

**Implementation of the FINECVET model to the formal and nonformal education**

Wdrożenie modelu FINECVET w edukacji formalnej i pozaformalnej

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**RESULT 03 - REPORT****The comparative research analysis of the ECVET system in partners countries****Analiza porównawcza ECVET w krajach partnerskich**

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## TABLE OF CONTENT

1. Introduction .....	4
2. Comparison of ECVET system in the partner countries.....	12
3. Calculation of the ECVET points .....	18
4. Conclusions .....	21
5. Recommendations .....	23
6. Bibliography and source materials .....	26
7. Annex .....	29
7.1 Questionnaires on the questionnaire ECVET .....	30
7.2 ECVET points for calculation and calculation .....	56

## 1. INTRODUCTION

**The report of Result 3 contains comparative analysis of ECVET in the partner countries with the recommendations.** The institution leading the Action 3 is Education and Labour. According to assumptions of "*Implementation of the FINECVET model to the formal and non-formal education TRANS-FINECVET*" project, the report on result 03 includes a comparison of ECVET in the partner countries together with the level of advancement of the implementation of the various elements of ECVET, way of implementation as well as common and distinct features of the system. What is more, it has been endeavoured to calculate the ECVET points in the partner countries.

The result 03 is designed to not only assess the level of implementation of ECVET but also indicate the pathway to implement or how to improve ECVET not only in the partner countries: Finland, Poland and Spain but also in other EU countries. Consequently, the report contains developed recommendations on the conditions and facilitation process for the implementation of ECVET for each of the partner countries.

The starting point for a comparative analysis is 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)<sup>1</sup>. The Recommendation set forth definitions of basic concepts, the implementation pathway and the principles and technical specifications of ECVET.

The process of transfer and accumulation of learning outcomes began in the EU in the higher education system. The European Credit System began operating in 1987 and in 2004 changed the name for the European Credit Transfer and Accumulation System - ECTS<sup>2</sup>.

As a result of the findings made in the "The Copenhagen Declaration" in terms of vocational education and training, the following priorities were established<sup>3</sup>:

***The European dimension*** - the promoting and ensuring mobility.

***Transparency, information and guidance*** - including binding the European CV, supplements to certificates and diplomas, common European structure of evaluation criteria and the Europass into a single structure.

***Recognition of competences and qualifications*** - to explore ways to promote transparency, comparability, transfer and recognition of competences and / or qualifications between different countries and at different levels, through the establishment of benchmarks, common rules for certification, and common methods including a system for transferring credits in vocational education and training.

***Quality assurance*** - to promote cooperation in assure quality.

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<sup>1</sup> 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) (2009/C 155/02).

<sup>2</sup> Based on: Ryszard Rasiński "Ekspertyza dotycząca gromadzenia i przenoszenia osiągnięć w szkolnictwie wyższym w Polsce – zastosowanie ECTS. Podsumowanie". Warszawa 25.06.2013.

<sup>3</sup> Priorities identified in the Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training by the Council of the European Union (Education, Youth and Culture) on 12 November 2002.

In 2002 the technical working group on ECVET was appointed, which published a year later its first report on the system of accumulation and credit mobility in vocational education and training, as well as the qualifications framework and the relationship between these items. Therefore, the actions on the European Qualifications Framework had their beginning during the work on ECVET - "working group on EQF" was established in 2004<sup>4</sup>. As a result of the working group on ECVET in June 2009 the European Parliament and the Council set forth the recommendations on the establishment of the European credit system for Vocational Education and Training - ECVET. The document set out i.a. definitions and rules for the ECEVET application. The system is intended to facilitate transfer, recognition and accumulation of learning outcomes of individuals wishing to obtain a particular qualification.

ECVET is applicable for all learning outcomes which should be achievable through a variety of education and learning pathways at all levels of the European Qualifications Framework for lifelong learning (European Qualifications Framework - EQF), and then be transferred and recognised including recognition of learning outcomes which are acquired through non-formal and informal learning. The Recommendation specified that the documents related to ECVET, such as the "Europass", contained a clearly defined set of references and information, and to enhance the coherence and complementarity of ECVET with ECTS used in higher education.

The European Commission, in its Bruges Communiqué, proposes the use of a number of activities at national level and supporting activities at EU level to support the development of vocational education<sup>5</sup>.

Analysis of funding sources and works on ECVET points out that EU efforts are carried out mainly thanks to EU funds, and only a few countries declare that they spend on ECVET their domestic funds amounting to approximately 12%. These findings raise the question of whether dependence of EU funds indicates a low interest in ECVET at national level<sup>6</sup>?

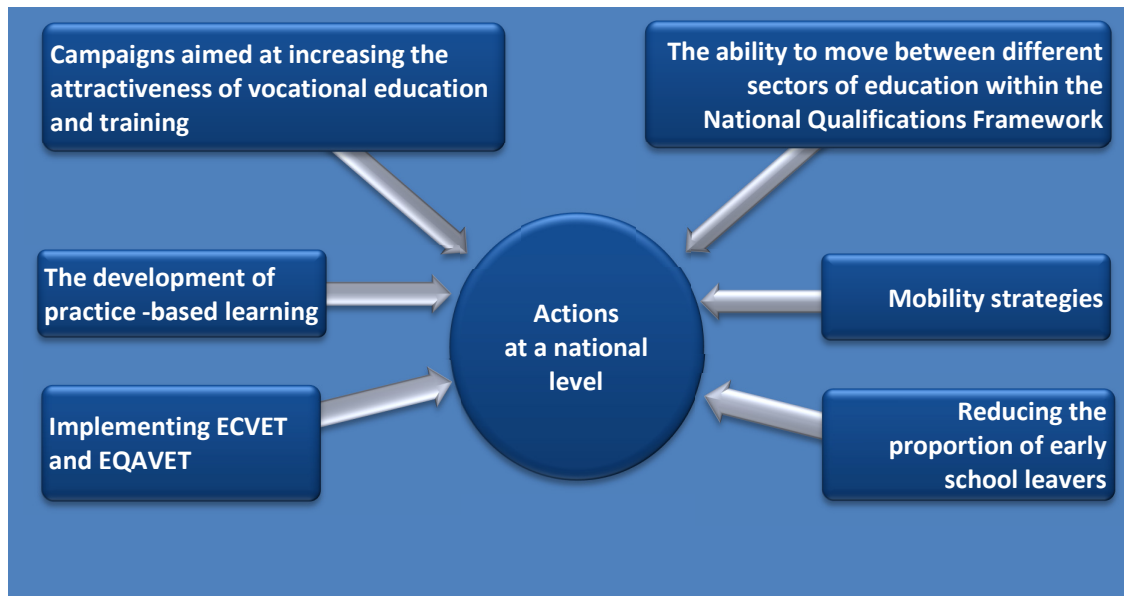
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<sup>4</sup> cf. Horacy Dębowski in cooperation with Wojciech Stęchły i Gabriela Ziewiec. „System ECVET jako narzędzie polityki UE na rzecz uczenia się przez całe życie”. Material of Educational Research Institute.

<sup>5</sup> The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020. Communiqué of the European Ministers for Vocational Education and Training, the European Social Partners and the European Commission, meeting in Bruges on 7 December 2010.

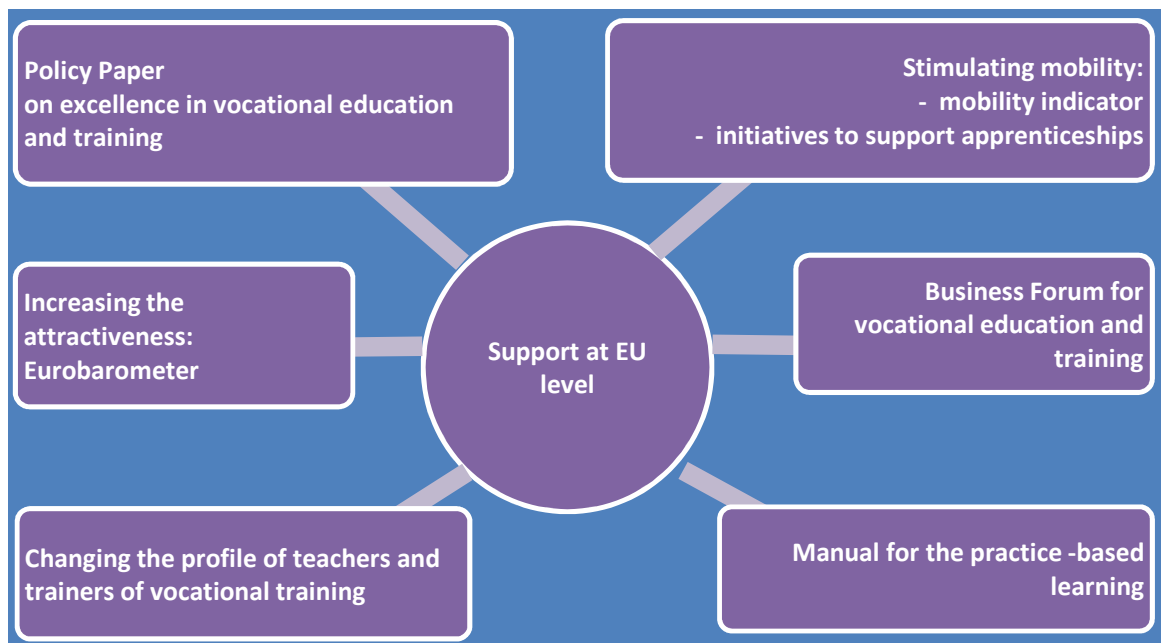
<sup>6</sup> cf. Information note. System for Vocational Education and Training ECVET - opportunities and challenges . Cedefop. July 2013.

**Figure 1. Exemplary activities to support vocational education at a national level**



Source: Joanna Basztura "Polityka edukacyjna Komisji Europejskiej w zakresie kształcenia i szkolenia zawodowego 2014 – 2020". Presentation of Lodz, October 15, 2014; Education Policy Desk Officer (Poland, Lithuania, Denmark), European Commission, DG Education and Culture, Unit A2: Country analysis.

**Figure 2. Exemplary EU actions to support vocational education**



Source: Joanna Basztura "Polityka edukacyjna Komisji Europejskiej w zakresie kształcenia i szkolenia zawodowego 2014 – 2020". Presentation of Lodz, October 15, 2014; Education Policy Desk Officer (Poland, Lithuania, Denmark), European Commission, DG Education and Culture, Unit A2: Country analysis.

### **Background of the ECVET system in Europe**

A number of EU countries started to implement ECVET. Member States may introduce ECVET according to their own decisions on how implement the system. It is proposed in the Recommendation to introduce the elements of ECVET from 2012 and indicated that the implementation of ECVET should be done through partnerships and networks based on learning agreements (Memorandum of Understanding), which provide an appropriate framework for credit transfer.

The Commission has established European Credit System for Vocational Education and Training (ECVET) as a methodological framework which can be used to describe qualifications in terms of units of learning outcomes, with activities related to these points. The system allows attestation and recording of learning outcomes achieved in different countries and also in various contexts: formal, non-formal and informal one. Learning outcomes shall be transferred to the host system of the unit, where they are included in the acquired qualifications.

The diversity of national systems that define the levels and content of qualifications is not conducive to transnational mobility of learners. ECVET is a possible solution facilitating the mobility of learners throughout Europe. Member States may, according to their own will, adapt this recommendation and implement the system.

ECVET aims at promoting transnational mobility and the access to lifelong learning. It is not supposed to replace national qualifications systems but only help to improve the comparability and consistency between them. ECVET applies to all individual learning outcomes achieved through a variety of education and training pathways which are subsequently transferred, recognised and accumulated with a view to obtaining qualifications. Thanks to this initiative, European citizens can easily have their trainings, skills and knowledge recognised in another member state.

It should be stressed that the ECVET system does not give the citizens any powers to ensure that learning outcomes and ECVET points are automatically recognised. Its application to particular qualifications adheres to the legislation of the member states.

European Credit System for Vocational Education and Training (ECVET) is one of European instruments designed to increase the transparency of education systems and vocational training. The system aims at facilitating learners in vocational schools learning in various educational institutions both in the country and abroad<sup>7</sup>. ECVET encompasses qualifications at all levels of the European Qualifications Framework (EQF):

- allows to transfer learning outcome units;
- operates through a partnership between the institutions;
- eliminates the need to re-evaluate learners in different institutions.

The Cedefop report on monitoring ECVET implementation<sup>8</sup> indicates that most countries perceive ECVET as an instrument for cross-border mobility of learners of vocational schools.

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<sup>7</sup> cf. Information note . System for Vocational Education ... . Cedefop . July 2013

<sup>8</sup> *Monitoring of the implementation of ECVET in Europe. Cedefop (2013) . Working Paper No. 22, 2013*

As a result of this approach the system is currently being tested in many transnational pilot projects financed in large part by the EU with the intention to extend the scope of its application for further vocational qualifications.

To support the process of ECVET implementation, most EU countries set up national contact points. The contact points are placed in the ministries of education (there were 26 contact points in 2012). As part of their activity the national contact points are to clarify the roles and responsibilities of bodies / organisations involved in ECVET and to disseminate information related to ECVET.

In terms of building ECVET potential, most EU countries set up national contact points for ECVET (there were 15 contact points in 2011 and 26 in 2012). Moreover, tasks and responsibilities of bodies / organisations involved in ECVET and dissemination of information related to ECVET were specified. In the majority of countries decision-making matters fall under competence of the authorities responsible for National Qualifications Framework (NQF) and EQAVET (European Quality Assurance in Vocational Education and Training). That may help to coordinate the instruments<sup>9</sup>.

**Table 1: Declared development strategies of ECVET - used or planned in 2012.**

Strategies in order of importance	The number of countries using the strategy of the total number of countries monitored
1. Adaptation of qualifications and achievements related to EQF	28/33
2. Learning by working on ECVET projects funded by EU	26/33
3. Promotion of ECVET among the relevant, concerned parties (eg. through events, publications, websites, information / advertising campaigns)	20/33
4. Update of regulations on vocational education and training or developing new legislation to support ECVET	19/33
5. Extensive research strategies (e.g. pilot projects, the use of certain ECVET tools)	14/33
6. Collecting for decision makers the evidences of advantages and disadvantages of ECVET (impact assessment)	9/33
7. "Wait-and-see" attitude	4/33

Source: INFORMATION NOTE European Credit System for Vocational Education and Training ECVET - Possibilities and challenges. p.2. Adaptation based on Cedefop, monitoring implementation strategy ECVET in Europe, Working Paper No. 18, 2013. [http://www.cedefop.europa.eu/EN/Files/6118\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/6118_en.pdf) [accessed on 6/5/2013].

<sup>9</sup> cf. Information note . System for Vocational Education ... . Cedefop . July 2013.



Declared ECVET development strategies point to the widespread adoption of determining qualifications through learning outcomes, according to the EQF and NQF. Most EU countries also take information measures and pilot projects show no need for broad implementation of ECVET. However, the knowledge on ECVET among citizens is very low, despite the fact that 20 out of 33 countries declared running "promotion" activities to interested parties. Gradually, EU countries are introducing various elements of the system, including validation of learning outcomes<sup>10</sup>.

The analysis of Cedefop materials shows mixed support for ECVET in the context of national reforms of education and training. Only a few countries are involved in the implementation of the all elements of ECVET system<sup>11</sup>.

The consistency of ECVET with EU directives applies not only to the EQF and the European Skills / Competences, Qualifications and Occupations - ESCO, which describes knowledge, skills and competences. ESCO classification is to be the basis for standards of examination requirements; a common language of ESCO will be developed aimed at bridging the world of education and training with the world of work. Qualifications related to EQF will be indirectly incorporated into the ESCO. This action will be carried out through the portal of the EQF, which will include references to national databases concerning the qualifications. International qualifications that are not covered by the National Qualifications Framework will be integrated directly into the ESCO. It is necessary to coordinate an approach based on learning outcomes used in EQF and the European classification of skills, competencies, qualifications and occupations<sup>12</sup>.

The majority of countries are to implement the European Quality Assurance in Vocational Education and Training (EQAVET), which implement procedures and guidelines to improve and maintain the quality of each qualification system, ensuring the transparency and trust among European countries<sup>13</sup>.

The Report of the Commission to the European Parliament and the Council on the implementation of the recommendation of the European Parliament and the Council of 18 June 2009 on the establishment of European Quality Assurance in Vocational Education and Training (hereinafter referred to as the EQAVET recommendation) summarised gained experience and presented to the Commission the proposals for further actions<sup>14</sup>.

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<sup>10</sup> The Recommendation of the Council of 20 December 2012 on the validation of non-formal and informal learning, (2012/C389/01). 22.12.2012. 2018 was set as the deadline for Member States to "appropriate solutions".

<sup>11</sup> Cedefop (2015). *Annual report 2014*. Luxembourg: Publications Office of the European Union. Cedefop information series.

<sup>12</sup> Report From The Commission To The European Parliament and the Council. Evaluation of the European Qualification Framework (EQF). Implementation of the Recommendation of the European Parliament and the Council on the Establishment of the European Qualifications Framework for Lifelong Learning. Brussels, 19.12.2013 COM(2013) 897 final.

<sup>13</sup> cf. The information note. System for Vocational Education ... . Cedefop . July 2013.

<sup>14</sup> Report from The Commission to the European Parliament and the Council on the implementation of the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training. (Text with EEA relevance). Brussels, 28.1.2014 COM/2014/030 final.

According to a study of EQAVET secretariat<sup>15</sup> and an external evaluation<sup>16</sup>, more than 20 countries made the consolidation of their approach to quality assurance and EQAVET framework constituted a direct contribution to the development of a national system in 14 countries. Currently, most of national education and training systems of EU member states contain quality standards for organisers of vocational education and training<sup>17</sup>, which are mainly used as a condition for the financing, accreditation or are required as part of the regulations.

The reference frameworks include a cycle consisting of four phases (planning, implementation, evaluation and review), and each stage is accompanied by quality criteria and indicative descriptors<sup>18</sup> to be applied at the level of vocational education and training system, and qualification-awarding level. The frameworks provide a systematic approach to quality and place a strong emphasis on monitoring and improving quality by combining internal assessment with external review and other improvements complemented by measurement and qualitative analysis. Through paying a closer attention to the quality assurance of qualification profile and awarding qualifications by linking EQF, ECVET and Europass Certificate Supplement, it will be possible to include more effectively, within EQAVET, non-formal vocational education and training, and practice in the workplace, as well as respond to the emerging issue of open educational resources (OER), or massive open online courses (MOOC) and increase the impact of a framework on transparency and mutual recognition, taking into account the principles set out in the Council Recommendation on the validation of informal and non-formal learning<sup>19</sup>.

In turn, the new EU initiative "European area of skills and qualifications" announced by the European Commission as part of its "Rethinking Education" strategy aims at better coordination of European and national instruments to ensure the transparency and recognition of qualifications, as well as at supporting the lifelong learning [process]<sup>20</sup>.

According to "ECVET magazine" no. 22 issued in May 2015 over the past few months, a series of external evaluations and the latest report on Cedefop monitoring have been made. It is confirmed that ECVET supports student mobility. Each country recognises the potential value of ECVET but in 17 countries the works on ECVET implementation were suspended while in 8 countries the rules of the system are being tested<sup>21</sup>.

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<sup>15</sup> EQAVET, *Supporting the implementation of the European quality assurance reference framework: Results of the EQAVET Secretariat Survey* [Wspieranie wdrażania ram odniesienia na rzecz zapewniania jakości: wyniki badania przeprowadzonego przez sekretariat EQAVET], 2012 r., s. 20. Badanie jest dostępne na stronach internetowych sekretariatu EQAVET, <http://www.eqavet.eu/gns/what-we-do/annual-forum.aspx>

<sup>16</sup> ICF GHK, *Evaluation of implementation of EQAVET Final report* [Ocena wdrożenia zaleceń sprawozdania końcowego EQAVET], (zwana dalej „oceną zewnętrzną”) z 2013 r., s. 51.

<sup>17</sup> EQAVET, *Supporting the implementation*, op. cit. s. 29.

<sup>18</sup> For instance, in relation to the planning on system level descriptors define various stages, such as a description of the long- and medium-term objectives of education and training in consultation with interested parties, the objectives and indicators for monitoring, identification of training needs.

<sup>19</sup> Report from the Commission to the European Parliament and the Council on the implementation of the recommendations. ed cit. p.11.

<sup>20</sup> cf. The information note. System for Vocational Education ... . Cedefop. July 2013.

<sup>21</sup> Conclusions by João Santos of the European Commission. „ecvet magazine” no. 22 May 2015 r.

João Santos in his conclusion states that some analysts believe that the education sector has not evolved over many decades to come. A traditional method of education is kept, where students often act as passive participants and teachers and trainers play an active role. Traditionally, students in the classrooms have textbooks, pass exams and their learning outcomes are approved by the exterior evaluation processes. This model is rapidly developing and changing as a result of the vast amount of information on the internet and the blurring of boundaries between sectors of education (schools, higher education, vocational education and training, informal education, etc.). In consequence, change in the expectations of students can be observed, and the learners' role in the learning process. This means that the role of teachers and trainers will also change - they must be able to facilitate learning and find ways to help students to use their potential in a number of various contexts. ECVET gives the possibility of recognising the skills and knowledge acquired in different situations. Its structure, based on units of learning outcomes, supports both initial vocational education and training and lifelong learning<sup>22</sup>.

Another issue is the matter of ECVET points. Currently there is a discussion about the awarding and use of achieved ECVET points; criticism concerns both criteria for assigning points and the difficulties in calculating the points. **The European Commission recommends the use of assessment of learning outcomes and units of learning outcomes, recognising ECVET points as secondary and marginal**<sup>23</sup>.

Earlier in the document ECVET Users Group, the authors state: "Expressing credit of learning outcomes in terms of credit points has proven either too challenging or not useful enough to many of the VET providers That use ECVET, so that at this stage credit points appear as a 'secondary and marginal element "of the Implementation of ECVET"<sup>24</sup>.

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<sup>22</sup> Ibid.

<sup>23</sup> Implementation of 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). *Final report. 4 July 2014*. European Commission. Education and Training. s. 77, 78. original: „3. The Commission should ensure that the implementation of ECVET focuses on credit as assessed learning outcomes and units of learning outcomes, rather than credit points. Credit points should be left as a secondary and marginal element of ECVET to be used only where they are considered to be useful by the beneficiaries. Additionally, the Commission should develop new clear rules for allocation of credit points to units and their use in the process of accumulation, and clarify them to key stakeholders and final beneficiaries, including training providers.

4. The Commission, in consultation with all relevant stakeholders, should consider whether the name of the initiative (for instance “European Credit for VET”) should refer to elements recognised as beneficial (credit as learning outcomes) rather than refer to “credits” (often mistaken as “credit points”).

<sup>24</sup> Note to the members of the ECVET Users Group (Subject: The first evaluation of ECVET and its follow up). Brussels, 7.5.2014. s. 9. Annex to the invitation letter of 14.4.2014 ARES(2014)1170349.

## **2. COMPARISON OF ECVET SYSTEM IN THE PARTNER COUNTRIES**

A survey has been conducted in order to obtain up-to-date information on ECVET system in the partner countries i.e. Finland, Spain and Poland (see the Appendix). A draft of the survey has been developed by Edukacja i Praca (Education and Labour, EP) and sent to the partners. The survey questionnaire was sent to the partners after the changes submitted by the Institute for Sustainable Technologies – National Research Institute (ITeE-PIB) and Fundación Equipo Humano (FEH) had been introduced. The results comprised 10 responses, including 7 received from ECVET experts. The respondents in Finland were representatives of the Centre for International Mobility and Cooperation - CIMO, Omnia, The Joint Authority of Education in Espoo Region – Omnia, Vocational Education Centre Sedu - SEDU; in Spain the participants represented THE MINISTRY OF EDUCATION, CULTURE AND SPORT, and the Fundación Equipo Humano - FEH; in Poland the responses were provided by 3 ECVET Poland Experts, including: one from the Ministry of National Education, one from Wojewodship Teacher Training Centre in Zgierz, one from Army General Professor S. Kaliski Technical Education School Complex in Turek and 2 directors of the Centre of Practical Education. In addition, when preparing a survey report in Poland prior research on the matter was used.

### **The method of obtaining data for comparative analysis**

The following tools were used to carry out a comparative analysis of ECVET system:

- international and national publications, including CEDEFOP reports, ECVET experts' publications i.e. USERS' groups, ECVET Poland's Panel of Experts;
- materials presented at the conference on ECVET system
- the results of the surveys on the progress of ECVET system implementation in partner countries
- the results of survey interviews on the calculation of ECVET points
- websites relating to the ECVET projects including [www.ecvet-toolkit.eu](http://www.ecvet-toolkit.eu); [www.ecvet-team.eu](http://www.ecvet-team.eu) ; [www.eksperciecvet.org.pl](http://www.eksperciecvet.org.pl) ; <http://ec.europa.eu/education/ecvt> (ECVET reflector).

### **Survey results**

It should be pointed out that the work on the implementation of ECVET in Finland, within the FINECVET pilot projects, was completed in December 2012 and formally the system was commonly implemented at schools starting from August 1, 2015.

Below are the results of the conducted survey.

### **Using ECVET system**

According to the responses, ECVET system functions in formal education commonly only in Finland. The recognition of studies done in non formal Education is part of the ECVET system and is also possible in Finland. However, in Spain and in Poland it is used to a little extent and this concerns mainly formal education.

This opinion may be confirmed by the results of research, which was carried out under the project "European Synthesis Report on the Methods and Good Practices in Defining Qualifications for SMEs in line with ECVET provisions "<sup>25</sup>. The results show that 6 out of 10 surveyed training companies in Poland knew nothing about the ECVET, EQF and EQAVET, 3 respondents heard about that and only 1 knew the system, none, however, knew the system well<sup>26</sup>.

**Table 2. Awareness of ECVET/EQF/EQAVET in Poland**

Questions	The ECVET/EQF/EQAVET awarness degree			
	nothing at all	a little bit	some aspects	a lot
a. How much do you know about the European Credit system for Vocational Education & Training (ECVET)?	6	6	3	
b. How much are you familiar with the criteria to measure Learning results based on the acquisition of knowledge, skills and competences?	6	2	2	
c. How much do you know about the validation and recognition of prior work/life experience?	3	4	3	
d. Are you familiar with Quality Assurance procedures in vocational education and training?	2	4	5	1

Source: SME-QUAL project "European Synthesis Report on the Methods and Good Practices in defining qualifications for SMEs in line with ECVET provisions". SMEs Qualification Handbook – SME\_QUAL. Project Number: 538534-LLP-1-2013-1-IT-LEONARDO-LMP. 12/11/2014. p. 50.

The question "Which of the following elements of the ECVET system do not function or function?" provided important information.

In Finland all the elements of ECVET system have been already implemented including the description of qualifications, transfer, recognition of learning outcomes, accumulation of learning outcomes and individual learning pathways and this relates to both formal and non-formal education.

<sup>25</sup> SME-QUAL project "European Synthesis Report on the Methods and Good Practices in defining qualifications for SMEs in line with ECVET provisions". SMEs Qualification Handbook – SME\_QUAL. Project Number: 538534-LLP-1-2013-1-IT-LEONARDO-LMP. 12/11/2014. pages 49, 50.

<sup>26</sup>The analysis has been carried out by the Polish partner of the SME-QUAL Project, and namely PAIZ Konsulting Sp. z o.o. This survey was conducted from March 24, to March 28, 2014. A total of 10 responses were collected from a gender-balanced respondent group (5:5), aged 36-59, employees of training companies and microcompanies, working in HR departments.

**Table 3. Which of the following elements of the ECVET system function or do not function?**

No.	The elements of ECVET	assessment scale			
		definitely yes	yes	rather not	no
1	Description of qualifications in terms of knowledge, skills and competences	F	S, P		
2	Transfer and accumulation of learning outcomes in formal education	F	S, P	S	S
3	Transfer and recognition of learning outcomes in non-formal education	F	F, S, P	P	S
4	Transfer and recognition of learning outcomes in informal education	F	S, P	P	S
5	Accumulation of learning outcomes	F	F, S, P	S	
6	Memorandum of Understanding and personal transcript	F	F, S, P	S, P	
7	The learning agreement	F	F	S, P	
8	Transfer and, where applicable, accumulation of learning outcomes of particular individuals	F	S	S, P	
9	Developing individual learning pathways	F	S, P	P	
10	Validation of learning outcome units	F	F, S, P	S, P	

a – the abbreviations stand for: F – Finland, S – Spain, P – Poland.

b – double-check of the responses means that experts' responses were divided.

Source: the responses of survey participants

According to the respondents, the application of ECVET system in Spain is performed indirectly because it is built into the vocational education and training programme. In Spain function the following elements of the ECVET system: description of qualifications in terms of knowledge, skills and competences and partly also the transfer and recognition of learning outcomes in formal education, accumulation of learning outcomes, Memorandum of

Understanding and personal transcript, developing individual learning pathways and validation of learning outcome units.

Only some of ECVET elements function in Poland. Most of all the curricula of formal education describe the qualifications in terms of knowledge, skills and social competences. The transfer and recognition of learning outcomes is applied in formal education and only partly in non-formal and informal education.

Besides such elements as accumulation of learning outcomes and validation of learning outcome units also function there. The remaining elements are rather not applied in Poland and the cases of their application are sporadic.

Relevant literature including brochures, guides and expert presentations relating to ECVET are available in all partner countries. Operation of FRSE (Foundation for the Development of the Education System) and IBE (Educational Research Institute) in Poland deserve special attention. Central public authorities governing the education are responsible for the development of the description of qualifications in all compared countries, including Finnish National Board of Education (FNBE) in Finland, in Poland Ministry of National Education (MEN) in cooperation with National Centre For Supporting Vocational And Continuing Education (KOWEŻiU), whereby the Ministry of Labour and Social Policy (MPPS) develops the standards of qualifications / vocational competence mainly relating to non-formal education and during the last 10 years the Ministry has developed standards for over 250 professions/qualifications<sup>27</sup>. The Ministry of Education, Culture and Sport develops the descriptions of qualifications for vocational education and training in Spain and the Ministry of Employment and Social Security for occupational vocational training and continuous vocational training.

The principles for recognition of learning outcomes and certification in Finland, Spain and Poland are specified within the education system. The schools and teachers that conduct education process are responsible for recognition of the learning outcomes in Finland. Moreover, the self-assessment which students are obliged to perform periodically and discuss with their main teacher is important. The criteria for recognition and validation of qualifications in Spain are specified by the ministry of education within the national education system. The Central Examination Board and Regional Examination Boards are responsible for the validation of learning outcomes and comprise a part of external exams system.

### **ECVET Points**

In the Parliament's Recommendation ECVET points are an important issue that receives a lot of attention. Only Finland among the three partner countries decided to use the competence points. In Finland The Finnish National Board of Education (FNBE) determined that 1 year of

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<sup>27</sup> The Institute for Sustainable Technology – National Research Institute has made a significant contribution to the development of standards of vocational competence / qualifications and also M. Butkiewicz, the editor of the first monograph relating to the vocational qualifications standards „Model polskich standardów kwalifikacji zawodowych” EP, ITeE 1995; “Model of Polish Standards of Vocational Qualifications” Education and Labour, Institute of Terotechnology, Warsaw, 1995.

education is equivalent to 60 competence points (ECVET points). Additionally they determined the number of competence points for specified skills, knowledge and competence. For instance it was determined that a Practical Nurse who will work in social and health care should have 180 competence points (ECVET points). In tables 3. and 4. is stated the credits and competence points before and after 1st of August 2015, when the ECVET system has been implemented in Finland.

Table 3. **PRACTICAL NURSE, VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE**  
Study programme in Children's and Youth Care and Education  
180 competence points

<b>COGNITIONAL MODULES</b> <b>135 competence points</b>	<b>CORE SUBJECTS 35 cr</b>
<b>COMPULSORY QUALIFICATION UNITS 70 cps</b> <b>Support and guidance of growth 20 cps</b> Incl. Work-based learning (6 weeks) and skills demonstration  <b>Nursing and care 30 cps</b> Incl. Work-based learning (6 weeks) and skills demonstration  <b>Rehabilitation support 20 cr</b> Incl. Work-based learning (6 weeks) and skills demonstration	<b>Communication and cooperation skills 11cps</b> <ul style="list-style-type: none"> <li>- Mother tongue</li> <li>- Second national language, Swedish</li> <li>- Foreign languages</li> </ul> <b>Mathematics and natural sciences 9 cps</b> <ul style="list-style-type: none"> <li>- Mathematics</li> <li>- Physics and chemistry</li> <li>- Information and communication Technologies</li> </ul> <b>Society and labour-market skills 8 cps</b> <ul style="list-style-type: none"> <li>- Society skills</li> <li>- Business and Entrepreneurship</li> <li>- Physical and health education</li> </ul> <b>Social and cultural skills 7 cps</b> <ul style="list-style-type: none"> <li>- Cultural knowledge</li> <li>- Arts and culture</li> <li>- Ethics</li> <li>- Psychology</li> <li>- Environmental skills</li> </ul>
<b>COMPETENCE AREA 50 cps (one from below)</b>	



<b>Competence area in Children's and youth care and education</b> Incl. Work-based learning-periods and skills demonstration  <b>Competence area in care For The Eldery</b> Incl. Work-based learning-periods and skills demonstration  <b>Competence area in Clinical Nursing and Care</b> Incl. Work-based learning-periods and skills demonstration	<b>FREE CHOICE MODULES 10 cps</b>
<b>Locally offered modules 15 cps</b> Incl. Work-based learning-periods and skills demonstration	

Source: Omnia, The Joint Authority of Education in Espoo Region

ECVET points are not applied in Spain and Poland. Moreover, experts in both countries believe that the key element of ECVET are achievements not numbers. The determination of points is rather not objective, does not bring any added value, the points do not provide any informative value and only impede the implementation of ECVET and consequently the defining of ECVET points does not bring expected effects. In Finland it is decided that using the competence points helps to focus on students' skills instead of time spent in School.

### **Monitoring of ECVET system**

ECVET is monitored in all considered countries. However, there is no separate system which would monitor the problematic aspects relating to ECVET. A self-assessment and an annual reports on school's operation along with the feedback are employed in Finland. For example the school in Omnia uses the quality assurance system Common Quality Assurance Framework (CQAF). In Spain the ECVET system is monitored by the Ministry of Education, Culture and Sport and training institutions are monitored by the labour system.

Experts appointed by the Ministry of National Education (MEN) and the Ministry of Science and Higher Education (MNiSZW) monitor the system in Poland. Their operation is mainly of promotional character, not a follow-up and relate to formal education and mobility projects within Erasmus+ programme.

### **Benefits and costs**

The following question did not provide an unequivocal answer: Is ECVET a beneficial solution for the achievement of vocational qualifications? In Finland it is deemed a beneficial solution, however in Spain and in Poland experts found that this is not a beneficial solution because ECVET may be hard to implement at school. The effort made to familiarise managerial staff at schools and teachers in Finland and Poland was assessed as significant, however in Spain as little. In Finland the trainings were conducted by directors of departments, teaching programmes leaders and ECVET experts. In Poland these were

conducted by employees of the Foundation for the Development of the Education System (FRSE), including the members of ECVET Experts Team, Educational Research Institute (IBE) and National Centre For Supporting Vocational And Continuing Education (KOWEŻiU). The effort relating to the implementation of ECVET system was very big in Finland, and in Spain and Poland it was not so big. It is attributable to the final phase of a general implementation of the system in Finland and only an initial phase of implementation in Spain and Poland. The implementation of ECVET has not been a financial burden for schools. Nevertheless, some schools in Finland received additional funding for ECVET pilot projects from Finnish National Board of Education (FNBE) and in Spain and Poland the system is not yet implemented and probably it will involve some work of the staff but not additional expenses.

### **Obstacles in ECVET implementation**

Negative attitude of the staff and the fear of change was indicated as the obstacle in implementation of ECVET system in Finland. Spanish experts have pointed out that there are no technical barriers for the implementation of ECVET system. However, low participation of students in mobility projects, which in turn is associated with the language barrier (poor knowledge of foreign languages) is a significant obstacle.

### 3. CALCULATION OF ECVET POINTS

In the light to the latest European Commission's opinion that deem the problem of ECVET points as a minor and marginal one it would be possible to resign from the calculation of ECVET points in the project. However, according to the note in result 03 "The comparative research analysis of the ECVET system in partners countries" such calculation has been performed.

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET<sup>28</sup>.

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<sup>29</sup>:

- 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,
- the complexity, scope and volume of learning outcomes in the unit,
- the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

The relative weight of any given unit common to several qualifications, as expressed in ECVET points, may vary from one of these qualifications to another.

EU member states apply individual and diverse systems of awarding ECVET points and most often it is the estimation method. In the FINECVET projects 2004-2012 it was assumed that the determination of ECVET points would consist in determination of work necessary to achieve learning outcomes, the significance of the core subjects and the coverage of the learning outcomes related to the whole qualification – it was only piloting and testing phase on that time. The amount of work was specified through identification of the types of activities necessary to achieve the learning outcomes and consequently estimation of the necessary work expressed in per cents and hours to achieve the learning outcomes and get a qualification. The estimation of work expressed in per cents was made through a survey interview, which was conducted among graduates of education programmes for childminders and health care assistants in Poland and Spain. The foundation for further calculation are hours of study within the formal education according to the teaching plans. The number of hours devoted to theoretical and practical education is calculated proportionally to the percentage amounts which were obtained from survey interviews. The result is the amount of work expressed in hours that is necessary to achieve the learning

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<sup>28</sup> Cite: 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) (2009/C 155/02). *ANNEX II*.

<sup>29</sup> Ibid.

outcomes in each profession. It was assumed that 30 hours of education represent 1 credit. Such rate was used in the works of Educational Research Institute (IBE). The number of ECVET points (credits) may be calculated by dividing the number of hours by 30. 16 persons responded to survey interviews, 4 for each profession for Poland and Spain. Both survey interviews and detailed calculations are included in subsection 7.2 "Questionnaires for calculation of ECVET points and calculations".

**Tabel 4. Learner's activities leading to the achieve learning outcomes**

<b>Lp.</b>	<b>Learner's activities leading to the achieve learning outcomes</b>			
	<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>
<b>1.</b>	<b>LEARNING – time devoted to theoretical training, including:</b>			
	1.1. Learning (participation) in organized forms of education, in formal education, including discontinued education,			
	1.2. Learning (participation) in organized forms of education in non-formal education (courses, including courses and discontinued trainings)			
	1.3. Learning in unorganized forms of education (individual learning or in a group), in particular, the time spent on collecting and studying the materials, the acquisition of knowledge via the Internet, preparation of assignments, projects, thesis, master work, preparation for tests and exams;			
<b>2.</b>	<b>PRACTICE AND WORK - time spent on vocational training and practical work, including:</b>			
	2.1. <b>Practice</b> (participation) in organized forms of education in formal education (including discontinued education)			
	2.2. <b>Practice</b> (participation) in organized forms of education in non-formal education (courses, including courses and discontinued trainings)			
	2.3. <b>Practice</b> in unorganized forms of education (informal learning - individual or group practice)			
	2.4. Individual <b>practice</b> (work in the workplace and seniority)			
<b>3.</b>	<b>ANOTHER LEARNER'S ACTIVITY</b> leading to achieve learning outcomes, eg. familiarising with qualification / occupation at an employer's or in another workplace (family enterprise, a neighbor), running medical examinations, participating in entrance exams.			
	<b>TOTAL</b>			

Note: further columns: 2,3 i 4 contain: % of time spent on mastering qualification; amount of time; amount of

points (1 point = 30 hours)  
Source: M.Butkiewicz's own calculations.

For the profession of "childcare assistant" the activities of the learner leading to the achievement of specified learning outcomes are as follows:

1. theoretical education that lasts 400 hours and constitutes 64% of activities according to the respondents
2. Practice that lasts 960 hours and constitutes 23% of activities
3. Other activity determined by the respondents as 13% i.e. 440 hours

In total 2200 hours which constitute 73 credits.

Each of the foregoing activities of the learner is treated separately which results from a school teaching plan and there determined teaching hours: 400 hours of theoretical vocational education and 800 hours of practical vocational education + 160 hours of vocational training. The results of survey interviews were included further.

In effect 100% is a sum of hours 800 (theoretical study + 960 practice), which equals 1760 hours. Since the respondents indicated that 13% of time is "the other activity of the learner" i.e. 440 hours. In the aggregate the process of achieving specified learning outcomes was 2200 hours. Assuming that 30 hours of study = 1 credit the number of points for the profession of "childcare assistant" equals 74 credits. Similar calculations for the profession of "healthcare assistant" provided the result as in table 5.

**Table 5. Number of credits (in Finland competence points) in partner countries in profession „Childminder” and Health Care Assistant**

COUNTRY	Number of credits for professions	
	Childminder	Health care assistant
Finland	180 <sup>a</sup>	180 <sup>a</sup>
Poland	72 <sup>b</sup>	34 <sup>b</sup>
Spain	67 <sup>c</sup>	67 <sup>c</sup>

a – period of education 3 years; b – period of education 1 year after the matura exam; c – period of education 2 years.

Source: M. Butkiewicz's own calculations.

The results of the calculation do not lead to clear conclusions, except the one that calculation is difficult and the results are not comparable. The analysis of the detailed results indicate that theoretical study in non-organised education forms (from 13% to 35% of the time devoted for mastering qualifications) has a relatively big share in education in Poland. Moreover, 18% of activities for the profession of "childcare assistant" comprises "other activity of the learner, including practice in family institution or another place". In contrast,

the fact that draws attention in Spain is a high proportion of time spent on practical vocational education for the profession of “childcare assistant” that equals 70% of the total education time and 57% falls on the work undertaken individually.

## 4. CONCLUSIONS

The principles of the European Credit System for Vocational Education and Training ECVET were published by the European Parliament and the Council in the Recommendation of 18 June 2009. Since that time, according to the data collected and published by CEDEFOP (2014) 17 countries have implemented ECVET, in 8 countries the system is tested and 13 countries have not decided over implementing the system yet. One of the countries that have implemented the ECVET system is Finland, - formally implemented into educational practice on 1 August 2015.

CEDEFOP report "Monitoring the Implementation of ECVET strategies in Europe in 2013" indicates that EU countries, in reforming their vocational education systems, use ECVET and its support to a diverse extent. Commonly used approach is describing qualifications based on learning outcomes. The ECVET system has contributed to reforms at the institutional and system level only in exceptional cases, in particular, where there is a link with the National Qualifications Framework<sup>30</sup>. As a result, ECVET has contributed to initiating national qualification system analysis, which rarely reflected in implementing changes in national educational policies.

Among 3 analysed countries only Finland have already implemented all the elements of ECVET, including a description of qualifications, transfer, recognition of learning outcomes, accumulation of achievements and individual learning pathways in both formal and non-formal education.

### **COMMON FEATURES**

The surveys submitted by experts in all 3 partner countries highlight the need for a common understanding of the key issues relating to approaches using learning outcomes. All countries provide information materials, including brochures, guides and presentations of experts on ECVET. In Poland, the actions of FRSE action - the Foundation For The Development Of The Education System and the IBE - Educational Research Institute deserve special attention. Promotion and sharing experiences are important, too.

In all project partner countries, the description of qualifications includes knowledge, skills and competences.

In all 3 analysed countries, the central institutions in charge of public education are responsible for developing description of qualifications. A common feature is monitoring of the system, which is a part of general reporting system without special monitoring system of ECVET. The experts emphasise that for its proper performance in every country ECVET must be accepted by all environments related to vocational training and professional work.

Principles for the recognition of learning outcomes and certification in Finland, Spain and Poland are set out in the framework of their education systems, however there are considerable differences in these systems.

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<sup>30</sup> *Monitoring of ECVET implementation ...* . ed. cit . The monitoring was attended by 38 countries and over 80 respondents. Jolanta Urbanikowa „Wdrażanie systemu ecvet doświadczenia europejskie”. University of Warsaw. December 11, 2014

## **NATIONAL DISTINCTIVENESS**

**In Finland**, the schools and teachers are responsible for recognition of learning outcomes. In addition, what is important is the students' self-assessment that must be carried out periodically discussed with their leading teacher. Only Finland has decided to use competence points (ECVET points). The Finnish National Board of Education (FNBE) has determined that 1 year of schooling is equivalent to 60 competence points (ECVET points). The number of points for specific skills, knowledge and competences has also been specified.

**The attitude of Spain** is well depicted by the expert's statement "There are no national frameworks and clear guidelines for the implementation of ECVET. Spain follows a "wait-and-see" policy which means that there is no clear intent on engaging in ECVET "The Expert points out that schools must respect the national qualification system and focus on the good preparation of young people and not on ECVET".

Experts from Spain state that the Spanish qualification framework - Marco Español de Cualificaciones (MECU) should be corrected. The authorities responsible for defining core curricula in vocational education and training should develop curricula according to the levels of EQF and a clear description of learning outcomes consistent with the principles of ECVET. There are already curricula with modular structure but their relationship to ECVET is not clear.

**In Poland** there are some elements of ECVET. Most of all, core curriculum for formal education describes qualifications in terms of knowledge, skills and social competences. Transfer and recognition of the learning outcomes takes place in formal education and only partly in non-formal and informal education. Moreover, there are instruments such as accumulation of learning outcomes and validation of units of learning outcomes.

Other elements are unlikely to be used in Poland. However, if used, they are occasional.

In Poland the need to create a model of the entire ECVET and, subsequently, realisation of the piloting, development of appropriate legislation and ECVET implementation is emphasised. It is also proposed to establish national and regional education institutions responsible for, i.a. developing descriptions of qualifications and units of learning outcomes (which could be used by sending and host institutions) and for recognition and accumulation of achievements. Finally, it is also important to create flexible and individualised learning pathways.

In Poland there might be a verification of units of learning outcomes in qualifications separated in professions, adaptation of education law acts and the transfer and accumulation of achievements at a higher education level. On the other hand, since there is no Polish ECVET at the moment, there are no indications for future actions.



## 5. RECOMMENDATIONS

Among the good practices on the use and implementation of ECVET the experts from all 3 partner countries agree that the learning agreement is core document of ECVET. It is also recommended to promote and share general knowledge simultaneously with specialised vocational education. In addition, the cooperation between the education system and the labor market, including sectorial representatives who can participate in definition of the training needs is of high importance.

In addition, the experts recommend simplifying and standardising the documentation used during the evaluation and recognition of competences.

Among the factors that contribute to the implementation of the accumulation system and transfer of archived achievements the particular attention should be paid to the opportunity of building individual learning pathways, the introduction of modular programs, the use of self-evaluated learning outcomes and increase the participation of schools and training institutions in international programmes as well as consequent increase in the mobility of young people.

It is worth reminding that in the note of Users' Group (2014), the experts concluded that the of ECVET points is very difficult and useless for training organisations using ECVET, therefore, at this stage, it appears to be "secondary and marginal"<sup>31</sup>. In consequence, the Commission concluded that the stress should be put on how to assess learning outcomes and units of learning outcomes rather than credit points. Additionally, the Commission should develop new clear rules for allocation of credit points to units and their use in the process of accumulation, and clarify them to key stakeholders and final beneficiaries, including training providers<sup>32</sup>

### **ECVET improvements and good practices**

As far as the implementation of ECVET are concerned, the experts from Finland draw attention to the need for greater amounts of information materials and dissemination of information about ECVET system in the national language, organising training courses and workshops not only with teachers but with all stakeholders and cooperation with other schools.

To give time, to create good material in the country's own language, to organize training sessions on all level, also others than teachers are the essential elements of implementing and launching the ECVET system.

Experts from Spain believe that each country should define the roles of competent bodies regarding validation, recognition and quality assurance of the learning process. In addition,

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<sup>31</sup> Note to the members of the ECVET Users Group (Subject: The first evaluation of ECVET and its follow up). Brussels, 7.5.2014. s. 9. Annex to the invitation letter of 14.4.2014 ARES(2014)1170349.

<sup>32</sup> Implementation of 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). *Final report. 4 July 2014*. European Commission. Education and Training. s. 77, 78.

the national qualification system should be improved to be in line with the EU description and to ease the description of learning outcomes in the ECVET format rather than ECVET itself.

Polish experts have different opinions on the proposals for ECVET improvement. Some experts believe that the improvement of ECVET is a problem to be solved at EU level. Others point out that it is good practice to develop, according to certain criteria, units of learning outcomes with the participation of all interested parties and draw attention to the adaptation of units of learning outcomes with labour market needs. The experts also stressed the need for dissemination activities within the scope of the system, with particular emphasis on education in formal, non-formal and informal learning.

### **Recommendation for Finland**

Now, when the ECVET system has been taken in use in Finland since 1st of August 2015 by law, all Vocational Education Institutes needs to focus on real work related learning outcomes, study units and modules. Schools have to give chance for individual learning pathways by offering different type of learning environments. Recognition of students' earlier assessed studies and work related experiences will increase. Teachers' professional role will change more towards tutor, mentor and coach for students. The non-formal and informal education must take more in consideration in the whole Education system and by doing so the study time for students will decrease.

### **Recommendations for Spain**

Experts from Spain focus on specifying the roles of particular institutions in relation to the verification, recognition and quality assurance of the education process. It is also necessary to increase measures to stimulate interaction and motivation of learners to participate in national and international mobility.

### **Recommendations for Poland**

Poland is not ready for broad implementation of ECVET covering formal, non-formal and informal education. The experts pay attention to the lack of understanding and unfamiliarity with the functioning not only of ECVET but also related Polish Qualifications Framework (PRK), including levels of PRK and the Integrated Qualifications System (ZSK). There is also no trust to learning outcomes achieved in non-school system, which significantly hinders the accumulation and transfer of competences. In addition, the implementation of the general education in vocational schools definitely limits the use of ECVET. Polish schools focus mainly on pilot projects, including mobility projects.

Polish experts, like the Spanish, noted the need for cooperation between schools and educational centres with employers and sectorial organisations.

It can be said that there is a similar approach to ECVET implementation in Spain and Poland. As compared to Finland, there are elements of ECVET functioning in Poland, however, educational authorities have not decided to formally implement the system and there is no relevant legislation on ECVET.

Education policy-makers at national, regional and local level and in economic sectors should pay attention to the conditions and measures necessary for the implementation of ECVET. It is a transnational mobility for all; it is life-long learning and, subsequently, transparency of qualifications, the process of collecting validated learning outcomes, the process of transferring achievements. Particular system components such as transfer, recognition, accumulation and validation process of learning outcomes should gradually encompass formal, non-formal and informal education.

Implementation of ECVET system has been a long-term process in Finland. The process started and was led by Finnish Ministry of Education and Finnish National Board of Education. ECVET implementation was connected with the preparation of teachers for new educational and administrative tasks. A widespread dissemination of knowledge on ECVET system amongst all vocational education stakeholders is the primary task of education policy-makers.

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## **7. ANNEX**

## 7.1 QUESTIONNAIRES ON THE QUESTIONNAIRE ECVET

Poniżej znajduje się zbiór ankiet otrzymanych od respondentów z Finlandii, Hiszpanii i Polsce. Łącznie otrzymano 10 ankiet.

### ANKIETY Z FINLANDII

#### Result 03 Comparative analysis of ECVET in the partner countries with recommendations. ECVET Questionnaire

The survey is aimed at facilitating the comparison of ECVET in the partner countries, including the level of advancement of the ECVET implementation, the ways of its implementation and identification of common and distinct features. Will be developed The recommendations for each of the partner countries how to implement or how to improve ECVET will be developed. The report on result 03 will include information based on the questionnaire and other sources.

#### I. FUNCTIONING OF THE ECVET SYSTEM IN THE PARTNER COUNTRY

1. Does the ECVET system function in your country?

Definietyly yes	yes	rather not	definitely not
	x		

2. In your opinion, is the functioning of ECVET common?

Definietyly yes	yes	rather not	definitely not
	x		

3. Which of the following elements of the ECVET system function or do not function?

No.	The elements of ECVET	assessment scale			
		definitely yes	yes	rather not	no
1	Description of qualifications in terms of knowledge, skills and competences	x			
2	Transfer and accumulation of learning outcomes in formal education	x			
3	Transfer and recognition of learning outcomes in non-formal education		x	x	



4	Transfer and recognition of learning outcomes in informal education		x	x	
5	Accumulation of learning outcomes	x			
6	Memorandum of Understanding and personal transcript		x		
7	The learning agreement		x		
8	Transfer and, where applicable, accumulation of learning outcomes of particular individuals	x			
9	Developing individual learning pathways	x			
10	Validation of learning outcome units		x		
11	Other elements (please, specify				

4. In your opinion, were the guides (or other materials) how to use ECVET issued?

Definitely yes	yes	rather not	definitely not
x			

If not, what do you think such guides should include in particular?

5. Who (which organisation) is responsible for developing the description of qualifications and units of learning outcomes in accordance with ECVET?

National Board of Education

6. Which institution is responsible for the recognition (validation and certification) of units of learning outcomes assigned to the particular qualification framework for ECVET?

VET providers

7. Are the ECVET points specified in the context of your activities?

Definitely yes	yes	rather not	definitely not
	x		

If not, what is the reason?

- What criteria were used to calculate the ECVET points (circle the appropriate criteria or specify what criterium was used).

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:

No	Criteria for calculating ECVET credit points	assessment scale			
		definitely yes	yes	rather not	no
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,		x		
2	The complexity, scope and volume of learning outcomes in the unit		x		
3	The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit		x		
4	Other(please, specify) ..... .....				

9. How is the ECVET system monitored at the national level?

If it is not, in your opinion, what should be monitored?

.....

## II. FUNCTIONING OF THE ECVET SYSTEM IN SCHOOLS

- In your opinion, is the introduction of ECVET in schools the preferred solution for achieving professional qualifications?

Definietyly yes	yes	rather not	definitely not
	x		

If not, what is the reason?

.....

10. How would you rate the effort made to acquaint the personnel with the ECVET system?

The category of personnel involved in the development of ECVET in a school	assessment scale		
	not really big	big	very big
teachers		x	
school leaders		x	
other individuals/ institutions (specify the names) Guidance counsellors		x	

11. How would you rate the effort made by staff in the implementation of the ECVET educational practice?

The category of personnel involved in the development of ECVET in a school	assessment scale		
	not really big	big	very big
teachers			
school leaders			
other individuals/ institutions (specify the names)			

12. In your opinion, was the implementation of the ECVET system a financial burden for the school?

Definitely yes	yes	rather not	definitely not
		x	

If so, what did the costs cover?

.....

13. In your opinion, What are the most important barriers to the implementation of ECVET at the school level?

Hesitation because of little knowledge and experience

14. In your opinion, what should be particularly improved in the ECVET system at the school level (or country) to counteract the emerging barriers in its implementation?

Promotion and sharing experiences are important.

- 15 What you recommend as a good practice for the partner countries on ECVET (which is the most important, where should be the attention paid to)?

Promotion and sharing of general knowledge but also at the same time concrete experiences in different vocational fields.

16. Please provide the relevant information sources (national and international) on the national ECVET and ECVET international comparisons

FINECVET

ECVTE Toolkit

### Information about the Respondent

Country: Finland

Name of organization: **CIMO**

Position: Programme Manager

Data: 06.2015

## Result 03 Comparative analysis of ECVET in the partner countries with recommendations. ECVET Questionnaire

The survey is aimed at facilitating the comparison of ECVET in the partner countries, including the level of advancement of the ECVET implementation, the ways of its implementation and identification of common and distinct features. Will be developed The recommendations for each of the partner countries how to implement or how to improve ECVET will be developed. The report on result 03 will include information based on the questionnaire and other sources.

### II. FUNCTIONING OF THE ECVET SYSTEM IN THE PARTNER COUNTRY

2. Does the ECVET system function in your country?

Definietyly yes	yes	rather not	definitely not
	x		

3. In your opinion, is the functioning of ECVET common?

Definietyly yes	yes	rather not	definitely not
	x		

4. Which of the following elements of the ECVET system function or do not function?

No.	The elements of ECVET	assessment scale			
		definitely yes	yes	rather not	no
1	Description of qualifications in terms of knowledge, skills and competences		x		
2	Transfer and accumulation of learning outcomes in formal education		x		
3	Transfer and recognition of learning outcomes in non-formal education		x		
4	Transfer and recognition of learning outcomes in informal education		x		
5	Accumulation of learning outcomes		x		
6	Memorandum of Understanding and personal transcript		x		
7	The learning agreement		x		
8	Transfer and, where applicable, accumulation of learning outcomes of particular individuals		x		
9	Developing individual learning pathways		x		
10	Validation of learning outcome units		x		
11	Other elements (please, specify)				

5. In your opinion, were the guides (or other materials) how to use ECVET issued?

Definietly yes	yes	rather not	definitely not
	x		

If not, what do you think such guides should include in particular?

.....

8. Who (which organisation) is responsible for developing the description of qualifications and units of learning outcomes in accordance with ECVET?

*In national level in Finland, the core curriculum is developed by National Board of Education. In the education provider level curriculum the education provider is in charge. In parts of units the education provider is also in charge of the definition of the units of learning outcomes (teachers involved in this process in an important role).*

9. Which institution is responsible for the recognition (validation and certification) of units of learning outcomes assigned to the particular qualification framework for ECVET?

*Education provider*

10. Are the ECVET points specified in the context of your activities?

Definietly yes	yes	rather not	definitely not
	x		

If not, what is the reason?

*ECVET points will be specified from the 1<sup>st</sup> of August onwards. Until that credits (study weeks) are used as a "currency".*

- What criteria were used to calculate the ECVET points (circle the appropriate criteria or specify what criterium was used).

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:

No	Criteria for calculating ECVET credit points	assessment scale			
		definitely yes	yes	rather not	no
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,	x			
2	The complexity, scope and volume of learning outcomes in the unit	x			

3	The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit				x
4	Other(please, specify)				

- How is the ECVET system monitored at the national level?

- *Information provided to support the implementation of ECVET produced for VET providers. Training sessions on learning outcomes based approach organised.*
- *ECVET included in the laws and regulations regulating the learning outcomes based vocational qualification system from the 1st of August 2015 onwards.*

If it is not, in your opinion, what should be monitored?

.....

## II. FUNCTIONING OF THE ECVET SYSTEM IN SCHOOLS

- In your opinion, is the introduction of ECVET in schools the preferred solution for achieving professional qualifications?

Definietyly yes	yes	rather not	definitely not
	x		

If not, what is the reason?

.....

10. How would you rate the effort made to acquaint the personnel with the ECVET system?

The category of personnel involved in the development of ECVET in a school	assessment scale		
	not really big	big	very big
teachers		x	
school leaders			x
other individuals/ institutions (specify the names) <i>international and pedagogical development staff</i>			x

11. How would you rate the effort made by staff in the implementation of the ECVET educational practice?

The category of personnel involved in the	assessment scale
---	------------------

development of ECVET in a school	not really big	big	very big
teachers			x
school leaders			x
other individuals/ institutions (specify the names) <i>international staff of the school</i>			x

12. In your opinion, was the implementation of the ECVET system a financial burden for the school?

Definietly yes	yes	rather not	definitely not
		x	

If so, what did the costs cover?

.....  
13. In your opinion, What are the most important barriers to the implementation of ECVET at the school level?

*Understanding the heart of learning outcomes based approach as well as too complicated documentation introduced.*

14. In your opinion, what should be particularly improved in the ECVET system at the school level (or country) to counteract the emerging barriers in its implementation?

*Simpler and unified documents to be used in assessment, validation and recognition.*

15 What you recommend as a good practice for the partner countries on ECVET (which is the most important, where should be the attention paid to)?

*Learning agreement is the core document.*

16. Please provide the relevant information sources (national and international) on the national ECVET and ECVET international comparisons

<http://www.ecvet-toolkit.eu/>

### Information about the Respondent

Country: FINLAND

Name of organization: **Vocational Education Centre Sedu**

Position: Manager of International Affairs

Data: 1.6.2015

**Result 03 Comparative analysis of ECVET in the partner countries with recommendations.**  
**ECVET Questionnaire**  
**TRANS-FINECVET project / FINLAND**

**NOTICE ! The implementation of ECVET system into Finnish Vocational Education is regulated by law, it means that Vocational schools in Finland must follow the act and obey the law. The ECVET-system concerns the curriculum based Qualifications for example in Social and Health Care.**

- **In adult education :**
- Further vocational qualifications and Specialist vocational qualifications have the same qualification requirements but will not yet use the competence points, but the idea is based on ECVET-system.
- Survey is aimed at facilitating the comparison of ECVET in the partner countries, including the level of advancement of the ECVET implementation, the ways of its implementation and identification of common and distinct features. Will be developed the recommendations for each of the partner countries how to implement or how to improve ECVET will be developed. The report on result 03 will include information based on the questionnaire and other sources.

**III. FUNCTIONING OF THE ECVET SYSTEM IN THE PARTNER COUNTRY**

3. Does the ECVET system function in your country?

Definietyly yes	yes	rather not	definitely not
X			

4. In your opinion, is the functioning of ECVET common?

Definietyly yes	yes	rather not	definitely not
X			

5. Which of the following elements of the ECVET system function or do not function?

No.	The elements of ECVET	assessment scale			
		definitely yes	yes	rather not	no
1	Description of qualifications in terms of knowledge, skills and competences	x			
2	Transfer and accumulation of learning outcomes in formal education	x			
3	Transfer and recognition of learning outcomes in non-formal education	x			
4	Transfer and recognition of learning outcomes in informal education	x			



5	Accumulation of learning outcomes	x			
6	Memorandum of Understanding and personal transcript	x			
7	The learning agreement	x			
8	Transfer and, where applicable, accumulation of learning outcomes of particular individuals	x			
9	Developing individual learning pathways	x			
10	Validation of learning outcome units	x			
11	Other elements (please, specify)				

6. In your opinion, were the guides (or other materials) how to use ECVET issued?

Definietyly yes	yes	rather not	definitely not
x			

If not, what do you think such guides should include in particular?

11. Who (which organisation) is responsible for developing the description of qualifications and units of learning outcomes in accordance with ECVET?

The Finnish National Board of Education gives the frames and requirements for Vocational Education. The Vocational Schools can form the subunits inside the modules. In Finland Education providers are „competent body” concerning ECVET.

12. Which institution is responsible for the recognition (validation and certification) of units of learning outcomes assigned to the particular qualification framework for ECVET?

The Vocational schools and teachers are responsible for recognition of the learning outcomes/units and earlier competences students may have.

13. Are the ECVET points specified in the context of your activities?

Definietyly yes	yes	rather not	definitely not
x			

If not, what is the reason?

NOTICE – The Finnish National Board of Education has defined the ECVET points (in Finland competence points) to large modules.

- What criteria were used to calculate the ECVET points (circle the appropriate criteria or specify what criterium was used).

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:

No	Criteria for calculating ECVET credit points	assessment scale			
		definitely yes	yes	rather not	no
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,	x			
2	The complexity, scope and volume of learning outcomes in the unit	x			
3	The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit	x			
4	Other(please, specify) The assessment criterias inform the level of responsibilities in work				

- How is the ECVET system monitored at the national level?

The Finnish National Board of Education is the contact point of ECVET issues. In Omnia we use the EU quality processes (CQAF) – Common Quality Assurance Framework. The focus is in schools' own self assessment and feedback (annually).

The Vocational schools are monitored by experts who Ministry of Education and FNBE have named, but not only for ECVET issues. The monitoring and auditing and self quality assessment is parts of the annual quality assurance procedure in Vocational Schools.

If it is not, in your opinion, what should be monitored?

## II. FUNCTIONING OF THE ECVET SYSTEM IN SCHOOLS

- In your opinion, is the introduction of ECVET in schools the preferred solution for achieving professional qualifications?

Definitely yes	yes	rather not	definitely not
X			

If not, what is the reason?

- How would you rate the effort made to acquaint the personnel with the ECVET system?

The category of personnel involved in the development of ECVET in a school	assessment scale		
	not really big	big	very big
teachers			x
school leaders			x

other individuals/ institutions (specify the names) Head of departments, curriculum leaders, ECVET Experts ...			x
---	--	--	---

11. How would you rate the effort made by staff in the implementation of the ECVET educational practice?

The category of personnel involved in the development of ECVET in a school	assessment scale		
	not really big	big	very big
teachers			x
school leaders		x	
other individuals/ institutions (specify the names) head of departments, curriculum leaders, ECVET Expert			x

12. In your opinion, was the implementation of the ECVET system a financial burden for the school?

Definitely yes	yes	rather not	definitely not
		x	

If so, what did the costs cover?

It meant a lot of teachers' time/working hours. The Schools got extra project money from FNBE.

13. In your opinion, What are the most important barriers to the implementation of ECVET at the school level?

Negative attitude, Lack of information, lack of training about ECVET system issues, fear for the change

14. In your opinion, what should be particularly improved in the ECVET system at the school level (or country) to counteract the emerging barriers in its implementation?

More Information and brochures/leaflets in country's own language, workshops, net working with other Schools

15 What you recommend as a good practice for the partner countries on ECVET (which is the most important, where should be the attention paid to)?

Give time, create good material in country's own language, training sessions on all level, also others than teachers

16. Please provide the relevant information sources (national and international) on the national ECVET and ECVET international comparisons

[www.oph.fi](http://www.oph.fi); [www.cimo.fi](http://www.cimo.fi); [www.ecvet-projects.eu](http://www.ecvet-projects.eu); [www.cedefop.eu](http://www.cedefop.eu); [www.ecvet-team.eu](http://www.ecvet-team.eu)  
[www.ecvet-toolkit.eu](http://www.ecvet-toolkit.eu)

### Information about the Respondent

Country: FINLAND

Name of organization: Omnia, the Joint Authority of Education in Espoo Region, Finland

Position: Maarit Saarenkylä, International Coordinator, National ECVET Expert

Date: Espoo, 27.05.2015.

## TRANS-FINECVET project

**Result 03: Comparative analysis of ECVET in the partner countries.  
ECVET Questionnaire**

The survey is aimed at facilitating the comparison of ECVET in the partner countries, including the level of advancement of the ECVET implementation, the ways of its implementation and identification of common and distinct features. It will lead to the development of recommendations in each of the partner countries on how to implement or how to improve ECVET. The report on result 03 will include information based on this questionnaire among other sources.

**I. FUNCTIONING OF THE ECVET SYSTEM IN THE PARTNER COUNTRY**

4. Does the ECVET system work in your country?

Definietyly yes	yes	rather not	definitely not
	X		

5. In your opinion, is the use of ECVET habitual?

Definietyly yes	yes	rather not	definitely not
	X		

6. Which of the following elements of the ECVET system work or don't work?

No.	The elements of ECVET	assessment scale			
		definitely yes	yes	rather not	no
1	Description of qualifications in terms of knowledge, skills and competences	X			
2	Transfer and accumulation of learning outcomes in formal education	X			
3	Transfer and recognition of learning outcomes in non-formal education		X		
4	Transfer and recognition of learning outcomes in informal education		X		
5	Accumulation of learning outcomes	X			
6	Memorandum of Understanding and personal transcript		X		
7	The learning agreement			X	
8	Transfer and, where applicable, accumulation of learning outcomes of particular individuals		X		

9	Developing individual learning pathways		X		
10	Validation of learning outcome units		X		
11	Other elements (please, specify)				

7. In your opinion, were the guides (or other materials) how to use ECVET issued?

Definietly yes	yes	rather not	definitely not
	X		

If not, what do you think such guides should include in particular?

They were used by the Education Authority; however, it is a mistake to think that ECVET is a tool for citizens in general, outside the VET systems.

14. Who (which organisation) is responsible for developing the description of qualifications and units of learning outcomes in accordance with ECVET?

The Ministry of Education, Culture and Sport for the Vocational Education and Training in the Education System and the Ministry of Employment and Social Security for Occupational Vocational Training and continuous Vocational Training.

15. Which institution is responsible for the recognition (validation and certification) of units of learning outcomes assigned to the particular qualification framework for ECVET?

Education and Labour Administrations from the Central Government and from the Autonomous Communities and it must be clearly understood that ECVET is a set of principles that have been respected and used in the design of VET qualifications, and there is no other different framework for ECVET.

16. Are the ECVET points specified in the context of your activities?

Definietly yes	yes	rather not	definitely not
			X

If not, what is the reason?

The criteria established in the recommendation are not enough objective and there is no added value that can be visible. Learning outcomes are the key element, essential for mobility, transparency and recognition.

What are the criteria used to calculate the ECVET points (select the appropriate criteria or specify what criterion was used).

Points ECVET have not been used. However, in Higher VET, ECTS credits have been used following Bologna criteria.

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:

No	Criteria for calculating ECVET credit points	assessment scale			
		definitely yes	yes	rather not	no
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				
4	Other(please, specify)				

- How is the ECVET system monitored at the national level?

There is not a specific follow-up of the ECVET system since it is embedded itself in the follow-up of VET in the Education System and VT in the Labour System.

If it is not, in your opinion, what should be monitored?

## II. FUNCTIONING OF THE ECVET SYSTEM IN SCHOOLS

- In your opinion, is the introduction of ECVET in schools the preferred solution for achieving professional qualifications?

Definietly yes	yes	rather not	definitely not
		X	

If not, what is the reason?

ECVET is good as a European tool that can be used at system level, for instance in the design of qualifications; but it doesn't mean that it is a SOLUTION for achieving a professional qualification at schools. The use of ECVET at schools is indirect since it is embedded in the design of the VET programme leading to qualifications.

10. How would you rate the effort made to acquaint the personnel with the ECVET system?

The category of personnel involved in the development of ECVET in a school	assessment scale		
	not really big	big	very big
teachers	X		
school leaders	X		

other individuals/ institutions (specify the names)			
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11. How would you rate the effort made by staff in the implementation of the ECVET educational practice?

The category of personnel involved in the development of ECVET in a school	assessment scale		
	not really big	big	very big
teachers	X		
school leaders	X		
other individuals/ institutions (specify the names)			

12. In your opinion, is the implementation of the ECVET system a financial burden for the school?

Definietyly yes	yes	rather not	definitely not
		X	

If so, what did the costs cover?

The financial burden for the implementation of the ECVET system is included in the funding of the VET system itself.

13. In your opinion, what are the most important barriers to the implementation of ECVET at the school level?

There are no technical barriers as such. However it is a challenge to encourage learners to participate in mobility projects, by the low participation of VET students in mobility. Other important barrier is the foreign language and, as mobility is expensive, to support students through grants or other ways of funding.

14. In your opinion, what should be particularly improved in the ECVET system at the school level (or country) to counteract the emerging barriers in its implementation?

It should be desirable to define in each country the role of the competent bodies and make it visible, especially regarding validation, recognition and quality assurance of the process.

- 15 What you recommend as a good practice for the partner countries on ECVET (which is the most important, where should be the attention paid to)?

The most important thing is to clarify the role of stakeholders, according to what has been said above and attention should be paid to enhance resources regarding learners' motivation in national and transnational mobility.

16. Please provide the relevant information sources (national and international) on the national ECVET and ECVET international comparisons

For national information sources:

<http://www.todofp.es/>; <http://www.mecd.gob.es/educacion-mecd/>; <https://www.sepe.es/>

## Information about the Respondent

Country: **SPAIN**

Name of organization: **MINISTRY OF EDUCATION, CULTURE AND SPORT**

Position: **SENIOR ADVISOR**

Data: 22/06/15

## TRANS-FINECVET project

### Result 03: Comparative analysis of ECVET in the partner countries.

#### ECVET Questionnaire

The survey is aimed at facilitating the comparison of ECVET in the partner countries, including the level of advancement of the ECVET implementation, the ways of its implementation and identification of common and distinct features. It will lead to the development of recommendations in each of the partner countries on how to implement or how to improve ECVET. The report on result 03 will include information based on this questionnaire among other sources.

## II. FUNCTIONING OF THE ECVET SYSTEM IN THE PARTNER COUNTRY

5. Does the ECVET system work in your country?

Definietyly yes	yes	rather not	definitely not
		x	

6. In your opinion, is the use of ECVET habitual?

Definietyly yes	yes	rather not	definitely not
		x	

7. Which of the following elements of the ECVET system work or don't work?

No.	The elements of ECVET	assessment scale			
		definitely yes	yes	rather not	no
1	Description of qualifications in terms of knowledge, skills and competences			x	
2	Transfer and accumulation of learning outcomes in formal education				x
3	Transfer and recognition of learning outcomes in non-formal education				x
4	Transfer and recognition of learning outcomes in informal education				x
5	Accumulation of learning outcomes			x	
6	Memorandum of Understanding and personal transcript			x	
7	The learning agreement				x
8	Transfer and, where applicable, accumulation of learning outcomes of particular individuals			x	
9	Developing individual learning pathways		x		
10	Validation of learning outcome units			x	



11	Other elements (please, specify)				
----	----------------------------------	--	--	--	--

8. In your opinion, were the guides (or other materials) how to use ECVET issued?

Definietyly yes	yes	rather not	definitely not
	x		

If not, what do you think such guides should include in particular?

Guides already issued at EU level. Maybe there should be guides focusing on the particular Spanish case and how to implement ECVET taking into account Spanish education scheme.

17. Who (which organisation) is responsible for developing the description of qualifications and units of learning outcomes in accordance with ECVET?

MECU – Marco Español de -Cualificaciones and the Ministry of Education, Culture and Sport

18. Which institution is responsible for the recognition (validation and certification) of units of learning outcomes assigned to the particular qualification framework for ECVET?

The ministry of Education states the criteria for the recognition and validation of qualification within the national system.

19. Are the ECVET points specified in the context of your activities?

Definietyly yes	yes	rather not	definitely not
			x

If not, what is the reason?

Because ECVET is not implemented yet in Spain

What are the criteria used to calculate the ECVET points (select the appropriate criteria or specify what criterion was used).

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:

No	Criteria for calculating ECVET credit points	assessment scale			
		definitely yes	yes	rather not	no
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,				x
2	The complexity, scope and volume of learning outcomes in the unit				x

3	The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit				x
4	Other(please, specify)				x

- How is the ECVET system monitored at the national level?

ECVET system is monitored by the national Ministry of Education, Culture and Sport.

If it is not, in your opinion, what should be monitored?

Definition of national qualifications in accordance to the ECVET system. First, authorities in charge of the definition of the vocational education and training should propose curricula determined according to EQF levels and with clear description of learning outcomes. (There is already a modular structure, but the correspondence with ECVET is not clear).

## II. FUNCTIONING OF THE ECVET SYSTEM IN SCHOOLS

- In your opinion, is the introduction of ECVET in schools the preferred solution for achieving professional qualifications?

Definietyly yes	yes	rather not	definitely not
x			

If not, what is the reason?

10. How would you rate the effort made to acquaint the personnel with the ECVET system?

The category of personnel involved in the development of ECVET in a school	assessment scale		
	not really big	big	very big
teachers	x		
school leaders	x		
other individuals/ institutions (specify the names)	x		

11. How would you rate the effort made by staff in the implementation of the ECVET educational practice?

The category of personnel involved in the development of ECVET in a school	assessment scale		
	not really big	big	very big
teachers	x		
school leaders	x		

other individuals/ institutions (specify the names)	x		
---	---	--	--

12. In your opinion, is the implementation of the ECVET system a financial burden for the school?

Definietyly yes	yes	rather not	definitely not
		x	

If so, what did the costs cover?

Actually, we don't really know, since it is not implemented yet. But we suppose it will be mostly an effort in terms of staff and redefinition of educational programme according to this framework.

13. In your opinion, what are the most important barriers to the implementation of ECVET at the school level?

Lack of national framework and clear directives to implement ECVET. Spain has a policy of "wait and see" regarding ECVET, which means that there is no clear intention to get engaged in this field. Also, schools have to make sure to respect national qualifications, and focus on this aspect rather than on ECVET.

14. In your opinion, what should be particularly improved in the ECVET system at the school level (or country) to counteract the emerging barriers in its implementation?

Rather than the ECVET system, the national qualification system should be improved to be in line with the EU description and to ease the description of learning outcomes in the ECVET format.

15 What you recommend as a good practice for the partner countries on ECVET (which is the most important, where should be the attention paid to)?

Cooperation between educational centres and the labour market (sectorial representatives who can participate in the definition of the training needs).

16. Please provide the relevant information sources (national and international) on the national ECVET and ECVET international comparisons

It is actually difficult to find national information resources in Spain. As the ECVET local contact point should be, according to ECVET-Team website, the Erasmus + national agency (SEPIE), they say that they are not expert in ECVET and that the information authority should be the ministry. IT is possible to find information on LOMCE portal (<http://www.mecd.gob.es/educacion-mecd/mc/lomce/inicio.html>), MECU website (<http://www.mecd.gob.es/mecu/que-es.html>), or todo FP website ([www.todofp.es](http://www.todofp.es)). There is no clear information resource. At EU level, it is easier to find information on CEDEFOP or ECVET-team websites.

17. What future solutions are envisaged in the ECVET system?

Progressive integration in the national system.

### Information about the Respondent

Country: **Spain**

Name of organization: **Fundación Equipo Humano**

Position: **Project manager**

Date: 09/06/2015

## POLSKA

Dla Polski zamieszczono informację zbiorczą. Kolory zaznaczeń znakiem „x” i tekstu są odrębne dla każdego respondenta, w tym: **X Ministerstwo** **X Eksperti ECVET Polska** **X CKP**

### KWESTIONARIUSZ ECVET

**Tytuł projektu: Implementation of the FINECVET model to the formal and nonformal education.**

Wdrożenie modelu FINECVET w edukacji formalnej i pozaformalnej. Nr 2014-1-PL01-KA202-003355.

**Kwestionariusz ma na celu opracowanie rezultatu projektu pt.: „Analiza porównawcza ECVET w krajach partnerskich z rekomendacjami”** Analiza zawierać będzie porównanie systemu ECVET w krajach partnerskich, w tym poziom zaawansowania wdrożenia systemu ECVET, sposób wdrożenia oraz cechy wspólne i odrębne systemu. Opracowane zostaną rekomendacje dla każdego z krajów partnerskich jak wdrażać lub jak ulepszać system ECVET.

Ankieta ma na celu pomoc przy porównaniu systemu ECVET w krajach partnerskich.

### I. FUNKCJONOWANIU SYSTEMU ECVET W DANYM KRAJU PARTNERSKIM

**X Ministerstwo** **X Eksperti ECVET Polska** **X CKP**

1. Czy w Pana/Pani kraju funkcjonuje system ECVET?

Zdecydowanie tak	Tak	Raczej nie	Zdecydowanie nie
	<b>X</b> <b>X</b>	<b>X</b> <b>X</b> <b>X</b>	

2. Czy według Pana/Pani opinii funkcjonowanie systemu ECVET jest powszechne?

Zdecydowanie tak	Tak	Raczej nie	Zdecydowanie nie
		<b>X</b> <b>X</b> <b>X</b> <b>X</b> <b>X</b>	

3. Które z nw. elementów systemu ECVET w Pana/Pani opinii funkcjonują lub nie funkcjonują?

Lp.	Elementem systemu ECVET	Skala oceny			
		Zdecydowanie nie tak	Tak	Raczej nie	Nie
1	Opis kwalifikacji w kategoriach wiedzy, umiejętności i kompetencji	<b>X</b>	<b>X</b> <b>X</b> <b>X</b>	<b>X</b>	
2	Transfer i uznawanie efektów uczenia się w edukacji formalnej Transfer and accumulation of learning outcomes in formal education	<b>X</b>	<b>X</b> <b>X</b> <b>X</b>	<b>X</b>	
3	Transfer i uznawanie efektów uczenia się w edukacji pozaformalnej		<b>X</b> <b>X</b>	<b>X</b> <b>X</b> <b>X</b>	
4	Transfer i uznawanie efektów uczenia się w edukacji nieformalnej		<b>X</b> <b>X</b> <b>X</b>	<b>X</b> <b>X</b>	
5	Akumulacja efektów uczenia się		<b>X</b> <b>X</b> <b>X</b>	<b>X</b> <b>X</b>	
6	Porozumienia o partnerstwie (Memorandum of Understanding) i indywidualny wykaz osiągnięć Memorandum of Understanding and personal transcript	<b>X</b>		<b>X</b> <b>X</b> <b>X</b>	<b>X</b>
7	Porozumienia o programie zajęć The learning agreement	<b>X</b>		<b>X</b> <b>X</b> <b>X</b>	<b>X</b>

8	Transfer, uznawanie oraz, w stosownych przypadkach, akumulacja efektów uczenia się poszczególnych osób		X	X X X	
9	Opracowanie indywidualnych ścieżek kształcenia		X X	X X X	
10	Walidacja jednostek efektów kształcenia		X X X	X X	
11	Inne elementy (wymień jakie:)				

4. Czy w Pana/Pani ocenie wydane zostały przewodniki (lub inne materiały) jak stosować system ECVET?

Zdecydowanie tak	Tak	Raczej nie	Zdecydowanie nie
	X X X X	X	

Jeśli nie, to co takie przewodniki powinny w szczególności zawierać?

CKP 1 W zmodernizowanych podstawach programowych kształcenia w 205 zawodach zostały w wyodrębnione efekty, jednostki efektów, dokonano podziału zawodu na kwalifikacje. Opis ten oceniam jako wystarczający. W informatorach dla zawodu opisano też sposoby oceniania i sposoby walidacji. Kumulowanie efektów, kwalifikacji pozwala na zdobycie tytułu zawodowego. W tej sytuacji uważam, że ewentualnie można dokonać korekty, zmodernizować podstawy, opisać językiem efektów kwalifikacje lub zawody, których nie nazwano w rozporządzeniu o klasyfikacji zawodów.

Nie uważam, żeby system ecvet należało w Polsce przenosić na zasadzie wielkich zmian, system dzielenie zawodu na: efekty, jednostki efektów, kwalifikacje oraz system walidacji, akumulowania i przenoszenia osiągnięć funkcjonuje dla większości zawodów.

W niewielu zawodach dokonano opisu w systemie ecvet, niewiele jest też przewodników.....

5. Kto (jaka instytucja) odpowiedzialna jest za opracowanie opisu kwalifikacji i jednostek efektów uczenia się zgodnie z system ECVET?

W kształceniu zawodowym kwalifikacje w postaci efektów kształcenia opisane są w podstawie programowej kształcenia w zawodach publikowanej w formie rozporządzenia Ministra Edukacji Narodowej.

Suliga Instytucja wysyłająca we współpracy z instytucją goszczącą, przy opracowaniu mogą korzystać z opracowanych podstaw programowych kształcenia w zawodach/programów nauczania zgodnych z klasyfikacją zawodów szkolnictwa zawodowego (Rozporządzenie MEN)

Świerk MEN – w ramach nowej podstawy programowej kształcenia w zawodach, niebawem również możliwość zgłaszania kwalifikacji w ramach ZRK

CKP 1 W Polsce MEN, które współpracuje z KOWEZiu

CKP 2 Instytut Badan Edukacyjnych

6. Jaka instytucja odpowiedzialna jest za uznawanie (walidacja oraz certyfikacja) jednostek efektów uczenia się przypisanych do danej kwalifikacji w ramach systemu ECVET?

W ramach systemu oświaty za uznawanie danej jednostki efektów uczenia się uzyskanej na kursie umiejętności zawodowych przy podejmowaniu kształcenia na kwalifikacyjnym kursie zawodowym

odpowiada organizator kwalifikacyjnego kursu zawodowego. Za walidację efektów uczenia się właściwych dla danej kwalifikacji (przeprowadzanie egzaminów, w tym eksternistycznych zawodowych), a następnie certyfikację odpowiedzialne są okręgowe komisje egzaminacyjne, stanowiące część systemu egzaminów zewnętrznych.

Jednostki efektów uczenia się określone na potrzeby mobilności instytucja wysyłająca w uzgodnieniu z instytucją goszczącą.

System egzaminów zewnętrznych - CKE + 8 oke - ale w kwalifikacjach, a nie jednostkach efektów uczenia się

Świerk CKE i OKE, niebawem inne instytucje w ramach ZRK

Okręgowa i Centralna Komisja Egzaminacyjna, w naszym systemie potwierdzania kwalifikacji

7. Czy w ramach Państwa działalności określane są punkty ECVET?

Zdecydowanie tak	Tak	Raczej nie	Zdecydowanie nie
		X X X	X X

Jeśli nie, to co jest tego powodem?

Przypisywanie punktów do efektów kształcenia może nie dać oczekiwanych rezultatów. Punkty w systemie ECVET nie mają żadnej wartości informacyjnej a jedynie utrudniają zastosowanie ECVET w praktyce.

Istotne są osiągnięcia, nie konkretna liczba.

Tylko w ramach realizowanych programów mobilności zewnętrznej dla uczniów klas technikalnych

Nie mam wiedzy

8. Jakie kryteria zastosowano dla określenia punktów ECVET (zakreśl odpowiednie kryterium lub podaj jakie kryterium zastosowano).

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:

Lp	Kryteria dla określania punktów ECVET	Skala oceny			
		Zdecydowanie tak	Tak	Raczej nie	Nie
1	Względne znaczenie efektów uczenia się, które składają się na daną jednostkę, dla uczestnictwa w rynku pracy, zdobycia w przyszłości wyższych kwalifikacji lub dla integracji społecznej 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,		X X		
2	Trudność, zakres i objętość efektów uczenia się w ramach danej jednostki efektów uczenia się The complexity, scope and volume of learning		X	X	

	outcomes in the unit				
3	Wysiłek, jaki uczący się musi włożyć w zdobycie wiedzy, umiejętności lub kompetencji wymaganych w ramach danej jednostki efektów uczenia się The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit	x	x		
4	Inne (podaj jakie)				

9. W jaki sposób monitorowany jest system ECVET na poziomie krajowym?

System ECVET monitorowany jest poprzez działalność krajowych ekspertów ds. ECVET.

Trudno mówić o monitorowaniu systemu ECVET na poziomie krajowym, na razie bardziej są to działania promocyjne systemu, głównie odnoszą się do projektów mobilnościowych w ramach programu ERASMUS +

System monitorowany jest przez powołany przez MEN i MNiSW zespół ekspercki. W ramach projektów realizowanych w innych instytucjach np. IBE

Nie mam wiedzy

Jeśli nie jest monitorowany, to co jest w Pana/Pani opinii powinno być przedmiotem monitoringu?

## II. FUNKCJONOWANIE SYSTEMU ECVET W SZKOLE

10. Czy wprowadzenie systemu ECVET w szkole w Pana/Pani opinii jest korzystnym rozwiązaniem dla osiągnięcia kwalifikacji zawodowych?

Zdecydowanie tak	Tak	Raczej nie	Zdecydowanie nie
x	x x x	x x	Jeden dał 2 odpowiedzi

Jeśli nie, to co jest tego powodem?

System ECVET sprawdzać się może raczej w kształceniu ustawicznym. W szkole może być trudny do zastosowania.

Zawody, w których prowadzimy kształcenie zostały opisane w podstawach programowych językiem efektów uczenia się.

11. Jak oceniacie Państwo nakład pracy włożony w zapoznanie się kadry z systemem ECVET?

Kategoria kadry uczestniczącej w rozwoju systemu ECVET w szkole	Skala oceny		
	Niezbyt duży	Duży	Bardzo duży
Nauczycieli	x	x x	
Kadry kierowniczej szkoły	x	x	x

Innych osób/ instytucji (wyminać ich nazwy) .....			
--	--	--	--

Nauczyciele, Kadra poznała systemem w oparciu o inf. z portalu prowadzonego przez KOWEŻiU, Wojciech Stęchły

12. Jak oceniacie Państwo nakład pracy włożony przez kadrę we wdrożeniu do praktyki edukacyjnej systemem ECVET?

Kategoria kadry uczestniczącej w rozwoju systemu ECVET w szkole	Skala oceny		
	Niezbyt duży	Duży	Bardzo duży
Nauczycieli	X X X	X	
Kadry kierowniczej szkoły	X X	X X	
Innych osób/ instytucji (wyminać ich nazwy)			

Wszyscy włożyliśmy duży wysiłek we wdrażanie nowych podstaw i programów kształcenia w zawodach

13. Czy w Państwa ocenie wdrożenie systemu ECVET było obciążeniem finansowym dla szkoły?

Zdecydowanie tak	Tak	Raczej nie	Zdecydowanie nie
	X X	X	X

Jeśli tak, to czego te koszty dotyczyły?

Szkoleń, modernizacji, wyposażenia.

WŁASNY WKŁAD PRACY/PRACOWNIKÓW

14. Jakie, w ocenie Państwa występują najbardziej istotne bariery we wdrażaniu systemu ECVET na poziomie szkoły?

Brak możliwości zastosowania ECVET dla dłuższej szkolnej mobilności niż 2-3 tygodnie ze względu na konieczność realizacji kształcenia ogólnego.

Brak zaufania do efektów kształcenia zdobytych w i innych instytucjach niż szkolne.

Przepisy prawa oświatowego

Brak rozumienia całościowego funkcjonowania systemu, skupianie się osób zainteresowanych jedynie w zakresie prowadzonych projektów pilotażowych np. projekty w ramach programu LLP i Erasmus+ zawierające elementy systemu ECVET. Brak wiadomości w zakresie KRK, poziomów KRK, ZSK.

CKP 1 Nie ma barier

Bariery finansowe

15. Co w Państwa ocenie powinno być w szczególności usprawnione w systemie ECVET na poziomie szkoły (lub kraju) aby przeciwdziałać pojawiającym się barierom we wdrażaniu?

Stworzyć model całego systemu, przeprowadzić pilotaż, opracować stosowne akty prawne i je wdrożyć.

Możliwość zewnętrznego uznawania jednostek efektów uczenia się, nie tylko kwalifikacji



Powołanie krajowych i regionalnych branżowych instytucji odpowiedzialnych za m.in. opracowanie opisów kwalifikacji i jednostek efektów uczenia się, z których mogłyby korzystać instytucje wysyłające i goszczące; uznawanie i akumulację osiągnięć.

Prowadzenie działań upowszechniających w zakresie stosowania systemu ze szczególnym uwzględnieniem kształcenia w systemie formalnym, pozaformalnym i nieformalnym.

Nie mam zdania

15. Co Państwo rekomendujecie jako dobre praktyki dla krajów partnerskich dotyczące systemu ECVET (co jest najistotniejsze, na co należy zwrócić uwagę)?

Opracowanie jednoznaczne według określonych kryteriów JEU (jednostek efektów uczenia się) przy współudziale wszystkich zainteresowanych stron.

Tworzenie jednostek efektów uczenia się zgodnych z potrzebami rynku pracy, zgłaszanych przez instytucje partnerskie do Zintegrowanego Rejestru Kwalifikacji zg, z systemem ECVET.

Nie mam zdania

16. Jakie przyszłe rozwiązania przewidywane są w Polskim systemie ECVET?

Weryfikacja jednostek efektów uczenia się w kwalifikacjach wyodrębnionych w zawodach, dostosowanie aktów prawa oświatowego, transfer i akumulacja osiągnięć na wyższych poziomach edukacji.

Brak wskazań. Nie istnieje na chwilę obecną Polski system ECVET.

Nie mam zdania

#### CKP

- przenoszenie i akumulowanie osiągnięć (ocenionych efektów uczenia się) w celu łatwiejszego uzyskania określonej kwalifikacji,
- walidację (uznawanie) efektów uczenia się osiągniętych w ramach pozaformalnego i nieformalnego uczenia się,
- tworzenie elastycznych i zindywidualizowanych ścieżek kształcenia,
- zrozumienie efektów uczenia się, które są potwierdzane przez poszczególne kwalifikacje,
- zrozumienie systemów kwalifikacji w obszarze edukacji zawodowej w krajach członkowskich UE.

17. Proszę o podanie istotnych źródeł informacji (krajowych i międzynarodowych) dotyczących krajowego systemu ECVET oraz porównań międzynarodowych systemu ECVET (bibliografia i netografia).

Bibliografię i netografię można znaleźć na stronie [www.eksperciecvet.org.pl](http://www.eksperciecvet.org.pl)

Brak danych dot. krajowego systemu ECVET, aktualne informacje na temat realizowanych działań w ramach ECVET poszukiwać można na stronach: [www.eksperciecvet.org.pl](http://www.eksperciecvet.org.pl) – na stronie znaleźć można również informacje w wersji elektronicznej w tym broszury i magazyny. Aktualne informacje nt. działań o zasięgu europejskim na : [www.ecvet-team.eu](http://www.ecvet-team.eu)

IBE

**Informacja o respondencie:** Kraj: Polska Nazwa organizacji: ☒ Ministerstwo ☒ Eksperci ECVET Polska ☒ CKP

Stanowisko: eksperci ECVET Polska. Data: 26.06.2015.

## **7.2 KWESTIONARIUSZE DLA OBLICZENIA PUNKTÓW ECVET I OBLICZENIA**

### **KWESTIONARIUSZ**

Poniżej zamieszczono wzór wywiadu-ankiety, jaką skierowano do absolwentów szkół.

INFORMACJA DLA WYPEŁNIAJĄCEGO ANKIETĘ

#### **Wykaz modułów i jednostek modułowych dla zawodu "opiekunka dziecięca"**

<b>Nazwa obowiązkowych zajęć edukacyjnych</b>	<b>Nazwa jednostki modułowej</b>
Planowanie i organizowanie pracy opiekuńczo-wychowawczej	1. Podejmowanie działalności gospodarczej w ochronie zdrowia
	2. Posługiwanie się językiem obcym w opiece nad dzieckiem
	3. Posługiwanie się językiem migowym
	4. Zastosowanie technik informatycznych w pracy opiekunki dziecięcej
Promowanie zdrowia i działań profilaktycznych w zakresie nawyków higienicznych	1. Promowanie i ochrona zdrowia oraz udzielanie pomocy w stanach zagrożenia zdrowotnego dziecka.
	2. Nawiązywanie kontaktów interpersonalnych w pracy opiekunki dziecięcej
Rozwijanie wrażliwości artystycznej dziecka	1. Wspomaganie rozwoju dziecka poprzez integrację rytmiki, słowa i ruchu, z wykorzystaniem literatury i muzyki dziecięcej
	2. Wspomaganie rozwoju dziecka poprzez wykonywanie prac plastyczno-technicznych
Pielęgnowanie dziecka zdrowego, chorego i niepełnosprawnego	1. Rozpoznawanie i zaspokajanie potrzeb dziecka zdrowego, chorego i niepełnosprawnego
	2. Rozpoznawanie objawów choroby i niepełnosprawności oraz rehabilitowanie dziecka.
	3. Pielęgnowanie dziecka zdrowego, chorego i niepełnosprawnego w poszczególnych etapach życia
Prowadzenie działań wychowawczych i edukacyjnych wspomagających rozwój psychomotoryczny dziecka	1. Stymulowanie rozwoju psychomotorycznego i osobowości dziecka
	2. Opiekowanie się dzieckiem z trudnościami wychowawczymi
	3. Metodyka pracy indywidualnej i grupowej opiekunki dziecięcej
Praktyki zawodowe	Praktyki zawodowe – klasa I
	Praktyki zawodowe – klasa II

źródło: KOWEziU

**WYWIAD – ANKIETA dla zawodu "OPIEKUNKA DZIECIĘCA"**

**Nakład pracy niezbędny dla osiągnięcia efektów uczenia się w podziale na rodzaje aktywności uczącego się**

Lp.	Aktywności uczącego prowadzące do uzyskania określonych efektów uczenia się	Procentowy nakład pracy	Uwagi
1.	<b>NAUKA</b> – czas poświęcony na kształcenie zawodowe teoretyczne, w tym:		
	1.1. <b>Nauka</b> (uczestnictwo) w zorganizowanych formach kształcenia, w kształceniu formalnym, w tym przerwana nauka,		
	1.2. <b>Nauka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),		
	1.3. <b>Nauka</b> w niezorganizowanych formach kształcenia (nauka indywidualna lub w zespole), w szczególności czas poświęcony na zbieranie i studiowanie materiałów, zdobywanie wiedzy poprzez internet, przygotowanie prac zaliczeniowych, projektów, pracy dyplomowej, dzieła mistrzowskiego, przygotowanie się do sprawdzianów i egzaminów;		
2.	<b>Praktyka i praca</b> - czas poświęcony na kształcenie zawodowe praktyczne i pracę, w tym:		
	2.1. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu formalnym (w tym przerwana nauka),		
	2.2. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),		
	2.3. <b>Praktyka</b> w niezorganizowanych formach kształcenia (uczenie się nieformalne - ćwiczenie indywidualne lub w zespole),		
	2.4. <b>Praktyka</b> podjęta indywidualnie (praca w zakładzie pracy i staż pracy);		
3.	<b>Inna aktywność uczącego</b> , prowadząca do uzyskania określonych efektów uczenia się, np. zapoznanie się z kwalifikacją/zawodem u pracodawcy lub w innym miejscu pracy (w zakładzie rodzinnym, u sąsiada) , przeprowadzenie badań lekarskich, uczestniczenie w egzaminach wstępnych.		
	RAZEM	100,00	

Źródło: Opracowanie własne M. Butkiewicz.

**Informacja o Respondencie**

Rok urodzenia .....

Rok ukończenia szkoły zawodowej .....

Rodzaj ukończonej szkoły .....

Staż pracy w zawodzie w latach .....

### **OBLICZENIE PUNKTÓW**

W zawodzie "OPEKUNKA DZIECIĘCA" kształcenie zawodowe trwa 2 lata, w tym nauka teorii trwa 800 godzin. To oznacza, że 800 godzin to tzw. godziny kontaktowe. W dalszym obliczeniu przyjmuje się proporcje, dla których podstawową proporcją jest procet przeznaczony przez respondentów na podstawowe aktywności uczącego się prowadzące do uzyskania określonych efektów uczenia się.

## POLSKA

### OPIEKUNKA DZIECIĘCA - przedmiotowe kształcenie zawodowe

Przykładowy szkolny plan nauczania /przedmiotowe kształcenie zawodowe/

Typ szkoły: Szkoła policealna - /szkoła dla młodzieży/ dwuletni okres nauczania

- Kształcenie zawodowe teoretyczne - 800 godzin
- Kształcenie zawodowe praktyczne – 800 godzin + 160 godzin praktyk zawodowych = 960 godz

**Tablica 1. Wykaz modułów i jednostek modułowych dla zawodu "opiekunka dziecięca"**

Nazwa obowiązkowych zajęć edukacyjnych	Nazwa jednostki modułowej
Planowanie i organizowanie pracy opiekuńczo-wychowawczej	1. Podejmowanie działalności gospodarczej w ochronie zdrowia
	2. Posługiwanie się językiem obcym w opiece nad dzieckiem
	3. Posługiwanie się językiem migowym
	4. Zastosowanie technik informatycznych w pracy opiekunki dziecięcej
Promowanie zdrowia i działań profilaktycznych w zakresie nawyków higienicznych	1. Promowanie i ochrona zdrowia oraz udzielanie pomocy w stanach zagrożenia zdrowotnego dziecka.
	2. Nawiązywanie kontaktów interpersonalnych w pracy opiekunki dziecięcej
Rozwijanie wrażliwości artystycznej dziecka	1. Wspomaganie rozwoju dziecka poprzez integrację rytmiki, słowa i ruchu, z wykorzystaniem literatury i muzyki dziecięcej
	2. Wspomaganie rozwoju dziecka poprzez wykonywanie prac plastyczno-technicznych
Pielęgnowanie dziecka zdrowego, chorego i niepełnosprawnego	1. Rozpoznawanie i zaspokajanie potrzeb dziecka zdrowego, chorego i niepełnosprawnego
	2. Rozpoznawanie objawów choroby i niepełnosprawności oraz rehabilitowanie dziecka.
	3. Pielęgnowanie dziecka zdrowego, chorego i niepełnosprawnego w poszczególnych etapach życia
Prowadzenie działań wychowawczych i edukacyjnych wspomagających rozwój psychomotoryczny dziecka	1. Stymulowanie rozwoju psychomotorycznego i osobowości dziecka
	2. Opiekowanie się dzieckiem z trudnościami wychowawczymi
	3. Metodyka pracy indywidualnej i grupowej opiekunki dziecięcej
Praktyki zawodowe	Praktyki zawodowe – klasa I
	Praktyki zawodowe – klasa II

Źródło: KOWEziU

**WYWIAD – ANKIETA dla zawodu "OPIEKUNKA DZIECIĘCA" POLSKA**

**Tablica 2. Nakład pracy niezbędny dla osiągnięcia efektów uczenia się w podziale na rodzaje aktywności uczącego się; czas kształcenia 2 lata.**

Lp.	Aktywności uczącego prowadzące do uzyskania określonych efektów uczenia się	Procentowy nakład pracy w Wywiadach-Ankietach nt: 1-4				Suma kolumn 2-5 i średnia
		2.	3.	4.	5.	
	<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>
<b>1.</b>	<b>NAUKA</b> – czas poświęcony na kształcenie zawodowe teoretyczne, w tym:	30	50	30	50	<b>40</b>
	1.1. <b>Nauka</b> (uczestnictwo) w zorganizowanych formach kształcenia, w kształceniu formalnym, w tym przerwana nauka,	10	10	30	30	20
	1.2. <b>Nauka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),	10	20			7
	1.3. <b>Nauka</b> w niezorganizowanych formach kształcenia (nauka indywidualna lub w zespole), w szczególności czas poświęcony na zbieranie i studiowanie materiałów, zdobywanie wiedzy poprzez internet, przygotowanie prac zaliczeniowych, projektów, pracy dyplomowej, dzieła mistrzowskiego, przygotowanie się do sprawdzianów i egzaminów;	10	20		20	13
<b>2.</b>	<b>Praktyka i praca</b> - czas poświęcony na kształcenie zawodowe praktyczne i pracę, w tym:	40	40	40	50	<b>42</b>
	2.1. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu formalnym (w tym przerwana nauka),	20	10	20	25	19
	2.2. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),		20			5
	2.3. <b>Praktyka</b> w niezorganizowanych formach kształcenia (uczenie się nieformalne - ćwiczenie indywidualne lub w zespole),	20	10	20		12
	2.4. <b>Praktyka</b> podjęta indywidualnie (praca w zakładzie pracy i staż pracy);				25	6
<b>3.</b>	<b>Inna aktywność uczącego</b> , prowadząca do uzyskania określonych efektów uczenia się, np. zapoznanie się z kwalifikacją/zawodem u pracodawcy lub w innym miejscu pracy (w zakładzie rodzinnym, u sąsiada) , przeprowadzenie badań lekarskich, uczestniczenie w egzaminach wstępnych.	30	10	30		<b>18</b>
	<b>RAZEM</b>	100	100	100	100	

Źródło: Opracowanie własne M. Butkiewicz.

**Tablica 3. Obliczenie punktów ECVET w zawodzie "OPIEKUNKA DZIECIĘCA" w kształceniu formalnym; czas kształcenia 2 lata.**

Lp.	Aktywności uczącego c	% czasu poświęconego na opanowanie kwalifikacji	Liczba godzin	Liczba punktów (1 punkt = 30 godzin)
	1.	2.	3.	4.
1.	<b>NAUKA</b> – czas poświęcony na kształcenie zawodowe teoretyczne, w tym:	<b>40</b>	<b>800</b>	<b>27</b>
	1.1. <b>Nauka</b> (uczestnictwo) w zorganizowanych formach kształcenia, w kształceniu formalnym, w tym przerwana nauka,	20	400	13
	1.2. <b>Nauka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),	7	140	5
	1.3. <b>Nauka</b> w niezorganizowanych formach kształcenia (nauka indywidualna lub w zespole), w szczególności czas poświęcony na zbieranie i studiowanie materiałów, zdobywanie wiedzy poprzez internet, przygotowanie prac zaliczeniowych, projektów, pracy dyplomowej, dzieła mistrzowskiego, przygotowanie się do sprawdzianów i egzaminów;	13	260	9
2.	<b>Praktyka i praca</b> - czas poświęcony na kształcenie zawodowe praktyczne i pracę, w tym:	<b>42</b>	<b>960</b>	<b>32</b>
	2.1. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu formalnym (w tym przerwana nauka),	19	435	14
	2.2. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),	5	114	4
	2.3. <b>Praktyka</b> w niezorganizowanych formach kształcenia (uczenie się nieformalne - ćwiczenie indywidualne lub w zespole),	12	274	9
	2.4. <b>Praktyka</b> podjęta indywidualnie (praca w zakładzie pracy i staż pracy);	6	137	5
3.	<b>Inna aktywność uczącego</b> , prowadząca do uzyskania określonych efektów uczenia się, np. zapoznanie się z kwalifikacją/zawodem u pracodawcy lub w innym miejscu pracy (w zakładzie rodzinnym, u sąsiada) , przeprowadzenie badań lekarskich, uczestniczenie w egzaminach wstępnych.	<b>18</b>	<b>386</b>	<b>13</b>
	<b>RAZEM</b>	<b>100</b>	<b>2146</b>	<b>72</b>

Źródło: Opracowanie własne M. Butkiewicz.

**OPIEKUN MEDYCZNY** - przedmiotowe kształcenie zawodowe;

Przykładowy szkolny plan nauczania /przedmiotowe kształcenie zawodowe/

Typ szkoły: Szkoła policealna - /szkoła dla młodzieży/ roczny okres nauczania

- Kształcenie zawodowe teoretyczne - 400 godzin
- Kształcenie zawodowe praktyczne – 400 godzin + 160 godzin praktyk zawodowych = 560 godz.

**WYWIAD – ANKIETA dla zawodu "OPIEKUN MEDYCZNY" POLSKA**

Wywiad przeprowadzony w ramach projektu TRANS-FINECVET Project „Implementation of the FINECVET model to the formal and nonformal education”. Numer: 2014-1-PL01-KA202-003355

INFORMACJA DLA WYPEŁNIAJĄCEGO ANKIETĘ

**Tablica 4. Wykaz modułów i jednostek modułowych dla zawodu opiekun medyczny**

Nazwa obowiązkowych zajęć edukacyjnych	Nazwa jednostki modułowej
532102.M1. Podejmowanie działalności w ochronie zdrowia (224 godziny)	532102.M1.J1. Prowadzenie działalności gospodarczej
	532102.M1.J2. Posługiwanie się technologią informatyczną w ochronie zdrowia
	532102.M1.J3. Planowanie i organizowanie systemu opieki
	532102.M1.J4. Udzielanie pierwszej pomocy w stanach zagrożenia życia i zdrowia
	532102.M1.J5. Posługiwanie się językiem obcym zawodowym w ochronie zdrowia
	M1.J6 posługiwanie się językiem migowym
532102.M2. Rozpoznawanie problemów i potrzeb osoby chorej i niesamodzielnej (176 godzin)	532102.M2.J1. Określanie psychofizycznych aspektów zdrowia i choroby
	532102.M2.J2. Nawiązywanie i utrzymywanie kontaktów interpersonalnych
532102.M3. Pielęgnowanie osoby chorej i niesamodzielnej (240 godzin)	532102.M3.J1. Planowanie i organizowanie czynności higienicznych i pielęgnacyjnych
	532102.M3.J2. Wykonywanie czynności higienicznych i pielęgnacyjnych
	532102.M3.J3. Wykonywanie zabiegów przeciwzapalnych i kąpieli leczniczych
532102.M4. Organizowanie i wykonywanie czynności opiekuńczych (160 godzin)	532102.M4.J1. Planowanie i organizowanie pracy opiekuńczej
	532102.M4.J2. Organizowanie systemu wsparcia
	532102.M4.J3. Aktywizowanie osoby chorej i niesamodzielnej
Praktyki zawodowe (160 godzin)	1. Zabiegi higieniczno-pielęgnacyjne
	2. Czynności opiekuńcze

Źródło: KOWEŻIU



# WYWIAD – ANKIETA dla zawodu "OPIEKUN MEDYCZNY" POLSKA

Tablica 5. Nakład pracy niezbędny dla osiągnięcia efektów uczenia się w podziale na rodzaje aktywności uczącego się; czas kształcenia 1 rok.

Lp.	Aktywności uczącego prowadzące do uzyskania określonych efektów uczenia się	Procentowy nakład pracy w Wywiadach-Ankietach nt: 1-4				Suma kolumn 2-5 i średnia
		2.	3.	4.	5.	
	<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>
<b>1.</b>	<b>NAUKA</b> – czas poświęcony na kształcenie zawodowe teoretyczne, w tym:	<b>40</b>	<b>80</b>	<b>70</b>	<b>75</b>	265; <b>66</b>
	1.1. <b>Nauka</b> (uczestnictwo) w zorganizowanych formach kształcenia, w kształceniu formalnym, w tym przerwana nauka,	30	10	30	40	110; 27
	1.2. <b>Nauka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),		10		5	15; 4
	1.3. <b>Nauka</b> w niezorganizowanych formach kształcenia (nauka indywidualna lub w zespole), w szczególności czas poświęcony na zbieranie i studiowanie materiałów, zdobywanie wiedzy poprzez internet, przygotowanie prac zaliczeniowych, projektów, pracy dyplomowej, dzieła mistrzowskiego, przygotowanie się do sprawdzianów i egzaminów;	10	60	40	30	140; 35
<b>2.</b>	<b>Praktyka i praca</b> - czas poświęcony na kształcenie zawodowe praktyczne i pracę, w tym:	<b>60</b>	<b>20</b>	<b>20</b>	<b>22</b>	102; <b>31</b>
	2.1. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu formalnym (w tym przerwana nauka),	30	20		12	62; 15
	2.2. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),					
	2.3. <b>Praktyka</b> w niezorganizowanych formach kształcenia (uczenie się nieformalne - ćwiczenie indywidualne lub w zespole),	20			10	30; 8
	2.4. <b>Praktyka</b> podjęta indywidualnie (praca w zakładzie pracy i staż pracy);	10		20		30; 8
<b>3.</b>	<b>Inna aktywność uczącego</b> , prowadząca do uzyskania określonych efektów uczenia się, np. zapoznanie się z kwalifikacją/zawodem u pracodawcy lub w innym miejscu pracy (w zakładzie rodzinnym, u sąsiada) , przeprowadzenie badań lekarskich, uczestniczenie w egzaminach wstępnych.			10	3	13; <b>3</b>
	RAZEM	100	100	100	100	

Źródło: Opracowanie własne M. Butkiewicz.

**Tablica 6. Obliczenie punktów ECVET w zawodzie "OPIEKUN MEDYCZNY" w kształceniu formalnym; czas kształcenia 1rok.**

Lp.	Aktywności uczącego c	% czasu poświęconego na opanowanie kwalifikacji	Liczba godzin	Liczba punktów (1 punkt = 30 godzin)
	1.	2.	3.	4.
1.	<b>NAUKA</b> – czas poświęcony na kształcenie zawodowe teoretyczne, w tym:	<b>66</b>	<b>400</b>	<b>13</b>
	1.1. <b>Nauka</b> (uczestnictwo) w zorganizowanych formach kształcenia, w kształceniu formalnym, w tym przerwana nauka,	27	164	5
	1.2. <b>Nauka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),	4	24	1
	1.3. <b>Nauka</b> w niezorganizowanych formach kształcenia (nauka indywidualna lub w zespole), w szczególności czas poświęcony na zbieranie i studiowanie materiałów, zdobywanie wiedzy poprzez internet, przygotowanie prac zaliczeniowych, projektów, pracy dyplomowej, dzieła mistrzowskiego, przygotowanie się do sprawdzianów i egzaminów;	35	212	7
2.	<b>Praktyka i praca</b> - czas poświęcony na kształcenie zawodowe praktyczne i pracę, w tym:	<b>31</b>	<b>560</b>	<b>19</b>
	2.1. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu formalnym (w tym przerwana nauka),	15	272	9
	2.2. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),	8	144	5
	2.3. <b>Praktyka</b> w niezorganizowanych formach kształcenia (uczenie się nieformalne - ćwiczenie indywidualne lub w zespole),			
	2.4. <b>Praktyka</b> podjęta indywidualnie (praca w zakładzie pracy i staż pracy);	8	144	5
3.	<b>Inna aktywność uczącego</b> , prowadząca do uzyskania określonych efektów uczenia się, np. zapoznanie się z kwalifikacją/zawodem u pracodawcy lub w innym miejscu pracy (w zakładzie rodzinnym, u sąsiada) , przeprowadzenie badań lekarskich, uczestniczenie w egzaminach wstępnych.	<b>3</b>	<b>54</b>	<b>2</b>
	<b>RAZEM</b>	<b>100</b>	<b>1014</b>	<b>34</b>

Źródło: Opracowanie własne M. Butkiewicz.

## HISZPANIA

Please enclose the one example curriculum for modular units (which is connected with the vocational tasks), the units (supplied) learning outcomes

**Table 7. Advanced Vocational Training Cycle: Advanced Technician in Pre-primary Education<sup>33</sup> (starszy technik wychowania przedszkolnego; „opiekunka dziecięca”); czas kształcenia 2 lata**

Professional Module	Duration (hours)	First year (h/week)	Second year	
			2 Trimester (h/week)	1 trimester (hour)
0011 Pre-primary Education Guide	260	8		
0012 Personal autonomy and children health care	160	5		
0014 Expression and communication	160	5		
0015 Cognitive and motor development	200	6		
0021 Labour Training and Orientation	90	3		
- - - Modules given in English	90	3		
0013 Early childhood games and methodology	160		8	
0016 Social and affective development	100		5	
0017 Social skills.(2)	100		5	
0018 Family intervention and assistance to children in social risk	100		5	
0020 First aid.(1) (2)	40		2	
0022 Business and entrepreneurial initiative	60		3	
- - - Modules given in English	40		2	
0023 Training in the work place	400			400
0019 Pre-primary assistance project	40			40
<b>Total in Vocational Training Cycle</b>	<b>2.000</b>	<b>30</b>	<b>30</b>	<b>440</b>

Teoria = 1560 godz

Praktyka = 440 godz

**Razem 2000 godzin, czas kształcenia 2 lata.**

<sup>33</sup> BOE (State Official Gazette), Num. 55, 5 Mar 2009, Sec. I, P. 22722

**WYWIAD – ANKIETA dla zawodu "OPIEKUNKA DZIECIĘCA" HISZPANIA**

**Tablica 8. Nakład pracy niezbędny dla osiągnięcia efektów uczenia się w podziale na rodzaje aktywności uczącego się;**

Lp.	Aktywności uczącego prowadzące do uzyskania określonych efektów uczenia się	Procentowy nakład pracy w Wywiadach-Ankietach nt: 1-4				Suma kolumn 2-5 i średnia
		2.	3.	4.	5.	
	<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>
<b>1.</b>	<b>NAUKA</b> – czas poświęcony na kształcenie zawodowe teoretyczne, w tym:	20	40			60; <b>30</b>
	1.1. <b>Nauka</b> (uczestnictwo) w zorganizowanych formach kształcenia, w kształceniu formalnym, w tym przerwana nauka,	15	40			28
	1.2. <b>Nauka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),	5				2
	1.3. <b>Nauka</b> w niezorganizowanych formach kształcenia (nauka indywidualna lub w zespole), w szczególności czas poświęcony na zbieranie i studiowanie materiałów, zdobywanie wiedzy poprzez internet, przygotowanie prac zaliczeniowych, projektów, pracy dyplomowej, dzieła mistrzowskiego, przygotowanie się do sprawdzianów i egzaminów;					
<b>2.</b>	<b>Praktyka i praca</b> - czas poświęcony na kształcenie zawodowe praktyczne i pracę, w tym:	80	60			140; <b>70</b>
	2.1. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu formalnym (w tym przerwana nauka),	8	18			13
	2.2. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),					
	2.3. <b>Praktyka</b> w niezorganizowanych formach kształcenia (uczenie się nieformalne - ćwiczenie indywidualne lub w zespole),					
	2.4. <b>Praktyka</b> podjęta indywidualnie (praca w zakładzie pracy i staż pracy);	72	42			57
<b>3.</b>	<b>Inna aktywność uczącego</b> , prowadząca do uzyskania określonych efektów uczenia się, np. zapoznanie się z kwalifikacją/zawodem u pracodawcy lub w innym miejscu pracy (w zakładzie rodzinnym, u sąsiada) , przeprowadzenie badań lekarskich, uczestniczenie w egzaminach wstępnych.					
	RAZEM	100	100			

Źródło: Opracowanie własne M. Butkiewicz.

**Tablica 9. Obliczenie punktów ECVET w zawodzie "OPIEKUNKA DZIECIĘCA" w kształceniu formalnym; czas kształcenia 2 lata. HISZPANIA**

Lp.	Aktywności uczącego c	% czasu poświęconego na opanowanie kwalifikacji	Liczba godzin	Liczba punktów (1 punkt = 30 godzin)
	1.	2.	3.	4.
1.	<b>NAUKA</b> – czas poświęcony na kształcenie zawodowe teoretyczne, w tym:	<b>30</b>	<b>1560</b>	<b>52</b>
	1.1. <b>Nauka</b> (uczestnictwo) w zorganizowanych formach kształcenia, w kształceniu formalnym, w tym przerwana nauka,	28	1456	49
	1.2. <b>Nauka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),	2	104	3
	1.3. <b>Nauka</b> w niezorganizowanych formach kształcenia (nauka indywidualna lub w zespole), w szczególności czas poświęcony na zbieranie i studiowanie materiałów, zdobywanie wiedzy poprzez internet, przygotowanie prac zaliczeniowych, projektów, pracy dyplomowej, dzieła mistrzowskiego, przygotowanie się do sprawdzianów i egzaminów;			
2.	<b>Praktyka i praca</b> - czas poświęcony na kształcenie zawodowe praktyczne i pracę, w tym:	<b>70</b>	<b>440</b>	<b>15</b>
	2.1. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu formalnym (w tym przerwana nauka),	13	82	3
	2.2. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),			
	2.3. <b>Praktyka</b> w niezorganizowanych formach kształcenia (uczenie się nieformalne - ćwiczenie indywidualne lub w zespole),			
	2.4. <b>Praktyka</b> podjęta indywidualnie (praca w zakładzie pracy i staż pracy);	57	358	12
3.	<b>Inna aktywność uczącego</b> , prowadząca do uzyskania określonych efektów uczenia się, np. zapoznanie się z kwalifikacją/zawodem u pracodawcy lub w innym miejscu pracy (w zakładzie rodzinnym, u sąsiada) , przeprowadzenie badań lekarskich, uczestniczenie w egzaminach wstępnych.			
	<b>RAZEM</b>		<b>2000</b>	<b>67</b>

Źródło: Opracowanie własne M. Butkiewicz.

## HISZPANIA

Please enclose the one example curriculum for modular units (which is connected with the vocational tasks), the units (supplied) learning outcomes

**Tablica 10. Intermediate Vocational Training Cycle: Technician in Assistance to persons in situation of dependence<sup>34</sup> (opiekun osób niesamodzielnych; „opiekun medyczny”); czas kształcenia 2 lata**

Professional Module	Duration (hours)	First year (h/week)	Second year	
			2 trimesters (h/week)	1 trimester (horas)
0210. Organization of the assistance to persons in situation of dependence	125	4		
0212. Characteristics and necessities of persons in situation of dependence	140	4		
0213. Psychological assistance and support	235	7		
0215. Domiciliary support	235	7		
0217. Hygienic assistance	95	3		
0020. First Aid	40	2		
0218. Labour Training and Orientation	90	3		
0211. Social skills	145		7	
0214. Communication support	100		5	
0216. Sanitary assistance.	205		9	
0831. Telecare support	130		6	
0219. Business and entrepreneurial initiative	60		3	
0220. Training in the work place	400			400
Total in Vocational Training Cycle	2.000	30	30	400

Teoria 1600 godzin

Praktyka 400

Razem 2000 godzin; czas kształcenia 2 lata

<sup>34</sup> BOE (State Official Gazette), Num. 49, 27 Feb. 2012, Sec. I, P. 16710

**WYWIAD – ANKIETA dla zawodu "OPIEKUN MEDYCZNY" HISZPANIA**

**Tablica 11. Nakład pracy niezbędny dla osiągnięcia efektów uczenia się w podziale na rodzaje aktywności uczącego się**

Lp.	Aktywności uczącego prowadzące do uzyskania określonych efektów uczenia się	Procentowy nakład pracy w Wywiadach-Ankietach nt: 1-4				Suma kolumn 2-5; i średnia
		2.	3.	4.	5.	
	<b>1.</b>					
<b>1.</b>	<b>NAUKA</b> – czas poświęcony na kształcenie zawodowe teoretyczne, w tym:	75	80	80	75	310; <b>78</b>
	1.1. <b>Nauka</b> (uczestnictwo) w zorganizowanych formach kształcenia, w kształceniu formalnym, w tym przerwana nauka,	75	56	80	15	57
	1.2. <b>Nauka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),		24		19	11
	1.3. <b>Nauka</b> w niezorganizowanych formach kształcenia (nauka indywidualna lub w zespole), w szczególności czas poświęcony na zbieranie i studiowanie materiałów, zdobywanie wiedzy poprzez internet, przygotowanie prac zaliczeniowych, projektów, pracy dyplomowej, dzieła mistrzowskiego, przygotowanie się do sprawdzianów i egzaminów;				41	10
<b>2.</b>	<b>Praktyka i praca</b> - czas poświęcony na kształcenie zawodowe praktyczne i pracę, w tym:	25	20	20	25	90; <b>22</b>
	2.1. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu formalnym (w tym przerwana nauka),	25		20	8	13
	2.2. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),		20		2	5
	2.3. <b>Praktyka</b> w niezorganizowanych formach kształcenia (uczenie się nieformalne - ćwiczenie indywidualne lub w zespole),					
	2.4. <b>Praktyka</b> podjęta indywidualnie (praca w zakładzie pracy i staż pracy);				15	4
<b>3.</b>	<b>Inna aktywność uczącego</b> , prowadząca do uzyskania określonych efektów uczenia się, np. zapoznanie się z kwalifikacją/zawodem u pracodawcy lub w innym miejscu pracy (w zakładzie rodzinnym, u sąsiada) , przeprowadzenie badań lekarskich, uczestniczenie w egzaminach wstępnych.					
	RAZEM	100	100	100	100	100

Źródło: Opracowanie własne M. Butkiewicz.

**Tablica 12. Obliczenie punktów ECVET w zawodzie "OPIEKUN MEDYCZNY" w kształceniu formalnym; czas kształcenia 1rok. HISZPANIA**

Lp.	Aktywności uczącego c	% czasu poświęconego na opanowanie kwalifikacji	Liczba godzin	Liczba punktów (1 punkt = 30 godzin)
	1.	2.	3.	4.
1.	<b>NAUKA</b> – czas poświęcony na kształcenie zawodowe teoretyczne, w tym:	<b>78</b>	<b>1600</b>	<b>53</b>
	1.1. <b>Nauka</b> (uczestnictwo) w zorganizowanych formach kształcenia, w kształceniu formalnym, w tym przerwana nauka,	57	1169	39
	1.2. <b>Nauka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),	11	226	8
	1.3. <b>Nauka</b> w niezorganizowanych formach kształcenia (nauka indywidualna lub w zespole), w szczególności czas poświęcony na zbieranie i studiowanie materiałów, zdobywanie wiedzy poprzez internet, przygotowanie prac zaliczeniowych, projektów, pracy dyplomowej, dzieła mistrzowskiego, przygotowanie się do sprawdzianów i egzaminów;	10	205	7
2.	<b>Praktyka i praca</b> - czas poświęcony na kształcenie zawodowe praktyczne i pracę, w tym:	<b>22</b>	<b>400</b>	<b>14</b>
	2.1. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu formalnym (w tym przerwana nauka),	13	236	8
	2.2. <b>Praktyka</b> (uczestniczenie) w zorganizowanych formach kształcenia w kształceniu pozaformalnym (kursy, szkolenia, w tym przerwane kursy i szkolenia),	5	90	3
	2.3. <b>Praktyka</b> w niezorganizowanych formach kształcenia (uczenie się nieformalne - ćwiczenie indywidualne lub w zespole),			
	2.4. <b>Praktyka</b> podjęta indywidualnie (praca w zakładzie pracy i staż pracy);	4	73	3
3.	<b>Inna aktywność uczącego</b> , prowadząca do uzyskania określonych efektów uczenia się, np. zapoznanie się z kwalifikacją/zawodem u pracodawcy lub w innym miejscu pracy (w zakładzie rodzinnym, u sąsiada) , przeprowadzenie badań lekarskich, uczestniczenie w egzaminach wstępnych.			
	<b>RAZEM</b>	<b>100</b>	<b>2000</b>	<b>67</b>

Źródło: Opracowanie własne M. Butkiewicz.