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Template 2: Collection of Good Practices regarding to ECVET implementation

Organization (full legal name):	**Escola Profissional do Alto Lima, CIPRL**
Country:	**Portugal (PT)**

Description of a Project in which Good Practices regarding ECVET were implemented	
Project Title / Project Number:	**Title: RECOMFOR** **Reference Number: 142591-LLP-1-2008-1FR-LEONARDO-LNW**
Partners:	- CGI, Confédération française du commerce interrentreprises, France (promoter); - CIEP-MEN, Centre International d'Etudes Pédagogiques, Ministère de l'Education nationale, France; - CEF, Conseil de l'Education et de la Formation, Belgium; - DGEPAiE, Generalitat de Catalunya Departament d'Educació Direcció General d'Ensenyaments Professionals, Artístics i Especialitzats, Spain; - AGEFA PME, Association de gestion des formations en alternance pour les PME, France; - OEEK, The Organisation for Vocational Education and Training, Greece; - USP Venezia, Ufficio Scolastico Provinciale Di Venezia, Italy; - CPV, Fondation Giacomo Rumor, Veneto Productivity Center, Italy; - KCHandel, Kenniscentrum Handel, The Netherlands; - IVS, International Vocational Studies Aliiance, The Netherlands; - NVG, Nederlands Verbond van de Groothandel, The Netherlands; - CECOA, Centro de Formação Profissional para o Comércio e Afins, Portugal: - CCP, Confederação do Comércio e Serviços de Portugal; - NCTVETD, National Centre for Technical and Vocational Education and Training Development, Romania; - CCIB, Bucharest Chamber of Commerce and Industry, Romania; - CPI, Center RS za poklicno izobraževanje, Slovenia; - CPU, Gospodarska zbornica slovenije, Center za Poslovno Usposabljanje, Slovenia; - CNCCEF, National Comity of French Foreing Trade Advisors, France; - IUFFP, Instituto Universitario federale per la formazione professionale, Switzerland; - IEFP, Instituto do emprego e formaçao profissional, Portugal; - NUOV, National Institute of Technical and Vocational Education from the Czech Republic.
Description of the Project:	RECOMFOR is a project developed by a partnership of 21 organizations, from 11 countries, led by a French organization, and in which 3 Portuguese organizations were included. RECOMFOR is a network bringing together institutions from 11 countries, more specifically concerned with the sector of trade. RECOMFOR builds on the results of the COMINTER project, which was completed in September 2007. During the COMINTER project, partners, in cooperation with sectoral organizations, produced a common qualification profile for the profession of import-export assistant. This profile is unit-based and its application rules are flexible to enable adaptation to country-specific contexts and requirements. This profile and the tools developed are the basis of the mobility network created through RECOMFOR. One of the findings of the COMINTER project was that, even if there is a strong potential for training centres to enhance the mobility of their learners, obstacles still remain. These obstacles are mainly related to the lack of guaranteed work placement

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	abroad and insufficient mutual recognition between the different competent institutions. Establishing a permanent network to help overcome these obstacles is the main objective of RECOMFOR. RECOMFOR thus created a platform for training centres and companies that see mobility as an integrated part of training pathways. The platform is designed to help partners to develop common quality criteria and mutual trust. The following principles ensure the sustainability of mobility in this context: ▪ Clear quality criteria will be set up to guarantee mobility; ▪ The role and responsibility of companies taking on foreign trainees will be described; ▪ The operating procedures as well as the role of the competent institutions will be defined and simplified. Partners in RECOMFOR involve 11 different countries and 51 training centres. The cooperation is based on a common job profile «import-export commercial assistant» (EQF level 4/5) and concerns 1,300 learners. Target Group: This project is focused on young people in initial training with specific reference to the BTS Commercial (trade) which is equivalent to EQF level 3 and 4. As the project develops, there is scope to explore the mobility of workers in continuous training.
Description of the ECVET Good Practices Implemented:	1. Transfer and Accumulation *Approach to assessment* Each country has a different assessment process. Hosting assessments can be comparable (in terms of assessment method, timing of assessment, profiles of assessors), or they can be different but still considered reliable. In both cases there is no problem to recognize assessed learning outcomes. A problem can arise in countries where assessments are not at all comparable. In Italy for instance learners do not have to carry out certain tasks in front of the assessors, but instead they discuss it with a jury. In such cases, a specific assessment will have to be defined in the learning agreement. *Validation and recognition of learning outcomes* Each partner decides the rules and procedures for transfer and recognition according to national context. 2. Units of learning outcomes *Method and approach* The approach chosen by the project was to develop common reference units. The first step was to agree on the job profile of import and export sales assistant to ensure transparency and common understanding. The definition chosen is a very general definition. The second step was to identify key activities described in terms of tasks, resources, knowledge, performance criteria. The activities described are based on the context of SMEs. Based on these key activities, “reference units” were designed. These common reference units include sub-units. On the basis of the reference units, the next step was to design national units or to link national units with reference units. The project established certain rules for transferring common reference units into national units: several reference units may be equivalent to one unit in some countries whilst one unit may be broken down into two units in other systems. The important thing being to avoid allocating bits of units into different units. The rules are therefore: - Two (or more) reference units can make one national unit;

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- Learning outcomes from one reference unit can be spread out into several national units;
- Learning outcomes from one reference unit cannot be spread out into several national units if this leads to building disparate units.

All partner countries could use all reference units or some of them. All the countries in the partnership are currently using units within their national qualifications systems.

3. ECVET Points

Methods to allocate points

Credit points have been allocated to common reference units, along the following principles:

- Units can be adapted in each national context and thus cannot be found under exactly the same form in each national qualification – consequently some adaptation is likely to be necessary;
- To maintain the coherence of the common work, the transcription of the number of points allocated at a national level must not lead to a variation higher than 10% in comparison with the number of points defined for the common reference unit;
- The relative value of the unit is expressed in form of a percentage with regard to the total number of units defined in common. The qualification represent 100% - the proportions - relative weight of units - can then be transferred to any of the partner systems.

Points are useful to indicate the relative weight of each unit. Then the relative weight is applied to the national context. If unit A is very important for a certain job profile, it should be important for qualifications in all the partner countries.

Professionals were consulted to establish the importance of each unit compared to the job requirement. Training providers were also involved and asked to analyze the learning outcomes of each unit in terms of the complexity from the learning process point of view.

The relative value of the unit is expressed in percentage rather than points.

Lessons learnt

There is no mathematical way of allocating points. Projects need to consult all stakeholders and engage in a negotiation process. It is difficult to say if the result is a neutral representation of the importance of the units. In ECTS, points represent the volume of workload in terms of time, which is maybe considered as a more neutral representation. As this is not possible with ECVET, the only solution is to work towards a common agreement and the consensus of all stakeholders, although they look at units from a different point of view.

How ECVET points are used in the partnership

The allocation of points will depend on competent institutions at national level: designing/ award of points/ allocation of points.

For more information (website page):	
Sources:	http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=17

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Description of a Project in which Good Practices regarding ECVET were implemented	
Project Title / Project Number:	**Title: N.E.T. WORK** **Reference Number: 147788-LLP-1-2008-1-IT-ECVET**
Partners:	- Centro Italiano di Studi superiori sul turismo e sulla Promozione Turistica, Italy (promoter); - Association France-Europa, France; - Center Republike Slovenije za poklicno izobraževanje, Slovenia; - Consultis - Consultoria empresarial, unipessoal, lda, Portugal; - Federazione delle Associazioni Italiane Alberghi e Turismo, Italy; - Provincia di Perugia, Italy; - Sviluppo & Competenze, SV&CO S.r.l, Italy.
Description of the Project:	*N.E.T. WORK* is a project developed by a consortium of 7 organizations, from 4 countries, led by an Italian organization, and in which 1 Portuguese organization was included. The *N.E.T. WORK* project operates in the tourism welcoming sector where there is a long tradition of transnational training and staff mobility. The main objectives of *N.E.T. WORK* are: ▪ To provide a shared framework for the development and testing of ECVET; ▪ To define, validate and recognize meaningful and measurable elements of qualifications (learning outcomes and units) which will be valid for all the partner countries. These will be identified based on the analysis of existing training pathways in the chosen areas of qualification; ▪ To enable comparison of qualifications using ECVET and their recognition within the formal systems. Systematically building on existing methods and practices which are already in use in the partners' countries, the project aims to design specific operational tools to facilitate the common definition, delivery, recognition and validation of modular training pathways. These will be tested in order to identify their strengths and weaknesses in supporting credit transfer and accumulation, mobility and employability. In an experimentation phase, the partner countries will test how the units of learning outcomes defined according to the ECVET system fit into the current qualification profile and in the current way of teaching, learning and assessing. This experimentation phase will be monitored and evaluated.
Description of the ECVET Good Practices Implemented:	1. Transfer and Accumulation *Approach to assessment* The assessment differs from one partner to another. *N.E.T. WORK* partners decided that the assessment approach established at national level would be kept. *Validation and recognition of learning outcomes* The assessment and validation of common units of learning outcomes are done in the basis of specific agreements between the partners' countries. 2. Units of learning outcomes *Method and approach* The approach adopted by *N.E.T. WORK* with regard to the development of units of learning outcomes is based on the analysis of the job profile of receptionists and central tasks related to this job profile. Each partner set up a comparative table of learning outcomes, organized by units. On this basis, partners selected units of learning outcomes that were common to the four

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	different partners. The countries involved in *N.E.T. WORK* represent a variety of qualifications systems and are at different stages regarding the coordination of their national systems with ECVET (or in other words "ECVET readiness"): France and Slovenia represent an advanced situation where units of learning outcomes are already used; In Italy and Portugal, the situation regarding "ECVET readiness" is less clear at this stage, but strong emphasis is put on experimentation. The project used a common matrix to compare the job profiles, the job profiles 'activities and the training pathway of each partner in order to guarantee an ongoing comparison between the situation of the different partners and to enable the adoption of a common definition for the identified learning outcomes. 3. ECVET Points *Methods to allocate points* Credit points, expressed in numbers, were associated with each unit referring to a qualification; these points supply information in relation to the value represented by the unit itself in relation to a qualification. A different number may be assigned to the same unit afferent to two figures chosen for testing according to the Learning outcomes that compose the unit of reference. In the descriptive outline, which represented the indispensable work basis for the shared application of the expected project results, the partnership specified that the characteristic features of the professional qualifications and related units and credit points assigned them, would not depend on the differences existing in the learning methodologies.
For more information (website page):	
Sources:	http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=14

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