Representatives of colleges of the Sverdlovsk region are studying ECVET system

Training of the second group of VET/HE teachers and trainers under the program "European credit system for vocational education and training (ECVET)" began at the National Training ECVET Centre of the Russian State Vocational Pedagogical University on March 13, 2019. The course participants, representatives of colleges of the Sverdlovsk region, arrived at the RSVPU for advanced training in the amount of 72 hours – 2 ECTS credits.

The learners demonstrated a high degree of motivation and clearly indicated their expectations of the course. All participants were informed about the existence of the European credit system ECVET and expressed a desire to know the details about the procedure for implementing this system in Russian vocational education and training.

Developed as part of the international RUECVET project, the training course focuses on revealing the essence of the concept of ECVET in vocational education and training (VET). It consists of four parts where each part pursues the development of specific learning outcomes. It is expected that in the workplace the results of the training will be manifested in the form of specific labor actions (see table 1).

During the theoretical classes, the participants learned the regulatory and legal bases of the use of ECVET in the national system of vocational education and training, they learned how to conduct the functional analysis of qualifications by RUECVET method. The workshops focused on developing the skills to determine and evaluate the learning outcomes of the training in the ECVET context. The interactive format of classes became a mandatory attribute of the course, so theoretical and practical classes were interspersed with discussions on ‘Defining Mobility Opportunities in Vocational Education and Training’.

At the end of the first stage of the course, at the request of the learners, the teachers conducted a small training on soft skills. The training was devoted to development of flexible (soft) skills among students and teachers, as the learners felt that such competencies should necessarily be taken into account when designing the learning outcomes in VET.

<table>
<thead>
<tr>
<th>Learning Outcomes (LO)</th>
<th>Work Activities (WA)</th>
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<tbody>
<tr>
<td><strong>LO 1.</strong> To identify the regulatory framework for VET mobility and lifelong learning</td>
<td><strong>WA 1</strong> — To identify the regulatory framework for VET mobility and lifelong learning</td>
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<tr>
<td><strong>LO 2.</strong> To carry out a functional analysis of qualifications according to the RUECVET method</td>
<td><strong>WA 2</strong> — To conduct a comparative analysis of the occupational and educational standards for the chosen qualifications</td>
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<tr>
<td><strong>LO 3.</strong> To identify and evaluate learning outcomes in the ECVET context</td>
<td><strong>WA 3</strong> — To identify general work functions and work functions for the chosen qualification</td>
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<tr>
<td><strong>WA 4</strong> — To determine the learning outcomes based on the functional analysis of the chosen qualification</td>
<td><strong>WA 5</strong> — To develop a specification of a unit of learning outcomes in accordance with ECVET (knowledge, skills, autonomy and responsibility)</td>
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</table>

Table 1
At the end of the course, the learners expressed the opinion that the application of the credit system and units of learning outcomes in VET will ensure the mobility of students without limiting their training to staying in one city. The system will expand opportunities to obtain some learning outcomes in other educational organizations, while universities may be located in another city in Russia or abroad. Such prospects for VET students were recognized by the learners as the most attractive and promising.

During the group discussions, the participants also identified the main aspects of the influence of ECVET principles on improving the quality of education in vocational education (see Figure 1).

The second stage of the upskilling course took place in a distance format. Learners independently studied the programme materials, completed practical tasks and passed the final testing.

The main conclusions students made are that today this advanced training course is relevant for representatives of the national system of post-secondary non-tertiary vocational education and training, since the application of the European credit system ECVET is necessary not only for implementation of academic mobility, but also for development of a communication system with higher education, with employers, and all interested parties.

The professional development course was held by representatives of the Russian State Vocational Pedagogical University, experts of the ECVET system: O.V. Shmurygina, Associate Professor, Department of Law; M.A. Dremina, Associate Professor of the Department of Economics, Management and Marketing; D.E. Schipanova, Associate Professor of the Department of Psychology of Education and Professional Development.

Focus on Skills: transfer from traditional practice ‘face to face’ to ‘active’ learning forms

Focus on Assessment: formative assessment conducive to development of knowledge, skills, autonomy and responsibility

At the heart of the learning process - learning activities focused on real work

Various types of Assessment

Focus on activities and problem solving

Knowledge is considered as a tool for skill development

Autonomy and responsibility are explicit outcomes

Skills must be ‘observable’

Knowledge is valued through emphasis on skills

The evaluation criteria specific to each block are taken into account.

The assessment should be transparent to all users

The assessment should be based on quality criteria (it is necessary to assess indicators relevant to qualifications)

Figure 1

It was also noted that a shift in focus on skills and assessment should also occur in the development of criteria for evaluating learning outcomes (see Figure 2).

Focus on Skills:

Skills must be ‘observable’

Autonomy and responsibility are explicit outcomes

Knowledge is valued through emphasis on skills

Focus on Assessment:

The evaluation criteria specific to each block are taken into account.

The assessment should be transparent to all users

The assessment should be based on quality criteria (it is necessary to assess indicators relevant to qualifications)

Figure 2