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Continuous Professional Development Course «Applying ECVET in Vocational Education and Training»

| | Russian Federation | Uzbekistan |
|-------------------------------|--------------------|------------|
| Level (EQF): | 6 | 6 |
| Credits: | 5 ¹ | 5 |
| Total Learning hours: | 180 | 180 |
| Guided Learning hours: | 36 | 36 |

Link to the course:

<https://forms.office.com/Pages/ResponsePage.aspx?id=3OBMMshaVUeyPCbwfP9tu-ifAySna-9HpBKdGAQRbpJUOFVEQVcxUFY2STNNU9PR0ZMQk9FTFlGSC4u>

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RUJECVET: Piloting ECVET to the National VET system of Russia and Uzbekistan

¹ 1 credit = 36 hours in accordance with Federal State Educational Standards (FGOS) for VET in the Russian Federation



Aim - To acquire knowledge and skills on using the European Credit System for Vocational Education and Training (ECVET) in the National Vocational Education and Training (VET) system of own country; the choice of a studied qualification(s) is (are) defined by learners.

| Learning Outcomes (LO) | Work Actions (WA) |
|--|---|
| LO 1. Analyze the applicability of ECVET within own National vocational education and training system. | WA 1 – Determine the main tendencies of VET development in EU and the way this can be integrated in the national vocational education and training system |
| | WA 2 – Identify documents and standards that are necessary for developing a VET Curriculum in an ECVET context |
| | WA 3 – Explain the applicability of ECVET to a selected qualification |
| LO 2. Carry out RUECVET functional analysis of a qualification according to national occupational and educational standards | WA 4 – Organise meetings with key stakeholders from the industry that relate to selected qualification |
| | WA 5 – Conduct a functional analysis of the selected qualification |
| | WA 6 – Develop a functional map of the selected qualification |
| LO 3. Use learning outcomes appropriately in an ECVET context | WA 7 – Define the learning outcomes for the selected qualification |
| | WA 8 – Use Bloom’s taxonomy to design the learning outcomes and assessment criteria of the units pertaining to chosen qualification |
| | WA 9 – Design a unit of learning outcomes within the ECVET context |
| LO 4. Facilitate students and teachers access to credit mobility in VET | WA 10 – Allocate credits in the selected qualification in accordance with State Educational Standards for VET |
| | WA 11 – Explain the ECVET tools for credit mobility in VET for the selected qualification |
| | WA 12 – Compile samples of a Memorandum of Understanding (MoU), Learning Agreement and Personal Transcripts as part of applying ECVET |



Course Description

The Continuous professional development (CPD) course is aimed at the methodological guidance of the ECVET introduction into Vocational Education and Training in the Russian Federation.

This short course is aimed at Vocational Education and Training (VET) policy makers and instructors according to national standards and Laws in relation to the European Qualifications Framework (EQF).

Russia

The need to introduce ECVET in Russian Vocational Education and Training was a result of the following reasons:

- The Internationalization of vocational education and training, including the implementation of joint study programmes with international VET providers or companies;
- Development of networked learning forms that enhance cooperation between: Russian VET providers and enterprises as well as Russian and foreign educational organizations;
- The National objectives of increasing the efficiency and quality of vocational education and training by using the concept of units of learning outcomes and a credits system to enhance horizontal and vertical mobility of VET students.

The course is developed within the framework of the project “Piloting ECVET to the national VET system of Russia and Uzbekistan / RUECVET”² in accordance with the following legislation norms and rules.

- Federal Law No. 273-FZ of 29.12.2012 "On Education in the Russian Federation";
- Order of the Ministry of Education and Science of Russia of June 14, 2013, No. 464 "On Approving the Procedure for the Organization and Implementation of Educational Activity on Educational Programmes of Vocational Education and Training";
- Order of the Ministry of Education and Science of Russia of April 18, 2013, No. 292 "On Approval of the Procedure for Organization and Implementation of Educational Activity for Major Programmes of Vocational Training";
- Order of the Ministry of Labour of Russia No. 148n of April 12, 2013 "On the approval of skill levels for the development of draft occupational standards";
- Recommendations of the Ministry of Education and Science of Russia of December 19, 2014 No. 06-1225 on the organization of delivery of VET within the development of VET programmes on the basis of basic general education, taking

² The development of the course is under the RUECVET project and was funded by Education, Audiovisual and Culture Executive Agency, Erasmus +, ref. n. 574097-EPP-1-2016-1-CYEPPKA2-CBHE-JP.



into account the requirements of Federal state educational standards and the resulting profession or vocational;

- Methodical recommendations about development of the main VET study programmes and additional professional programmes taking into account the corresponding occupational standards (No. DL-1/05bh approved on January 22, 2015);
- Decree of the Government of the Russian Federation of January 22, 2013, No. 23 "On the Rules for Development, Approval and Application of Occupational Standards";
- Methodical recommendations for updating existing federal state educational standards for VET taking into account the adopted occupational standards (Approved April 20, 2015 No. DL-11 / O6vn);
- Federal state educational standards for VET.

Learning Outcomes

Upon completion of the course the learner will be able to:

- LO 1. Analyze the applicability of ECVET within own National vocational education and training system.**
- LO 2. Carry out RUECVET functional analysis of a qualification according to national occupational and educational standards.**
- LO 3. Use learning outcomes appropriately in an ECVET context.**
- LO 4. Facilitate students and teachers access to credit mobility in VET.**



LO 1. Analyze the applicability of ECVET within own National vocational education and training system

| Responsibility and Autonomy - By the end of the course the learner will with responsibility and autonomy be able to complete the following Work Actions: | Skills - by the end of the course the learner will be able to: | Knowledge - By the end of the course the learner will know: |
|---|---|--|
| 1. Determine the main tendencies of VET development in EU and the way this can be integrated in the national vocational education and training system | 1. Determine common issues in the EU policy and practice for VET development when compared with the Russian education system | 1. Actual trends in VET development in EU and Russia; comparison of European Qualification Framework (EQF) with national one |
| | 2. Analyze the concepts, functions and principles of ECVET in relation to the national VET education system | 2. ECVET terms, definitions, principles, and technical specifications |
| | 3. Relate the principles and technical specifications of ECVET to the national VET education system | 3. The benefits of ECVET in general |
| 2. Identify documents and standards that are necessary for developing a VET Curriculum in an ECVET context | 1. Discuss how the ECVET application in National VET will be met and the way it will function | 1. Procedures for developing VET study programme in ECVET context (ECVET User's Guides etc.) |
| | 2. Collect the documents required to conduct the functional analysis of an occupation for a VET qualification | 2. Documents necessary for conducting functional analysis of the occupation (educational standards, professional standards, guides etc.) |
| 3. Explain the applicability of ECVET to a selected qualification | 1. Outline the European achievements in ECVET implementation explaining how these can be reflected in the local scene | 1. EU policy and practice of ECVET implementation, the experience of Malta, Cyprus and Latvia in particular |
| | 2. Recognize opportunities for the development and conversion of a VET study programme into an ECVET context | 2. Conditions for the implementation of ECVET |
| | 3. Describe the need and importance to interact with the industry when working on a VET qualification within an ECVET context | 3. Interaction with employers as one of the main conditions of ECVET applicability |



LO 2. Carry out RUECVET functional analysis of a qualification according to national occupational and educational standards

| Responsibility and Autonomy - By the end of the course the learner will with responsibility and autonomy be able to complete the following Work Actions: | Skills - by the end of the course the learner will be able to: | Knowledge - By the end of the course the learner will know: |
|---|---|---|
| 1. Organise meetings with key stakeholders from the industry that relate to selected qualification | 1. Prepare a questionnaire to key stakeholders | 1. Key stakeholders in the region that relate to selected qualification |
| | 2. Find out from key stakeholders learning outcomes related to the selected qualification | 2. Ways of interaction with key stakeholders as one of the main condition of ECVET applicability |
| 2. Conduct a functional analysis of the selected qualification | 1. Identify the key purposes, functional areas, work functions and correspondent work actions related to the selected qualification | 1. Procedure of functional analysis for the functional mapping |
| | 2. Select the required model of functional analysis to the selected qualification | 2. Components and models of functional analysis |
| | 3. Perform different stages of functional analysis | 3. Process of conducting functional analysis |
| 3. Develop a functional map of the selected qualification | 1. Create structure of a functional map for the selected qualification | 1. Structure and rules of functional mapping |
| | 2. Combine work actions in correspondent work functions | 2. Work actions related to the selected qualification |
| | 3. Correlate work actions with learning outcomes | 3. Connection between learning outcomes and work actions in a functional map for the selected qualification |



LO 3. Use learning outcomes appropriately in an ECVET context

| Responsibility and Autonomy - By the end of the course the learner will with responsibility and autonomy be able to complete the following Work Actions: | Skills - by the end of the course the learner will be able to: | Knowledge - By the end of the course the learner will know: |
|---|---|---|
| 1. Define the learning outcomes for the selected qualification | 1. Illustrate the benefits of a learning outcomes system for different stakeholders for a selected qualification | 1. Perceived added values of using learning outcomes |
| | 2. Define a set of learning outcomes forming the correspondent qualification | 2. Concept of learning outcomes |
| | 3. Classify labor actions, skills and knowledge based on the learning outcomes concept for the selected qualification | 3. Specification of learning outcomes (labor actions, skills and knowledge) |
| 2. Use Bloom's taxonomy to design the learning outcomes and assessment criteria of the units pertaining to chosen qualification | 1. Define the assessment criteria of a VET qualification | 1. Bloom's taxonomy as one of the most important theoretical influences on thinking about learning outcomes |
| | 2. Determine the assessment criteria of the learning outcomes for the selected qualification | 2. Assessment standards and the criteria |
| | 3. Choose the appropriate methods to validate the forms of learning outcomes' evaluation for the selected qualification | 3. Methods of learning outcomes' evaluation |
| 3. Design a unit of learning outcomes within the ECVET context | 1. Explain the concept of units of learning outcomes for credit mobility | 1. Concept of units of learning outcomes in credit mobility |
| | 2. Formulate the content of a unit of learning outcomes for the selected qualification | 2. Components and functions of units of learning outcomes |
| | 3. Develop a unit of learning outcomes for the selected qualification | 3. Procedure for developing units of learning outcomes based on the functional analysis for academic mobility of learners |



LO 4. Facilitate students and teachers access to credit mobility in VET

| Responsibility and Autonomy - By the end of the course the learner will with responsibility and autonomy be able to complete the following Work Actions: | Skills - by the end of the course the learner will be able to: | Knowledge - By the end of the course the learner will know: |
|---|--|--|
| 1. Allocate credits in the selected qualification in accordance with State Educational Standards for VET | 1. Determine the relative weight of units of learning outcomes in the curriculum for credit mobility 2. Distribute ECVET points over units of learning outcomes | 1. Interrelation of the terms "credit" and "ECVET points / credit points" 2. Principles and methods of ECVET points allocation |
| 2. Explain the ECVET tools for credit mobility in VET for the selected qualification | 1. Choose documents necessary for credit mobility in VET for the selected qualification 2. Design the profile for the selected VET study programme in a credit mobility context | 1. Basic ECVET documents necessary for credit mobility in VET for the selected qualification 2. Principles of the VET study programme development based on credit points |
| 3. Compile samples of a Memorandum of Understanding (MoU), Learning Agreement and Personal Transcripts as part of applying ECVET | 1. Identify potential participants for credit mobility 2. Prepare the necessary documents for signing of Memorandum of Understanding and Learning Agreement 3. Prepare a draft Memorandum of Understanding, Learning agreement and personal transcript | 1. Requirements for parties signing Memorandum of understanding and Learning Agreement 2. Structure and content of Memorandum of Understanding and Learning Agreement 3. Procedure for drafting and agreeing on Memorandum of Understanding and Learning Agreement |



Course Content

LO 1. Analyze the applicability of ECVET within own National vocational education and training system

| Topics | Content | Suggested Activities | No. Hrs |
|---|---|----------------------|---------|
| 1. Principles and directions for the use of ECVET in the international practice of VET | <ul style="list-style-type: none"> • Vocational education and training in Europe: structure, subjects, consumers, basic documents. • Conceptual device of ECVET. • Principles and purpose of ECVET. | Lecture | 2 |
| | | Workshop | 2 |
| 2. Regulatory framework for the development of a VET educational program in an ECVET context | <ul style="list-style-type: none"> • What is the European credit system for vocational education and training (ECVET)? • Legal grounds for applying ECVET | Lecture | 2 |
| | | Workshop | 2 |
| 3. Documents and standards that are necessary for developing a VET Curriculum in an ECVET context | <ul style="list-style-type: none"> • Procedures for developing VET study programme in ECVET context (ECVET User's Guides etc.) • Discuss how the ECVET application in National VET will be met and the way it will function | Lecture | 2 |
| | | Workshop | 2 |

Suggested Topics for Self-Study:

- Analysis of European ECVET documents (ECVET User's Guides, etc.) and identification of possibilities for applying the credit system in the national system of vocational education and training (20 hrs).

Evidence of Self-Study:

- Presentation of ECVET applicability by groups of learners and free discussions on credit mobility and ECVET issues



LO 2. Carry out RUECVET functional analysis of a qualification according to national occupational and educational standards

| Topics | Content | Suggested Activities | No. Hrs |
|---|---|----------------------|---------|
| 1. Data required for functional analysis of qualifications in conjunction with employers | <ul style="list-style-type: none"> Preparation of a questionnaire for employers. Ways for employers to determine the learning outcomes they require | Lecture | 2 |
| | | Workshop | 2 |
| 2. Adapting the content of qualifications in accordance with the national qualifications system | <ul style="list-style-type: none"> Identification of key objectives, functional areas, work functions and related labour actions associated with the selected qualifications. Determination of the functional analysis model for the selected qualification. Conduct various stages of functional analysis | Lecture | 2 |
| | | Seminar | 2 |
| 3. Functional map for the selected qualification | <ul style="list-style-type: none"> Structure of the functional map for the selected qualification Integration of labour actions into relevant work functions The ratio of labour actions with learning outcomes | Workshop | 2 |

Suggested Topics for Self-Study:

- Occupational and educational standards for the selected qualification (24 hrs).

Evidence of Self-Study:

- An Employer Questionnaire for the selected qualification.
- A functional map of the selected qualification



LO 3. Use learning outcomes appropriately in an ECVET context

| Topics | Content | Suggested Activities | No. Hrs |
|--|---|----------------------|---------|
| 1. Building learning outcomes based on the conducted functional analysis | <ul style="list-style-type: none"> • Benefits of learning outcomes for different stakeholders (learner, teacher/instructor, assessor etc.) • A set of learning outcomes for forming the selected qualification • Labour actions, skills and knowledge based on the concept of learning outcomes for the selected qualification | Lecture | 2 |
| | | Workshop | 2 |
| 2. Formation of the content of learning outcomes using Bloom's taxonomy | <ul style="list-style-type: none"> • Classification of evaluation criteria in three levels (Knowledge and Understanding; Analysis and Application; Synthesis and Evaluation) • Defining assessment criteria for the selected qualification. • Methods for assessing learning outcomes for a selected qualification. | Lecture | 2 |
| | | Seminar | 2 |
| 3. Development of a unit of learning outcomes in ECVET context | <ul style="list-style-type: none"> • The concept of "unit of learning outcomes" for mobility purposes • Contents of the unit of learning outcomes for the selected qualification • Development process for units of learning outcomes of the selected qualification. | Workshop | 2 |

Suggested Topics for Self-Study:

- Searching for design technologies of learning outcomes (20 hrs).
- Bloom's taxonomy as one of the most important theoretical influences on thinking about learning outcomes (28 hrs).

Evidence of Self-Study:

- A unit of learning outcomes of the selected qualification.



LO 4. Facilitate students and teachers access to credit mobility in VET

| Topics | Content | Suggested Activities | No. Hrs |
|---|--|----------------------|---------|
| 1. Allocation of credits by structural elements of the program in order to organize student mobility | <ul style="list-style-type: none"> Determining the appropriate weight of blocks of learning outcomes in an educational program for mobility. Allocation of credits by units of learning outcomes. | Lecture | 2 |
| | | Workshop | 2 |
| 2. ECVET mobility mechanisms in VET for selected qualification | <ul style="list-style-type: none"> Required documents for mobility in vocational education according to the selected qualification. Profile of the educational program of VET in the mobility context. | Lecture | 2 |
| | | Seminar | 2 |
| 3. Memorandum of Understanding (MoU), the Learning Agreement and the Personal Transcript according of the ECVET methodology | <ul style="list-style-type: none"> Identification of potential participants for mobility Documents required for signing the Memorandum of Understanding, the Learning Agreement Preparing a sample Memorandum of Understanding, Learning Agreement. | Workshop | 2 |

Suggested Topics for Self-Study:

- Design the project for converting the selected vocational education and training programme (20 hrs).
- Distribution of credit points for units of learning outcomes (20 hrs).

Evidence of Self-Study:

- Profile of the selected qualification with ECVET points allocation.
- Memorandum of Understanding with the selected partners.



Delivery

This course will be delivered through face-to-face lectures, seminars, workshops and self-study. Students will acquire knowledge and skills so as to be able to develop courses, Curricula and VET study programmes during workshops, with the consequent experience putting the acquired knowledge and skills into practice by working with real students.

| Category | No. Hrs | Suggested Activities |
|------------------------|---------|--|
| Contact Hours | 40 | 16 hours for classroom contact hours (face-to-face lectures) + 24 hrs for seminars and workshops |
| Total Assessment Hours | 8 | Defense of the final presentation relating to the workplace of a learner |
| Self-Study Hours | 132 | Reading, searching data, converting courses and Curricula using ECVET principles |

Guidance for Assessment

Final attestation is carried out in the form of a presentation of the final work. The final work of the learner must be relevant and correspondent to the content of the CPD course.

The final work should demonstrate the achievements of the learning outcomes of the CPD course and show that the learners have built new professional competencies. The final work of the learner should demonstrate the relevant material to be implemented in practice.

Assessment Criteria

To achieve each learning outcome (LO) the learner must satisfy the following assessment criteria where the following abbreviations are used:

K&U - Knowledge and Understanding
A&A - Analysis and Application
S&E - Synthesis and Evaluation



Assessment of LO1

LO 1 - Analyze the applicability of ECVET within own National vocational education and training system

| Labour Action | Assessment Criteria | K&U | A&A | S&E |
|---|--|-----|-----|-----|
| 1. Determine the main tendencies of VET development in EU and the way this can be integrated in the national vocational education and training system | 1. Explain the meaning of ECVET and its used and application | x | | |
| | 2. Explain ECVET terms, definitions, principles, and technical specifications | x | | |
| | 3. Identify possibilities for the implementation of ECVET in the National vocational education and training | | x | |
| 2. Identify documents and standards that are necessary for developing a VET Curriculum in an ECVET context | 1. Explain ECVET value | | x | |
| | 2. Analyze the main European legal documents in the sphere of vocational education and training to be able to follow when working on a qualification | x | | |
| | 3. Explain relation between educational and occupational standards in an ECVET context | | x | |
| 3. Explain the applicability of ECVET to a selected qualification | 1. Identify the tools and methods to disseminate the experience of designing VET study programmes in accordance with ECVET | | x | |
| | 2. Determine ways to interact with the industry and other interested parties | | x | |
| | 3. Prepare a presentation showing the application of ECVET y by different groups of learners | | | x |



Assessment of LO2

LO 2 - Carry out RUECVET functional analysis of a qualification according to national occupational and educational standards

| Labour Action | Assessment Criteria | K&U | A&A | S&E |
|--|---|-----|-----|-----|
| 1. Organise meetings with key stakeholders from the industry that relate to selected qualification | 1. Determine key stakeholders from the industry that relate to selected qualification | x | | |
| | 2. Demonstrate understanding of interaction ways of with key stakeholders | | x | |
| | 3. Develop Employer Questionnaire for the selected qualification | | | x |
| 2. Conduct a functional analysis of the selected qualification | 1. Analyze the selected qualification in terms of work functions | | x | |
| | 2. Select the required model of functional analysis to the selected qualification | | x | |
| | 3. Classify key purpose, functional areas and labour actions for the selected qualification | | | x |
| 3. Develop a functional map of the selected qualification | 1. Create structure of a functional map for the selected qualification | x | | |
| | 2. Combine work actions in correspondent work functions | | x | |
| | 3. Design a functional map for the selected qualification | | | x |



Assessment of L03

LO 3 - Use learning outcomes appropriately in an ECVET context

| Labour Action | Assessment Criteria | K&U | A&A | S&E |
|---|--|-----|-----|-----|
| 1. Define the learning outcomes for the selected qualification | 1. Compile a list of learning outcomes for the selected qualification | x | | |
| | 2. Identify the labor actions, skills and knowledge of each learning outcome | | x | |
| 2. Use Bloom's taxonomy to design the learning outcomes and assessment criteria of the units pertaining to chosen qualification | 1. Apply Bloom's taxonomy when designing the assessment criteria | x | | |
| | 2. Create criteria to assessment the learning outcomes of the units | | | x |
| | 3. Demonstrate understanding of differences between evaluation criteria levels | | x | |
| 3. Design a unit of learning outcomes within the ECVET context | 1. Combine learning outcomes into units | x | | |
| | 2. Indicate the goal of the unit of learning outcomes for the selected qualification | x | | |
| | 3. Develop a unit of learning outcomes for the selected qualification | | | x |



Assessment of LO4

LO 4 - Facilitate students and teachers' access to information about credit mobility in VET

| Labour Action | Assessment Criteria | K&U | A&A | S&E |
|--|--|-----|-----|-----|
| 1. Allocate credits in the selected qualification in accordance with State Educational Standards for VET | 1. Determine the weight of learning outcomes in credit points | | x | |
| | 2. Assess the "weight" of each unit of learning outcomes in the study programme | | | x |
| | 3. Design a profile of the selected VET study programme using ECVET principles and technical specifications | | | x |
| 2. Explain the ECVET tools for credit mobility in VET for the selected qualification | 1. Clarify the role, significance and the content of Memorandum of Understanding (MoU), Learning Agreement, and Personal Transcripts within an ECVET context | x | | |
| | 2. Identify prospective organizations to sign Memorandum of Understanding for the selected qualification | x | | |
| 3. Compile samples of a Memorandum of Understanding (MoU), Learning Agreement and Personal Transcripts as part of applying ECVET | 3. Compile a list of necessary documents for concluding the Memorandum of Understanding for the selected qualification | | x | |
| | 4. Draw up a draft Memorandum of Understanding for the selected qualification | | | x |

Assessment of the final work

| Assessment Criteria | K&U | A&A | S&E |
|---|-----|-----|-----|
| The content of the final work corresponds to the legal and regulatory framework for vocational education and training | x | | |
| The final work can be disseminated further | | | x |
| The final work is logical, clear, and visual | | x | |



References and Indicative Reading

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- <https://минобрнауки.рф/>
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