

**ECVET elements supporting
modernization of vocational
education in the Czech Republic**

Annual ECVET Forum 2017

Three levels of descriptions of current changes in VET and their aims

Systematic nationwide level



Nationwide support of VET changes



A proposal for ECVET involvement



Revision of the framework educational programs

- Purposeful reconsideration and updating RVP
- **Interconnecting with the National Qualifications Framework**
- **Flexible organization of instruction**
- Providing transparency and quality of education

The project „Modernization of VET“

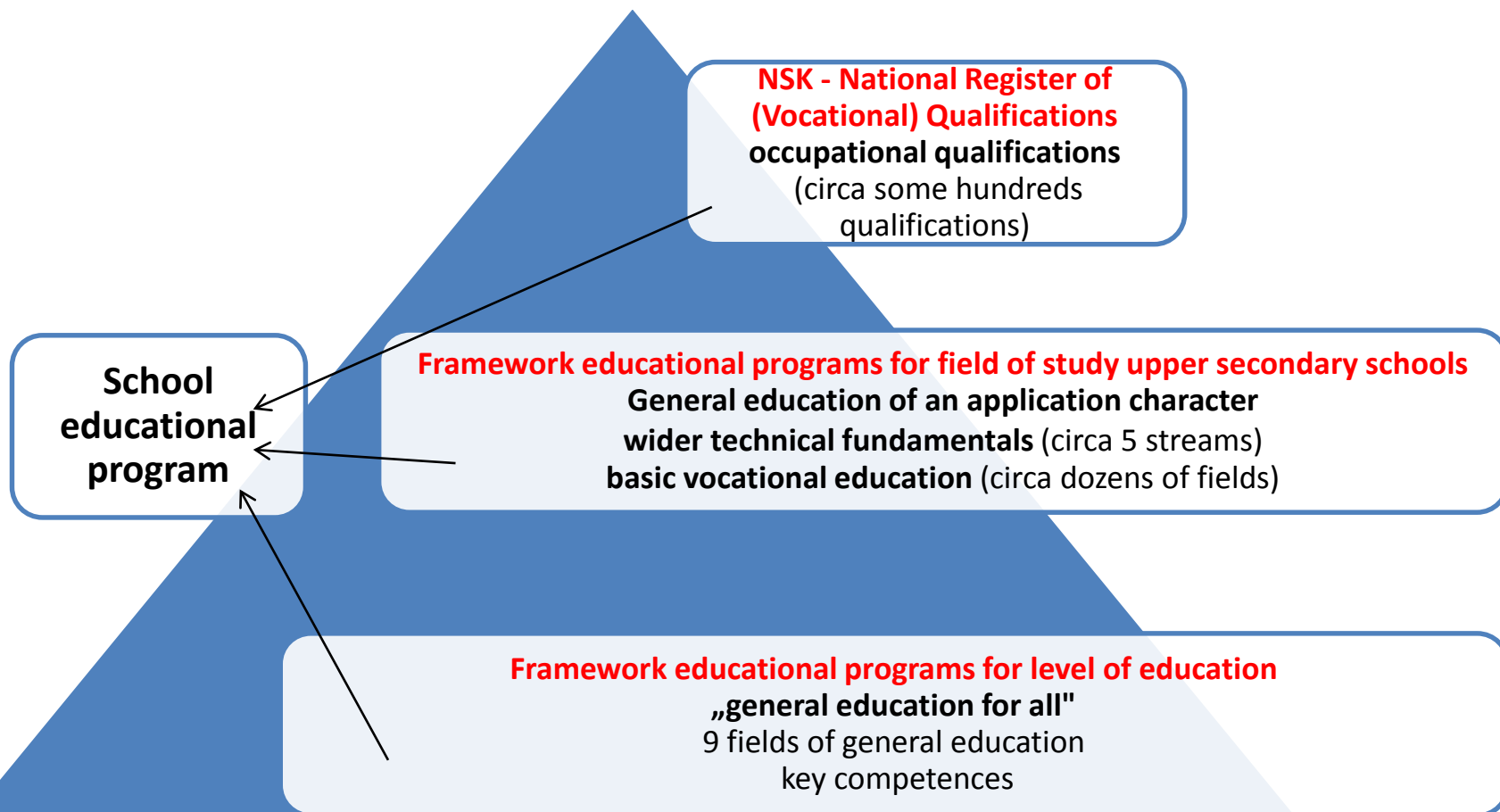
- Better foundations for lifelong learning
- Facilitating transition of school leavers to the labor market
- **Permeability and flexibility in the organisation of educational programs**

ECVET Sheets, a file for supporting quality, attractiveness and flexibility of educational programs

- Every Sheet develops a given topic or possibility of ECVET using in a simple and fitting way
- Sheet are available on the webpage www.ecvet.cz
- The file will be presented to participants of a workshop that will take place in the framework of the *European Vocational Skills Week in the Czech Republic*.

The pyramid of competences

(an arrangement for field of study)



The conception and assessment of learning outcomes

The accent on delimiting learning outcomes



Instead of contents of individual subjects it is about learning outcomes defined for students:
What they should prove to know/to be able to do and how it will be verified

The evaluation
(assessment)
standard



The survey of expected students' learning outcomes is understood as:
an evaluation standard on the national level, which is the starting point for final examinations (EQF 3), or profiled secondary school leaving examinations (Maturita) (EQF 4).

detailed information

A module of the general preparatory education, a module of the broader vocational basis (H, L0-M)

The broader vocational basis/general preparatory education

A) Technical

- mathematics, physics

B) Economy and services

- economy, communication, (other foreign language)

C) Agriculture, food processing

- chemistry, biology

D) Artistic

- art and culture

detailed information

Modules of narrower vocational basis (E,H,L0,M)

Broader vocational basis/narrower vocational basis

Technical

- 1) information technology
- 2) mechanical engineering
- 3) electrical engineering
- 4) car industry
- 5) building industry
- 6) polygraphy

Economy and services

- 7) economy and trade
- 8) gastronomy

Agriculture, food processing

- 9) agriculture
- 10) gardening
- 11) food processing

Artistic

- 12) art

Aims of the project

„Modernization of vocational education“

**Better
background
for lifelong
learning**



**Making transition
in the labor
market easier**



A reduction in number of fields of study in order to:

- Make it possible for students to choose a profession step by step and postpone an early specialization
- Strengthen the common fundamentals in branches of upper secondary education aimed first of all on key competences development
- **Interconnection of the framework educational programs (RVP) with the National Register of Qualifications**
- Supporting cooperation with employers

Aims of the project

„Modernization of vocational education“

Permeability and flexibility of organizational arrangement of educational programs

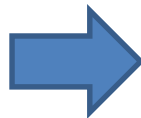


- Both vertical and horizontal permeability without dead ends
- A student can at any time continue in interrupted education and progress to achieve higher level of education including accreditation of prior learning
- **A flexible organization of the instruction in the form of the modularization and credit systems**
- **Flexible reactions on changing labor market needs**

The ECVET Sheets, a dossier for supporting quality, attractiveness, and flexibility of educational programs

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The modularization of education and learning using the ECVET elements



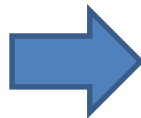
The framework description of possibility to use the ECVET in developing flexible programs of vocational education and in supporting learning

- **A learning outcome unit (skupina) may have the character of:**
 - a) „an order for education“ formulated by a subject from the sphere outside education, e.g. an employer
 - a) an offer formulated by a subject from the sphere outside education, e.g. an employer
- Learning outcome units (skupiny) describe what employers need or offer, in the language of the labor sphere
- Educators transform the requirements or the offer into the form of educational modules, in the language of the educational sphere

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Increasing both the quality and attractiveness of vocational education through the intrastate mobility



The framework description of possibility to use the ECVET in supporting the quality of the intrastate mobility of learners with an emphasis on the most common forms of the intrastate mobility supporting the quality and attractiveness of (vocational) education

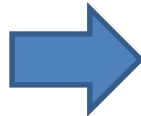
Possible procedure in the organization of mobility:

1. to define the learning outcome unit(s) (skupinu);
 2. to set the criteria and procedures for the assessment;
 3. to confirm their partnership and mutual confidence by entering into a general agreement;
 4. to prepare a learning agreement for each individual student;
 5. to prepare a document on the achieved results of a student
 6. to set the criteria and mechanisms for the evaluation of the mutual cooperation
- **Improvement of the study visit content quality can be the goal of national mobility with ECVET elements**
 - **Extension of knowledge, skills and competences can be an added value and an advantage on the labor market for a candidate**

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Using ECVET units of learning outcomes in vocational education



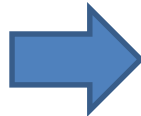
The description of possible approaches to developing and using ECVET units of learning outcomes which are based on experience from the project (namely the Pospolu project) and take into account a character of VET in the Czech Republic

1. It is possible to build on the framework educational program of the respective field of study (i.e. from the standard) or on the school educational program
2. A learning outcome unit (*skupina*) can be created with the intention to give existence to a certain superstructure in the knowledge, skills and competences that a learner can achieve beyond the standard
3. A learning outcome unit (*skupina*) can be created in such manners that it develops a chosen competence during the whole study – it focuses on the development stages of a particular competence
4. A learning outcome unit (*skupina*) can be shared by more fields as the learning outcomes therein described lead to development of competences “transferable” thanks to the common base

The ECVET Sheets, a dossier for supporting quality, attractiveness, and flexibility of educational programs

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ECVET units of learning outcomes are developed with an aim to order for school students possibility to acquire over standard competences



The description of possibilities to develop units focused on creating additional knowledge, skills and competences, which students can acquire over the standard framework given by the educational program

- A learning outcome unit (**skupina**) can be created with the goal to establish a superstructure in knowledge, skills and competences, which a mobility participant can achieve beyond the framework of a particular educational program standard
- Learning outcome units (**skupiny**) created in relation to the trend of “Industry 4.0”, particularly in relation to the recommendations:
 - to enable learners to create and experiment more;
 - to extend the opportunity to achieve knowledge, skills and competences in an authentic environment for learners through cooperation between schools and companies.
- The utilization of learning outcome units (**skupin**) as „orders“ for assignments of more complex works of learners in vocational education