
Research on opportunities and methods of transfer between the credit system ECVET and ECTS (R11)

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1 Introduction

Bridging projects for transfer and recognition of learning outputs between vocational education and training and the high educational institutions have already produced useful results for the purpose of this research, thus in this document the focus will be set on the opportunities and methods available within the participant's countries of the RELATE project and on the specific qualifications considered by the RELATE partners. It is nonetheless necessary to at least mention some of the European projects that mostly have contributed to the debate about bridging the two Credit Accumulation and Transfer System (CATS) and the results that they have produced. The most significant European¹ projects dealing with RPL and credits transfer have been *BE-TWIN 2*, ECTS-ECVET: Building bridges and overcoming differences (www.be-twin2.eu/en) and *EAGLE*, ECVET and ECTS - Growing Links in European Education (www.eagle-ecec.eu/). Together with the more comprehensive *Tuning* program (<http://www.unideusto.org/tuningeu/>), these projects set the benchmarks for analyzing the comparison of the ECTS and ECVET systems and give a clear set of methodologies and examples for building bridges between them. There are at least three elements that have to be considered for an effective transfer of credits: learning outputs (LOs), the European qualification frame (EQF) and the national qualification frame (NQF). Understanding the functions and the interconnections between these elements is a key step to create and implement reliable credit's transfer system from VET to HE. At first it is necessary to briefly recap the central elements of the CATS. Once the terminology has been clarified it is the scope of this document to provide a general overview of the debate taking place in Europe. Discussion about relevance and acceptance of a transfer system between the two educational sectors provides a general framework to foster the opportunities to such a comparison. When analyzing the process of RPL it is important to focus on the European dimension since the biggest impulse to create transfers tools has come from European institutions. For the purposes of this project and specifically for this document it is therefore necessary to have a closer look at the pillar elements of the recognition's process, hence ECTS, ECVT and EQF. A further step toward the scope of this document is represented by the presentation of practical tools developed by other projects and the matrix developed by the Relate consortium. Finally, conclusions will be drawn from the presented material.

¹ In Germany the ANKOM initiative, launched by the BMBF in 2005, was the most comprehensive attempt to foster transitions between work and higher education, see <http://ankom.his.de/>

2 Terminology

The recognition and transfer process for qualifications between VET and HE institutions consists in the attempt to give a measure to the learning activities and their learning outcomes, which can be compared and contributes to horizontal and vertical mobility of individuals. The context in which the transfer process takes place and its key elements are briefly described as follow:

What's CATS: it is the abbreviation for Credit Accumulation and Transfer System, which in the context of this document relates to ECTS as well as ECVET.

What's ECTS: The European Credit Transfer and Accumulation System (ECTS) is a learner-centered system for credit accumulation and transfer, based on the principle of transparency of the learning, teaching and assessment processes. Its objective is to facilitate the planning, delivery and evaluation of study programmes and student mobility by recognizing learning achievements and qualifications and periods of learning². ECTS is widely used in formal higher education and enhances student mobility. The European commission has a dedicate a web page for more information on ECTS at http://ec.europa.eu/education/ects/ects_en.htm. Perhaps one of the main contributions to the development of ECTS is represented by the “Tuning Educational Structure in Europe” (<http://www.unideusto.org/tuningeu/>).

What's ECVET: The European Credit System for Vocational Education and Training (ECVET) is a technical framework for the transfer, recognition and accumulation of learning outcomes with view to achieving a vocational qualification. ECVET aims for better compatibility between the different vocational education and training (VET) systems and their qualifications across Europe. ECVET recommendations and tools as well as updated information on the European development of ECVET can be found at <http://www.ecvet-team.eu/en>. Several projects have been funded within the LLL Programme which focuses on the implementation of ECVET, in particular the “Pro-ECVET” project (<http://pro-ecvet.eu/>) targets the professionalization of staff in order to tackle the need for developing knowledge, competences and skills for the VET trainers and teachers. The European Centre for Development of vocational Training CEDEFOP (<http://www.cedefop.europa.eu/en>) is the main source of research, publications and resources as well as country data and networking for vocational education and training.

² ECTS User's guide 2015.

What's learning outcome (LO): Learning outcomes are statements of what a learner knows, understands and is able to do at the end of a learning process³. Within the ECVET learning outcomes are described in terms of *knowledge, skills* and *competence*, whereas according to the ECTS learning outcomes are described in five dimensions: *knowledge and understanding, applying knowledge and understanding, making judgements, communication* and *learning skills*. From an overlapping point of view the knowledge and skills dimensions in the EQF would cover the first three ECTS dimensions of LOs, whereas the LOs within ECVET does not explicitly refer to competences such as communication and learning skills, although these are fundamentally considered in the entire EQF structure and particularly in the competence section. The main difference between ECTS and ECVET consists in the application of LOs⁴. Both systems use units for which learning outcomes are defined and use 60 credits/points as its reference. While ECTS credits express the volume of **learning** in terms of LOs, ECVET points express the volume of **learning outcomes** in terms of the weight of LOs (numerical representation). Opportunities and methods of transfer between the two credit's systems should be sought in the comparison of LOs⁵.

What's unit of learning outcomes: a unit or module is a component of a qualification consisting of a coherent set of knowledge, skills and competence used in the ECVET that can be assessed and validated, it can be specific to a single qualification or common to several qualifications and may also describe so called additional qualifications which are not part of a formal qualification or curriculum⁶.

What's ECVET point: the points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the whole qualification. The number of ECVET points allocated to a unit provides the learner with information concerning the relative weight of what s/he has accumulated already. It also provides the learner with information concerning what remains to be achieved. Allocation of ECVET points to a qualification is based on using a convention according to which 60 ECVET points are allocated to the learning

³ Source: EQF Recommendation, 2008

⁴ Robert Wagenaar (Director International Tuning Academy), Setting the Scene: ECVET and ECTS – the two transfer (and accumulation) systems for education and training, 2014.

⁵ Definitions and use of LOs are available, respectively, in the ECTS and ECVET user's guides. An extensive documentation on LOs for ECVET can be found on the German Federal Government ECVET-page at <http://www.ecvet-info.de/de/325.php>

⁶ [ecvet-info.de](http://www.ecvet-info.de)

outcomes expected to be achieved in a year of formal full time VET. Together with units, descriptions of learning outcomes and information about the level of qualifications, ECVET points can support the understanding of a qualification. ECVET points are not to be confused with credit.

What's ECVET credit: credits in ECVET designate the learning outcomes the learner has achieved and it's related to a person and his/her personal achievement (credit does not exist on its own without someone having achieved it). In other words while ECVET credit are linked to a person achieving the qualification, ECVET points are linked to the qualification structure and description (independent of whether someone has achieved the qualification or not)⁷.

What's ECTS credit: in ECTS credits are numerical representation of the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers⁸.

What's EQF and NQF: the European Qualifications Framework (EQF) is a reference framework that acts as a translation device comparing qualifications and education levels across Europe. In 2008 the European Parliament and the Council recommended that all member states relate their national qualifications system to the EQF by referencing national qualification levels to EQF levels and by developing a national qualifications framework (NQF)⁹. EQF implementation is voluntary, entails no legal obligations on member states or sectors. The national authorities and the sectoral stakeholders play a crucial role in the development and implementation of opportunities and methods of transfer: there should be a commitment to link specific national qualification and the ladders to EQF. Central element of the Qualification Framework is the **descriptor** which indicates the **learning outcomes** relevant to qualifications at that level in any system of qualifications. When comparing the two credit accumulation and transfer systems (CATS) and referring them to the QF it is important to stretch the difference between Qualifications Framework for Higher Education (QF

⁷ Get to know ECVET better. Questions and Answers, 2011

⁸ ECTS user's guide 2015

⁹ The European Commission provides detailed information and documentation on EQF and NQF on the following page [https://ec.europa.eu/ploteus/search/site?f\[0\]=im_field_entity_type%3A97#](https://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97#), where, if available, also the NQF for each country is displayed.

EHEA) based on the three/four cycles structure defined by the Dublin descriptors and the European Qualifications Framework for Lifelong Learning (EQF LLL) comprehensive of eight levels of learning achievement, where the descriptors are broader, more generic and have to be more encompassing than the Dublin descriptors.

What's learning agreement: The learning agreement lays down that, if the learner has achieved the expected learning outcomes and these have been positively assessed by the 'hosting' institution, the 'home' institution should validate and recognize them as part of the requirements for a qualification, according to the rules and procedures established by the competent institution. The Learning Agreement should focus on the specific situation of a particular learner and his/her learning mobility period.¹⁰

What's transcript of records (ToR): ToR is a personal transcript, a document which details the learners' assessed learning outcomes, units and ECVET/ECTS points awarded.¹¹

What's Memorandum of understanding (MoU): MoU is a general framework for cooperation and networking between the partners through which a climate of mutual trust is established. MoU can in general be of two types: 1) operational framework for concrete and identified mobility exchanges; 2) strategic agreement or commitment to recognize (units of) learning outcomes from the partner countries. In general MoU should include: a Objectives of the MoU; b) description of what is a competent institution with regard to these objectives (to avoid explaining why each of the competent institutions is entitled to sign); c) identification of the organizations signing the MoU (who are they and what are they competent for in their systems); d) the qualifications concerned by the MoU (it could be a group of qualifications); e) Period of validity of the MoU; f) List of signatures; g) Division of responsibilities between the partner institutions during mobility: who does what (referring to home and host institution); h) General principles or even rules for assessment in the context of mobility; i) information about how (units of) learning outcomes will be validated and recognized.¹²

What's Diploma Supplement (DS): DS is a document accompanying a higher education diploma, providing a standardized description of the nature, level, context, content and status of the studies

¹⁰ See <http://www.ecvet-projects.eu>

¹¹ ibidem

¹² ibidem

completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. It has the following eight sections of information: a) the holder of the qualification; b) the qualification; c) its level and function; d) the contents and results gained; e) certification of the supplement; f) details of the national higher education system concerned and g) any additional relevant information¹³.

What's Certificate Supplement (CS): CS is a document describing the knowledge and skills acquired by holders of vocational training certificates. It provides additional information to that already included in the official certificate and/or transcript, making it more easily understood, especially by employers or institutions abroad¹⁴.

Since the Bologna and the Copenhagen processes, the debate concerning the two credits system and the link to each other is one of the most vivid discussions among stakeholders in Europe, especially because of its relevance for the labor market and the youth policies, but also because of the fundamental European approach to education, which is seen as a lifelong learning process: at the actual development stage, individuals in the European society tend to frequently move from an occupation to another and even between different labor market sectors, thus it has become necessary to “open” the educational paths and build bridges between them.

¹³ http://ec.europa.eu/education/tools/diploma-supplement_en.htm

¹⁴ <https://europass.cedefop.europa.eu/en/documents/european-skills-passport/certificate-supplement>

3 General debate: lifelong learning as common horizon for HE and VET

As previously stated the BE-Twin2 (among others) project has already set the basis for the further analysis and for the methodology to be used when building bridges between the VET and HE institutions, it would be therefore redundant for the Relate project to attempt a review or reformulation of the excellent work done by the BE-Twin2 partners. Hence in this session the desk research focused on the general debate about the process and the elements of the bridging opportunities and the perception of such opportunities among the stakeholders. Given the fact that VET institutions, together with the European Commission, felt the strong need to have a credit system (ECVET) independent from the ECTS and based on qualifications peculiar to the vocational education, when considering the bridging of the two system, we might report the reaction of major HE stakeholders to the initial consultation and proposal toward a ECVET system, which also helps to understand why the bridging process has encountered, at least at the beginning, such a strong opposition from the academic world. A document provided in 2007 by the European University Association (EUA) which dealt with the development of a parallel credit system (ECVET) to the already well established ECTS explains quite clearly the origin of the debate :”EUA takes note of the fact that the ECVET proposal is not based on the principles of learning outcomes in combination with workload, and that the ECVET proposal has been developed without considering the existing ECTS scheme. By developing two different systems of credit accumulation for VET and higher education, artificial barriers are being constructed, that will complicate mobility between the sectors at a time when the increasingly widespread use of ECTS has been facilitating such movement. The distinctions between those two sectors are often blurred, programmes that are part of VET in one country are part of higher education in other countries (e.g. kindergarten teacher, nursing) and thus already use ECTS [...] The parallel introduction of two non compatible credit systems will create confusion and possibly a struggle for the ‘best’ credit system which will work against the very transparency that credit systems aim to create”. Finally the EUA “believes that it is crucial that achievements with the implementation of ECTS must be taken into account in the further development of ECVET. Every effort should be made to avoid two separate credit systems being developed within one lifelong learning strategy. This should also be the guiding principle in the forthcoming review of ECTS. EUA further believes that one of the main reasons for this development has been lack of structural stakeholder involvement in the process. It is unclear why universities, as important players in LLL, have not been involved in the development of the

ECVET proposal until now” and as a general conclusion “universities are committed to shaping policy in this field, but for that purpose they need to be involved. EUA calls therefore upon the European Commission to actively involve all relevant stakeholders (institutions, students, staff) in their policy development. Lifelong learning is not a theme that concerns only the VET sector or only higher education and therefore initiatives need to be compatible and coherent. The recent examples of EQF and ECVET show that this goal is still far from to be reached”¹⁵. In response to the same European Commission Consultation on ECVET, another important HE stakeholder the EUCEN reinforced the idea of cooperation with the HE institutions for the development of the ECVET and at the same time, calls for a further development of ECTS with a major focus on learning outcomes.¹⁶ From 2007 until now (2015) there has been a huge improvement and an impressive amount of work done for establishing the ECVET, thus the further step to link knowledge, skills and competences between the two systems looks now more a practical matter of “how” than a hypothetical-theoretical opportunity. Since 2009 there has been a shift of focus about the central element (credit) upon which qualification obtained in VET institutions can be measured. In particular the ECVET has moved from contact hours to student workload and finally be defined in learning outcomes. In this respect, the ECTS has a more cleared, whereas at the same time less flexible definition of credits strongly oriented toward workload¹⁷. The Tuning project has called for a new concept for ECTS, trying to link learning outcomes, competences and ECTS workload based credits. While it is at this point generally accepted that recognition and accreditation of previous learning can be implemented using the key element of learning outcomes, the debate focuses now more on the “descriptors” of the LOs, thus involving directly the EQF (and the NQF associated to it). The ECTS user’s guide 2015 sees a substantial shift toward learning outcomes, enabling at this stage a direct functional comparison toward a credits transfer between the two CATS, nonetheless further elements of the debate should be considered and will be briefly introduced as follows.

¹⁵ EUA, „EUA policy position on the European Commission’s proposals for a European Qualification Framework for Lifelong Learning (EQF-LLL) and the European Commission staff working document on a European Credit System for Vocational education and Training (ECVET)”, 2007.

¹⁶ EUCEN, „Response to the European Commission’s consultation on ECVET”, 2007

¹⁷ Only recently ECTS-credits have been redefined as a result of workload and learning output.

3.1 ECTS credits vs ECVET points?

Since the shift to a more “learning outcomes-centered” approach of ECTS, a transfer of credits between the two CATS would seem more likely or even just a matter of arithmetic. If this would be the case, the general concerns about transfer would be a rather theoretical discussion. In fact this is not the case. First of all, when talking about credit, the two CATS don’t refer to same object. In ECTS credit is a numerical expression of the volume of learning based on the defined learning outcomes and their associated workload. Thus, the ECTS credits have a similar function as the ECVET points, indicating the numerical weight of a qualification, or part of it (i.e. unit), whereas credit in ECVET (there is no such a word as “ECVET credit” in the guide, occasionally they are called credit points) are technically called *credit for learning outcomes* and “designates individuals’ learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications”¹⁸. Secondly, the weight of ECVET points is merely a relative weight, it’s not an absolute value. Conventionally, for each full year of formal VET a total of 60 points are allocated to the learning outcomes expected to be achieved, but then again “[...] to decide on the number of ECVET points allocated to a qualification, one formal learning programme is chosen as a point of reference. It is up to the competent institutions in charge of designing qualifications to decide which specific programme will be chosen as a point of reference (e.g. the initial VET or the most common programme). The duration of the selected reference programme together with the ECVET convention on ECVET points, will give the number of ECVET points allocated to the qualification”¹⁹. To some extent the same could be said for the ECTS credits, which have to be “weighted” differently for different level of qualification, as stated in the ECTS user’s guide when it comes to design HE programmes :“It will be evident that not all learning outcomes are at the same level – hence the full implementation of a credit system requires level descriptors. [...] The institutional framework will indicate how ECTS credits are to be used, normally specifying a minimum credit value for an educational component to facilitate inter/multi-disciplinary programmes. [...] European and national frameworks indicate the level of the final qualification. Thus, institutions, recognizing that not all credits acquired in progressing towards a qualification are at the same level (learning outcomes achieved in the third year of a Bachelor degree, for example, will tend to be more complex than those achieved in the first year) –

¹⁸ Get to know ECVET better. Questions and Answers, 2011

¹⁹ Ibidem, p.22

may specify intermediate credit levels with appropriate descriptors”²⁰. Finally, no comparison of LOs (credits/points) assigned to each qualification/unit can be accepted on the institutional level without including the descriptors, specified in the QF-EHEA and EQF-LLL, which define the weight and content of the learning outcomes for each level.

It is to a certain extent unclear why, when developing the ECVET, the notion and meaning of credit have been considerably disjoined from the one used in ECTS. In this regard the aforementioned criticism expressed by the UAE seems to be legitimate. Would the ECVET developers have involved HEIs, the transfer of “credits” between the two CATS would have certainly been less complex and more “natural”. Nonetheless, the logic of the ECVET was to create a transfer system (i.e. mobility) within the VET Institutions without considering the option of transfer credits to other educational sectors such HEIs. When reading the ECTS user’s guide, which includes a (very short) chapter on RPL, the Continuing Professional Development (CPD) is “recognized to be essential for those working in regulated professions [...] Both the European Credit System for Vocational Education and Training (ECVET) and ECTS are perceived to be relevant, since CPD may be located at any of the eight EQF levels. However, the interface between the two systems is not yet sufficiently permeable and the different professions have differing cultures and national sub-cultures. Discussion on relations between the European credit systems is on-going and it is hoped, will lead to greater clarity on the use of credits for CPD. Meanwhile CPD providers at levels five to eight of the EQF are encouraged to consider the appropriateness of ECTS credits for purposes of transparency, recognition, accumulation and transfer, using the methodology outlined in this Guide”²¹. This last sentence is a clear recommendation of maintaining a “high quality level” of recognition which, at the moment could only be provided, with the words of the guide’s authors, by the ECTS²².

Keeping in mind the previous considerations, for the purposes of this document it is rather necessary to find “points of contact” and not underline differences between ECTS and ECVET, so that it is finally possible to recognize a substantial bridge between the two CATS when considering

²⁰ ECTS user’s guide, p20

²¹ Ibidem, p. 45

²² Discussion on this peculiar opinion is not an object of the present document. In Germany, for instance, the DVWO has developed a Quality System in VET which allows learners to have their qualification accredited with ECTS points, with the goal to have a credits transfer from VET to HE. Interesting enough is that the recognition is primarily based on workload and not on LOs. For further details see <http://www.dvwo.de/index.php/dvwo-qualitaetsmanagement/ects-punkte-vergabe>

the *operational aspects* of the credits/points numerical measures, that is, when allocating, awarding, accumulating and transfer them.

Allocation: “Allocation of credits in ECTS is the process of assigning a number of credits to qualifications, degree programmes or single educational components”²³. This translated in the ECVET language means point’s allocation, which follows on one or a combination of approaches characterized by learning output *and/or* workload²⁴. The allocation of credits/points refers to the volume and weight of the qualification or its units.

Award: “Awarding credits in ECTS is the act of formally granting students and other learners the credits that are assigned to the qualification and/or its components if they achieve the defined learning outcomes [...] Credits are awarded to individual students after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment.”²⁵. Translate in ECVET language this are the actual credits (or at least part of it): „Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript”²⁶.

Accumulation: “in ECTS is the process of collecting credits awarded for achieving the learning outcomes of educational components in formal contexts and for other learning activities carried out in informal and non-formal contexts.”²⁷ For ECVET this means “Credit accumulation is a process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes”²⁸.

Transfer: in the ECTS “is the process of having credits awarded in one context (programme, institution) recognized in another formal context for the purpose of obtaining a qualification”²⁹. For

²³ ECTS user’s guide, p 11

²⁴ See Get to know ECVET better, p. 23

²⁵ ECTS user’s guide. p 11

²⁶ Get to know ECVET better, p. 26

²⁷ ECTS user’s guide, p. 11

²⁸ Get to know ECVET better, p. 26

²⁹ ECTS user’s guide, p. 12

ECVET this means “Credit transfer is the process through which learning outcomes achieved in one context can be taken into account in another context.”³⁰

When fostering opportunities for transfer of achieved learning outcomes between the two CATS, considering these operational aspects, there are at least two bridges that can be used. The first being the awarding process, which creates a common taxonomy for what is the content of learning outcomes related to the learner. The second is represented by the transfer process foreseen by both CATS, even though for each in their own sector.

3.2 What does a “full” learning year means?

The full year of learning is a common time-measure for both CATS when it comes to define the period in which a specific amount (60) of credits/points is assigned to a qualification. For the opportunities to transfer recognition of learning outcomes it is necessary to understand what a full year of learning means for ECTS and ECVET and verify whether this time-measure represents an obstacle or a common ground for a successful transfer’s process.

In the ECTS a full-time academic year, divided in two equal semesters, therefore each with 30 credits, constitutes an amount of workload between 1500 and 1800 hours per year, thus for 1 ECTS a student should work something between 25 and 30 hours. Similarly, the ECVET allocated 60 points for a formal full time VET³¹. However, in vocational education and training the period in which a qualification can be achieved varies as well in length as well as in continuity. There are “fast tracks” for intense learning activities and also educational path which might be distributed among several institutions (i.e. the dual system in Germany and all the different kind of apprenticeship) and that take longer than one full year to be accomplished. Since the points allocation is rather a flexible process which depends, among other factors, on the workload and on the weight of that particular unit or LO, the time that is needed to complete the whole qualification influences the amount of points to be allocated. In ECTS, where an academic year is generally standardized among HEIs, it seems that allocating credit for LOs or units can be the result of a more homogeneous process among institutions. This is only partially true, since the weight of the

³⁰ Get to know ECVET better, p. 26

³¹ Initially a total of 120 points for a full year of VET were proposed. The change to 60 points seems to be a step toward ECTS, even though no statement in this regard can be found.

LOs it's always related to the entire qualification and defined by the institution itself³². A balanced credits allocation is the result of many factors, ultimately it also depends on how well the HEI staff is trained and acknowledged of the credits allocation process in ECTS. The use of a “one fully year” of education is necessary as a general criteria, its “weight” on the entire allocation's process is nonetheless related to the specific qualification, institution and finally educational programme³³.

3.3 No numerical standard (credits/points) for EQF levels.

Both CATS relate to the EQF, which gives the general framework (metaframework) when allocating credits to educational programmes and trainings. QFs consist of levels (or cycles) in which the LOs are described through the descriptors. None of the QF has a numerical standard and therefore the credits allocation is relative open to interpretation, depending on how efficient the descriptor operates. A wide spread suggestion is that NQFs, which constitute the national boundaries for qualification, should adapt to the EQF, so for instance have no more and no less than eight levels of qualification and use national descriptors that match the ones used in the EQF. When considering the transfer process of credits between CATS it is necessary to compare the specific NQF with the EQF and refer to the descriptors for that particular qualification or level. The main perplexity here concerns the fact that each national competent public authority might have different approach and/or understanding of their qualification path and structure, thus the basis on which the transfer process should take place might be discontinuous. In addition to that, each institution has its own “right” on creating programmes and assign credits to qualification, which might substantially differ in interpretation and weight assigned to the qualification.

There are many other aspects of the problematic process of credits/points transfer between the two CATS that cannot be discussed here, like the notion of workload and how it is calculate in ECVET, the adaptation of NQF to the EQF, the grades transfer, the consistency of pilot phase in ECVET

³² See ECTS user's guide, p. 18

³³ A good example of how singular projects deal with this timeframe dimension is given by the “SME Master Plus” coordinated by the Zentralverband des Deutschen Handwerks partnered with other vocational institutions from France, Norway, Austria and Slovenia. In order to achieve the qualification (internationally recognized by the partners) in “Master in Bakery” a total amount of 100 ECVET points is assigned, independently from the duration of the vocational education.

compared to the ECTS development process and finally the missing indication on language issue in the ECVET guide³⁴.

In 2012 a “pilot-projects offensive”³⁵ has been launched for test and develop the ECVET system on European scale, the results of which cover several countries and several qualifications. Compare to the many years of development of ECTS, since the Bologna Process in 1999, this might seem a quite short period of time. As a matter of fact, a “real” ECVET system still to be implemented and validated across Europe³⁶. This is due to the variety of qualification’s system in Europe and to the different legislations on VET qualification, which is a prerogative of national states. Nonetheless it’s possible to draw concrete opportunities and methods for recognition and transfer between the two CATS, which is the subject of the next paragraph.

³⁴ See Richard de Lavigne, ECTS and ECVET: comparison and contrasts, 2009

³⁵ See <http://www.ecvet-projects.eu/>

³⁶“So, at present, among the European countries there is wide diversity, so we cannot say we have an ECVET system that is anything like as coherent as the ECTS system at HE. This is 12 years after the first ECVET-related meeting.”, in Notes on the ECVET Conference -19th Nov 2014

4 Concrete opportunities and methods for recognition and accreditation: Nursery qualification in Germany

4.1 Key elements

The key *legal* element in the process discussed in this document is represented by the concrete opportunity given by the national law³⁷. In Germany, the Kultusministerkonferenz (KMK) is the authority which provides legal basis for educational matter for all the Länder. According to the resolution provided in 2002 by the KMK³⁸, up to 50% of previous learning acquired outside the HE can be, upon specific premises, claimed by a person in order to start an academic educational path. One of the premises is that knowledge and competences acquired during VET have to be *equivalent*, in content and level, to the ones they going to replace in HE. The qualification obtain in VET should then be accredited with ECTS points according to the level and content of qualification in HE³⁹. Once the legal framework grounds the theoretical opportunity for accreditation and transfer, the next step is to verify the *functional* element of NQF.

4.2 DQR and EQF

The DQR (Deutsche Qualifikationsrahmen) is the national QF in Germany and plays a central role in the process of RPL representing the framework within a qualification, on the national scale, can be described and assigned to a specific level according to the EQF. It is relevant to mention that in Germany the understanding of *competence* considers cognitive as well as affective and motivational components and thus creates a bridge between vocational and general or academic education, by including participation and reflexivity as key elements to the ability to act in a field of work or study. According to this premises the DQR added a fourth dimension to the EQF matrix, by splitting the learning outcomes “competence” in two subcategories and giving them an equal “status” to knowledge and skills. In doing so DQR provides a more complete picture of each required competence and explains and clarifies the EQF from the perspective of the German education system.

³⁷ For an extensive report on the legal framework see Result 1 of this research

³⁸ See Beschluss der Kultusministerkonferenz of the 28.06.2002

³⁹ See Beschluss des HRK-Plenums of the 08.07.2003

EQF Level	Knowledge	Skills	Competence
	described as theoretical and/or factual.	described as cognitive and practical	described in terms of responsibility and autonomy.
Level#	Descriptor	Descriptor	Descriptor

DQR Level	Knowledge	Skills	Social competence	Autonomy degree
	described as theoretical and/or factual.	described as cognitive and practical	refers to the ability and willingness to cooperate with other toward a goal, to understand their interests and social situations, deal with them rationally and responsibly and shape together the working and living environment.	refers to the ability and willingness to act independently and responsibly, to reflect own and other action and develop own capacity for action
Level#	Descriptor	Descriptor	Descriptor	descriptor

There are two considerations that have to be made at this point in regard to the development of DQR: first, “[When] testing ECVET in the context of transnational mobility, the potential systemic

convergence with ECTS at the present time it is not a priority”⁴⁰. Second, “A linking of existing credit systems (i.e. ECVET, ECTS) with the DQR hasn’t at this time being considered”⁴¹.

Once acknowledged that a use of credit points for transfer between the two CATSs leaning on the DQR is not an option, the focus remains on the key *functional* element for recognition and accreditation of previous learning, hence the *description* of the learning outcomes (descriptors). In this regard the DQR offers at least two opportunities for the recognition and accreditation between the ECTS and the ECVET: first, by offering orientation when structuring and describing learning outcomes as well as for develop and establish of awarding criteria. Second, the DQR represents a quality assurance system for learning activities undergoing a blanket accreditation’s and recognition’s process⁴²

In the case of nursery nurse the DQR recognizes for Nursery qualification (dt. Erzieherin) the Level 6⁴³ and therefore directly equates the qualification achieved in VET and HE, whereas horizontal and vertical recognition and transferability of the content of the qualification is clearly stated in the legal basis⁴⁴.

4.3 Comparison of the classification of learning outcomes of kindergarten teachers between EQR and DQR

One aim of the EQR and the National Qualification framework (here: DQR) is to enable mobility in Europe. Therefore the qualification frameworks should create the precondition for recognition for vocational qualifications. We want to find out whether the use of the categories of EQR and DQR produce the same result with regard to the classification of learning outcomes. Therefore

⁴⁰ Deutscher EQR-Referenzierungsbericht, 2013, p. 101

⁴¹ Ibidem, p. 99

⁴² See Czanderle, Birgit: Quo vadis Anerkennung? Brücken zwischen akademischer und nicht-akademischer Bildung, 2014, p. 53

⁴³ Legal Basis in „Kompetenzorientiertes Qualifikationsprofil für die Ausbildung von Erzieherinnen und Erziehern an Fachschulen/Fachakademien“, Beschluss der Kultusministerkonferenz of the 01.12.2011.

⁴⁴ Ibidem, p. 8

one of the learning outcome of VET of kindergarten teachers⁴⁵ will be classified in the categories of EQR and DQR. The VET of Kindergarten teachers in a ‚Fachschule‘ in Germany is associated to level six of the DQR. Table 1 summarized the described learning outcomes from the learning arena „professional identity and developing vocational prospects“.

Level 6		
knowledge	skills	competences
Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work and study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; make responsibility for managing professional development of individuals and groups
learning arena „professional identity and developing vocational prospects“		
<ul style="list-style-type: none"> • their acting is orientated on the institutional and legal framework • realize specified guidelines, in Saxony: 	<ul style="list-style-type: none"> • pupils of VET reflect critical their professional development and reasons for choosing this profession, they orientate themselves on the learning objectives and deduce their individual aims 	<ul style="list-style-type: none"> • pupils of VET deal with the development of the profession of kindergarten teachers • they understand the need of

⁴⁵ The curriculum of kindergarten teachers in Saxony is structured in ten learning arenas. „Professional identity and developing vocational prospects“ is the first one. Freistaat Sachsen Sächsisches Staatsministerium für Kultus: Lehrpläne für die Fachschule Fachbereich Sozialwesen Fachrichtung Sozialpädagogik. Erzieher/Erzieherin. Klassenstufen 1 bis 3. August 2008. Dresden (SMK) 2008.

<p>„Sächsische Bildungsplan“</p> <ul style="list-style-type: none"> • pupils of VET reflect their personal and professional requirements on the base of a humanistic view and democratic values and develop their professional identity 	<ul style="list-style-type: none"> • they experience, recognize and understand the complexity of professional activities of kindergarten teachers, and the variety of social pedagogical fields of activities and their specific concepts and work conditions • they develop handling orientations as base for a professional understanding of vocation • pupils of VET understand the consequences of social change to personal care services, recognize typical needs and stresses related to the field of professional or activity, develop and use for the situation adequate coping strategies • pupils of VET develop a concrete occupational prospect and prepare their career start by noting the necessary flexibility 	<p>development and constant perfection of their personal and professional competences, they show initiative of one’s own and self-responsibility in all fields of education</p>
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Table 1: Categories and description of level 6 of EQR⁴⁶

The learning outcome from the learning arena „professional identity and developing vocational prospects“ doesn’t contain aspects for the category „competences“ especially to „make responsibility for managing professional development of individuals and groups“ is not established a link.

⁴⁶ Directly quoted. <https://ec.europa.eu/ploteus/content/descriptors-page>.

All in all the formulated learning outcomes of „professional identity and developing vocational prospects“ don't correspond to the description of level six.

Differently from EQR the DQR split up the category „competences“ in „social competences“ and „autonomy“ (s. chap. 4.2, tab. 2). The classification of the learning outcomes of the learning arena „professional identity and developing vocational prospects“ underline the formulated two results: there is a deficit in the category competences and the description of the learning outcomes do not correspond to level six. The curriculum of VET of kindergarten teachers was written before the DQR was developed. Against this background the learning outcomes should be re-formulated.

Level 6			
„be in possession of competences for the planning, the processing and the evaluating of comprehensive technical tasks and problems set and be in possession of competences for autonomous management of processes within subareas of a scientific subject or within a field of occupational activity. The structure of requirements is characterized by complexity and frequent changes.			
Professional competence		Personal competence	
knowledge	skills	social competence	autonomy
Be in possession of broad and integrated knowledge including knowledge of basic scientific principles and the practical application of a scientific subject, as well as a critical	Be in possession of an extremely broad spectrum of methods for the processing of complex problems within a scientific subject (corresponding to level 1 – Bachelor level – of the	Assume responsibility in working within expert teams	Define, reflect on and assess objectives for learning and work processes and structure learning and work processes

<p>understanding of the most important theories and methods (corresponding to level 1 – Bachelor level – of the Qualifications Framework for German Higher Education Qualifications)</p> <p>or</p> <p>be in possession of broad and integrated occupational knowledge including current technical developments. Be in possession of knowledge for the further development of a scientific subject</p> <p>or</p> <p>of a field of occupational activity.</p> <p>Be in possession of</p>	<p>Qualifications Framework for German Higher Education Qualifications), further fields of study</p> <p>or</p> <p>field of occupational activity. Draw up new solutions and evaluate such solutions including according consideration to various criteria even in circumstances where requirements are subject to frequent change.</p>	<p>or</p> <p>show responsibility in leading⁴⁷ groups or organizations.</p> <p>Instruct the technical development of others and act in an anticipatory manner in dealing with problems within the team.</p> <p>Present experts with arguments for and solutions to complex professionally related problems and work in conjunction with such experts on further development.</p>	<p>autonomously and sustainably.“</p>
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⁴⁷ This encompasses companies, government authorities or non-profit making organizations.

<p>relevant knowledge at interfaces to other areas.</p>			
<p>professional identity and developing vocational prospects</p>			
<ul style="list-style-type: none"> • their acting is orientated on the institutional and legal framework • realize specified guidelines, in Saxony: „Sächsische Bildungsplan“ • pupils of VET reflect their personal and professional requirements on the base of a humanistic view and democratic values and develop their professional identity 	<ul style="list-style-type: none"> • pupils of VET reflect critical their professional development and reasons for choosing this profession, they orientate themselves on the learning objectives and deduce their individual aims. • they experience, recognize and understand the complexity of professional activities of kindergarten teachers, and the variety of social pedagogical fields of activities and their specific concepts and work conditions • they develop handling orientations as base for a professional understanding of vocation • pupils of VET understand the consequences of social change to personal care services, recognize typical needs and stresses related 		<ul style="list-style-type: none"> • they understand the need of development and constant perfection of their personal and professional competences, they show initiative of one's own and self-responsibility in all fields of education • pupils of VET deal with the development of the profession of kindergarten teachers

	<p>to the field of professional or activity, develop and use for the situation adequate coping strategies</p> <ul style="list-style-type: none"> • pupils of VET develop a concrete occupational prospect and prepare their career start by noting the necessary flexibility 		
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Table 2: Description of level 6 in the four subcategories of DQR Level⁴⁸

The classification of learning outcomes of VET of kindergarten teachers in the categories of EQR and DQR makes clear, that therefore a same understanding and use of the terms is necessary. The curriculum of the Saxony VET of kindergarten teachers is „to old“ compared to the DQR. The discussion about competences at the time of the development of the VET-Curriculum has not yet progressed as far as it influenced the formulated learning outcomes.

Therefore, it will be necessary to proof existing VET Curriculums with regard to the description and understanding of the three or four categories of DQR/EQR, re-formulate or/and complement them. For example the category „competence“ (EQR) can be complemented by „the pupils assume responsibility for the institutional tasks and their implementation with human and relevant standards. They reflect the professional roles and interactions“.

Similar understanding of terms is the precondition to achieve the goals combined with the implementation of EQR/DQR.

⁴⁸ Directly quoted: p 12-13.

4.4 Methodology applied from FHD and AFBB

The FHD and AFBB partners in RELATE have implemented a methodology for RPL which allows recognition of previous learning for nursery, based on the modular structure of the curricula of the FHD. Individual and blanket recognition (or a mixture of the two) can be applied following general rules according to the following legal basis:

- Resolution of the Standing Conference of 28.06.2002 and.09.2008
- Law on Universities in Saxony (SächsHSG) of 10.12.2008
- Regulations of the degree program at the FHD

4.4.1 Blanket recognition

The blanket RPL follows a cooperation agreement between the FHD and AFBB and is based on a substantial comparison of the educational programs of the partners as well as a correlation of the respective competences to be acquired according to a *Äquivalenzprüfung* (en. equivalence test). The method chosen for the equivalence test is based on the development project “ANKOM” initiated by the Federal Ministry of Education and Research (BMBF)⁴⁹.

Based on the curricular comparison and the desired general skills to be acquired the FHD has chosen those modules which primarily aim to organizational and „everyday practical“ skills and impart basic overview knowledge. The equivalence test was based on:

- Framework Agreement on VET schools , decision of the Standing Conference of 07.11.2002
- curricula for VET of Social Education , educator of the Free State of Saxony , August 2008
- Module handbook of the study program " Social & Management " FHD as amended on February 2012
- Qualifications Framework for German Higher Education from 21.04.2005

A prerequisite for crediting a module is that at least 50 % of the course content (input) directly corresponds and that further “content-related” compensational knowledge are available. However,

⁴⁹ Von Balluseck, Hilde (Hrsg) u.a. : Von der Erzieherinnen-Ausbildung zum Bachelor-Abschluß; Berliner Beiträge zu Bildung, Gesundheit und Sozialer Arbeit; Band 7

not only the content of teaching (input) are compared but more importantly the intended learning outcomes (output) in the form of achieved competencies.

The following modules (MSP) are identified as possibly eligible, and included in the equivalence test:

- MSP - 11 professionalism and personality
- MSP - 12 framework of the socio-educational work
- MSP - 13 Interdisciplinary Basics
- MSP - 14 design of the pedagogical everyday life
- MSP - 15 understand and layout of the childhood access to and exploration of the world I
- MSP - 16 understand and layout of the childhood access to and exploration of the world II
- MSP - 17 communication and interaction in the socio-educational work
- MSP -61/ 62 Applied pedagogical knowledge in conjunction with practical action - Internship I and II

For each module credipoints are assigned and transferred in the RPL process:

Module	CP	Recognition	equivalent CP
MSP-11	5	yes	5
MSP-12	5	yes	5
MSP-13	5	yes	5
MSP-14	10	yes	10
MSP-15	10	yes	10
MSP-16	10	partially	5
MSP-17	5	yes	5

MSP-61	10	yes	10
MSP-62	10	partially	5
total	70		60

Modules MSP-11 to MSP-17 are placed in the recommended period of the classroom studying so that they correspond to the 1st studying year. Students who have completed a vocational training can thus enter directly into the 3rd semester of the classroom studying. However, they must also attend a "bridge course" to complete the MSP-16. The bridge course (MSP-16a) is also described in the module handbook and includes the education of natural science and technology, as well as mathematics, which are almost completely absent in the Saxon curriculum and therefore cannot be recognized as such.

The first two internships (recommended in the classroom studies until the beginning of the 3rd semester) include the practical implementation and application of knowledge and skills after completion of the modules MSP-11 to MSP-17 and refer to the part of the vocational training eligible for recognition. In addition, an essential part of high school education is the reflection of the knowledge from the practical activity, which does not take place to this extent in the context of vocational education. Therefore students shall attend at least one reflection seminar (workshop) in the 3rd semester in order to achieve full accreditation.

The part-time study option is available only for students who have completed vocational training and is performed as an "Advanced Study" at the beginning of the 3rd semester. Again, a full recognition of previous learning (MSP-11 to MSP-17) is only possible in connection with the two internships and the participation in the bridge course MSP-16a and the reflection seminar (workshop) in the 3rd semester.

In the RPL process the study and examination results remain unweighted; accordingly, they are not included in the calculation of the overall grade.

4.4.2 Individual recognition

An individual RPL can be carried out on the basis of knowledge, skills and competencies of the applicant, regardless of where and in what way they were acquired.

Basically, the RPL shall be based on:

- an application ,
- the basis of the assessment of single cases
- and subsequent decision of the Audit Committee

The individual RPL must be examined separately for each chosen module. Every student has the right to submit an application for recognition of knowledge and skills acquired outside the high educational institutions. Certificates and evidences (receipts for taken exams, description of their own activities and thereby acquired competences or similar documents) shall be attached to the application. An Audit Committee should decide in cooperation with the module responsible person whether previous learning can be recognized or not and whether rendered examination performances are recognized, or the module will be credited unweighted or a further examination shall take place. This examination is a complex task to be performed by the students in which they demonstrate their knowledge and for which they receive grades. The Audit Committee confirms the result of the recognition procedure by decision. Appeal can be submitted in written form to the Chairman of the Audit Committee within one month after the decision has been communicated to the applicant.

5 Experimental matrix

As shown in this document, the most common approach for RPL is to create a matrix which includes skills, knowledge and competences in the VET and HE, and compare these in order to define the learning outcomes and the related credit points. In this session a sample of matrix is presented, which offers an overview of the tools developed by several projects created to facilitate the RPL process for administration as well as for students. For a deeper analysis of the singular matrix the reader should refer to the singular projects. The RELATE matrix is based on the results achieved during the lifespan of the RELATE project and wants to contribute to the general matrix-approach adopted by the most significant European projects in the field of RPL.

BE-TWIN2 general matrix

	LEARNING ACTIVITIES						ECVET credit points
	L1	L2	L3	L4	L5	Ln	
UNITS OF LEARNING OUTCOMES	U1						...
	LO1	*		*	*		
	LO2			*			
	LO3		*		*		
	U2						...
	LO4		*				
	LO5	*			*		
	LO6						
	U3						...
	LO7	*	*		*		
	LO8						
	LO9			*			
	U4						...
LO10	*			*			
LO11							
LO12							
Un	
ECTS credit points		Total

Matrix from ECVison in the field of Supervision and Coaching⁵⁰.

Reference Table ECTS - ECVET

using the following training programmes for Supervision & Coaching:

Postgraduate University Study Program in Supervision in Psychosocial Work, Univ. of Zagreb (ECTS)

Training Course "COACHING & SUPERVISION", TOPS München-Berlin e.V. (ECVET)

LEARNING ACTIVITIES		Introduction to Individual and Group Supervision	Communication Processes in Supervision	Counselling Skills	Elective courses	Supervision of Direct Psychosocial Work	Evaluation Research in Psychosocial Work	Individual and Group Supervision Processes	Leading Group Supervision	Meta-supervision	Supervision of Direct Psychosocial Work	Team Supervision	Organisational Supervision and Org. Development	Thesis	Total ECVET
LEARNING OUTCOMES	Professional Attitude	x	x	x	x	x	x	x	x	x	x	x	x	x	16
	Ethics						x		x	x				x	10
	Quality Development	x					x		x	x				x	11
	Perspective on Person, Work & Organisation			x		x	x		x	x	x	x	x	x	14
	Building a Professional Relationship	x	x	x	x	x	x	x	x	x	x	x	x	x	18
	Facilitating Outcomes			x	x	x	x	x	x	x	x	x	x	x	13
	Performing Advanced Communication		x	x	x	x		x	x	x	x	x	x	x	14
	Handling Diversity			x				x	x	x	x	x	x	x	10
	Mastering Settings, Techniques & Methods	x	x	x	x	x	x	x	x	x	x	x	x	x	13
	Total ECTS	7	5	7	15	6	5	7	18	18	2	5	5	20	120

⁵⁰ See <http://www.anse.eu/ecvison/start.html>

Sme-master matrix for bakery⁵¹

Units	Credit Points	Learning Outcomes			
U1 Accounting and Controlling	AT 12 DE 10 NO 6	She is able to apply basic rules of accounting.	She is able to carry out company-specific cost accounting including profit and loss summary, depreciations, operations account and audit.	She is able to interpret a balance sheet.	
		She is able to provide a profit and loss calculation, transfer its results into a balance and draw conclusions out of it.	She is able to control the cost and performance calculation.	She is able to plan and implement actions to control and reduce effects of deviations.	
		She is able to plan a budget by taking into account the relationship between operational accounts, calculations and results deviations.	She is able to control the bases of investment budgeting and inquiry as well as the ways of financing.	She is able to provide a financial programme for the liquidity of SME and to define and quantify the needs in investment.	
U2 Budgeting and Calculation	AT 10 DE 10 NO 14	She is able to draw up a profit and loss calculation, calculate the contribution margins and bring the results in an economic balance.	She is able to produce operational accounts for SME.		
		She is able to calculate the costs of products and services and to analyse profitability.	She is able to calculate the costs of products and services and to analyse profitability.		
		She is able to calculate prices.	She is able to calculate prices.		
U3 Entrepreneurship and Financial Management for SME	AT 16 DE 15 NO 16	She is able to make a production site analysis, to develop a start up concept and draw up a medium- and long-term business plan.	She is able to implement organisational and operational structures and methods.		
		She is able to apply SME related regulations of corporate, civil, trade, tax and competition law.	She is able to evaluate and optimise organisational and operational methods, structures and processes.		
		She is able to organise cooperation with other companies.	She is able to organise cooperation with other companies.		
		She is able to apply instruments of self-organisation.	She is able to apply instruments of self-organisation.		
		She is able to assess the company investment needs and its financial resources.	She is able to assess the company investment needs and its financial resources.		
She is able to calculate company's performance ratios and take them in consideration.		She is able to select the appropriate way of financing.			

⁵¹ See <http://www.sme-master.eu/>

Relate Matrix example

Degree programme in Nursing Registered Nurse Key activities and professional competences	Customer-oriented social and health care services						Nursing assessment and interventions															
Practical Nurse Key activities and professional competences works according to the values, principles and regulations concerning the field of social and health care works as a team member, a client-based written plan, promoting the nursing and care of the client or patient assesses the client or patient's resources with him/her and supports him/her in promoting health and well-being monitors, maintains and promotes a client or patient's vital functions and tends to clients or patients who suffer from different diseases helps and supports clients or patients to manage their daily activities independently prepares, assists or performs treatments and examinations carries out pharmacotherapy guides the client or patient and his/her family in pharmacotherapy and nutrition promotes the client or patient's psychosocial coping and supports his/her coping with social problems instructs clients and patients in the use of social and health care services chooses the tools, materials and equipment for his/her work, avoid work-related health hazards and complies with occupational health and safety instructions exploits his/her language skills in customer service plans the production of his/her competence develops his/her action on the basis of given feedback and assesses his/her own competence.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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Equivalence of Learning Outcomes: X... partly equivalent (ca. 50%); XX... mostly equivalent (ca. 75%); Blue Characters: Professional Competence is not part of the Practical Nurse Qualification

6 Conclusions

The process of establishing a full working ECVET system in Europe is far from being completed, the pilot-projects all focused on provide concrete methodological tools to analyze and describe a range of vocational qualifications in terms of units of learning outcomes, enable comparison of qualifications using ECVET and their recognition within the formal systems in order to secure horizontal as well as vertical national and international mobility. Assign ECVET points to qualification and units hasn't been the first target for most of the projects, nor has been the search for opportunity for ECVET points conversion to ECTS credits. The EQF and the NQFs don't provide numerical measurement of qualification focusing on learning outcomes description and its classification in levels. In terms of transferability between the two CATS, institutions of EHEA push for assign ECTS credit also to vocational qualification and so do some NQFs (for instance in Germany). Projects which support the allocation of ECVET points to qualification focus on specific professions and are mainly limited to specific project's countries, this resulting in dishomogeneous and hard to transfer results. The scope of Relate is to foster and promote the benefit of increasing permeability between vocational and higher education based on recognition of previous learning for qualifications in the field of health and social care by transferring methods, procedures, instruments and guidelines adopted for the admission process to higher education. The matrix elaborated and presented in this result focused on the description of learning outcomes in VET and HE, linking them and equate them on the basis of ECTS credits and ECVET points. Additional agreements between institutions like the MoU, the learning agreements and recognition methods of previous learning are all premises for a major increase in opportunity for vertical mobility and for facilitating access to academic qualifications for non traditional target group.