Validating Competences.
The ECVision Reference Table ECTS-ECVET

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The ECVision Reference Table ECTS-ECVET
A Model for Accreditation and Validation of Learning Outcomes in Education and Training of Supervision & Coaching in Europe

Rationale and Methodology

The ECVision project outcomes aim to address the need for a comprehensive description of concepts and competences for Supervision & Coaching in Europe, based on the European Qualification Framework.

In the first product, the ECVision Glossary, we have identified the terms characterising supervision and coaching in accordance with the literature available.

In the ECVision Competence Framework we proceeded from defining these key concepts into learning outcome-based descriptions. The aim is/ was to understand the learning steps a person must have mastered, in order to be considered a qualified supervisor/ coach.

The next step was using those two outcomes as a distinct support to any providers of Education and Training for Supervision & Coaching in Europe.

Training programs for Supervision & Coaching in Europe are provided by Universities (which refer to ECTS) as well as by private companies and job-oriented adult education centres (which until now have no consented validation instruments).

For introducing the ECVision competence framework as practicable validation instrument it took four steps:

1. First of all, we decided upon using the two European credit systems ECTS and ECVET for our task.

    "ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility.

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Credit (ECTS): Quantifying refers to Learning Activities, the volume of learning based on the workload students need in order to achieve the expected learning outcomes of a learning process at a specified level.

ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.

"Credit for learning outcomes" (credit) means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications

ECVET points mean a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification." (Be-TWIN: ECvet-ECTS: BUILDING BRIDGES AND OVERCOMING DIFFERENCES. A METHODOLOGICAL GUIDE PRODUCED IN THE FRAMEWORK OF THE BE-TWIN PROJECT, p. 18)

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2. Secondly, the VET curricula for supervision of the consortium members TOPS, Univ. of Gothenburg, Univ. of Zagreb and ASYS (Partner of VHS GmbH were described using the Competence Framework. Managing our inner Diversity was one of our core values in doing that. We not only accepted, but embraced the autonomy and specificity of each training provider involved. This meant respecting the different ways of using the Competence Framework and presenting it in our curricula.

3. Both the TOPS (see table 1) and ASYS (see table 2) curriculum were exemplarily referred to the Learning Units according to the Competence Framework, and to ECVET. A separate reference table (see table 3) between the two training programs gives a first impression of how Learning Units based upon the ECVision Competence Framework could be used for a Memorandum of Understanding between VET providers for Supervision & Coaching.

4. We referred the TOPS curriculum to that of University of Zagreb, which was already accredited in ECTS (see table 4). For doing so, we used the Be-TWIN-Matrix (Be-TWIN, p. 27) to provide valid correspondence between academic and private VET for supervision basing on the curricula of TOPS (ECVET) and University of Zagreb (ECTS).

"The methodology proposed by Be-TWIN strives to be instrumental for "a dialogue" between two important instruments in higher education (HE) and vocational education and training (VET) - the ECTS and ECVET credit systems. Both systems aim at facilitating accumulation and transfer of assessed learning outcomes and at enabling recognised mobility in Europe, as well as fostering lifelong learning and the transparency of European educational systems. In the context of Be-TWIN, learning outcomes shall operate as the primary information layer. … Be-TWIN sets out to go beyond mere vertical or horizontal mobility. It attempts to conceptualise training and learning as a lifelong continuum which offers individuals various points of entry and departure throughout their lives. In order to breathe life into the idea of a lifelong learning "rucksack", which equips learners to cross not only geographical borders but also sectoral barriers honouring achieved qualifications; Be-TWIN suggests a model which rests on transparency and readability of learning outcomes and learning activities." (Be-TWIN, p. 5)

The reference table between TOPS (ECVET) and University of Zagreb (ECTS).finally shows how learning outcomes of both credit systems are easily comparable by using the ECVision competence framework (see table 5).

In the long run the ECVision reference table will:

- Contribute profoundly to the implementation of the European approach to learning outcomes into the professional community of supervision and Coaching.
- Facilitate bilateral agreements on the program level, module level and course level of Training for Supervision and Coaching according to the National legal frameworks.
- Serve as an analytic tool for generic skills of Supervisors and Coaches

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Table 1

ECVET Learning Units TOPS:

Training Course "Coaching & Supervision"
TOPS München-Berlin e.V.

Unit of learning outcomes		Contracting	Diagnosis, process, communication, conflict	Clarification of function & role	Self-development/self-awareness	Organisation, Leadership, working environm.	Group- & Team-dynamics	Methods	Learning supervision	Educational supervision, Intervision	Theses	Total
LEARNING OUTCOMES	Professional Attitude	0,6		2,6	3,2			0,8	3,5	2,3	3,2	16
	Ethics				0,6	0,6			3,5	2,3	3,2	10
	Quality Development			0,6	0,6	0,6			3,5	2,3	3,2	11
	Perspective on Person, Work & Organisation	0,6		0,6	1,2	3,8			3,5	2,3	3,2	14
	Building a Professional Relationship	2,9	1,6	0,6	3,2		0,3	1,0	3,5	2,3	3,2	18
	Facilitating Outcomes	0,6	1,3	0,6		0,4	0,3		3,5	2,3	3,2	13
	Performing Advanced Communication		1,6		1,3		2,6		3,5	2,3	3,2	14
	Handling Diversity				1		0,6		3,5	2,3	3,2	10
	Mastering Settings, Techniques & Methods						0,6	2,6	3,5	2,3	3,2	13
		4,8	4,5	5,1	11,1	5,6	4,5	4,3	31,2	20,6	28,8	120

ECVision

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Lifelong Learning Programme

Table 2

ECVET Learning Units - ASYS (Association for Systemic Social Work, Counselling and Supervision)

Training Course "Systemic Supervision & Coaching (ÖVS)

Unit of learning outcomes		Professional Self Awareness	Mastering Organizational Issues	Intervening in social processes	Action guiding theory	Comprehension of role & function	Learning supervision	Educational supervision	Peergroup & Intervision	Thesis	Total
LEARNING OUTCOMES	Professional Attitude	3,8	1,3	1,4	2,6	1,0	1,6	2,2	1,9	4,9	21
	Ethics	0,9		0,6	0,6	0,6	1,0	0,6	0,6	2,8	8
	Quality Development	1,3		1,3		0,6	1,0	1,9	1,3	2,8	10
	Perspective on Person, Work & Organisation	1,3	3,2	1,3	0,6	0,6	1,0	1,0	1,3	4,2	15
	Building a Professional Relationship	3,8	2,6	1,9	2,1	0,6	1,0	1,6	1,0	2,8	18
	Facilitating Outcomes	1,3		0,6	0,6	0,6	1,0	0,6	1,0	2,8	8
	Performing Advanced Communication	3,2		2,6	2,2	0,6	1,9	0,6	1,0	3,9	15
	Handling Diversity	1,3	0,9	0,6		0,6	1,0	0,6	1,4	2,8	9
	Mastering Settings, Techniques & Methods		1,3	3,8		0,6	1,9	1,9	1,9	4,5	16
		17	9	14	9	6	11	11	11	32	120

Table 3

Reference Table ECVET

using the following training programs for Supervision & Coaching:
ASYS (Arbeitskreis für systemische Sozialarbeit, Beratung & Supervision)

Training Course "COACHING & SUPERVISION", TOPS München-Berlin e.V.

	LEARNING ACTIVITIES	TOPS München-Berlin e.V.	ASYS (Arbeitskreis für systemische Sozialarbeit, Beratung & Supervision)	Difference
LEARNING OUTCOMES	Professional Attitude	16	21	**4**
	Ethics	10	8	**2**
	Quality Development	11	10	**1**
	Perspective on Person, Work & Organisation	15	14	**1**
	Building a Professional Relationship	19	17	**2**
	Facilitating Outcomes	12	9	**3**
	Performing Advanced Communication	14	16	**2**
	Handling Diversity	11	9	**2**
	Mastering Settings, Techniques & Methods	12	16	**4**
	ECTS	**120**	**120**	

Table 4

ECTS Accreditation POSTGRADUATE SPECIALIST UNIVERSITY STUDY PROGRAM IN SUPERVISION IN PSYCHOSOCIAL WORK University of Zagreb													
LEARNING ACTIVITIES	Introduction to Individual and Group	Communication Processes in Supervision	Counselling Skills	Elective courses (3 courses)	Supervision of Direct Psychosocial Work	Evaluation Research in Psychosocial Work	Supervision Processes, methods and competencies	Leading Group Supervision	Meta-supervision	Team Supervision	Organisational Supervision and Org. Development	Thesis	**Total ECTS**
Professional Attitude	1	1	1	2	1	1	1	2	2	1	1	12	26
Ethics	0.5		0.5	1	1	1	1	1	1	0.5	0.5	2	10
Quality Development				1	0.5	2	1	1	1	0.5	0.5		7.5
Perspective on Person, Work & Organisation	1			2	0.5			2	2		1.5	2	11
Building a Professional Relationship	1		1		1			2	2				7
Facilitating Outcomes			1	2	1	1		2	2			2	11
Performing Advanced Communication	1	2	1	2	1		1	2	2	1		2	15
Handling Diversity	1	1	1	2	1		1	2	2	1	0.5		12.5
Mastering Settings, Techniques & Methods	1.5	1	1,5	3	1		2	4	4	1	1		20
Total ECTS	**7**	**5**	**7**	**15**	**8**	**5**	**7**	**18**	**18**	**5**	**5**	**20**	**120**

Table 5
Reference Table ECTS - ECVET
using the following training programs for Supervision & Coaching:
Postgraduate University Study Program in Supervision in Psychosocial Work, Univ. of Zagreb (ECTS)
Training Course "COACHING & SUPERVISION", TOPS München-Berlin e.V. (ECVET)

	LEARNING ACTIVITIES	Introduction to Individual and Group Supervision	Communication Processes in Supervision	Counselling Skills	Elective courses	Supervision of Direct Psychosocial Work	Evaluation Research in Psychosocial Work	Individual and Group Supervision Processes	Leading Group Supervision	Meta-supervision	Team Supervision	Organisational Supervision and Org. Development	Thesis	Total ECVET
LEARNING OUTCOMES	Professional Attitude	x	x	x	x	x	x	x	x	x	x	x	x	16
	Ethics						x		x	x			x	10
	Quality Development	x					x		x	x			x	11
	Perspective on Person, Work & Organisation			x		x	x		x	x	x	x	x	15
	Building a Professional Relationship	x	x	x	x	x	x	x	x	x	x	x	x	19
	Facilitating Outcomes			x	x	x	x	x	x	x	x	x	x	12
	Performing Advanced Communication		x	x	x	x		x	x	x	x	x	x	14
	Handling Diversity			x				x	x	x	x	x	x	11
	Mastering Settings, Techniques & Methods	x	x	x	x	x	x	x	x	x	x	x	x	12
	Total ECTS	**7**	**5**	**7**	**15**	**8**	**5**	**7**	**18**	**18**	**5**	**5**	**20**	**120**

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