

Validation and recognition

In the ECVET context both the validation and recognition of learning outcomes are the responsibility of the home institute and/or the competent body of the sending country (if the home institute is not the competent body).

Validation of learning outcomes means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.

Recognition of learning outcomes means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

The quality of assessment is essential for validation and recognition. It is therefore, important to consider the integrity of assessment which should be **valid, reliable, flexible and fair and based on evidence that is valid, sufficient, current and authentic.**

The transfer of credit for achieved learning outcomes has three stages:

1. **The hosting institute assesses the learning outcomes** achieved according to the transparent criteria agreed with the sending institutes prior to the mobility **and records them in a learner's personal transcript.**
2. **The home institute checks that the agreed procedures have been followed and validates the credit as a suitable record of the learners' achievement.** If necessary, the home institute presents the documentation to the relevant competent body in the home country which determines whether or not the agreed quality criteria have been met.
3. **The home institute and/or the competent body of the home country then recognise the learning outcomes** that have been required.

The experience from previous ECVET pilot projects shows that not all ECVET principles could be implemented immediately in practise in all European countries. There are aspects of ECVET that are difficult to apply in certain contexts. Recognition does not always automatically result in exemption from formal assessments in the home institute especially in VET systems where the award of a qualification is based on a single final assessment. The pilot projects also showed that as the concept and aims of ECVET are becoming better known and understood, the use of ECVET will become easier and the initial stages or partnership development less labour intensive and time consuming. The progressive implementation of ECVET on both European and national level takes place in parallel to other processes that eventually reinforce the use of ECVET: development of qualifications frameworks, support of individualised learning pathways, and recognition of non-formal and informal learning. These reforms within VET systems are also based on the use of learning outcomes and their assessment. The creation of a high-quality mobility network by

following the ECVET principles will eventually benefit all partners even though not all principles or tools can be applied at the moment in all partner countries.

EU member states are divided into three subgroups depending on their approach to the implementation of ECVET. Group 1 consists of countries that have a credit system compatible with ECVET (Finland, Spain, UK – England). Group 2 includes countries that are either in the process of developing a credit system or are testing ECVET technical components (Denmark, Netherlands). Group 3 is formed by the countries without credit system and without system-level ECVET initiatives (Germany).

Country	Credit systems for transfer and accumulation of learning outcomes and ECVET development in 2015
Denmark	Some ECVET technical components are tested.
Finland	The system is ECVET compatible.
Germany	Some ECVET technical components are tested.
Netherlands	Some ECVET technical components are tested.
Spain	The system is ECVET compatible.
UK - England	The system is ECVET compatible.

Source: ECVET in Europe, Monitoring report 2015

Country	Current status of ECVET mobility in EMEU partner countries
Denmark	There is formal decision for using ECVET for geographic mobility actions in VET schools.
Finland	Geographic mobility is part of the development plan for education in IVET. Approximately 90% of learning outcomes acquired abroad are recognised at home institutions.
Germany	VET providers define units of learning outcomes for geographic mobility.
Netherlands	International mobility is a part of the VET system, though not compulsory. ECVET has been piloted in mobility projects where learning outcomes acquired abroad are transferred between participating countries.
Spain	Learning outcomes acquired and assessed during work placement periods abroad, and related to the workplace training module, are recognised subject to learning agreement among teachers. Learning outcomes acquired and assessed abroad, related to other training modules of IVET, are validated and recognised by a specific department of the Ministry of Education, Culture and Sport.
UK - England	International geographic mobility for VET is supported predominantly through EU funded projects. There is no legislative framework to enable automatic recognition of learning outcomes obtained abroad: awarding organisations recognise learning outcomes achieved outside their own programmes at organisational discretion, and in accordance with any applicable regulatory requirements for the qualification or sector.

Source: ECVET in Europe, Monitoring report 2015

Country	Websites with ECVET information by country
Denmark	http://ufm.dk
Finland	www.oph.fi
Germany	http://ecvet-info.de
Netherlands	www.ecvet.nl
Spain	n/a
UK - England	www.ecvetexperts.org.uk

Source: ECVET in Europe, Monitoring report 2015

RT2017