



Friction Stir Welding European Qualifications

## Intellectual Output 6 – Operational ECVET KIT

Guideline for operationalization of EFSW-O/S/E LOs Qualifications  
according to ECVET

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## FSW-Tech Guideline Alignment with ECVET points

The Guideline for operationalization of the European FSW Operator, Specialist and Engineer LOs Qualifications according to ECVET is a document that intends to guide the implementation of the European FSW Operator, Specialist and Engineer Qualifications.

This document is a general approach to the ECVET system. It intends to show how the Curriculum is aligned, in terms of implementation, with the Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

### **European Credit System for Vocational Education and Training (ECVET)**

The European Credit System for Vocational Education and Training (ECVET) is a common methodological framework to facilitate the transfer of learning credits from one qualification system to another and promotes transnational mobility and access to lifelong learning for learners and workers.

ECVET brings a range of benefits to all those involved in geographical mobility and lifelong learning. In terms of mobility, ECVET works hand in hand with the European Qualifications Framework (EQF) to provide greater transparency in European qualifications, promoting the mobility of workers and trainees, and facilitating lifelong learning. ECVET brings together a wide range of actors, at local, national and European levels, with a view to encouraging its wider implementation and use, particularly in learning mobility. ECVET centres on technical components that, together, facilitate the process of learning recognition, irrespective of the country or education system in which the learning took place.

For implementing ECVET with success, it requires that qualifications are described in terms of learning outcomes brought together in units, and units often accumulated to form the basis of qualifications or awards. Assessment, validation and recognition processes must also be agreed among all those participating, and should respect existing national, regional, sectoral or institutional practice.

The development of this guideline is in accordance with the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

Link: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

### **Learning Outcomes**

To implement ECVET, it is necessary that qualifications are described using learning outcomes. Learning outcomes can be used for various purposes such as to establish descriptors of qualifications frameworks, define qualifications, design curricula, assessment frameworks, etc. Learning outcomes are set out in various levels of detail depending on their purpose and context. Assessed learning outcomes constitute credits. Credits are the basis for enabling the transfer between learning contexts and for the accumulation of learning outcomes - and learning units.

In ECVET, learning outcomes are used as a basis for credit transfer and accumulation. Learning outcomes are not dependent on the learning process or the learning context in which they have been achieved and therefore it is possible to use them to identify whether what the learner has achieved in one learning setting or context is comparable to what s/he is expected to have achieved in another setting or context.

### **Units**

*A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated* (ECVET Recommendation 2009). Units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes

expected. Units should be described in legible, understandable and unambiguous terms by referring to the knowledge, skills and responsibility and autonomy contained in them.

Unit descriptions are crucial for the success of the ECVET processes because they are the basis for the transparency of qualifications. The unit description enables competent institutions and VET providers from different qualifications systems - as well as the employers - to understand the characteristics of units and of the assessment which has taken place in another context. In this scope, two aspects are important: the clarity of the terminology used, as well as the way the text is organised in a user-friendly manner.

### **ECVET points**

Concerning the ECVET points, these are 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. Together with units, descriptions of learning outcomes and information about the level of qualifications, ECVET points support the understanding of a qualification. The number of ECVET points allocated to a qualification, together with other specifications, can indicate for example, that the scope of the qualification is narrow or broad.

The number of ECVET points allocated to a unit provides the trainees with information concerning the relative weight of what s/he has accumulated already. It also provides the learner with information concerning what remains to be achieved.

It is important to say that ECVET points and credits are two different things. While credits designate the learning outcomes the learner has already achieved successfully, ECVET points provide information about the qualification and the units. A credit is related to a person and his/her personal achievement; ECVET points are linked to the qualification structure and description. In the scope of the EWF Qualifications according ECVET, it is important to explain how the ECVET points were allocated to EWP qualification. In this sense, **the relational used for the definition of teaching hours, workload and ECVET points was the following:**

- **Teaching hours:** refer to the minimum hours of face to face training defined in the EWF Guidelines;
- **Workload:** calculated based on the assumption that each teaching hour will imply an additional effort of about the double time of self-learning, meaning 1 teaching hour will correspond to 2 hours of workload;
- **ECVET points:** allocation was done considering that 1 credit is attributed for an estimated workload between 25 – 30 hours. The rounding rules applied to the credit system was to round up to the closest quarter unit, as follows: [0,25]; [0,50]; [0,75]; [0,00].

**Allocation of ECVET points to FSW-Tech Guidelines**

Qualification	EQF Level	CU	Workload	ECVET points	Total ECVET points
E-FSW Operator	4	1	8	0,5	2
		2	9	0,5	
		3	4	0,25	
		4	4	0,25	
		5	2	0,25	
		6	2	0,25	

Qualification	EQF Level	CU	Workload	ECVET points	Total ECVET points
E-FSW Specialist	5	1	13	0,5	2,5
		2	10	0,5	
		3	6	0,25	
		4	2	0,25	
		5	2	0,25	
		6	3	0,25	
		7	6	0,25	
		8	5	0,25	

Qualification	EQF Level	CU	Workload	ECVET points	Total ECVET points
E-FSW Engineer	6	1	16	0,75	3,75
		2	12	0,50	
		3	6	0,25	
		4	2	0,25	
		5	2	0,25	
		6	3	0,25	
		7	6	0,25	
		8	5	0,25	
		9	5	0,25	
		10	6	0,25	
		11	7	0,25	
		12	4	0,25	