



EUAA Glossary of Training Terms

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Introduction

This glossary of training terms is meant to promote communication and understanding between internal and external stakeholders involved in EUAA training activities. It is intended to enable all persons involved in maintaining and enhancing training quality standards to use common terms. The EUAA has developed the Training Quality Assurance Framework and is aligning its training to European standards with the aim of becoming an academy, providing qualifications for asylum and reception officials. The glossary can be used as a tool to understand basic terminology used in the area of accreditation and certification. However, the list provides an introduction to the terminology and is not an exhaustive inventory. It will be updated as necessary.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z



A

Access to EUAA training

The main target groups for the EUAA's training and learning activities are staff from EU+ Member States' asylum and reception authorities, including Member State experts who are deployed in the context of the EUAA's operational support activities, as well as officials from third countries with whose authorities the EUAA has concluded working arrangements. However, the EUAA's Training and Learning Strategy, also specifies that "Whenever possible, the EUAA broadens the scope of [training] activities to other actors, including, but not restricted to, other relevant national authorities in Member States, EU agencies, UNHCR, academia, relevant civil society organisations and third countries." The EUAA therefore endeavours to maximise participation in its training. Access to the training remains at the discretion of the EUAA and Training National Contact Points (Training NCPs), in accordance with the EUAA's mandate and Member States' training needs as well as practical considerations, such as availability of resources. For further information, please consult '[Rules for participation in EUAA training](#)' available on the [EUAA Learning Management System](#).

Accreditation (of an education or training provider)

Process of quality assurance through which accredited status is granted to an education or training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards. See also [Certification](#).

Source: [Cedefop: Glossary - Quality in education and training](#)

Accreditation (quality)

Formal recognition that a body or a person is competent to carry out specific tasks.

Source: [Cedefop: Glossary - Quality in education and training](#)

Accumulation of credits

The process of collecting credits awarded for achieving the learning outcomes of educational components in formal contexts and for other learning activities carried out in informal and non-formal contexts. A student/learner can accumulate credits to obtain qualifications, as required by the degree-awarding institution, or to document personal achievements for lifelong learning purposes.

Source: [European Commission: ECTS Users Guide Glossary](#)



ADDIE Model

The ADDIE model is one of many approaches (see also *instructional systems design*) used by instructional designers and content developers when creating instructional course materials. The model has been adopted as the standard approach by many instructional designers due to its flexibility. ADDIE is a five-phase process; each phase can take place sequentially or concurrently. The five phases include analysis, design, development, implementation and evaluation.

Source: [Trainingindustry.com](https://www.trainingindustry.com)

Adult Learning/Education

The entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills.

Note: This includes university-level or higher education undertaken after a break (other than for deferred entry) since leaving initial education and training.

Source: [European Adult Learning Glossary, Level 1](#)

Adult Learning Theory

The Adult Learning Theory explores how adults learn. It provides a framework to help instructors design learning and development programs that will meet the needs of professionals at each phase of their career path. There are a variety of Adult Learning Theories that can inform training decisions in the corporate training context and can also be considered to design professional development activities for educators. Understanding how adults learn is essential to developing successful training programs.

Source: [Trainingindustry.com](https://www.trainingindustry.com)

Allocation of credits

The process of assigning a number of credits to qualifications, degree programmes or single educational components. Credits are allocated to entire qualifications or programmes according to national legislation or practice, where appropriate, and with reference to national and/or European qualifications frameworks. They are allocated to educational components, such as course units, dissertations, work-based learning and work placements, taking as a basis the allocation of 60 credits per full-time academic year, according to the estimated workload required to achieve the defined learning outcomes for each component.

Source: [European Commission: ECTS Users Guide Glossary](#)



Andragogy

Andragogy refers to the art and science of teaching adult education. Also see [*Pedagogy*](#).

Source: Trainingindustry.com

Assessment criteria

Descriptions of what the learner is expected to do and at what level, to demonstrate the achievement of a learning outcome. The assessment methods and criteria for an educational component must be appropriate and consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.

Source: [European Commission: ECTS Users Guide Glossary](#)

Assessment methods

The whole range of written, oral and practical tests/examinations, projects, performances, presentations and portfolios that are used to evaluate the learner's progress and ascertain the achievement of the learning outcomes of an educational component (unit/module).

Source: [European Commission: ECTS Users Guide Glossary](#)

Assessment (of learning outcomes)

Process of appraising knowledge, know-how, skills and/or competences of an individual against predefined learning outcomes.

Comment: 'Assessment' generally refers to appraisal of individuals, whereas 'evaluation' is more frequently used to describe appraisal of education and training methods or providers.

Source: [Cedefop: Glossary - Quality in education and training](#)

Assessment strategy

The assessment strategy sets out in a narrative, how the learning outcomes will be assessed. The strategy informs the development of assessment tasks, and the design of the learning.

The strategy should describe:

- The methods selected and why they are being used
- The timing of the assessments within the module



The strategy and the subsequent sections should demonstrate that the assessments will measure achievement of the learning outcomes, that learners will have all of the information that they need to prepare for the assessments and will know exactly what to expect from the assessments and how they will be graded.

Source: [EUAA Module Design Guidance Notes](#)

Asynchronous

Asynchronous learning is an instructional design and delivery methodology that allows students to access content or participate in learning outside of the classroom and at their convenience, or independent of the instructor. Considered as an alternative to live, or synchronous delivery of content, it is also referred to as eLearning, on-demand or self-paced learning. Asynchronous learning often requires a learning technology (such as an LMS/LCMS) for access to content, although technologies are not necessary for self-study. See also: '[Synchronous](#)'

Source: [Trainingindustry.com](#)

Award of credits

The act of formally granting students and other learners the credits that are assigned to the qualification and/or its components if they achieve the defined learning outcomes. National authorities should indicate which institutions have the right to award ECTS credits. Credits are awarded to individual students after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment. If students and other learners have achieved learning outcomes in other formal, non-formal, or informal learning contexts or timeframes, credits may be awarded through assessment and recognition of these learning outcomes.

Source: [European Commission: ECTS Users Guide Glossary](#)

Awarding body

Body issuing qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following an assessment and validation procedure.

Source: [Cedefop: Glossary - Quality in education and training](#)



B

Behavioural Change

Behavioural change focuses on building habits in a workforce that align to specific business needs or goals. Behavioural change is achieved through reinforced development efforts – such as coaching, mentoring and post-training follow-up – to keep new knowledge, skills and habit building fresh in learners' minds.

Source: [Trainingindustry.com](https://www.trainingindustry.com)

Blended Learning

Study type that involves learning in a combination of modes. Often used more specifically to refer to courses that use a combination of face-to-face teaching, workshops or seminars, and distance learning techniques online (such as internet, television or conference calls).

Blended learning incorporates both a traditional classroom setting and an eLearning environment, typically with a larger focus on the use of technology. There can be a variety of settings or delivery methods with blended, or hybrid, learning, each dependent upon the learners and instructors involved.

Source: [Trainingindustry.com](https://www.trainingindustry.com)

Bloom's Taxonomy

Bloom's Taxonomy is a classification of cognitive, affective and psychomotor learning. Each of these three types of learning contain hierarchical levels of achievement.

For cognitive learning, these levels include knowledge, comprehension, application, analysis, synthesis and evaluation. For affective learning, these levels include receiving, responding, valuing, organizing and characterizing. For psychomotor learning, these levels include perception and awareness, set, guided response, mechanism, complex overt response, adaptation and origination.

Source: [Trainingindustry.com](https://www.trainingindustry.com)



C

Certification (quality)

Process by which a third party gives written assurance that a product, process or service conforms to specified requirements. See also *Accreditation*.

Source: [Cedefop: Glossary - Quality in education and training](#)

Certificate/diploma/title

An official document, issued by an awarding body, which records the achievements of an individual following assessment against a predefined standard.

Source: [Cedefop: Terminology of European education and training policy. A selection of 130 key terms \(europa.eu\)](#)

Certification and Accreditation Working Group (CAWG)

The EUAA Certification and Accreditation Working Group was established in 2015 and has played a key role in development of the European Sectoral Qualifications Framework for Asylum and Reception Officials (ESQF), and the certification and accreditation of the European asylum curriculum, providing liaison between the Member States and the EUAA. For more information, please consult the current Terms of Reference.

Certification of learning outcomes

Process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard. Comment: Certification may validate the outcome of learning acquired in formal, nonformal or informal settings.

Source: [Cedefop: Terminology of European education and training policy. A selection of 130 key terms \(europa.eu\)](#)



Coaching

A future-oriented intervention centred on the achievement of goals usually related to the professional or personal developments which may involve the development of strategies, tools and increased self-awareness to support successful coaching outcomes.

Source: [EUAA Training Module\(s\): Introduction to Coaching](#)

Comparability of qualifications

Extent to which it is possible to establish equivalence between the level and content of qualifications (certificates diplomas or titles) at sectoral, regional, national or international levels.

Comment: Comparability of qualifications improves individuals' employability and mobility. This term must not be confused with 'equivalence of qualifications' (which refers to the similarity of value of certificates or diplomas).

Source: [Cedefop: Glossary - Quality in education and training](#)

Competence

'Competence' means the proven ability to use 'knowledge' 'skills' and personal, social and/or methodological abilities in work [...] situations. In the context of the European Qualifications Framework, competence is described in terms of 'responsibility and autonomy'.

Source: [Cedefop: Terminology of European education and training policy. A selection of 130 key terms \(europa.eu\)](#)

Source: [European Commission: ECTS Users Guide Glossary](#)

Source: [Cedefop: Glossary - Quality in education and training](#)

Competence Area

A competence area covers aspects of a job and related responsibilities. They represent the knowledge, skills, level of autonomy and responsibility that are required to perform a job to the specified level of complexity.

The European Sectoral Qualifications Framework for Asylum and Reception Officials (ESQF) Occupational Standards and Educational Standards are divided into three sections: 'Asylum and Reception Generic Competences', 'Asylum and Reception Specific Competences' and 'Management and Supervision Competences'. Within each section, there are 'competence areas' listed in the first column. This structure prevents



overlaps in the Occupational Standards. For example, there are elements of communication skills or law, policy and procedure that are relevant to most asylum and reception officials' tasks. Therefore, these standards are defined as generic.

See also: [European Sectoral Qualifications Framework](#).

Continuing Professional Development (CPD)

An aspect of lifelong learning, CPD describes the skills, knowledge and experience that an individual gains formally and informally in his/her work and which builds on his/her basic qualifications and training. Through CPD, individuals continue to learn and develop knowledge, skills and competences throughout careers to keep up to date and be able to work safely, legally and effectively.

The EUAA provides training in the context of CPD for both learners and trainers.

Source: [European Commission: ECTS Users Guide Glossary](#)

Co-requisite

A module that is required to be taken at the same time as another module as opposed to a module that is required to be taken before another module (see [pre-requisite](#)).

Country Desk Coordinator

EUAA Training Planning and Programming Sector staff, who acts as a focal point between EUAA TPDC and the National Training Contact Points (Asylum and Reception), ensuring regular communication between EUAA and MSs in the area of training, either under the framework of permanent support or in the context of the Agency's Operations.

Course

An EUAA course is a pre-defined set of modules and/or tailor-made training (which may or may not be followed by an assessment) designed to address specific learning needs in the asylum and reception field. Courses vary in length and do not necessarily lead to a qualification.

Comment: See also '[Learning path](#)' which refers to a selection of modules and training activities chosen to address specific learning needs of an individual learner or Member State and '[Programme](#)' which refers to a set of modules leading to a qualification.



Credits (ECTS)

Credits are a set of learning outcomes of an individual that have been assessed and can be accumulated towards a qualification or transferred to other learning programmes or qualifications.

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

Source: [European Commission: ECTS Users Guide Glossary](#)

Curriculum

Description of learning outcomes, learning and assessment strategies, content and material, as well as arrangements for training trainers.

Comment: The term curriculum refers to design, organisation and planning of learning activities, whereas the term programme or course refers to implementation of these activities.

Source: adapted from [Cedefop: Glossary - Quality in education and training](#)

D

Delivery Modalities

Term used to differentiate different communication channels used to deliver a training session. For example (non-exhaustive list):

- Online and face-to-face
- Face-to-face only
- Online only
- Online and webinar (used for sessions with the online content phase followed by a webinar, i.e., a live video-chat with the trainer)
- Webinar only (sessions delivered solely via the webinar without the online content phase)



Degree programme

The set of educational components leading to the award of a degree to a student after successful completion of all the requirements.

Source: [European Commission: ECTS Users Guide Glossary](#)

Diploma Supplement/Certificate Supplement

The Diploma Supplement (DS) is a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by higher education institutions according to standards agreed upon by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is also part of the Europass framework transparency tools.

It has the following eight sections of information:

- the holder of the qualification
- the qualification
- its level and function
- the contents and results gained
- certification of the supplement
- details of the national higher education system concerned (provided by the National Academic Recognition Information Centres (NARICs))
- any additional relevant information

Graduates in all the countries taking part in the Bologna Process have the right to receive the Diploma Supplement automatically, free and in a major European language.

Source: [European Commission: ECTS Users Guide Glossary](#)

E

ECTS : See Credits (ECTS)

Education or training provider

Any organisation or individual providing education or training services.

Comments: Education and training providers may be organisations specifically set up for this purpose, or they may be others, such as employers, who provide training as part of their business activities. Training providers also include independent individuals who



offer training services. Certification of providers is a key element of quality in education and training.

Source: [Cedefop: Glossary - Quality in education and training](#)

eLearning/online learning

Learning supported by information and communication technologies (ICT). It may encompass multiple formats and hybrid methods: using software applications, Internet, online learning or any other electronic or interactive media; – eLearning can be used as a tool for distance education and training but also to support face-to-face learning.

Source: [Terminology of European education and training policy](#)

Enrolment

The process of creating an online training session on the Learning Management System (LMS) using the *ETET* interface (*EUAA Training Enrolment Tool*), creating new LMS users, and adding the full list of participants to the new session.

Entry requirement

Entry requirements are the necessary qualifications/experience required to be eligible to enrol in a programme, course or module.

See also: [Pre-requisite](#)

EQF Level descriptors

The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and competence.

Source: [European Commission: ECTS Users Guide Glossary](#)

EUAA Training Catalogue

The EUAA training catalogue is a detailed document incorporating all essential information learners and trainers need to make an informed choice on the kind of training they want to pursue. It is updated regularly and is publicly available on the EUAA website.

Link to: [Publications and Key Documents | European Union Agency for Asylum \(europa.eu\)](#)



Europass

A portfolio of five different documents and an electronic folder aiming to contain descriptions of the entire holder's learning achievements, official qualifications, work experience, skills and competences acquired over time. These documents are the Europass CV, the diploma supplement, the certificate supplement, the Europass mobility and the language passport. Europass also includes the European skills passport, a user-friendly electronic folder that helps the holder to build up a personal modular inventory of his/her skills and qualifications. The aim of Europass is to facilitate mobility and improve job and lifelong learning prospects in Europe.

Source: [Language selection | Europass](#)

European Asylum Curriculum (EAC)

The European Asylum Curriculum¹ offers a wide range of training modules covering both the fields of asylum and reception. The curriculum has been developed in line with Article 8.3 of the EUAA Regulation². The content has been developed by building on existing cooperation within the EU in the field of asylum in order to promote best practices and high standards in the implementation of EU law on asylum. Member States are obliged to include core parts of the curriculum in the training they develop for their staff. The European Asylum Curriculum encompasses all training activities developed by the EUAA for learners and trainers. This will include training which leads to qualifications (micro-credentials and full qualifications) as well as non-accredited training and tailor-made training.

European Credit Transfer and Accumulation System (ECTS)

A learner-centred system for credit accumulation and transfer, based on the principle of transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.

¹ The European Asylum Curriculum (EAC) was developed originally as part of an EU Member State initiative¹ intending to enhance the capacity and quality of the European asylum process as well as to strengthen practical cooperation among the European asylum/immigration systems. EASO took over the project in 2012 and continued to expand the range of training offered. The curriculum was re-named the EASO Training Curriculum, but when EASO officially became the European Union Agency for Asylum (EUAA), the curriculum once again became the European Asylum Curriculum.

² [REGULATION \(EU\) 2021/2303 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 December 2021 on the European Union Agency for Asylum and repealing Regulation \(EU\) No 439/2010](#)



Source: [European Commission: ECTS Users Guide Glossary](#)

See also: [Credits](#)



European Credit System for Vocational Education and Training (ECVET)

The ECVET system aims at allowing the transfer, recognition and accumulation of learning outcomes to obtain a qualification. It is a decentralised system relying on volunteer participation of Member States and stakeholders of vocational training, respecting national legislations and regulations. It gives a methodological framework for describing qualifications in terms of learning outcomes using units, allowing the allocation of transferable points for Member States with different education and qualification frameworks. ECVET is founded on partner agreements regarding qualification transparency and mutual stakeholder trust (ECVET, 2010).

Source: [European Commission: ECTS Users Guide Glossary](#)

European Higher Education Area (EHEA)

The European Higher Education Area (EHEA) is a unique international collaboration on higher education and the result of the political will of 49 countries with different political, cultural and academic traditions, which, step by step during the last twenty years, built an area implementing a common set of commitments: structural reforms and shared tools. These 49 countries agree to and adopt reforms on higher education on the basis of common key values– such as freedom of expression, autonomy for institutions, independent student unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to increase staff and students' mobility and to facilitate employability.

Source: [European Higher Education Area and Bologna Process](#)

European Qualifications Framework for Lifelong Learning (EQF)

The European Qualifications Framework for Lifelong Learning is a common European reference framework which enables countries of the European Union to link their qualifications systems to one another (see Council Recommendation of 22 May 2017³). The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and competence. It shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. It makes qualifications more readable and understandable across different countries and systems in the European Union.

³ [EUR-Lex - 32017H0615\(01\) - EN - EUR-Lex \(europa.eu\)](#)



Comments:

- the EQF's main components are a set of eight reference levels described in terms of learning outcomes (a combination of knowledge, skills and/or competences) and mechanisms and principles for voluntary cooperation;
- the eight levels cover the entire span of qualifications, from those recognising basic knowledge, skills and competences to those awarded at the highest level of academic, professional and vocational education and training;
- EQF is a translation device for qualification systems.

Source: [European Commission: ECTS Users Guide Glossary](#)

European quality assurance in vocational education and training (EQAVET)

Reference framework to help EU Member States and participating countries develop, improve, guide and assess the quality of their own vocational education and training systems. EQAVET was established on the basis of the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training. The recommendation encourages Member States to participate actively in the European network for quality assurance in VET (EQAVET network), to further develop common principles and tools for quality improvement in VET at national, regional and local levels.

Source: [Cedefop: Glossary - Quality in education and training](#)

European Sectoral Qualifications Framework for Asylum and Reception Officials (ESQF)

The framework consists of two matrices: occupational standards and educational standards. The educational standards are effectively learning outcomes that are categorised according to competence areas and levels of complexity. The educational standards were developed from corresponding occupational standards. These are descriptions of the duties and tasks that asylum and reception officials perform. Used together, the standards allow for the alignment of learning with the job to be performed.

Source: [ESQF Toolkit](#)

European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. The ESG are not standards for quality, nor do they

prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education. The ESG should be considered in a broader context that also includes qualifications frameworks, ECTS and diploma supplement that also contribute to promoting the transparency and mutual trust in higher education.

Source: [ENQA_ ESG 2015](#)

Evaluation of education and training

Structured process of considering the value of an intervention, programme or policy with reference to criteria (e.g., measures) and explicit standards (such as its relevance or efficiency).

Ex ante evaluation: Evaluation conducted before implementation of an intervention to provide prior assessment of whether [...] the strategy and objectives are relevant, and it is coherent with other interventions or policies, etc.

Source: [Cedefop: Glossary - Quality in education and training](#)

Ex post evaluation: Evaluation conducted either on or after completion of an intervention or programme. It aims at accounting for use of resources, effectiveness and efficiency of intervention and strives to understand the factors of success or failure.

Comment: Not to be confused with assessment which is used for assessment of learning or feedback/survey which is used to measure initial reactions to an intervention.

Source: [Cedefop: Glossary - Quality in education and training](#)

F

Face-to-face training delivery method

An instructional method where course content and learning material are taught in person to learners. This allows for a live interaction between a learner and an instructor. Learners meet instructors (teachers and trainers) in the same place and at the same time, as opposed to distance learning.

Used as part of the EUAA's blended learning approach, the term 'face-to-face' is used only for training sessions where trainers and learners are physically present at the same place/time, so it does not cover virtual delivery.

Flexibility

Refers to measures through which the provision of higher education is made more flexible. The idea behind this concept is to [...] increase adaptability to the multiple life worlds in modern societies. It also relates to flexibility in programme/curriculum design and approaches to learning and teaching.

Comment: EUAA European asylum curriculum modules can be combined to create flexible learning pathways.

Source: [European Commission: ECTS Users Guide Glossary](#)

Formal learning

Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Source: [European Commission: ECTS Users Guide Glossary](#)

Framework for Qualifications of the European Higher Education Area (QF-EHEA)

In the European Higher Education Area, qualifications frameworks are found at two levels. An overarching framework (QF-EHEA) has been adopted in 2005 and all member countries committed themselves to develop national qualifications frameworks that are compatible with this overarching framework. A national qualifications framework for higher education encompasses all the qualifications in a higher education system. It shows the expected learning outcomes for a given qualification and how learners can move between qualifications.

Source: [European Commission: ECTS Users Guide Glossary](#)

G

Grading scale

The EUAA uses a three-point grading scale – Distinction, Pass, Fail – which serves to support consistency in grading. Assessment types shall be graded according to the same grading scale included below.

Grade	Distinction	Pass	Fail
Criterion	Learner exceeds the achievement of learning outcomes of the relevant module.	Learner achieves learning outcomes of the relevant module.	Learner does not achieve learning outcomes of the relevant module.

For each assessment task the expected standard is clearly described in a syllabus. In some cases, the grading scale can be limited to 'Pass' and 'Fail' depending on the nature of the learning outcomes. If applicable, specific guidance on passing rate criteria will be clearly presented in the assessment strategy included in the content of the module.

H

I

Impact

General term used to describe the effects of a programme, policy or socioeconomic change. Impact can be positive or negative as well as foreseen or unforeseen.

Comment: Impact research analyses the effects of an intervention or programme or changes in society such as demographic or technological change.

Source: [Cedefop: Glossary - Quality in education and training](#)

Indicator

Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement and/or reflect the changes connected to an intervention.

Source: [Cedefop: Glossary - Quality in education and training](#)

Informal learning

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.

Comment: Informal learning outcomes do not usually lead to certification but may be validated and certified in the framework of recognition of prior learning schemes. Informal learning is also referred to as experiential or incidental/random learning.

See also: [formal](#) and [non-formal](#) learning

Source: [Cedefop: Glossary - Quality in education and training](#)

Instructional Systems Design (ISD)

Instructional systems design involves a systematic process for the assessment and development of training solutions, designed specifically for the purpose of formal training delivery. There are two widely recognized instructional design models in use today by both educational institutions and corporate training functions. The most traditional is the ADDIE model, of which there are several variations; the second is the agile model.

Source: [Trainingindustry.com](#)

J

K

Knowledge (learning outcomes)

Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work.

Comment: In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

Source: [Cedefop: Glossary - Quality in education and training](#)



L

Learner

An individual engaged in a learning process (formal, non-formal or informal learning). Students are learners involved in a formal learning process.

Source: [European Commission: ECTS Users Guide Glossary](#)

Learning

Process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences.

Comment: Learning occurs through personal reflection, reconstruction and social interaction. Learning may take place in formal, non-formal or informal settings.

Source: [Cedefop: Glossary - Quality in education and training](#)

Learning analytics

The measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs.

The TPDC gathers data and feeds into a data analysis tool where it is categorised as a “measure” as shown in the non-exhaustive list below before further breakdowns are applied):

- number of training sessions
- number of participations
- number of individual participants
- number of trainer deployments
- number of individual trainers deployed
- satisfaction rates
- completion rates
- withdrawals
- participations in assessments
- grades
- first attempts and retakes

Learning mobility

Learning mobility is normally understood to involve physical mobility in which the learner/student moves to an institution in another country for part or all of a programme



of study. The majority of such mobility takes place in the context of planned and organised programmes. The credits from such mobility are formally recognised by the sending institution. As well as physical mobility it is increasingly possible for learners to participate in virtual mobility. This too may be through organised joint or shared curriculum, or through Open Universities, Open Education Resources, MOOCs, or other on-line material.

Source: [European Commission: ECTS Users Guide Glossary](#)

Learning outcome

Statements of what a learner knows, understands and is able to do on completion of a learning process. In the case of certified training, the achievement of learning outcomes is assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

Comment: Learning outcomes are defined in terms of knowledge, skills and responsibility and autonomy.

Source: [European Commission: ECTS Users Guide Glossary](#)

Learning path (also referred to as ‘learning pathway’)

Learning path is a route taken by a learner allowing him/her to build knowledge progressively and acquire the desired set of competences. The learning path may be ‘signposted’ through institution guidance and regulations (including the recognition of prior learning and experience), and different learning paths may lead to the award of the same qualification.

See also: [Course](#) and [programme](#)

Source: [European Commission: ECTS Users Guide Glossary](#)

Learning style

Different people naturally prefer a certain style for learning, and that this learning style is the person’s pattern of acquiring and processing information. Various factors will influence a person’s preferred style, such as social environment, educational experiences, cognitive structures and the subject matter.

Source: [European Qualification Framework](#)



Level of qualification

The term covers two aspects:

a) the level of attainment in education and training recognised in a qualification system or in a qualification framework;

or

b) the learning outcomes acquired through education and training, work experience or in informal/ non-formal settings.

Comment: The level of qualification:

- is often determined against a standard in a qualification system or against a level descriptor in a qualification framework;
- can be determined against an occupational profile (for example, description of learning outcomes required to perform the tasks attached to a job at a specific level of responsibility and autonomy);
- may also refer to education and training attended but not validated and certified.

Source: [Cedefop: Glossary - Quality in education and training](#)

Lifelong learning

All learning activity undertaken throughout life, which results in improving knowledge, knowhow, skills, competences and/or qualifications for personal, social and/or professional reasons

Source: [Cedefop: Glossary - Quality in education and training](#)

M

Micro-credential

‘Micro-credential’ means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards. Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.



Source: [Proposal for a COUNCIL RECOMMENDATION on a European approach to micro-credentials for lifelong learning and employability](#)

Module

A self-contained, formally structured unit of learning. It should have a coherent and explicit set of learning outcomes and defined learning activities. In the context of EUAA training, certain modules may be followed by an optional assessment process which, on successful completion, leads to obtention of a certificate of achievement. Other modules are not followed by an assessment process and lead to the obtention of a certificate of attendance.

Module Design Coordinator

Staff within the EUAA Asylum and Reception Training Unit in charge of coordinating projects of development of modules of the European asylum curriculum and other training materials, including the coordination of internal and external consultation process and liaising with all relevant stakeholders.

N

National Qualifications Framework (NQF)

An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society (Council Recommendation 2017⁴). National qualifications frameworks encompass all education qualifications – or all higher education qualifications, depending on the policy of the country concerned – in an education system. They indicate what learners may be expected to know, understand and be able to do on the basis of a given qualification (learning outcomes) as well as how qualifications within a system articulate, that is how learners may move between qualifications in an education system. National qualifications frameworks are developed by the competent public authorities in the country concerned, in cooperation with a broad range of stakeholders – including higher education institutions, students, staff and employers.

Source: [European Commission: ECTS Users Guide Glossary](#)

⁴ [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615(01)&from=EN)



Non-formal learning

Learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. learner-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public.

Comment: non-formal learning is intentional from the learner's point of view.

See also [informal](#) and [formal](#) learning

Source: [Cedefop: Glossary - Quality in education and training](#)

Source: [European Commission: ECTS Users Guide Glossary](#)

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.

Comments:

- non-formal learning outcomes may be validated and lead to certification;
- non-formal learning is sometimes described as semi-structured learning.



On-the-job training

Vocational training given in the normal work situation. It is often combined with other forms of training.

The EUAA uses the term to refer to an approach used during the training given to newly-deployed or experienced officers undertaking new tasks which consists of: (1) shadowing of experienced asylum officers in performing their duties, then gradually starting to perform their tasks on their own with the support of the experienced experts; (2) revision of the work of the newly deployed or newly recruited case workers with the support of EUAA coaches, including peer-to-peer review.

Online learning

Study type that involves electronic technologies to deliver, facilitate and enhance learning and knowledge sharing at any time, in any place and at any pace



P

Pedagogy

It is the art or science of education, which often pertains to educating youth.

Source: Trainingindustry.com

Peer learning or Peer-to-Peer Learning

Form of cooperative learning, which includes the process of sharing knowledge and practices with peers (either in an educational or a workplace setting) with increased value of learner-learner interaction in a way that contributes to the attainment of educational goals and results in various learning outcomes for all participants.

Pre-requisite

Knowledge and know-how required to effectively follow a training unit/module or complete training course.

Profile (Dimensions: harmonised database of EUAA Training Activities)

Job profiles of target groups of EUAA training. The target groups are further defined by whether they work for the EUAA or are deployed to the EUAA, work for national administrations, NGO/civil society organisations or partner organisations such as Frontex. Examples of job profiles defined by the dimensions are caseworker, vulnerability expert, Dublin procedure officer, field support officer, legal officer, reception manager, camp coordinator, etc.

Programme (educational)

A set of educational components – based on learning outcomes – that are recognised for the award of a qualification.

Comment: Programme of education or training refers to implementation of learning activities whereas curriculum refers to the design, organisation and planning of these activities.

See also [learning path](#) and [course](#).



Source: [Cedefop: Glossary - Quality in education and training](#)

Source: [European Commission: ECTS Users Guide Glossary](#)

Progression

The process which enables learners to pass from one stage of a qualification to the next and to access educational programmes that prepare for qualifications at a higher level than those he/she already possesses.

Source: [European Commission: ECTS Users Guide Glossary](#)

Q

Qualification

The formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work.

Source: [Cedefop: Glossary - Quality in education and training](#)

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognised programme of study.

Source: [European Commission: ECTS Users Guide Glossary](#)

Qualification framework

Instrument for development and classification of qualifications (at national or sectoral levels) according to a set of criteria (such as using descriptors) applicable to specified levels of learning outcomes.

Comment: A qualification framework can be used to:

- establish national standards of knowledge, skills and competences;
- promote quality of education;
- provide a system of coordination and/or integration of qualifications and enable comparison of qualifications by relating qualifications to one another;
- promote access to learning, transfer of learning outcomes and progression in learning.



Source: [Cedefop: Glossary - Quality in education and training](#)

Quality assurance

The process or set of processes adopted nationally and institutionally to ensure the quality of educational programmes and qualifications awarded.

Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose. Quality assurance is often referred to in the context of a continuous improvement cycle (i.e., assurance and enhancement activities).

Source: [European Commission: ECTS Users Guide Glossary](#)

Activities involving planning, implementation, evaluation, reporting, and quality improvement, implemented to ensure that education and training (content of programmes, curricula, assessment and validation of learning outcomes, etc.) meet the quality requirements expected by stakeholders.

Source: [Cedefop: Glossary - Quality in education and training](#)

Quality audit

Systematic and independent examination to determine whether quality activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve quality objectives.

Source: [Cedefop: Glossary - Quality in education and training](#)

Quality management in education and training

Process of controlling level of performance of education and training using performance and quality indicators, for both self-evaluation and external inspection.

Comment: Quality management in education and training is to address different issues such as: How well do we meet the needs of our stakeholders? What is our capacity for improvement?

Source: [Cedefop: Glossary - Quality in education and training](#)

Quality manual/handbook

Document stating the quality policy and describing the quality system and/or specifying the quality management system of an organisation.

Comment: In the context of EUAA training, the EUAA Training Quality Assurance Framework describes the quality policy and quality management system of the EUAA



Training and Professional Development Centre. More detailed documents describing processes and procedures are combined in the EUAA Training Quality Assurance Handbook

Source: [Cedefop: Glossary - Quality in education and training](#)

Link to: [EUAA Training Quality Assurance Framework](#)

Link to: [EUAA Training Quality Assurance Handbook](#)

Quality monitoring

Systematic collection and analysis of quality indicators to determine whether the quality of education and training meet the standards set.

Source: [Cedefop: Glossary - Quality in education and training](#)

Quality policy

Overall intentions and direction of an organisation with regard to quality as formally expressed by top management.

Source: [Cedefop: Glossary - Quality in education and training](#)

Link to: [EUAA Training Quality Assurance Framework](#)

R

Recognition (academic recognition)

Approval of courses, qualifications, or diplomas from one (domestic or foreign) higher education institution by another for the purpose of admitting students to undertake further studies. As regards the European Higher Education Area, three main levels of recognition can be considered, as well as the instruments attached to them (as suggested by the Lisbon Convention and the Bologna Declaration):

- I. recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education;
- II. recognition of short study periods in relation to student mobility, having as the main instrument the ECTS (European Credit Transfer System);
- III. recognition of full degrees, having as the main instrument the Diploma Supplement



Source: [European Commission: ECTS Users Guide Glossary](#)

Recognition of credits

The process through which an institution certifies that learning outcomes achieved and assessed in another institution satisfy (some or all) requirements of a particular programme, its component or qualification.

Source: [European Commission: ECTS Users Guide Glossary](#)

Recognition of non-formal and informal learning

The process through which an institution certifies that the learning outcomes achieved and assessed in another context (non-formal or informal learning) satisfy (some or all) requirements of a particular programme, its component or qualification.

Source: [European Commission: ECTS Users Guide Glossary](#)

Recognition of prior learning and experience (RPL)

Recognition of Prior Learning (RPL) is the process for recognising learning that has its source in experience and/or previous formal, non-formal and informal learning contexts. This includes knowledge, skills and competences gained through life and work experiences.

Source: [European Commission: ECTS Users Guide Glossary](#)

“The EUAA acknowledges and recognises prior learning including formal, informal and non-formal learning. The pre-existing knowledge, skills and competences of learners bring additional value to the learning process and strengthen the peer-learning component. The EUAA, therefore, puts in place and implements procedures for recognizing prior learning and experience. Such recognition is also aimed at reducing the repetition of learning, thereby maximising efficiency.”

Source: [The EUAA Training and Learning Strategy](#)



Recognition of learning outcomes

Formal recognition: the process of granting official status to skills and competences either through the: – award of qualifications (certificates, diploma or titles); or – grant of equivalence, credit units or waivers, validation of gained skills and/or competences.

Source: [Terminology of European education and training policy](#)

Registration

This process is managed by:

- (a) Training Planning and Programming Sector Secretariat (TPPS), for sessions organised under the Permanent Support framework.
- (b) Training and Professional Development Centre Country Desk Coordinators (CDCs), for sessions organised under Operating Plans frameworks and External Dimension.
- (c) Training National Contact Points (NCPs) for sessions organised by Member States.

The *Registration phase* for EUAA training sessions consists of the preparation of a duly filled *registration form* that includes the required session dimensions and the list of prospect participants, along with their personal details. Once the places for registered participants are confirmed, the final Registration Form is sent to Training & Learning Technology Sector (TLTS) with a request to open the session and enrol the registered participants.

Review

Assessment of performance of an intervention, periodically or on an ad hoc basis.
Comment: Frequently ‘evaluation’ is used for more comprehensive and/or more in-depth assessment than ‘review’. Reviews tend to emphasise operational aspects.

Source: [Cedefop: Glossary - Quality in education and training](#)

S

Self-assessment/self-evaluation

Ability of learners to observe, analyse and judge their performance based on predefined criteria and determine how they can improve it.

Comment: Learners can also self-evaluate their knowledge and skills against learning outcomes when they apply for recognition of prior learning.



Source: [Cedefop: Glossary - Quality in education and training](#)

Self-paced learning

Learning specifically designed to permit learning at the student's own pace.

Skills (learning outcomes)

'Skills' means the ability to apply knowledge to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Source: [Cedefop; European Parliament and Council of the European Union, 2008](#)

Student-Centred Learning (learner-centred learning)

A learning approach characterised by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking (ESU, 2010).

Source: [European Commission: ECTS Users Guide Glossary](#)

Standard (in education and training)

Series of elements whose content is defined by concerned actors.

Comments: One can distinguish between several types of standards:

- competence standard refers to knowledge, skills and/or competences linked to the practice of a job;
- educational standard refers to statements of learning objectives, content of curricula, entry requirements as well as resources required to meet learning objectives;
- occupational standard refers to the statements of the activities and tasks related to a specific job and to its practice;
- assessment standard refers to statements of the learning outcomes to be assessed and the methodology used;
- validation standard refers to statements of level of achievement to be reached by the person assessed, and the methodology used;
- certification standard refers to statements of the rules applicable for obtaining a certificate or diploma as well as the rights conferred. according to the system, these standards can be defined separately or be part of one document



Source: [Terminology of European education and training policy. A selection of 130 key terms \(europa.eu\)](#)

Syllabus

A syllabus specifies the aims, objectives or projected outcomes, content, mode of delivery, chronology and form and weighting of assessment of a course or unit of study and as such makes the learning process transparent to the student.

Source: [Qualityresearchinternational.com](#)

Comment: An EUAA module syllabus provides a vocational focus by specifying the target group and [entry requirements](#) (for e.g., [pre-requisite](#) EUAA modules). The learning outcomes are also referenced to the European Sectoral Qualifications Framework for Asylum and Reception Officials (Occupational and Educational Standards) so that learners clearly understand how these relate to their duties and tasks. The syllabus gives information about what the learning covers and shows how the assessment relates to the learning outcomes and provides the grading criteria.

Synchronous

Synchronous teaching is where the teacher is present at the same time as the learner(s). This is almost always the case in a face-to-face environment. Synchronous teaching can also take place via online learning, through the use of video conferencing and live chat or instant messaging.

Source: [Open University](#)

Synchronous online learning occurs when learners and instructors are interacting in real-time, typically through delivery platforms, remote labs, distance learning technologies such as video conferencing and chat, or collaboration and social learning technologies. Also see '[Asynchronous](#)'.

Source: [Trainingindustry.com](#)

T

Tailor-made training

Tailor-made training is designed and developed to cater for the specific needs of a particular profile, organisation, Member State, region and/or operational context. Although it might not be possible to duplicate the training in different contexts, it may



be sufficiently flexible to be adapted to cater to the needs of another profile, organisation, member state, region and/or operational context.

Train-the-trainer methodology

The methodology supports the development of knowledge, skills and competences of national trainers, who upon completion of a train-the-trainers session in one of the EUAA modules can train the personnel in their national administrations.

Training Delivery Focal Point

The trainer (in the EUAA Training Planning and Programming Sector) responsible for the coordination and monitoring of the implementation of training activities for a module (or a thematic group of modules)

Training needs analysis

Systematic analysis of present and future competence needs against the current competence level to implement an efficient training strategy. Training needs analysis rests on:

- (a) identification of desired competencies,
- (b) assessment of competencies requiring further support,
- (c) analysis of learning needs,
- (d) prioritisation of training, and
- (e) development of the training plan.

Training needs analysis can be conducted at individual, organisational, sectoral, national, or international levels; it may focus on quantitative or qualitative aspects (for example, level and type of training) and should ensure that training is delivered effectively and cost-efficiently.

Transcript of Records

An up-to-date record of the students' progress in their studies: the educational components they have taken, the number of ECTS credits they have achieved, and the grades they have been awarded. It is a vital document for recording progress and for recognising learning achievements, including for student mobility. Most institutions produce the Transcript of Records from their institutional databases.

Source: [European Commission: ECTS Users Guide Glossary](#)

Transfer (of credits)



The process of having credits awarded in one context (programme, institution) recognised in another formal context for the purpose of obtaining a qualification. Credits awarded to students in one programme may be transferred from an institution to be accumulated in another programme, offered by the same or another institution. Credit transfer is the key to successful study mobility. Institutions, faculties, departments may make agreements which guarantee automatic recognition and transfer of credits.

Source: [European Commission: ECTS Users Guide Glossary](#)



U

Unit of Programme/Course/Module

A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, defined learning activities consistent with the time allocated within the curriculum, and appropriate assessment criteria, where applicable. Comment: In the context of EUAA training, programme units are referred to as modules.

Source: [European Commission: Supporting and improving education and training in Europe/Glossary](#)

Unit of learning outcomes (ECVET)

Component of a qualification, consisting of a coherent set of knowledge, skills and competences, that can be assessed and validated.

Source: [Cedefop: Glossary - Quality in education and training](#)

V

Validation (of learning outcomes) (VNFIL)

Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

Source: [Cedefop: Glossary - Quality in education and training](#)

Vocational Education and Training (VET)

Education and training which aim to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.



Source: [Cedefop: Glossary - Quality in education and training](#)

W

Withdrawal

Withdrawal refers to when a learner leaves an education or training programme before its completion.

Source: [Cedefop: Glossary - Quality in education and training](#)

Work-based learning

Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context/real work environment.

Source: [European Commission: ECTS Users Guide Glossary](#)

Source: [Cedefop: Glossary - Quality in education and training](#)

Workload

An estimation of the time learners typically need to complete all learning activities such as lectures, seminars, projects, practical work, work placements, individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the full-time workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the normal workload and that for individual learners the actual time to achieve the learning outcomes will vary.

Source: [European Commission: ECTS Users Guide Glossary](#)

X Y Z



