



## **STAFF MOBILITY PROGRAM**

**“Training on the design of qualifications and  
recognition of competences using the learning  
outcomes approach”**

**Barcelona 27-30 of June 2016**

## **ACTIVITY REPORT**



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## 1. OBJECTIVES OF THE MOBILITY ACTIVITY

The general objective of this mobility activity of the staff involved in the project in the different partner organizations is to support and complement the development of the activities foreseen in Working Package 4 of the project “Elaboration of a common map of qualifications”.

The specific objectives of the learning activity are:

- To improve the knowledge of the project staff about design of qualifications and recognition of competences based on EU standards and approaches.
- To facilitate project staff a better understanding about the different national VET systems of the partner’s countries.

## 2. RECEIVING ORGANIZATION

The partner that has organized and hosted this mobility activity is the **Catalonia Occupation Service - SOC**.

The venue has been the central offices of SOC located in c/ Llull, 297 – 307 Barcelona.

### 3. PARTICIPANTS

NAME	SENDING ORGANIZATIONS	E-MAIL CONTACT
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## 4. WORK PROGRAM

### STAFF MOBILITY

BARCELONA (28<sup>th</sup> - 30<sup>th</sup> June 2016)

### WORK PROGRAM

#### Monday, 27<sup>th</sup> June:

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**15:00-17:30h:** Preparatory meeting between organizers of the mobility activity (SOC) Project manager (FETICO) and leader of the WP4 (NOWA) to coordinate programmed activities.

#### Tuesday, 28<sup>th</sup> June:

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**9:00-11:00h:** **State of the art.** VET System in the participating countries: Austria, Portugal and Spain

**11:00-11:30:** Coffee break

**11:30-13:30:** **Design of qualifications using learning outcomes based approach: knowledge, skills and competences: ANQEP**

**13:30-15:00h:** Lunch

**15:00-17:30h:** **Exchange of methodologies for the design qualifications and recognition of competences in the participating countries: Spain, Portugal and Austria**

**Wednesday, 29<sup>th</sup> June:**

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- |                     |  |
|---------------------|--|
| <b>9:00-11:00h:</b> | <b>Professional qualifications existing in each country in the field of Commerce and which of these qualifications include competences on e-commerce</b> |
| <b>11:00-11:30:</b> | Coffee break   |
| <b>11:30-13:30:</b> | <b>Instruments to ensure transparency and recognition of qualifications: ECVET and EQAVET</b>  |
| <b>13:30-15:00:</b> | Lunch  |
| <b>15:00-17:30:</b> | <b>Working on a common methodology in the design of professional qualifications and recognition of competences.</b>                                      |

**Thursday, 30<sup>th</sup> June:**

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- |                     |   |
|---------------------|---|
| <b>9:00-11:00h</b>  | <b>Proposals for the definition of new learning outcomes related to e-commerce</b>  |
| <b>11:00-11:30h</b> | Coffee break  |
| <b>11:30-13:30</b>  | <b>How to incorporate new learning outcomes in existing professional qualifications of National Qualifications Frameworks</b> |
| <b>14:00-15:30</b>  | Lunch   |

End of working days

## 5. TRAINING OUTCOMES

At the end of the mobility activity as a result of the learning process, the participants have achieved the following training outcomes on the topics covered by the Working Package 4 of the project, “Elaboration of a common map of qualifications”:

✓ **State of the art about VET Systems in the participating countries: Austria, Portugal and Spain**

With the objective to get a better understanding about national qualifications frameworks in VET they were presented the vocational education and training systems in each partner country and the correspondence between these national frameworks NQFs and the European qualifications framework EQF.

The participants:

- Learned about the different national systems.
- Compared systems and identified the main similarities and differences between them.

✓ **Design of qualifications using a learning outcomes based approach**

With the objective that participants are able to identify the stages to follow and aspects to consider in the design of qualifications based on learning outcomes approach, experts of ANQEP (National Agency for Qualification and Vocational Education and Training) presented methodological guidelines to design qualifications using this approach (learning outcomes based).

First, the reasons to use this approach were discussed.

One of the main reasons for using learning outcomes in the design of qualifications is the effort to adapt the VET national systems to the requirements of European standards, as European Qualifications Framework (EQF) or the European Credit System for VET (ECVET). These instruments use learning outcomes as a key concept to reach the objective of ‘transparency, comparability, transferability and recognition of competences and/or qualifications between different countries and at different levels’.

So that the European instruments that encourage transparency and recognition of qualifications require the use of learning outcomes to define qualifications.

Another reason for using learning outcomes in curricula is the expectation that this will strengthen the link between VET and the labour market and the strategic objective of making lifelong learning and mobility a reality.

Learning outcomes are defined as ‘statements of what a learner knows, understands and is able to do on completion of a learning process. The learning outcomes are broken down into knowledge, skills and competences (attitudes).

The process of designing new qualifications based on learning outcomes includes competence standards, training standards and defining qualification levels in accordance with the NQF and EQF.

The experts of ANQEP presented the stages in the designing of new qualifications.



### Phases in the design of the competence standards:

The competence standard is the “set of competences required to achieve a qualification”.

- 1<sup>st</sup> Phase- Define the unit of competences.
- 2<sup>nd</sup> Phase- Describe the actions
- 3<sup>rd</sup> Phase- Describe knowledge, skills and competences (attitudes)
- 4<sup>th</sup> Phase- Describe performance criteria
- 5<sup>th</sup> Phase- Identify external resources
- 6<sup>th</sup> Phase- Describe context conditions
- 7<sup>th</sup> Phase- Identify products/outputs
- 8<sup>th</sup> Phase- Revise the actions and performance criteria
- 9<sup>th</sup> Phase- Assign a NQF level to the UC
- 10<sup>th</sup> Phase- Confirm the title of the UC
- 11<sup>th</sup> Phase- Allocate ECVET points



### **Phases in the design of the training standards:**

- 1<sup>st</sup> Phase- Define the title of the learning modules
- 2<sup>nd</sup> Phase- Formulate the learning objectives
- 3<sup>rd</sup> Phase- Identify the contents
- 4<sup>th</sup> Phase - Determine the workload
- 5<sup>th</sup> Phase - Identify the resources
- 6<sup>th</sup> Phase - Define the evaluation criteria
- 7<sup>th</sup> Phase - Identify products/outputs
- 8<sup>th</sup> Phase - Confirm the title of the UFCD

The participants:

- Understand the reasons and potential benefits to use a learning based approach in the designing of professional qualifications.
- Can describe a conceptual framework regarding the topic defining learning outcomes, competences, occupational standard, unit of competence, training standard.
- Know the structure and main elements to design a qualification.
- Identify the phases to follow in the design of qualifications.

### **✓ Exchange of methodologies for the design of qualifications and recognition of competences in the participating countries: Spain, Portugal and Austria**

With the objective to share knowledge about the methodologies implemented in the different partner's countries to design professional qualifications and for the recognition and accreditation of competences, the partnership elaborated a framework for WP4 defining guidelines and tools to exchange information about the different methodologies prior to the mobility activity.

During the mobility activity in Barcelona, each country presented its methodologies. Nowa as leader of WP4, "Elaboration of a common map of qualifications", elaborated a comparative presentation based on the national compilations sent by partners, with focus on similarities and differences among the national methodologies implemented in the partner countries.

The participants:

Exchanged experiences and knowledge about qualifications and worked to identify common points in the methodologies presented.

✓ **Professional qualifications existing in each country in the field of Commerce**

In this part of the mobility, the partners exchanged information about the qualifications currently approved in the commerce sector in each partner country and which of these qualifications include competences on e-commerce.

✓ **Instruments to ensure transparency and recognition of qualifications: ECVET and EQAVET**

As introduction of the topic a Nowa made a general presentation of these European instruments designed to make VET systems more transparent, promote mobility of workers and provide citizens with the opportunity to validate their competences.

The main objective of this part of the program has been to know how the approaches and principles of these instruments apply in the design of qualifications based on learning outcomes.

**The European Credit System for Vocational Education and Training (ECVET)** is a technical and methodological framework for the transfer and recognition of individuals' learning outcomes with the aim to achieve a qualification.

One of the conditions for ECVET implementation is the description of qualifications in terms of units of learning outcomes with associated credit points.

**The European Quality Assurance in Vocational Education and Training (EQAVET)** introduces procedures and guidelines for improving and maintaining quality within each qualification system, and thus ensures transparency and trust among European countries.

The European standards – EQF, ECVET and EQAVET adopt the concept of learning outcomes, considering that this represents “what a learner knows, understands and is able to do on completion of a learning process” (cf. Recommendation of the European Parliament and of the Council of 23 April 2008, concerning the establishment of the European Qualifications Framework for lifelong learning). From this perspective, the establishment of the National Qualification System must also be based on the adoption of the domains knowledge, skills and competences (attitudes) for the description of learning outcomes.

After the general presentation of these instruments, participants explained how ECVET and EQAVET are being implemented in each partner country: Spain, Portugal and Austria we can conclude that the implementation of these

instruments is in process in the partners' national systems with different stages of progress:

- In Spain, the VET System is coherent with the ECVET philosophy. It is based on modular learning programmes, expressed in learning outcomes and includes a system to assess and accredit the competences acquired through work experience and non-formal learning.

It is essential to have the framework ready before making any decision on ECVET. The entities in charge of VET from Educational and Labour sectors are dealing with ECVET developments.

- In Portugal, the VET System is in a process of transition. In 2007, the National Catalogue of Qualifications (CNQ) was created and is in force since October 1<sup>st</sup> 2010. This Catalogue was created on base of what is expected to achieve at the end of the learning processes, however, the qualifications will not gain the readability they need to have.

Following the Recommendation of the European Parliament and the Council on the Establishment of the EQF (April 23<sup>rd</sup> 2008) that sets out that the Member States shall use "(...) *an approach based on learning outcomes to define and describe qualifications and to promote the validation of informal and non-formal learning*", 2015 Portugal began the construction of a new curricula based on this new methodology that enables new qualifications to be designed and the existing ones to be revised based on this learning outcomes approach.

This process represents a turning point in the design of qualifications, by establishing a new paradigm, giving less importance to length, contents and teaching methods of training programmes (inputs) and highlighting learning outcomes.

In this process of reviewing of its VET System, they are also working on the credit system since the allocation of ECVET points to the unit of competences is the last stage in the development of the competence standard.

- In Austria, the National Qualification System has been referenced to the EQF and it has been formally adopted in 2016. A formal basis that defines the procedure of including qualifications into the NQF is currently under development. Most formal qualifications (except HE degrees) can also be obtained through validation. A national validation strategy is being developed and it is expected to become operational in 2016. A national working group on ECVET was founded in 2014. A community of practice exists through the team of experts, which provides advice and training to people involved in preparing curricula and training plans for VET and for institutions/companies.

We can conclude: Portugal and Spain have very similar National Qualification Systems due to both of them are referenced to the EQF and developed using the learning outcomes based approach. Austria has its National Qualification System in development.

The participants:

Have learned about the objectives and challenges in the implementation of European standards, EQF, ECVET, EQAVET, in the national systems.

✓ **Working on a common methodology in the design of professional qualifications and recognition of competences.**

With the objective to progress on the upcoming project activities and after revising the state of the art about development of professional qualifications and the implementation of European Standards in the national systems, in this part of the meeting a debate about aspects to consider for proposing a common methodology to develop new learning outcomes related to e-commerce has been opened.

The main aspect of discussion was to decide if it is more appropriate to develop a new qualification on e-commerce or to develop learning outcomes in e-commerce to incorporate them in the existing qualifications.

Participants worked in groups about these aspects and the results of the groups' deliberations were put in common:

Participants agreed:

- To develop learning outcomes and use them in the most convenient way for each partner country to create a new qualification or to incorporate the new LOCs in existing qualifications of the commerce sector.
- Try to use a methodology the most similar, common or at least comparable among countries.
- To ensure the compatibility of the proposed methodology with those used in the design of qualifications in the partners countries.
- To use a methodology referred to EQF, ECVET. This will ease to incorporate the results in the existing national frameworks and assure the mutual recognition of qualifications in all implementing countries.
- To follow the "Methodological Guidebook" proposed by ANQEP as experts in designing qualifications based on learning outcomes.

✓ **Proposals for the definition of new learning outcomes related to e-commerce**

Taking into account (1) the existing qualifications on commerce sector and which of these incorporate competences on e-commerce and (2) the results of the research carried out in the project about skills needs regarding e-commerce and what of these skills are not covered by national VET Systems, during the last day of the mobility participants worked on the proposals for the definition of new learning outcomes that cover these needs previously detected.

Participants agreed:

- To elaborate the needed learning outcomes regarding e-commerce that will be described in terms of knowledge, skills and competences.
- To take as a reference the “unit of competences” and to develop competence and training standards.
- To take into account the functional areas of the commerce sector and the interests of the different partners to develop new learning outcomes in these areas. Until July 15<sup>th</sup> 2016, partners must send their suggestions about these functional areas. With this information the decision regarding areas we will focus on to develop new learning outcomes, the number of learning outcomes and the distribution of them among partners will be made.

✓ **How to incorporate new learning outcomes in existing professional qualifications of National Qualification Frameworks**

During the mobility, it the procedures and requirements to update qualifications in each partner country were put in common. Objective to do these steps is to ensure the sustainability of the results through the incorporation of the new learning outcomes defined into the National Systems of Qualifications.

In Spain the process to include a new qualification in the National Catalogue or update an existing qualification involves a pre-approval process of external contrast made by experts to analyse to what extent these proposed qualifications meet the needs of the productive sectors.

In the phase of external contrast institutions and organizations, both public and private with relevant professional experience in the sector of activity, can make contributions that later will be evaluated and considered for defining, creating and updating the National Catalogue of Professional Qualifications and the corresponding Modular Catalogue of Vocational Education and Training. Sometimes the proposal to incorporate a new qualification comes from the regional governments because of specific needs of the labour market in these territories.







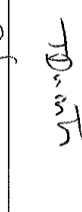
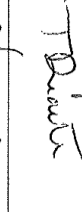
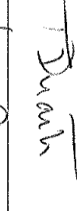
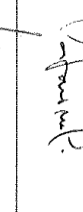
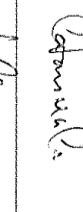
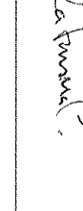


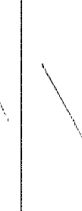


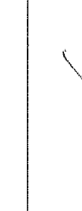
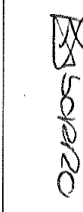
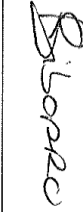
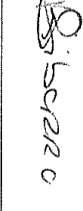
In this sense, a possible way to propose the inclusion of the new learning outcomes defined in the ALL-ECOM project in the National Catalogue of Professional Qualifications can be made through the Catalonia Occupation Service-SOC, partner in the project.

In Portugal, the inclusion of a new qualification in the National Catalogue or updating of existing qualifications can be proposed by whatever institution with interest and relevance in the sector. Due to this, the inclusion of the new learning outcomes developed in the National Catalogue of Professional Qualifications can be proposed by any of the project partners because all are institutions with representativity in the commerce sector.

In Austria, the formal basis for the NQF is currently under development, which will define the procedure of including qualifications into the NQF.

During the mobility activity in Barcelona it was also decided that the leadership of Working Package 4, “Elaboration of a common map of qualifications”, will be shared between NOWA and ANQEP due to the extensive experience and expertise of the Portuguese Agency for Qualification and Vocational Education and Training in designing qualifications based on learning outcomes.

## 6. ATTENDANCE LIST

	NAME	ORGANIZATION	Signature 28th June 2016	Signature 29th June 2016	Signature 30th June 2016
1	Emilia Martin Sanchez	FETICO			
3	Ramon Taya Muiers	IBECAN			
4	Teresa Duart	ANQEB			
5	Esther Bando	ANGEP			
6	Sandra Heilinger <sup>21.6</sup> *	GPA - dip			
7	VERENA NUSSBAUM <sup>23.6</sup> *	GPA - dip			
8	Rita Silbano	CCP			

**ALL-ECOM Project**  
Sector Skills Alliances to set European Standards for qualifications and skills in the e-commerce sector  
554486-EPP-1-2014-1-ES-EPPK2-SSA

STAFF MOBILITY  
Barcelona 27-30 June, 2016

ALL-ECOM



Erasmus+



# ALL-ECOM Project

Sector Skills Alliances to set European Standards for qualifications and skills in the e-commerce sector  
554486-EPP-1-2014-1-ES-EPPK2-SSA

























\* 27.6.2016  
Eichberger Adelheid  
Jausch Eva  
Schneeweiter-Kolvenich Isabella  
Nina Toucher  
Sandra Felding  
Verena Nussbaum, GPA-dfp  
STARTMOBILITY

ALL-ECOM



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Barcelona 27-30 June, 2016

	NAME	ORGANIZATION	Signature 28th June 2016	Signature 29th June 2016	Signature 30th June 2016
9	Ana Camo	CCF			
10	Silke Leh	CECOA			
11	Bistina Dittas	CECOA			
12	Eichberger Adelheid	NOVA			
13	Jausch Eva	NOVA			
14	Schneeweiter-Kolvenich Isabella	WVO			
15	Nina Toucher	CCO			
16	Gemma Aguirre	SOC			
17					
18					



## 7. PICTURES





## EVALUATION OF THE ACTIVITY

**LEARNING MOBILITY PROGRAM**  
**“TRAINING ON THE DESIGN OF QUALIFICATIONS AND RECOGNITION OF COMPETENCES**  
**USING THE LEARNING OUTCOMES APPROACH”**

**EVALUATION OF THE ACTIVITY**

This report shows the results of the evaluation questionnaire filled for the participants at the end of the learning mobility program that have taken place in Barcelona on 27-30 of June, 2016.

The aim of this evaluation is to know the opinions and impressions of the participants in the program in order to have a continuous feedback to improve project implementation and results of working package 4 “Elaboration of a common map of qualifications”.

Furthermore, thanks to the information provided for the participants we are able to identify the strengths and weakness of the mobility activity organised that will be very useful to improve next mobility activities that will be organized in the framework of the project.

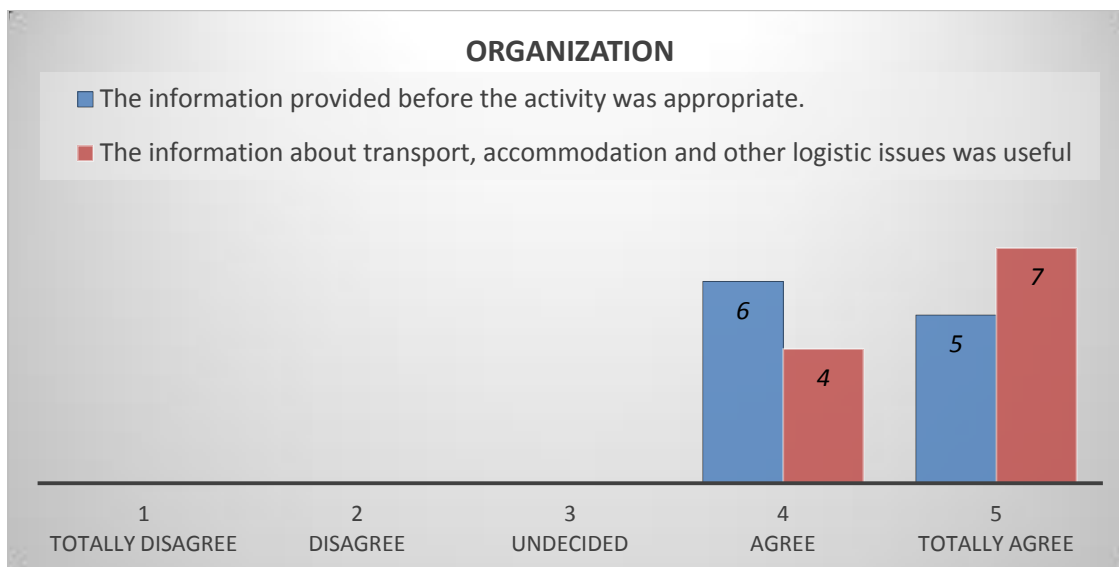
The results are presented following the different sections of the questionnaire:

- ✓ Section 1 - The organization
- ✓ Section 2 - The learning activity
- ✓ Section 3 - Work environment
- ✓ Section 4 - Follow-up

**The organization of the activity**

Regarding the information provided by the coordinator before the activity all participants agree or totally agree that this information was appropriate.

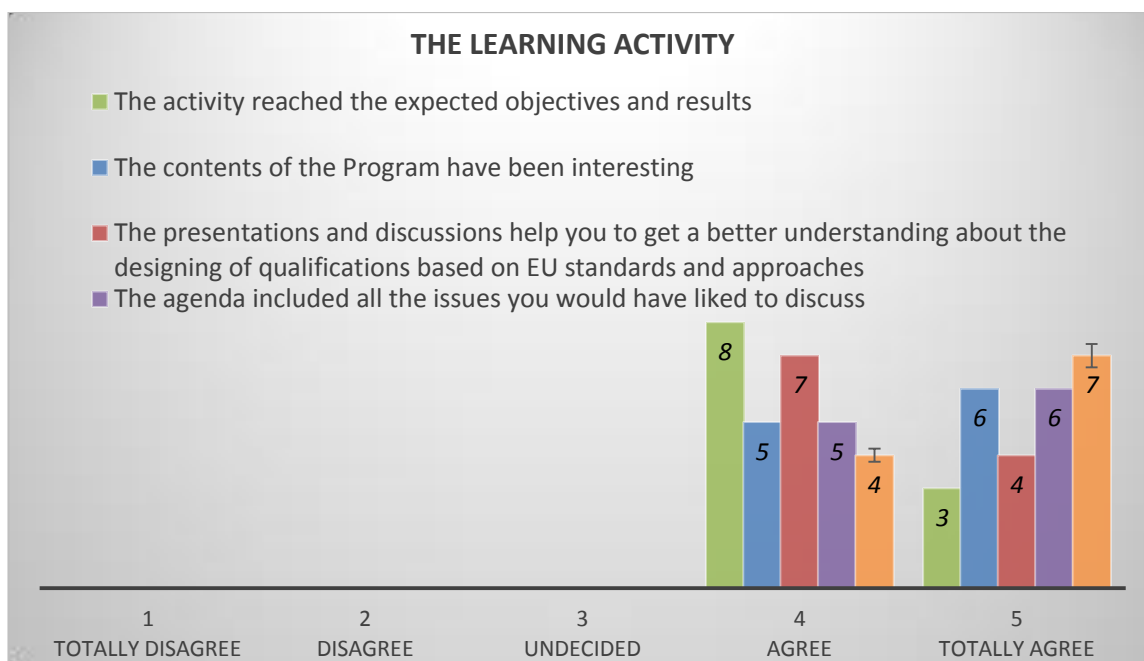
About the logistic issues 64% of the participants consider the information provided was very helpful.



### The learning activity

In relation to the evaluation of the learning activity the majority of partners (73%) consider the program reached the expected objectives and results and the quality of the activity has met their own expectations.

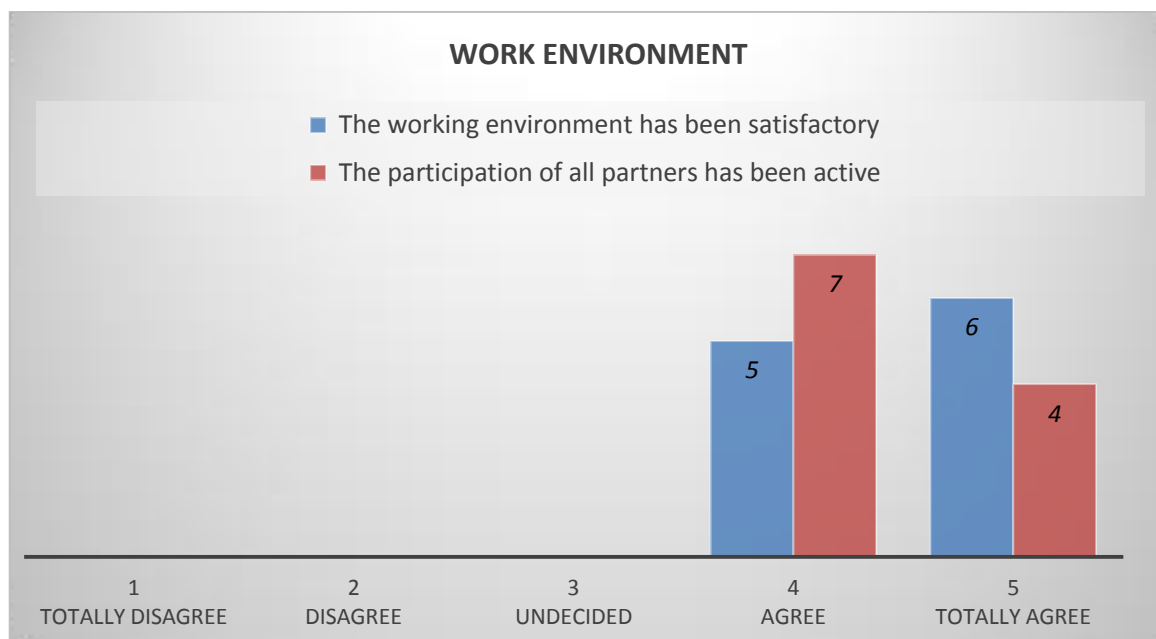
- ✓ The contents of the program are considered interesting.
- ✓ The presentations and discussions have helped to improve the understanding about design of qualifications based on EU standards.





## The work environment

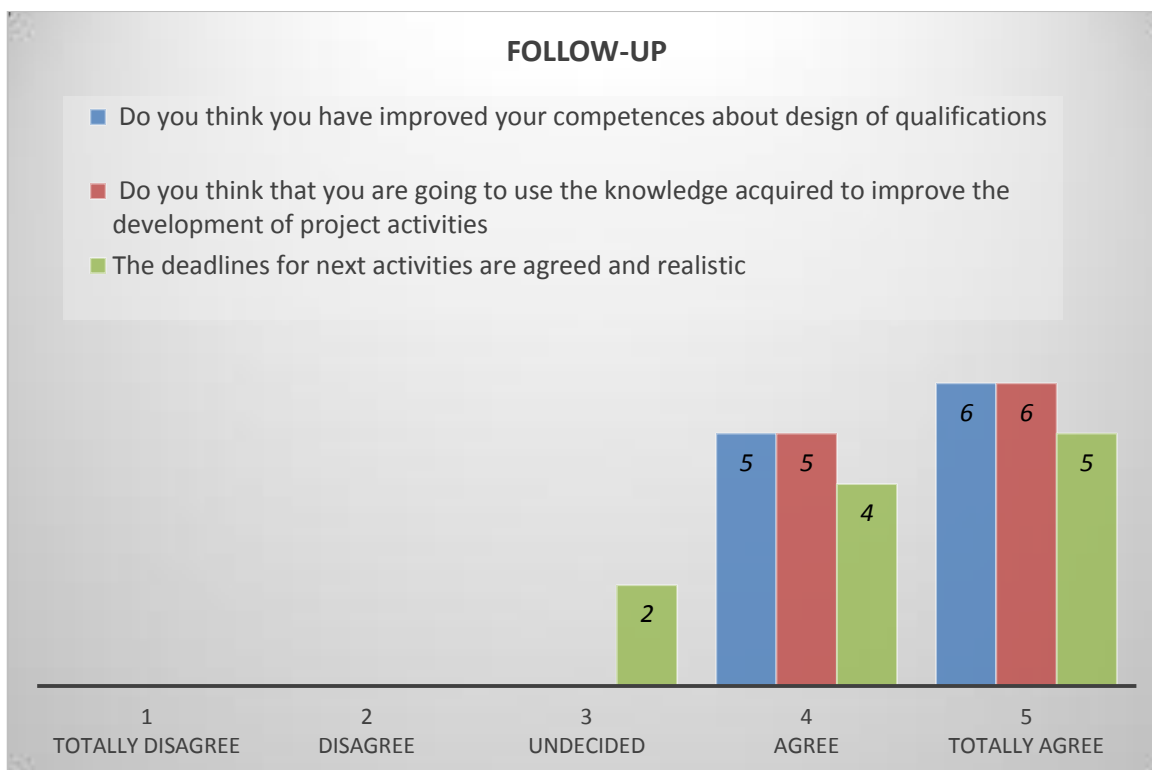
About the working environment, this aspect has been considered satisfactory for all the participants that also assess positively the active participation of the partners in the program sessions.



## Follow-up of the results

Regarding the results of the mobility program:

- ✓ All the participants think they have improved their competences about design of qualifications thanks to the participation in the program.
- ✓ The 100% of participants consider they are going to use the knowledge acquire to improve project implementation.
- ✓ A 69% of participants in the mobility think the deadlines of next project activities are clear and realistic.



### STRONG POINTS OF THE ACTIVITY

The participants in the mobility program underlining the following strong point of this learning activity:

- The knowledge acquired about design of qualifications based on European standards.
- The agreements reached about a common model to design qualifications in e-commerce.
- The high participation of all partners involved in the project.
- The possibility to share knowledge about qualification systems and design of qualifications in all the countries.
- The work environment between the partners.
- The understanding about the goals of the next project activity.
- The personal contact with all the participants.
- The knowledge acquired about the state of the art of qualifications in the trade sector in each of the partner country.
- The definition of common points and the best strategy to follow in the All-Ecom project.
- The better understanding of the work done in each country related with design of qualifications and the increase of knowledge about learning outcomes.
- The excellent organization from SOC.

- The cooperation among partners.
- The willing of all participants to achieve the project foreseen results.
- Good working atmosphere although points of view have been different in some aspects.
- Methodology is transparent now and support by ANQEP is of additional value. NOWA

Among the strong points it is remarkable the opinion of participants about the organization of the event: good atmosphere and good cooperation among participants and about the learning outcomes: the knowledge acquired about design of qualifications based on EU standards.

### **WEAK POINTS OF THE ACTIVITY**

The participants in the mobility program underlining the following weak points of the activity:

- The low participation of some participants.
- Huge differences between countries related to methodology of qualification.
- Few presentations and discussions about ECVET.
- The lack of experts in some issues.
- Missing the view of some external experts, namely on areas where partners have clearly less knowledge such as ECVET and EQAVET

Among the weak points it is remarkable the opinion of some participants about the convenience to have had the input of external experts for some topics included in the work-program as ECVET, EQAVET.

### **OTHER SUGGESTIONS AND COMMENTS ABOUT THE MOBILITY ACTIVITY EXPRESSED BY PARTICIPANTS**

*... The starting point of national qualification systems of partner's countries is very different because of that to develop common results useful for all countries will be complex.*

*... I think the mobility activity was very useful, interesting and well organized. The subjects were balanced, the goals were globally reached, and the next paths are now more clarified.*

*... I think it would have been very helpful to have a script prior to meeting with what was intended in each country and what was intended to be discussed in order to make the session more efficient.*

*... Presentation/leading through the event by LP could have been clearer and better prepared.*



## CERTIFICATES OF ATTENDANCE

European standards for qualifications and skills in the  
e-commerce sector  
554486-EPP-1-2014-1-ES-EPPK2-SSA

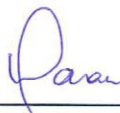
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Mina Jaucher

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Signed: \_\_\_\_\_



By Mercè Garau i Blanes

General Director of SOC as receiving organisation



Date: 08 JUL. 2016



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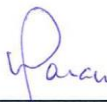
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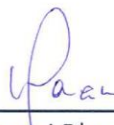
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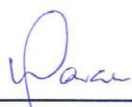
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