



**ENTREPRENEURSHIP
AS SELF-EMPLOYMENT TOOL**
SKILLS AND QUALIFICATIONS WITHIN ECVET

**EAST description within the ECVET
system - Standards for continuous
entrepreneurial qualification**
SUMMARY

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1. What is ECVET and its role in obtaining Qualifications in Lifelong Learning

ECVET is a European instrument to support lifelong learning, the mobility of European learners and the flexibility of learning pathways to achieve qualifications. ECVET came into effect following its adoption by the European Parliament and by the Council (18 June 2009).

(Ref: European Commission Education and Culture (2011) The European Credit System for Vocational Education and Training ECVET: Get to know ECVET better Questions and Answers)

The purpose was ‘to create a European Credit System for Vocational Education and Training (“ECVET”) intended to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification.

(Ref: European Parliament and European Council (2009) On the establishment of a European Credit System for Vocational Education and Training (ECVET) Text with EEA relevance. Official Journal C 155, 08/07/2009 P. 0011–0018)

The ECVET objectives include:

- To support students and ultimately employee mobility for European citizens through recognition of units of learning outcomes across Europe.
- To encourage and facilitate lifelong learning through the flexibility of programs and pathways to achieve qualifications.

For VET providers:

- To define clear learning objectives.
- To support in designing training programs which are more relevant to industry.
- To provide individualized, tailored and flexible training programs.
- To communicate better about the training programs offered by the institution.
- To co-operate with other institutions both local and transnational.
- To better manage the mobility of the learners.

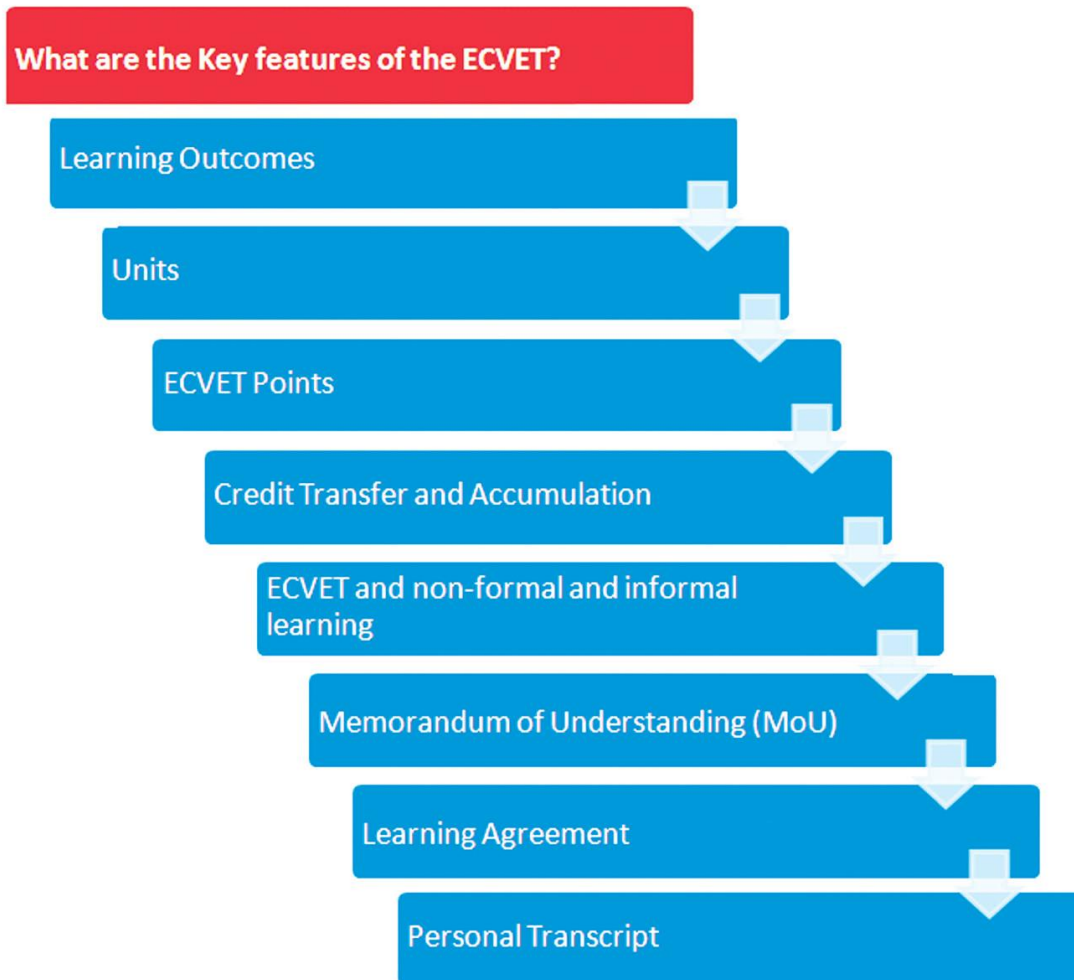
For Sectors and employers:

- To develop job profiles.

- To select training programs which answer the needs of the company or the sector.
- To understand better the qualifications acquired by prospective employees.
- To look at any skills gaps within the sector.

(Ref: European Commission 2011 ECVET guide, part ii)

2. Methodological framework of the description of a qualification with the ECVET system



(Ref: The European Credit System for Vocational Education and Training ECVET- Get to know ECVET better – Questions and Answers, Revised February 2011)

NOTE: The following definitions are the ones provided by the official files CEDEFOP: ECVET – Questions and Answers, Revised February 2011

Learning Outcomes (LO)

Learning Outcomes are statements of what a learner knows, understands, and is able to do on completion of a learning process defined in terms of knowledge, skills, and competences.

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Learning Outcomes can be used to establish descriptors of qualifications frameworks, define qualifications, design curricula, to guide assessment based on knowledge, skills, and competences, etc. For each level of the National Qualifications Framework (NQF) or the European Qualifications Framework (EQF), the learning outcomes are established in line with the respective level according to the level descriptors for each level within the EQF. A set of learning outcomes make up a study unit, and a collation of study units make a full qualification.

(Ref: The European Credit System for Vocational Education and Training ECVET- Get to know ECVET better – Questions and Answers, Revised February 2011)

Units

A Unit / Study Unit is a component of a qualification, consisting of a coherent set of knowledge, skills, and competence of the established learning outcomes that can be assessed, validated, and recognized. The assessment should verify and record that the learner has or has not achieved the learning outcomes expected. Once a Unit is assessed, proving that a learner has achieved the learning outcomes established for that Unit, the learner acquires credit for this achievement. The credit achieved for each Unit can then be transferred. Hence once a Unit is assessed, validated, given credit for and recognised, these contribute to the accumulation of credits and can form a full qualification.

(Ref: The European Credit System for Vocational Education and Training ECVET- Get to know ECVET better – Questions and Answers, Revised February 2011)

ECVET Points

ECVET points provide additional information about units and qualifications in a numerical form. The ECVET points are 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. The number of ECVET points allocated to a qualification, together with other specifications such as descriptions of study units in learning outcomes, and information about the level of qualifications, can indicate the scope of the qualification. From the total number of ECVET points allocated to a qualification, each Unit has a relative weight within that qualification. This is thus reflected in the number of ECVET points which are allocated to each unit in order to contribute towards achieving the qualification.

(Ref: The European Credit System for Vocational Education and Training ECVET- Get to know ECVET better – Questions and Answers, Revised February 2011)

Credit Transfer and Accumulation

Credit refers to the fact that a learner has achieved the expected learning outcomes, which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications. Credit is not to be confused with ECVET points. Credit does not exist on its own without someone having achieved it. In other words, while credit is related to a person and his/her personal achievement, ECVET points are linked to the qualification structure and description independent of whether someone has achieved the qualification or not. ECVET points provide information about the qualification and the units. In simpler terms, when a person proves to have achieved the set of learning outcomes expected for a particular study unit, the person would have gained the ECVET points allocated to that study unit, and hence would have obtained credits.

(Ref: The European Credit System for Vocational Education and Training ECVET- Get to know ECVET better – Questions and Answers, Revised February 2011)

Memorandum of Understanding (MoU)

Credit transfer is supported by mutual trust between the competent institutions involved. A MoU is an agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes the partnership's procedures for cooperation.

(Ref: The European Credit System for Vocational Education and Training ECVET- Get to know ECVET better – Questions and Answers, Revised February 2011)

Learning Agreement

A Learning Agreement is an individualised document which sets out the conditions for a specific mobility period. It specifies, for a particular learner, which learning outcomes and units should be achieved together with the associated ECVET points. The learning agreement also lays down that, if the learner achieves the expected learning outcomes and these are positively assessed by the “hosting” institution, the “home” institution will validate and recognise them as part of the requirements for a qualification.

(Ref: The European Credit System for Vocational Education and Training ECVET- Get to know ECVET better – Questions and Answers, Revised February 2011)

Personal Transcript

A Personal Transcript is a document that belongs to the learner. While the learning agreement describes what the learner is expected to achieve, the personal transcript documents what s/he has achieved. It is a record of learning achievements that contains information on learner's assessed learning outcomes, units, and ECVET points awarded.

(Ref: The European Credit System for Vocational Education and Training ECVET- Get to know ECVET better – Questions and Answers, Revised February 2011)

3. Methodology in steps for the description of the EAST qualification within the ECVET framework of learning outcomes

STEP 1

**Identify
Entrepreneurship
Competences**

The competences need to reflect business / market and industry needs. (When the related Occupational Standards are in place, the competences are ideally linked to the standards).

STEP 2

**Identify/propose
Level**

If no occupational standards are available, propose level within the NQF/ EQF framework (levels 1-8). (When occupational standards are available, refer to the NQF/EQF level established)

STEP 3

**Set Course
Objectives**

- Set entry level and requirements
- Set specific, measurable, achievable realistic and time bound objectives and consult key competences.

STEP 4

**Establish Learning
Outcomes**

Describe Learning Outcomes based on the knowledge, skills and competences approach (KSCs)

STEP 5

**Knowledge
Skills
Competences**

Write the learning outcomes in line with Level Descriptors of NQF/ EQF framework (levels 1-8)

STEP 6

**Set Learning Activities
Contact Hours**

- Establish total learning hours
- Establish number of credits

4. STEP 1 – Identify Entrepreneurship Competences & Establish a Professional Profile of the Entrepreneur

Entrepreneur's Professional Profile

An entrepreneur is an individual who has the ability to visualize an innovative idea and then communicate it successfully and bring it to action through a successful business operation.

An entrepreneur must be able to take risks and accept failure, be resilient and able to evolve and recover quickly, have a strong focus to its final goal, against immense competition and many challenges.

The entrepreneur must have the ability to early recognize new business opportunities and plan strategically for short and long term goals.

The entrepreneur must have the capacity to communicate with clarity their vision to potential business investors, customers and partners, and evolve it to an inspiring business idea which can successfully sell.

They must have the passion to succeed in a business operation using their own initiative, getting personally involved, and be personally accountable.

The successful entrepreneur should be the centre of their business, choosing the right team of co-workers which will strengthen their organisation, and will be managed with strong leadership in order to inspire synergy.

Finally, an entrepreneur must have the relevant knowledge and the basic skills of the business subject that has decided to explore, including knowledge of the specific market/industry, the competition, the relevant stakeholders and skills that will offer an advantage.

As it has also been indicated in EAST's IO1 and IO2 Reports, an Entrepreneur's profile is an umbrella of key entrepreneurial competences (EC), including both "hard" and "soft" skills [As it was indicated in EAST's IO2 Final Report (June 2020)]

Entrepreneur's Competences

Knowledge competences (“hard” skills):

- Business Management & Administration Skills
- Financial Capability (Accounting & Business Economics knowledge)
 - o Knowledge of the business topic you are working on & key skills associated with this subject

Personal Competences (“soft” skills)

- Creativity & Innovation
 - o Vision & ability to successfully communicate this to stakeholders
- Flexibility & Perseverance
 - o Taking initiative and getting involved
 - o Risk Management
- Decision making & Problem solving
 - o Self confidence
- Analysis and self-criticism capacity
- Organization
 - o Strategic planning ability
- Establishing goals and the desire to improve
- Communication & Collaboration skills
 - o Team spirit
- Decision making
- Leadership

5. STEP 2 – Identify / Propose level

Since no occupational standards are available for the entrepreneurial profile, the qualification level was proposed within the EQF (levels 1- 8). It was established that the NQFs of all 5 participating countries (Spain, Poland, Italy, Cyprus and Greece) are aligned with the European Qualification Framework, so in reality the same level will apply to the individual NQFs of the partner countries.

Since the EQF Levels up to Level 4 are related to School Education, the EAST Entrepreneurial Competence Qualification is linked to EQF Level 5.

EQF Level Descriptors

Level 5 (*) The learning outcomes relevant to Level 5 are	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	<input type="checkbox"/> Exercise management and supervision in contexts of work or study activities where there is unpredictable change, <input type="checkbox"/> Review & develop performance of self and others
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6. STEP 3 – Set Course Objectives

Target Group:

The main target group is unemployed people, women and men, at risk of social exclusion that are seeking for new opportunities in the changing labour market of the post-crisis era and want to start their own business. No age limit is applicable, ideally though, this international qualification targets people with some previous work experience.

Entry Requirements:

Unemployed (Jobseekers or inactive persons), over 20 years of age. Ideally up to the age of 50, with medium or long work experience and an interest in becoming self-employed. To have completed compulsory school education and have the equivalent Secondary School certification, Basic Technical or VET Certification or similar. To be able to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written format, in the mother tongue. To have the digital competence in order to use the necessary business IT procedures.

Course Objectives:

At the end of this course, the learners will have a good knowledge of what entrepreneurship stands for and what it involves. They will be able to set a clear mission on ethical business

values. They will have good knowledge of the legal requirements and the operational basis of a start-up. They will know how a business organisation is structured and will possess the skills to develop and run a new enterprise, develop organisational charts and issue duties and responsibilities, building a competent team and exercising effective leadership. The learners will learn methods for turning a new idea into a business opportunity, carrying out market research and analysis, different selling policies and marketing strategies. They will be able to develop a business plan with short and long term goals, identify and manage risk. The learners will also be able to use funding opportunities, calculate costs and define prices, as well as develop and use budgets and financial statements.

7. STEP 4 &5 – Establish Learning outcomes: Knowledge, Skills, Competences

Describe Learning Outcomes based on the knowledge, skills and competences approach (KSCs). Write the learning outcomes in line with Level Descriptors of EQF framework level 5.

LOs grouped into Units

According to the ECVET system of describing an international professional qualification, the LOs should be grouped in Units.

A Unit is a component of a qualification, which is consisted of a complete set of knowledge, skills, and competence that is able to be clearly assessed, validated, and recognised.

Units offer the possibility for progressive achievement of qualifications via transferring and accumulating of LOs. They are subject to assessment and validation and through this process they verify and record the learner's achievement of the LOs expected.

LOs grouping criteria:

- Related to the same set off occupational activities / tasks
- Related to the same product or production techniques
- Related to the certain stages in the process of production or of performing a service
- Related to the same field of knowledge, skills or competence

For The EAST qualification, the LOs as they were established in the IO3A2 report can be grouped in the following Units:

EAST Entrepreneurial Qualification

UNIT 1: Knowledge of Business Organisations

LO 1: The concept of Entrepreneurship

Objectives: Have a deep understanding of the concept of enterprise in society and the role and critical characteristics of a successful entrepreneur

LO2: Entrepreneurial Vision, mission and business ethics

Objectives: Understand and value the importance of an inspiring entrepreneurial vision, the development of a clear company mission, the main values and the ethical guidelines that rule the operation of an enterprise.

LO 3: Organisation Structure & Working Environment

Objectives: Gain a good knowledge of how enterprises are structured, and an understanding of main organisational framework of roles, duties and responsibilities

LO 4: Effective Leadership

LO Objectives: By completing this LO the learner will be able to understand the meaning of good leadership and will recognise the key characteristics and qualities of an effective leader in enterprising

IO5: Working with others – Characteristics of a competent Enterprise Team

LO Objectives: By completing this LO, the learner will be able to recognise the right competences which are necessary for the development of a working team.

UNIT 2: Basic Steps and Legal Requirements for starting a Business

IO6: A start up Enterprise and its Life Cycle

LO Objectives: By completing this LO, the learner will be able to understand and apply the process of establishing a start-up business and know the formal basis that a business needs to have in order to operate.

IO7: Business Law & Regulations

LO Objectives: By completing this LO, the learner should have revised and acknowledge the main business related laws which cover a business owner's and their team's obligation and liabilities when launching an enterprise.

LO8: Business Operations

LO Objectives: Operations is the work of managing the internal functions of an enterprise so that the business runs efficiently. By completing this LO, the learner will be able to explain the main sectoral stages and day to day demands in order to support business operations, including taxation and accounting.

UNIT 3: The road from the Generation of an Idea to the Market

LO9: Spotting opportunities and generate entrepreneurial ideas with added value

LO Objectives: By completing this LO, the learner will be able to identify opportunities and needs and come up with commercial ideas which create value in economic, social, or cultural level. Recognizing the hidden potential that an idea has to create business value and find suitable ways to turn it to a successful enterprising venture.

LO10: Knowing and Using Marketing Tools

LO Objectives: By completing this LO, the learner will appreciate the importance of marketing and have a knowledge of main marketing aspects. Will also be able to use various marketing strategies (techniques, tactics and resources) with a special focus on the importance of online tools.

LO 11: Business Plans & Strategic Planning

LO Objectives: By completing this LO, the learner will have a good knowledge of the purpose and content of a Business Plan. Will have the ability and knowledge to develop a complete Business Plan for the Start-up enterprise.

LO 12: Communication Tools in Business

LO Objectives: By completing this LO, the learner will have a good knowledge of the elements of a complete Business Communication Strategy and its importance to the success and growth of an enterprise. Will be familiar with the most effective communication tools available in a digital era and will be able to develop its own Strategy.

UNIT 4: Enterprising Finance & Budgets

LO 13: Finding Funds

LO Objectives: By completing this LO, the learner will have a good understanding of the costs and financial risks associated with founding a business and the importance of raising the capital for establishing an enterprise. The learner will also be able to recognise business funding sources and opportunities.

LO 14: Costing & Pricing

LO Objectives: By completing this LO, the learner will have a good understanding of the connection between accurately estimating the cost of a business service or product, and determining its price.

LO 15: Developing Budgets & Financial Analyses

LO Objectives: By completing this LO, the learner will have a good understanding of the differences between financial statements and budgets and the purpose of using both, in a successful enterprise operation.

8. STEP 6 – Set Learning Activities / Contact Hours /Self Study / Hands on

Duration of Course / Number of ECVET Credits / Total Learning Hours

The description of EAST qualification and its Learning Outcomes, in the IO3A2 report, has established it as a Level 5 VET qualification, according to the EQF framework.

As mentioned in a CEDEFOP's report, EQF level 5 qualifications play a fundamental role in accessing employment and career progression, even improving knowledge and enable a transition to higher education. The study also shows that EQF level 5 is increasingly being used as a platform for developing new types of qualifications, whether initial (IVET) or continuing vocational education and training (CVET) qualifications or short-cycle higher education (SCHE) qualifications.

(Ref: Cedefop, Working Paper No23 Qualifications at level 5: progressing in a career or to higher education, 2014)

The duration of the course is proposed to be **1 full VET year**.

According to the EU guidelines:

- One year of formal full time VET corresponds to **60 ECVET points**.
- The workload is approximately **1800 hours in a year of formal full time VET**
- Consequently **1 ECVET point equals 30 hours of total learning**
- Hours of total learning within VET qualifications need to be flexible and could include: contact hours, self – study, hands-on practice and assessment hours.

Overall EAST Qualification Programme Sheet

1. Title of the qualification/award:
EAST Entrepreneurial Qualification
5. Proposed EQF level:
Level 5 / Equivalent of 1 st year of a Diploma Degree / EUROPASS Certification
6. Course type: (please tick as appropriate)
<input type="checkbox"/> full-time Duration of 1 year <input type="checkbox"/> part-time : Duration of 2 years
7. Target group:
The main target group is unemployed people, women and men, at risk of social exclusion that are seeking for new opportunities in the changing labor market of the post-crisis era and want to start their own business. No age limit is applicable, ideally though, this international qualification targets people with some previous work experience.
8. Entry requirements:
Unemployed (Jobseekers or inactive persons), over 20 years of age. To have completed compulsory school education and have the equivalent Secondary School certification, Basic Technical or VET Certification or similar. To be able to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written format, in the mother tongue. To have the digital competence in order to use the necessary business IT procedures
9. Overall course objectives: (the overall knowledge, skills and competences acquired by the learner at the end of the course)
At the end of this course, the learners will have a good knowledge of what entrepreneurship stands for and what it involves. They will be able to set a clear mission on ethical business values. They will have good knowledge of the legal requirements and the operational basis of a start-up. They will know how a business organisation is structured and will possess the skills to develop and run a new enterprise, develop organisational charts and issue duties and responsibilities, building a competent team and exercising effective leadership. The learners will learn methods for turning a new idea into a business opportunity, carrying out market research and analysis, different selling policies and marketing strategies. They will be able to develop a business plan with short and long term goals, identify and manage risk. The learners will also be able to use funding opportunities, calculate costs and define prices, as well as develop and use budgets and financial statements.
10. Course outline: (provide a numbered list of modules/units)
Unit 1: Knowledge of Business Organisations Unit 2: Basic Steps and Legal Requirements for starting a Business Unit 3: The Road from the Generation of an Idea to the Market Unit 4: Enterprising Finance & Budget
11. Number of units:

4 Core Units

12. Hours of total learning:

Contact

740

hours:

Self-Study

770

hours:

Hands-on

90

hours:

Assessment

200

hours:

13. Total Number of ECVET/ECTS:

ECTS

60

or ECVET

60

9. STEP 7 – Set Assessment of Learning

Profiles of individual Units of the EAST qualification

UNIT 1

1. Number and name of Unit:	
UNIT 1 : Knowledge of Business Organisations	
2. Learning Outcomes (LO):	
LO1: The concept of Entrepreneurship LO2: Entrepreneurial Vision, mission and business ethics LO3: Organisation Structure & Working Environment LO4: Effective Leadership LO5: Working with others – Characteristics of a competent Enterprise Team	
3. Hours of total learning for the unit	
Contact hours:	<input type="text" value="175"/>
Self-Study hours:	<input type="text" value="140"/>
Hands-on hours:	<input type="text" value="40"/>
Assessment hours:	<input type="text" value="50"/>
4. Number of ECVET of the unit	
ECVET	<input type="text" value="13.5"/>
5. The unit will be delivered through:	

- ☐ discussions
- ☐ hands-on
- ☐ lectures
- ☐ lessons
- ☐ job shadowing
- ☐ study visits
- ☐ brainstorming
- ☐ presentations
- ☐ role-play "

6. The unit will be assessed through:

- ☐ assignment 5,000 words
- ☐ mentoring
- ☐ oral examination
- ☐ oral exercises
- ☐ job shadowing
- ☐ portfolio
- ☐ presentation
- ☐ written exercises
- ☐ written test

UNIT 2

1. Number and name of Unit:

UNIT 2: Basic Steps and Legal Requirements for starting a Business

2. Learning Outcomes:

LO1: A start up Enterprise and its Life Cycle

LO2: Business Law & Regulations

LO3: Business Operations

3. Hours of total learning for the module/unit

Contact	
hours:	<input type="text" value="185"/>
Self-Study	
hours:	<input type="text" value="180"/>
Hands-on	
hours:	<input type="text" value="10"/>
Assessmen	
t hours:	<input type="text" value="50"/>

4. Number of ECVET of the unit

ECVET

14.2

5. The unit will be delivered through:

- ☐ discussions
- ☐ hands-on
- ☐ lectures
- ☐ lessons
- ☐ presentations
- ☐ seminar
- ☐ tutorials

6. The unit will be assessed through:

- ☐ assignment 5,000 words
- ☐ mentoring
- ☐ oral examination
- ☐ oral exercises
- ☐ placement
- ☐ presentation
- ☐ report
- ☐ research paper
- ☐ written exercises
- ☐ written test

UNIT 3

1. Number and name of Unit:

UNIT 3 : The road from the Generation of an Idea to the Market

2. Learning Outcomes:

LO1: Spotting opportunities and generate entrepreneurial ideas with added value

LO2: Knowing and Using Marketing Tools

LO3: Business Plans & Strategic Planning

LO4: Communication Tools in Business

3. Hours of total learning for the unit

Contact	
hours:	235
Self-Study	
hours:	180
Hands-on	
hours:	40
Assessment	
hours:	50

4. Number of ECVET of the unit

ECVET 16.8

5. The unit will be delivered through:

- ☐ discussions
- ☐ hands-on
- ☐ lectures
- ☐ lessons
- ☐ placement
- ☐ individual project
- ☐ case study analysis
- ☐ brain storming

6. The unit will be assessed through:

- ☐ mentoring
- ☐ oral examination
- ☐ oral exercises
- ☐ placement
- ☐ case study analysis
- ☐ presentation
- ☐ individual project
- ☐ reflective diary
- ☐ report
- ☐ written exercises
- ☐ written test

UNIT 4

1. Number and name of Unit:

UNIT 4 : Enterprising Finance & Budgets

2. Learning Outcomes:

LO1: Finding Funds
LO2: Costing & Pricing
LO3: Developing Budgets & Financial Analyses
3. Hours of total learning for the unit

Contact

hours:

145

Self-

Study

hours:

270

Hands-

on

hours:

0

Assess

ment

hours:

50

4. Number of ECVET of the unit

ECVET

15.5

5. The unit will be delivered through:

- ☐ discussions
- ☐ lectures
- ☐ lessons
- ☐ case study analysis
- ☐ brainstorming
- ☐ presentations (elevator pitch)
- ☐ group project
- ☐ seminar

6. The unit will be assessed through:

- ☐ assignment 5,000_words
- ☐ mentoring
- ☐ oral examination
- ☐ oral exercises
- ☐ case study analysis
- ☐ presentation (elevator pitch)
- ☐ group project
- ☐ research paper
- ☐ written exercises
- ☐ written test