

The Finnish National Board of Education is responsible for informing actors about the credit transfer system and for ensuring that the actors are prepared to implement the system. Representatives of the Finnish National Board of Education together with a representative of VET providers take part in the European ECVET network and the ECVET users' group. In addition, the Finnish National Board of Education and the Ministry of Education and Culture monitor the implementation of ECVET.

6.2 Education Providers

In terms of the implementation of the ECVET system, the education provider is a competent authority responsible for validating and recognising competence, assessing competence and recording competence assessed during mobility into

Figure 8. Education provider's role and duties in the implementation of the ECVET system



a personal transcript and a qualification certificate. Assigning credit points for parts of a unit will also be one of the education provider's duties.

Education providers in Finland possess good starting points for implementing the ECVET system. Finnish qualification requirements are professionally-oriented, and the descriptions of learning outcomes per unit already exist. The curriculum approved by the education provider must be revised in terms of ECVET's principles of mobility and internationalisation.

The education provider has appointed an authority responsible for designing and implementing vocational skills demonstrations. The tasks of this authority also include supervising vocational skills demonstrations, deciding on the assessors and handling requests for rectification concerning assessment. The education provider must discuss the ECVET principles with the authority and agree on common practices in terms of regulated duties.

The teacher is responsible for designing and implementing a learner's individual study plan and plan for a competence-based qualification together with the learner. Mobility periods are part of the plan. Planning competence or learning outcomes and preparing a Learning Agreement for the student or candidate are also included in the teacher's responsibilities. The stages of validation and recognition are designed as part of the education provider's activities. When receiving learners, the teacher is responsible for the assessment of competence.

6.3 Qualification Committees and Qualification Providers

During the implementation of the ECVET system, the task of the qualification committees responsible for organising and supervising competence-based qualifications is related to the recognition of competence and the awarding of a qualification certificate. The experiences from the FINECVET project indicate that the implementation of the ECVET system does not cause extra work for qualification committees, but instead requires them to adopt a new kind of outlook and approach. International cooperation in vocational adult education and training requires mutual trust between national and international actors, particularly when it comes to the assessment, validation and recognition of competence. When discussing the results of the project, it was seen as important that qualification committees are given adequate information, instructions and training. During the project, it was also noted that qualification committees respond differently to the recognition of competence assessed abroad. ECVET allows qualification committees to unify their recognition practices.

A candidate may also acquire competence abroad for a qualification completed as a competence-based qualification or for preparatory training for a qualification, in accordance with the ECVET principles. Vocational skills can be demonstrated in a competence-based qualification demonstration organised in the partner country. The Finnish competence-based qualification demonstration is not exported to the partner country, but the assessment of the candidate's learning outcomes or competence is established in the Memorandum of Understanding between the sending and the hosting institution and assessment is carried out accordingly.

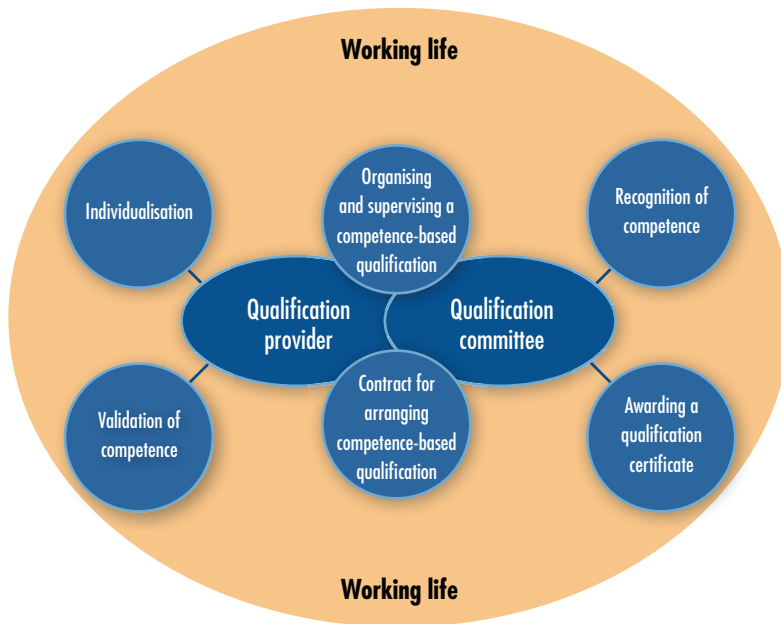


Figure 9. The qualification provider's and the qualification committee's roles and duties in the implementation of the ECVET system

The task of the qualification committee is to decide on the recognition of the candidate's competence and achieved learning outcomes. The decision on recognition is made on the basis of assessment documents. A mutual practice is established between the qualification provider and the qualification committee already before the candidate's mobility period and his/her competence-based qualification demonstration abroad. Appendix 7 displays a proposed model, developed during the FINECVET pilot, concerning the kind of cooperation agreement that can be used between a qualification committee and a foreign qualification authority to agree on the recognition of competence.

6.4 Working Life

The key task of working life is to assess the student's or candidate's competence and achieved learning outcomes. The education provider must guide and instruct representatives of working life in terms of the following:

- purpose and aims of the ECVET system,
- assessment of competence and learning outcomes in accordance with the student's or candidate's Learning Agreement and, in terms of mobility, the Memorandum of Understanding between the sending and the hosting institution.

Representatives of working life serve in the authorities, appointed by the education provider, that are responsible for designing and implementing vocational skills demonstrations. The representatives of working life in an authority are familiarised with the credit transfer system of ECVET, and methods are agreed upon in terms of the following:

- learner's study plan and plan for a competence-based qualification,
- validation and recognition of competence,
- assessment of competence and learning outcomes, the vocational skills demonstration and its assessors during mobility,
- supervision of the assessment of competence and learning outcomes and vocational skills demonstrations,
- handling a request for rectification concerning the assessment of competence during mobility.

Education providers have various informal forums that facilitate cooperation with working life, such as professional divisions and advisory boards. It is recommended that the principles and aims of the ECVET system are also discussed in these forums.

7 How to Proceed

According to Prime Minister Jyrki Katainen's government platform, the competence-based definitions of qualifications are enhanced on all levels of education, and the reform of the VET qualification system continues in close cooperation with working life. The aim is to create qualifications and a qualification structure that are clearer and correspond more efficiently to the demands of working life.

According to the Education and Research 2011–2016 development plan confirmed by the Finnish Government on 15 December, 2011, the vocational qualification system is to be developed so that it forms a clear and systematic entity from the perspective of the competence requirements of the working life. During this development process, the European Credit system for Vocational Education and Training (ECVET) will be introduced in all vocational qualifications in 2014.

According to the development guidelines for the VET qualification system issued by the Ministry of Education and Culture on 20 December, 2011, the scope of competence produced in all vocational qualifications and their units is determined in the form of ECVET points. The minimum number of points required to achieve a qualification will be prescribed in the Ministry of Education and Culture's statute on qualification structures and can vary between qualifications within the limits established by law. The ECVET points for units will be determined in the Finnish National Board of Education's qualification requirements in accordance with the principles and policies issued by the Ministry of Education and Culture.

According to the tentative schedule for the development of the vocational qualification system, which is attached to the development guidelines for the VET qualification system, the principles and criteria for awarding ECVET points are determined in the spring of 2012, after which the determination of ECVET points for qualifications and units begins. Principles and criteria are defined by a steering group for the development of the VET qualification system, appointed by the Ministry of Education and Culture in the beginning of the year 2012. ECVET points for qualifications and units are determined in cooperation with the Ministry of Education and Culture, the Finnish National Board of Education, education and qualification committees, the working life and other key interest groups, based on the principles and criteria defined by the steering group. The aim is to decide on the points by autumn 2013, which is when the required

revisions will be made to the statutes and regulations concerning vocational education and training and vocational adult education and training.

The Finnish National Board of Education has been commissioned by the Ministry of Education and Culture to outline the principles and criteria for awarding points and to also consider the ECVET points of vocational qualifications, further vocational qualifications and specialist vocational qualifications. According to the proposal issued by the Finnish National Board of Education, the starting point for determining credit points for qualifications is 60 credit points for a year of work, in accordance with the ECVET Recommendation. Consequently, a vocational qualification would be worth 180 ECVET points. As their scope has not been previously determined, further and specialist vocational qualifications would be compared to the formal study path of vocational qualifications according to the ECVET Recommendation. Each candidate would have to achieve at least the minimum number of points for a qualification, determined in the decree on degrees, in order to receive a qualification certificate. Points for units that exceed the minimum number of points for a qualification are recorded in the qualification certificate as they are. More ECVET points could be accumulated from, for example, individual units that expand a vocational qualification or individually selected units in further and specialist vocational qualifications.

The proposals issued by the Finnish National Board of Education are utilised in the steering group for the development of the VET qualification system. Solutions concerning national ECVET points are made on the basis of the policies issued by the steering group so that the European Credit system for Vocational Education and Training (ECVET) is used in all vocational qualifications in the year 2014 in compliance with the Education and Research 2011–2016 development plan.

Experts from the Ministry of Education and Culture and the Finnish National Board of Education are closely involved in the European ECVET collaboration network. Experts from the Finnish National Board of Education and education providers have participated in European training sessions and seminars. The training of national ECVET experts, a joint, Commission-funded project between CIMO, the Finnish National Board of Education and the Ministry of Education and Culture, is about to begin.

ECVET communication and training is already underway. An implementation and communication plan for the ECVET system has been prepared and will be further revised once the final solutions are confirmed.

Experiences acquired from the FINECVET project and the materials produced by the project are utilised in training and communication. Education providers and the management of educational institutions have entered into an intensive dialogue with the Finnish National Board of Education and the Ministry of Education and Culture concerning the preparations for the implementation of the ECVET system.

Annex 1. Memorandum of Understanding

The Memorandum of Understanding (MoU) is a voluntary partnership agreement in which conditions for international VET mobility are concluded between “competent bodies” from different countries. The MoU sets the framework for credit transfer and establishes partnership’s procedures for cooperation.

Objective:

The objective of this Memorandum of Understanding is to create a framework allowing the implementation of ECVET-system within student exchange.

In this agreement, the following organizations/institutes accept each other’s status as competent bodies.

Partner 1. _____

Partner 2. _____

Partner 3. _____

The organizations/institutions mentioned in this agreement accept each other’s assurance, assessment, validation and recognition procedures as satisfactory for the purpose of transferring students’ credits at the end of training period abroad.

The present Mou contains the following elements:

- A General objectives of the MoU
- B Period of eligibility of the MoU
- C Short description of partner organizations/institutions
- D Information about the training programme(s) or qualification(s)
- E General agreement on the relevant parts of the training programmes or qualifications /units?
- F Agreement on responsibilities
- G Quality assurance
- H Assessment procedures
- I Validation and recognition of results
- J Signatures
- K Annexes

A General objectives of the MoU

This MoU sets out the general framework of cooperation and networking within the student exchange using the ECVET-system. It defines together with the Learning Agreement the general conditions and the specific arrangements under which credits achieved in partner systems can be transferred into student's qualification. The competent bodies mentioned in this MoU agree to prepare Learning Agreement for each student.

B Period of eligibility of the MoU

From _____ To _____ Until further notice _____

C Information of the partners

All organizations/institutes mentioned bellow are empowered in their own settings to award qualifications or assess units with agreed methods or give credits for achieved learning outcomes for recognition and transfer.

Partner 1. Sending institute

Name: _____
Address: _____
Contact person: _____
www. _____

Partner 2. Hosting institute

Name: _____
Address: _____
Contact person: _____
www. _____

D Information about the training program(s) or qualification(s)

This MoU Deals with _____ (Example; Vocational Qualification in Social and Health Care, Practical Nurse, Study program in Children's and Youth Care and Education)

The description of learning outcomes associated with this study program, the ECVET-points and other related information are included in the student's Learning Agreement

E General agreement on the relevant parts of the study program that can be considered for the competence development during the international training periods

The duration of the internship: _____ (Example; 4 weeks)

Placement: _____ (Example; Kindergarten, pre-school, Youth Centre or similar organizations)

Tasks: (Example; The student practices as a member of the team in all everyday tasks, which by law and responsible issues are allowed to do in Kindergarten, following his/her curricula.)

The following learning outcomes can be considered for the transfer:

F Responsibilities

Responsibility for	Sending institute/ organization FINLAND	Hosting institute/ organization
Preparation of Memorandum of Understanding		
Preparation of Learning Agreements		
Design of learning outcomes for mobility		
Use of Europass documents		
Insurances; Travel, Health, Work, Accidents		
Arrangements of accommodation		
Working clothes, protection devices		
Meals for mobility period		
Cost for living		
Travel arrangements		
Assessment		
Tutoring/instructing		

G Quality assurance

The hosting institute will assure the following minimum quality-standards:

1. The safe training environment where the student can develop and learn
2. The level of competence (the years of training and work experience)
3. time, resource for instruction
4. Instructor/supervisor
5. A weekly program/plan including an introduction
6. Evaluation discussions, supportive guidance and feedback
7. Final assessment
8. Cooperation with the sending institute concerning the training agreement (Learning Agreement, Europass Annex)

9. Information about the training conditions and equipment
10. The working hours
11. Sign the ECVET and Europass documents

H Assessment procedure

The hosting institute will guarantee that the student gets an agreed (LA) evaluation from her/his internship/training period. The assessment follows the ECVET-system; learning outcomes introduced as knowledge, skills and competence in the unit (LA). An overall assessment will take place during the whole internship.

I Validation and recognition

The sending institution will be in charge for the validation process, to confirm that assessed learning outcomes achieved or competences developed by the student during the internship abroad correspond to the specific learning outcomes that are required for the specific study program and qualification. Also the unexpected learning outcomes should be taken in consideration.

In this MoU the sending institution is _____

J Signatures

The partners mentioned in this MoU confirm the accuracy of all statements made on this form and agree to all principles and articles expressed therein.

Date and place: _____

Name and title of the representative of sending organization: Position in the organization: Signature: Stamp:
--

Name and title of hosting organization: Position in the organization: Signature: Stamp:
--

Annex 2. Learning Agreement

School year 2011 - 2012

1. STUDENT / LEARNER

Student's name	Date of birth	Tel.	E-Mail:
Address		Post Code	Postal Town
Contact person at home:		Tel.	E-mail
Bank account		Class/Group code	
Name of the school			
Vocational qualification to be obtained / stage of studieS			

2. SENDING PARTNER / HOME INSTITUTION

Partner's name	Contact person	Tel.
Address		Email
The role of the partner:		

2a. RECEIVING PARTNER / HOST INSTITUTION

Partner's name	Contact person	Tel.
Address		Email
The role of the partner:		

2b. RECEIVING PARTNER / HOST INSTITUTION

Partner's name	Contact person	Tel.
Address		Email
The role of the partner:		

2c. RECEIVING PARTNER / HOST INSTITUTION

Partner's name	Contact person	Tel.
Address		Email
The role of the partner:		

3. QUALIFICATION LEARNER PREPARING FOR

Name of qualification	WQF level

4. LEARNING OUTCOMES AND UNITS ALREADY ACHIEVED BY LEARNER IN "HOME" INSTITUTION

--

5. DESCRIPTION OF THE LEARNING OUTCOMES TO BE ACHIEVED DURING MOBILITY

Title on unit/s of learning outcomes:	Expected learning outcomes:	Ecvet points
	Knowledge: Skills: Competence:	

6. ARRANGEMENTS FOR THE PROPOSED STUDY PROGRAMME

Beginning of mobility	End of mobility	Weekly / daily working times
Supervising teacher/on-the-job instructor if not the contact person in the sending/home institute	Tel.	E-mail
Supervising teacher/on-the-job instructor if not the contact person in the receiving/host institute	Tel.	E-mail

7. INSURANCE DURING THE MOBILITY

--

8. ASSESSMENT

--

9. VALIDATION AND RECOGNITION

--

10. SECTOR/OCCUPATION/QUALIFICATION SPECIFIC REQUIREMENTS

<i>e.g. health requirements, checking criminal record</i>

11. SIGNATURES

Student's signature	Date and place
Parent's signature (when the student is under 18 years)	

Sending/Home institution

I confirm that this proposed study programme and learning agreement are approved:

Authorised signature: _____

Position: _____

Date and place: _____

Receiving / Host institution / organisation:

I confirm that this proposed study programme and learning agreement are approved:

Authorised signature: _____

Position: _____

Date and place: _____

Receiving / Host institution / organisation:

I confirm that this proposed study programme and learning agreement are approved:

Authorised signature: _____

Position: _____

Date and place: _____

Receiving / Host institution / organisation:

I confirm that this proposed study programme and learning agreement are approved:

Authorised signature: _____

Position: _____

Date and place: _____

Annex 3. ECVET Process for Student Mobility – Vocational Education and Training




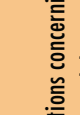
Mobility period	1. Building cooperation	2. Preparing for mobility	3. During mobility	4. After mobility
Questions concerning ECVET mobility	ECVET before mobility	ECVET during mobility	ECVET after mobility	ECVET after mobility
What?	<p>Building cooperation</p> <p>Finding a cooperative educational institution and forming a partnership (or contacting an existing partner)</p> <p>A Memorandum of Understanding (MoU) between the sending and the hosting education provider</p>	<p>Preparing for mobility</p> <p>Further clarifying mobility and duties and finding a workplace.</p> <p>Establishing individual learning objectives for the mobility period.</p> <p>The student considers the areas of competence that he/she already possesses, the ones that will be acquired during the mobility period and the ones that will be pursued afterwards.</p> <p>Preparing a Learning Agreement</p>	<p>Mobility and evaluation</p> <p>Working in the on-the-job learning place</p> <p>Non-formal learning (informal learning)</p> <p>Assessment of learning outcomes / vocational skills demonstration</p> <p>Feedback and assessment discussion</p>	<p>Validation and recognition</p> <p>The student submits the signed documents to the sending institution: Learning Agreement, assessment form, Europass and other assessments and feedback</p> <p>Spreading experiences</p> <p>Feedback discussions:</p> <ul style="list-style-type: none"> between the sending and the hosting institution between the education provider and the workplace between the education provider and the student

Mobility period	1. Building cooperation	2. Preparing for mobility	3. During mobility	4. After mobility
Questions concerning ECVET mobility	<p>ECVET before mobility</p> <p>Building cooperation</p>	<p>Preparing for mobility</p>	<p>ECVET during mobility</p> <p>Mobility and evaluation</p>	<p>ECVET after mobility</p> <p>Validation and recognition</p>
How?	<p>A Memorandum of Understanding (MoU) is discussed and prepared by the sending and the hosting institution</p>	<p>The student and his/her instructor at the educational institution fill in the student's Learning Agreement and sign the other documents required for mobility</p>	<p>Working according to the objectives in the on-the-job learning place</p> <p>Demonstrating one's competence in a vocational skills demonstration and documenting the assessment</p> <p>Organising feedback and assessment discussions and signing assessment forms</p>	<p>Feedback discussions concerning the learning outcomes are set up and organised</p> <p>Learning outcomes are entered into the student's personal transcript and the qualification certificate</p> <p>The student describes his/her learning experiences to other students and teachers.</p>

Mobility period	1. Building cooperation before mobility	2. Preparing for mobility	3. During mobility	4. After mobility
Questions concerning ECVET mobility Who?	ECVET Building cooperation	ECVET during mobility	ECVET after mobility	ECVET after mobility
	Student Representatives of the sending and of the hosting institution	Preparing for mobility Student On-the-job learning instructor, international affairs coordinator and/or head of education Representatives of the education provider and of the workplace in the sending and the hosting countries	Mobility and evaluation Student Hosting institution's contact person Staff of the on-the-job learning place / on-the-job learning instructor Sending institution's instructor/instructors	Validation and recognition The student who has returned from a mobility period, other students and the staff of the sending institution On-the-job learning instructor and head of education
Documentation	MoU (Memorandum of Understanding) International CV	LA (Learning Agreement)	Learning diary (in the student's own mother tongue) Assessment form Europass	Entering the student's individual learning outcomes into the personal transcript and the qualification certificate

Annex 4. ECVET Process for Candidate Mobility – Competence-based Qualifications

Mobility period	1. Building cooperation	2. Preparing for mobility	3. During mobility	4. After mobility
Questions concerning ECVET mobility	ECVET before mobility	ECVET during mobility	ECVET after mobility	
What?	<p>Building cooperation</p> <p>Individualisation / Application</p> <p>Finding a cooperative educational institution and forming a partnership</p> <p>Negotiating the apprenticeship with a workplace</p> <p>Memorandum of Understanding</p>	<p>Preparing for mobility</p> <p>Individualisation / Achieving a qualification and obtaining vocational skills</p> <p>Further specifying the objectives of mobility and duties, finding a workplace in accordance with the individualisation plan or a similar document</p> <p>Learning Agreement</p> <p>Negotiating with the person responsible for the qualification / specialist in competence-based qualifications and the qualification committee</p>	<p>Mobility and evaluation</p> <p>Individualisation / Achieving a qualification and obtaining vocational skills</p> <p>Competence-based qualification demonstration(s)</p>	<p>Validation and recognition</p> <p>Individualisation / Achieving a qualification</p> <p>The candidate submits the signed assessment records, Europass and other assessments and feedback</p> <p>Feedback discussions:</p> <ul style="list-style-type: none"> • between the sending and the hosting institution • between the education provider and the sponsor • between the education provider, the workplace and the candidate • between the education provider and the learner <p>Proposal on the validation and recognition of competence to the qualification committee</p>

Mobility period	1. Building cooperation before mobility	2. Preparing for mobility	3. During mobility	4. After mobility
Questions concerning ECVET mobility	<p>ECVET before mobility</p> 			<p>ECVET after mobility</p> 
How?	<p>Building cooperation</p> <p>Agreeing on discussion and negotiation dates between different parties</p> <p>Concluding a Memorandum of Understanding (MoU) between the sending and the hosting educational institution</p>	<p>Preparing for mobility</p> <p>Preparing an individual plan for a competence-based qualification</p> <p>Preparing a notification of realisation to the qualification committee</p>	<p>Mobility and evaluation</p> <p>Demonstrating competence in a competence-based qualification demonstration</p> <p>Assessing and documenting competence</p>	<p>Validation and recognition</p> <p>Competence is validated based on documents</p> <p>A proposal on recognition is prepared for the qualification committee</p> <p>The approval of a qualification/unit is proposed</p> <p>Qualification committee's decision to the qualification provider</p>
Documentation	<p>Individualisation documents</p> <p>International CV</p> <p>Memorandum of Understanding</p>	<p>Individualisation documents</p> <p>Notification of realisation to the qualification committee</p> <p>Learning Agreement</p> <p>Europass</p>	<p>Individualisation documents</p> <p>Assessment form</p> <p>Assessment record</p> <p>Written material generated naturally in the competence-based qualification demonstration</p>	<p>Individualisation documents</p> <p>Documentation of validation</p> <p>Recognition documents</p> <p>Qualification certificate / Certificate on the completion of a unit</p>

Annex 5. UNIT: Planned working methods in different environments

Description of vocational skills requirements / learning results

Degree: Vocational Upper Secondary Qualification in Social and Health Care, Practical Nurse / Child and youth education and care training programme

EQF/NQF level: 4

Total ECVET credits of programme: 6 ECVET points

Vocational skills requirements / degree component	Learning results			ECVET credits
	Knowledge <i>theoretical and/or factual knowledge</i>	Skills <i>(Use of logical, intuitive and creative thinking) or practical skills (competence, use of procedure, materials, tools and equipment)</i>	Competency <i>responsibility and autonomy</i>	
<p>The student is able to:</p> <p>Plan, implement and assess education and care of children of school-age and under</p> <p>Provide guidance for individual children and young people as well as different types of groups</p>	<p>In his/her work, employs knowledge regarding the physical, psychological and social development of children and young people and the central factors involved in these processes</p>	<p>Works as part of a team to provide care and guidance for children in daily activities (eating, drinking, sleep, rest, dressing, hygiene, exercise, playing outdoors) in a way that promotes health and well-being</p>	<p>Sets goals which support the growth and development of children and young people and designs an education and care plan</p>	

Vocational skills requirements / degree component EQF-recommended concepts	Learning results			ECVET credits
	Knowledge <i>theoretical and/or factual knowledge</i>	Skills <i>cognitive (use of logical, intuitive and creative thinking) or practical skills (competence, use of procedure, materials, tools and equipment)</i>	Competency <i>responsibility and autonomy</i>	
	In his/her work, makes use of the practices and content orientation of early childhood education and care and his/her knowledge of the principles underlying the early childhood education and care plan	Supports the growth, development and learning of the individual child as well as the group of children by applying some of the practices and content orientation of early childhood education and care	Works as a member of a team in accordance with a plan designed to support education and care, updating it when necessary	
	Employs knowledge of the underlying principles of pre-primary and primary education in his/her work	Supervises children's play as part of education and care work		
	Draws on his/her knowledge of the significance of the growth environment to the growth and development of children and young people	Promotes a favourable growth and learning environment for children through his/her own actions and behaviour		

Vocational skills requirements / degree component	Learning results			ECVET credits
	<i>Knowledge</i> theoretical and/or factual knowledge	<i>Skills</i> cognitive (use of logical, intuitive and creative thinking) or practical skills (competence, use of procedure, materials, tools and equipment)	<i>Competency</i> responsibility and autonomy	
<i>EQF-recommended concepts</i>	In his/her work, makes use of the principles of multi-professional working, team work and network- ing	Works cooperatively with a team, with others in the working com- munity and with parents to pro- mote the health and well-being of children in a way that accords with ECEC partnership policy		
		Facilitates the early childhood education and care plan in the area of practical nursing		

Annex 6. Assessment sheet for Finnish students in Iceland

Qualification: Tourism Industry / Tourism activities organizer

Student _____
Company _____
Company's representative _____
Work period _____

EVALUATOR AND GRADE

- 1 = satisfactory
- 2 = good
- 3 = excellent

Core field of activity, core work tasks

IMPLEMENTING TOURISM SERVICES

Student

- prepares herself for implementing tourism services
- takes responsibility for his part for guiding and instructing customers, programme activities and customer safety
- uses subject-specific language skills in customer service
- uses needed equipment and gear according to the situation
- services and maintains equipment, machinery, gear and activity facilities
- ensures customer satisfaction
- evaluates his own work and action

Knowledge	EVALUATION CRITERIA	Student	Teacher	Company representative
Offering tourism services of the company and the area and information acquisition Subject-specific language skills	<p>Answers to the questions of customers and tells about the main products and services of the area</p> <p>Cooperatively collects information about the need of development of tourism products and services</p> <p>Guides and instructs customers in Finnish and also in Swedish and one foreign language</p>			

Skills	EVALUATION CRITERIA	Student	Teacher	Company representative
Complying with the safety plan	Acts according to instructions and safety plan for the whole duration of the service			
Economical action in different stages of a tourism service	Acts economically and takes the usable resources into account, is sales oriented and acts in accordance with the company's business idea			
Acting in accordance with quality requirements	Gets familiar with the quality requirements involved in his/her work Evaluates the sustainable economic and environmental solutions as part of the company's competitive factors			
Using and maintaining resources needed in tourism service and functioning environment	Acts responsibly appreciating nature and environment Acts cost-consciously taking the usable resources and animals into account Serves customers sales spiritedly and takes the cultural backgrounds of customers into account Handles and uses the different resources of travel services Storages and maintains resources and if necessary, takes care of animals according to instructions			

Competence	EVALUATION CRITERIA	Student	Teacher	Company representative
Preparing to implement tourism services	Dresses according to the rules of the organization and considering the circumstances			
Implementing tourism services	Is familiar with the work and customer conditions, takes care of tidiness of the work environment, plans his/her work, and according to instructions does preparation work for implementing travel services			
	Receives and welcomes customers in a friendly way according to the company's customs and smoothly proceeds in the situation			
	According to instructions, instructs the customers to action required by the situation and to the safe use of resources required			
Ensuring customer satisfaction	Implements travel services in a work group or taking the situation into account			
	Listens and inquires customers' experiences and forwards the feedback to be dealt with in the company			
Self-evaluation	Maintains and takes care of used resources or animals, and independently takes care of his/her work environment			
	Evaluates his/her work's and actions' success in the different stages of implementing services and evaluates strengths and possibilities			

Total grade: _____

Date _____._____.2010

Place _____

Company's representative

Teacher

Student

Annex 7. Cooperation Agreement

1. Purpose of the Agreement

The purpose of this Agreement is to agree on the mutual recognition of competence-based qualification performances and the related operational models.

2. Contracting Parties

Qualification Committee of Property
Maintenance Services (8235)
Jälsitie 3
00410 Helsinki
Finland

OÜ Puhastusekspert
Simuna mnt. 18–12
46202 Väike-Maarja
Estonia

3. Qualifications and Modules that the Agreement Concerns

Vocational Qualification in
Property Maintenance Services
Regulation of the Finnish National
Board of Education 7/011/2010
Module: 4.3.1 Routine Cleaning

Puhastusteenindaja I kutse
04-25112010–31/4ps

4. Documents Used in Validation

The performances related to the Finnish Vocational Qualification in Property Maintenance Services are validated by a certificate prepared according to the Regulation of the Finnish National Board of Education and granted by the Qualification Committee of Property Maintenance Services.

The Estonian Puhastusteenindaja I (cleaner I) is validated by a qualification certificate granted by Kutsekoda and issued by OÜ Puhastusekspert.

5. Operational Models Related to Recognition

Based on this Agreement, recognition of the Estonian Puhastusteenindaja I kutse as part of the Finnish Vocational Qualification in Property Maintenance Services (unit 4.3.1 Routine Cleaning) can be applied for in the form of a proposal made by the qualification provider who has a contract for arrang-

ing qualifications with the Qualification Committee of Property Maintenance Services. In order to receive a certificate, the person applying for recognition must contact the qualification provider, so that the person responsible for the qualification can prepare a proposal to the Qualification Committee concerning the recognition of the performance. **The proposal for the unit is made with “Excellent 3” as the grade.** A copy of the Estonian Puhastusteenindaja I kutse certificate must be attached to the proposal.

Based on this Agreement, recognition of the unit “Routine Cleaning” in the Finnish Vocational Qualification in Property Maintenance Services, **which has been completed with the grade “Excellent 3”**, can be applied for from OÜ Puhastusekspert as the Estonian Puhastusteenindaja I qualification. In order to receive a certificate, the required decision on recognition is made by the qualification committee for the cleaning industry maintained by OÜ Puhastusekspert. OÜ Puhastusekspert grants a certificate and notifies Kutsekoda about the person to whom the qualification has been awarded. Kutsekoda enters this information into the Register of Professions (Kutseregister).

6. Agreement Period

This Agreement is valid for the time being.

However, the period of validity ends if the qualification requirements or the professional standards that this Agreement is based on change or if the position of a contracting party as a qualification authority changes.

Two (2) copies of this Agreement have been made, one in Finnish and one in Estonian.

Helsinki 26.1.2012

*Qualification Committee
of Property Maintenance Services*

OÜ Puhastusekspert

Matti Vesalainen
Chair

Helge Alt
Chair

Some terms used in the Agreement

The Finnish National Board of Education is the national authority of Finland that holds the power to decide on qualification requirements and to steer national vocational education and training.

Kutsekoda is the national authority of Estonia that holds the power to decide on qualification requirements and to steer national vocational education and training.

Qualification Committee of Property Maintenance Services is a national qualification authority that awards qualifications and regulates the organisation of competence-based qualification demonstrations. The Qualification Committee operates in connection with the Finnish National Board of Education.

OÜ Puhastusekspert is a national competent authority that awards qualifications and maintains the Professional Qualifications Committee (*Kutsekomisjon*), which, in turn, regulates the organisation of competence-based qualification demonstrations. OÜ Puhastusekspert works under a mandate granted by Kutsekoda.

Professional standards and qualification requirements are national documents that describe the competence required in qualifications and the assessment criteria for this competence. These documents must be observed when carrying out assessments for national qualifications.

A competence-based qualification is a qualification that is independent of the way that vocational skills have been acquired. The qualification is achieved by participating in competence-based qualification demonstrations during which the existence of the required vocational skills is assessed.

Vocational Qualification in Property Maintenance Services is a qualification that complies with the Finnish education system and is of a standard that corresponds to the level of competence expected from a person entering the field. The qualification is completed in units, and each unit is assessed as an independent performance. The entire qualification is considered to be completed once all the required units have been completed.

A qualification certificate is awarded to a person who has completed and passed all the required units in a qualification. *A certificate* for completing a unit is awarded, upon request, to a person who has completed and passed a unit. Qualification certificates comply with the regulation issued by the Finnish National Board of Education on matters to include in a qualification certificate and the certificate template.

Kutseregister is a national Register of Professions, maintained by Kutsekoda, which includes e.g. information about completed qualifications, qualification committees, professional standards and education committees.

ECVET Terminology

Term in ECVET Recommendation in English	Definition in ECVET Recommendation	Corresponding term in Finnish
Assessment of Learning Outcomes	Assessment of Learning Outcomes means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence.	Assessment of competence and Learning Outcomes
Competence	Competence means the proven ability to use knowledge, skills and personal, social and/or methodical abilities in work or study situations to pursue professional or personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.	Competence In Finnish qualification requirements, 'competence' is mastering the work process and key competences for lifelong learning.
Competent Institution	Competent Institution means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries.	Competent Institution <ul style="list-style-type: none"> • Finnish National Board of Education • education provider • qualification provider • qualification committee
Credit Accumulation	Credit Accumulation: Learning outcomes achieved in an environment in the ECVET system are assessed and transferred, after positive assessment, to another environment. A competent institution in this other environment validates and recognises the learning outcomes as part of the qualification requirements pursued by the person in question. After this, units can be accumulated for the said qualification in accordance with national and regional rules.	Accumulation of study achievements

Credit for Learning Outcomes (cCredit)	Credit for Learning Outcomes (credit) means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.	Study achievement
Credit Transfer	Credit Transfer is applied to learning outcomes achieved in formal contexts.	Transfer of Learning Outcomes or study achievements
ECVET points	ECVET points means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.	Study points
Hosting Institution	A Hosting Institution assesses the learning outcomes achieved and awards credit to the learner.	Hosting Institution abroad or in Finland: education provider, company or another workplace
Knowledge	Knowledge means the outcome of acquiring things through learning. Knowledge consists of a set of facts, principles, theories and practices related to one's professional field or field of study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.	In Finnish qualification requirements, 'knowledge' is underpinning knowledge.
Learning Agreement	A Learning Agreement is made for the transfer of credits to agree on the set learning outcomes and their assessment and recognition process. The Learning Agreement is signed by the sending and the hosting institution and the learner who is utilising mobility.	Learning Agreement
Learning Outcomes	Learning Outcomes means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence.	Learning Outcomes or competence
Memorandum of Understanding	A Memorandum of Understanding formalises an ECVET partnership. It contains the procedures and instructions applied to the assessment, validation, transfer and accumulation of learning outcomes.	Memorandum of Understanding

Qualification	Qualification means a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards.	Qualification vocational qualification further vocational qualification specialist vocational qualification
Recognition of learning outcomes	Recognition of Learning Outcomes means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.	Recognition of Learning Outcomes
Sending Institution	A Sending Institution validates and recognises the learning outcomes that have been achieved and allocates ECVET points to the said learning outcomes and into the learner's transcript as part of his/her qualification.	Sending Institution in Finland or abroad: education provider or educational institution
Skills	Skills mean the ability to apply knowledge and use know-how to perform tasks and solve problems. In the context of the European Qualifications Framework, 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 Finnish qualification requirements, 'skills' are described as mastering the work method, equipment and material and key competences for lifelong learning.
The Personal Transcript	The hosting institution records the learning outcomes achieved and the corresponding ECVET points in a learner's Personal Transcript.	The Personal Transcript
Units of Learning Outcomes (unit)	Unit of Learning Outcomes (unit) means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated.	Unit
Validation of Learning Outcomes	Validation of learning outcomes means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.	Validation of Learning Outcomes according to the Qualification Requirements

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