WEBINAR:

The Basics of the European Learning Model

28 November 2024

AGENDA

01. **Anna's journey with ELM**

Contextualising the use of the European Learning Model in practice.
By **Kia Likitalo**

02. **Policy Context of the ELM**

An overview of the broader context of the ELM.
By **Koen Nomden and Céline Jambon**

03. **The Basics of ELM**

Introduction to the European Learning Model and its application profiles.
By Queralt Gutierrez

04. **Q&A**

All questions to be submitted via Slido.
#ELM

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AN ILLUSTRATION OF A LEARNING JOURNEY THROUGH ELM

*Note that this example is fictional and does not cover all uses or potential workflows in each Member State

IDENTIFYING NEEDED SKILLS AND QUALIFICATIONS

Meet Anna. She wants to become a civil engineer. She is looking through job sites, and identifying which **qualification and skills** she would need to apply for a job. Having found the right qualification, she has a look at its description in the **national qualifications database**.

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FINDING THE RIGHT LEARNING OPPORTUNITY

Anna then starts to look for **learning opportunities** that will offer her this **qualification**. This is easily done in the **course database** which has linked the corresponding qualification to it – by filtering out the right qualification she finds the right learning opportunities for a civil engineer qualification in Finland, showcasing the expected learning outcomes and skills in a standard format.

She applies, and gets accepted.

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GOING ON MOBILITY: TRANSFER OF RECORDS

As part of her studies, during the summer break, Anna gets the opportunity to do **volunteering** as an extracurricular activity in Italy. While there, she undertakes this non-formal learning for which the learning outcomes and all relevant details are provided in a **Europass Mobility** document, so they are directly understood without additional steps.

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SYSTEM INTEGRATION : STUDENT INFORMATION SYSTEMS

Upon arrival back to Finland, Anna sees that her learning outcomes and the information from the volunteering she completed in Italy are already included in her home institution's student information system. **As the data was provided in the same format, it could be directly integrated with her existing information.**

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GETTING A DEGREE

Anna graduates from her institution. **Her European Digital Credential for Learning is directly generated from the data available in the Student Information System, including all the learning outcomes and related skills she acquired during her studies.**

Her European Digital Credential for Learning now becomes part of her online learning and skills portfolio.

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PRACTICAL EXPERIENCE: LETTER OF RECOMMENDATION

Comparing the data in her degree to job offers for civil engineers, Anna notices that she is still missing practical **skills** listed for the job opportunities she wants to apply for.

She gets an internship at a construction firm which provides her with a **Letter of Recommendation as a digital credential, certifying the learning outcomes and the related skills of her internship.**

She now has an additional credential in her online portfolio showcasing a wider array of skills.

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RECOGNITION ACROSS BORDERS

Anna wants to work in Sweden, and **wishes to get her degree recognised**. By providing the NARIC centre with her digital credential in a standard format (ELM), which is also used in Sweden, the recognition process goes smoothly.

She gets a **comparability statement** issued as a digital credential which she includes in her online portfolio to apply for jobs.

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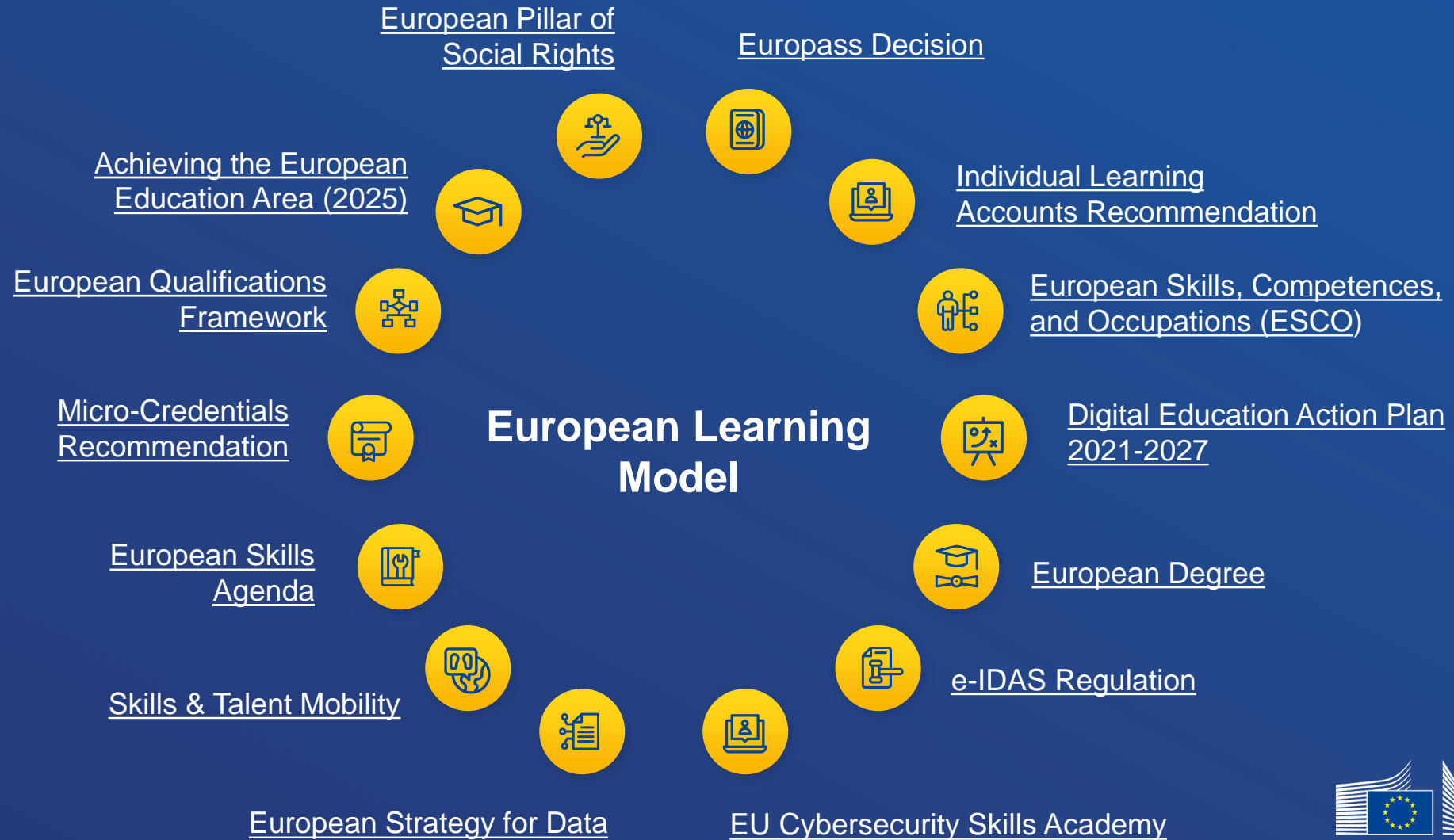
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ACCREDITATION AND QUALIFICATIONS

Anna applies for a job with the Swedish government. They are not familiar with Finnish institutions, and wonder whether they are accredited to issue Anna's qualification to be a civil engineer.

They easily verify this by checking Anna's digital credential, which shows the **related Accreditation record** for the Finnish institution.

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APPLYING FOR A JOB: VERIFYING SKILLS

Once they see that Anna's qualifcation is from an accredited institution, the Swedish government, as the employer, goes through her online portfolio. There they can easily **verify** that she has the **required skillset**, as showcased by her credential, and the letter of recommendation.

Having matched her skills to the job application, Anna is the perfect candidate and gets offered the job in Sweden.

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LIFE-LONG LEARNING AND MICRO-CREDENTIALS

Anna starts working in her new role. However, they realise that she is not familiar with Swedish national IT systems. The employer offers for her to take a short course to acquire the required skills.

Upon completion, she receives a **micro-credential** in a digital format. This micro-credential gets integrated in her online portfolio, growing the skillset that she will be able to present to her next prospective employer.

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POLICY CONTEXT OF THE EUROPEAN LEARNING MODEL

EU CONTEXT

European Pillar of Social Rights

Europass Decision

Achieving the European Education Area (2025)

Individual Learning Accounts Recommendation

European Qualifications Framework

European Skills, Competences, and Occupations (ESCO)

Micro-Credentials Recommendation

European Learning Model

Digital Education Action Plan 2021-2027

European Skills Agenda

European Degree

Skills & Talent Mobility

e-IDAS Regulation

European Strategy for Data

EU Cybersecurity Skills Academy

THE DEVELOPMENT OF THE EUROPEAN LEARNING MODEL

- One of the key sources of ELM is the 2017 Council Recommendation on the **European Qualifications Framework**:

  - Annex VI: "Elements of data fields for the electronic publication of information on qualifications with an EQF level"

  - Recital 24: "...The use of common data structures and formats would .... facilitate the understanding and use of published information on qualifications"

- ELM also encompasses the data fields identified under Annex I of the 2022 Council Recommendation on a **European approach to Micro-Credentials** for lifelong learning and employability

ANNEX VI

Elements for data fields for the electronic publication of information on qualifications with an EQF level

DATA			Required/Optional
Title of the qualification			Required
Field ([*1])			Required
Country/Region (code)			Required
EQF Level			Required
Description of the qualification ([*2])	Either	Knowledge	Required
		Skills	Required
		Responsibility and autonomy	Required
	Or	Open text field describing what the learner is expected to know, understand and able to do	Required

THE HISTORY AND EVOLUTION OF THE ELM

Legacy Data Models

Qualifications Metadata Schema – ELM v.1

Europass Data Models – ELM v.2

European Learning Model – ELM v.3

THE SUCCESS FACTORS OF ELM

UNIVERSAL

- Extensive and comprehensive
- Flexible
- Extendible

VERIFIABILITY

- Format and validity check
- Authenticity check
- Accreditation check (if applicable)

STANDARDISATION

- Describing learning opportunities, credentials and accreditation
- To describe learning of any kind or origin
- Referencing prominent vocabularies

PORTABILITY

- Multilingual (available in 29 languages)
- Relevant in education and employment

THE BASICS OF ELM

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WHY DOES EUROPE NEED A LEARNING MODEL?

OBJECTIVES

- Semantic Standards for Learning

- Standardised expression of verifiable knowledge & skills

- Contributes to the EU Skills Data Space

- Multilingual (available in 29 languages)

- Removes barriers to recognition, supporting free movement

- Provides accreditation & transparency tools

- Reduces market fragmentation

BENEFITS

- Captures formal, non-formal & informal learning

- Addresses all levels and sectors of education and training

- Applicable to the whole course lifecycle

- Interoperable credentials

- Aligned with European transparency and recognition tools

- Free & open source

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EUROPEAN LEARNING MODEL

1 — **European Information Model**
Definitions and Standards in EQF Recommendation, Diploma Supplement, Europass Decision, etc. supplemented by glossaries for additional terms

2 — **European Learning Model**
A Linked Open Data publication of concepts to be used in educational and employment use cases throughout Europe

3 — **Application Profiles**
Specific sets of rules for publishing learning opportunities, qualifications, accreditations and credentials in Europass

4 — **Extensions**
National, Regional or Sectoral extensions of the data model & application profiles to deal with specific use cases

WHAT IS A DATA MODEL?
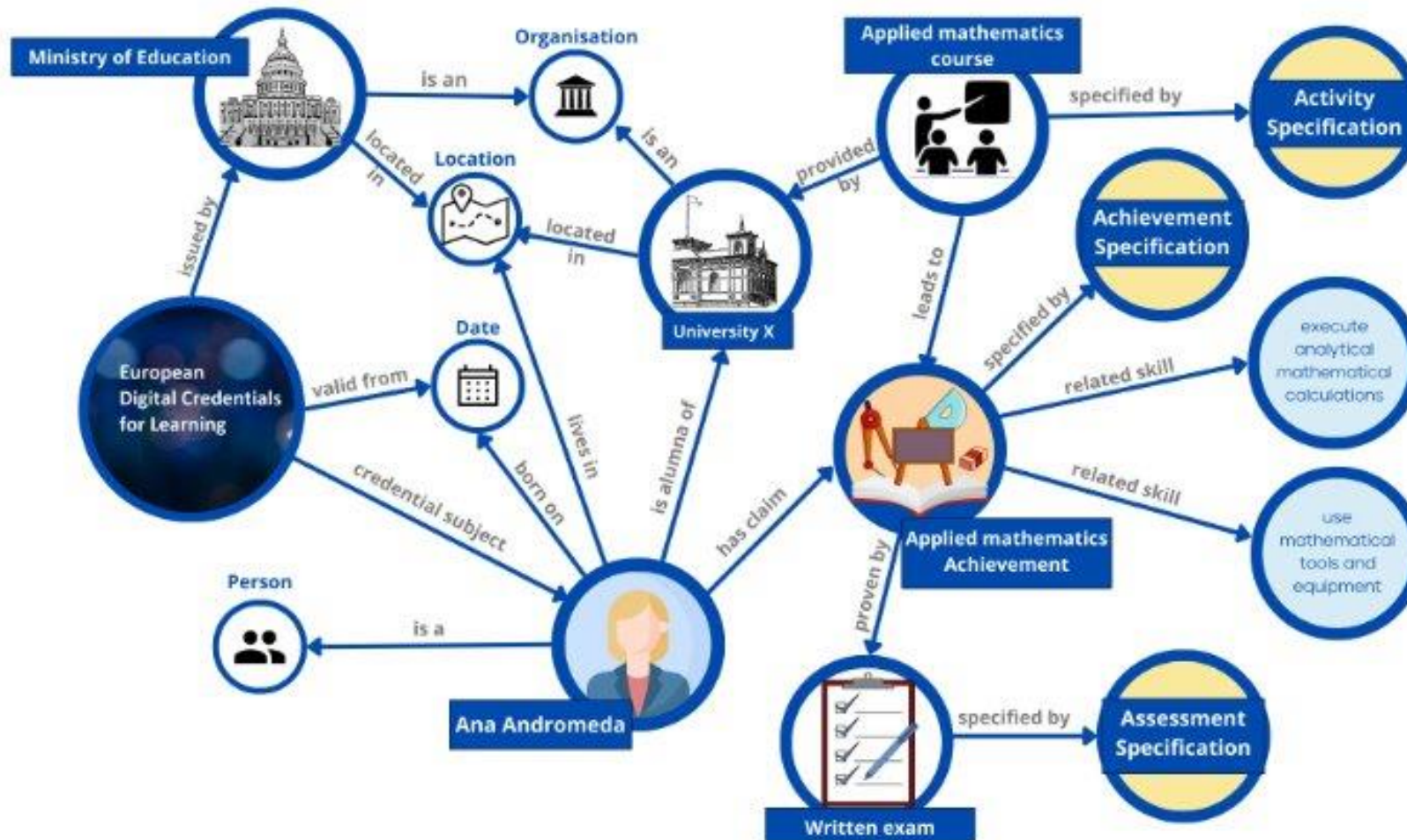
A BASIC ONTOLOGY OF CONCEPTS

1 SPECIFICATIONS

Specify what can be learned, what can be done and how it can be assessed.

Examples include: occupational profiles, competence frameworks, curricula, skill classifications
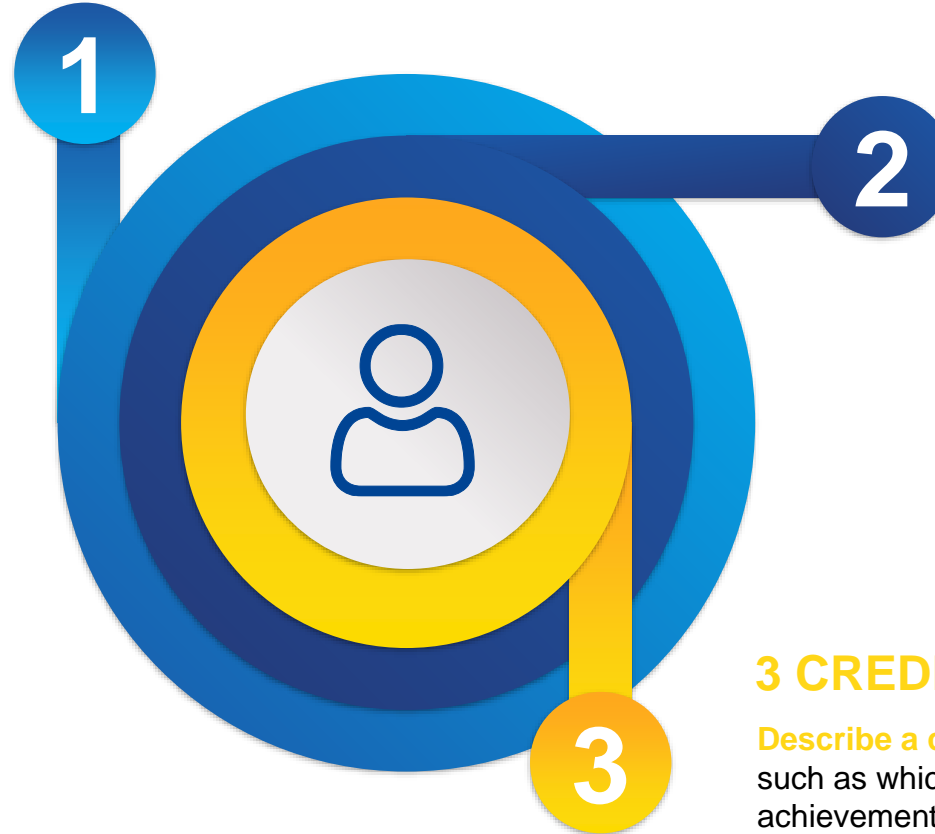
2 OPPORTUNITIES

Describe an offer by an organization to direct an activity which leads to a learning outcome (proven by an assessment)

Examples include: courses, apprenticeships, voluntary experiences, etc.

3 CREDENTIALS
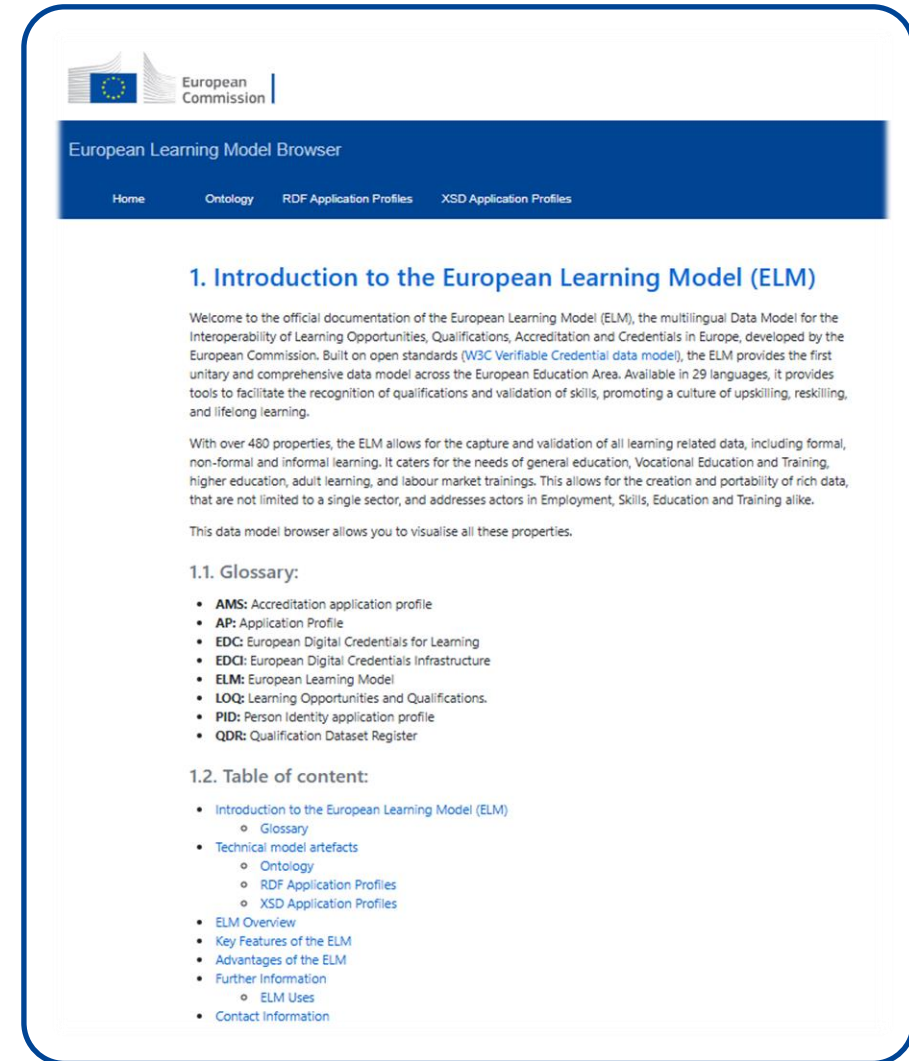
Describe a claim about an individual such as which activities they have done, and their achievements proven by assessments.

Examples include: attendance certificate, degree, diploma supplement, letter of recommendation

ELM BROWSER

The **ELM Browser** is **the official documentation** of the European Learning Model (ELM), the multilingual Data Model for the Interoperability of Learning Opportunities, Qualifications, Accreditation and Credentials in Europe, developed by the European Commission.

European Learning Model (ELM) Data Model Browser: https://europa.eu/europass/elm-browser/index.html

ELM AND ITS APPLICATION PROFILES

Ontology

ELM

Application Profiles

AMS
Accreditations

EDC
European Digital
Credentials for Learning

LOQ
Learning Opportunities
and Qualifications

PID
Person Identity

Institutional
License

Programme
License

Learning
Opportunities

Qualifications
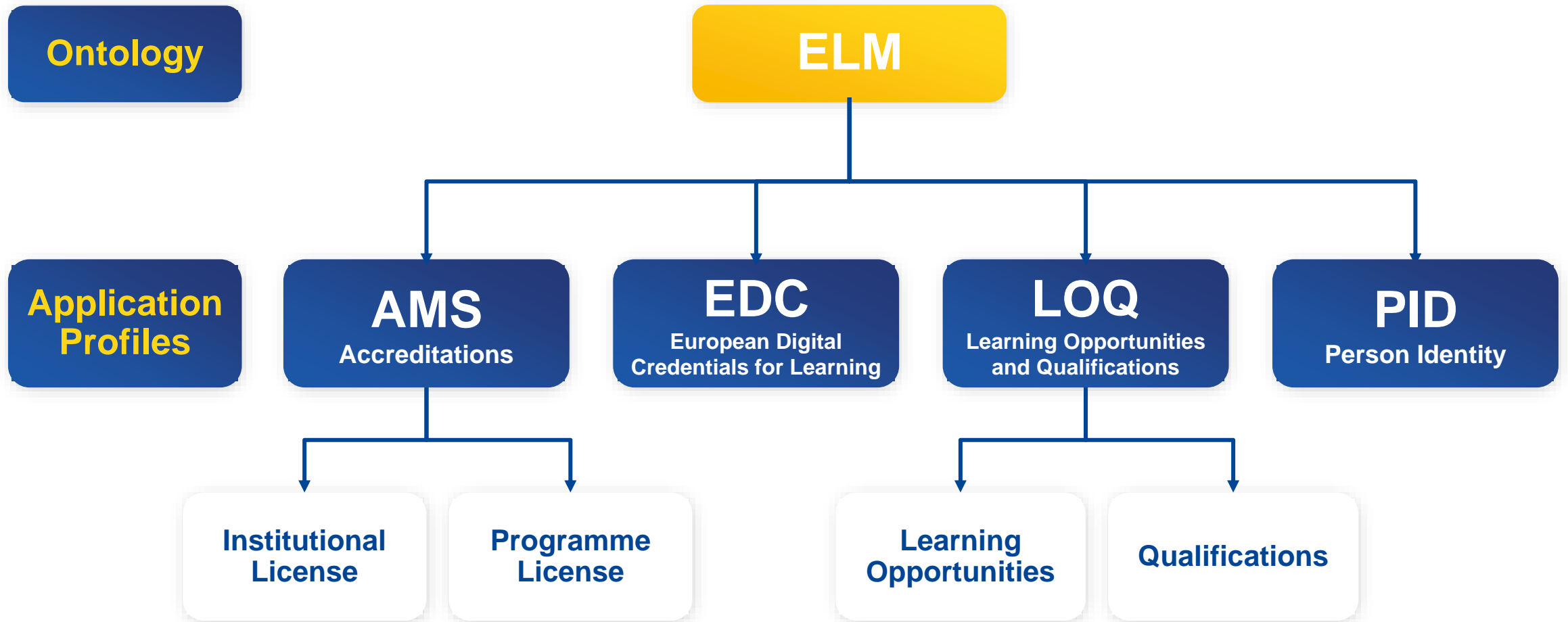
WHO IS THE ELM DESIGNED AND DEVELOPED FOR?

Course provider or Educational/Training institution

Using the ELM to describe your courses will help you reach a wider audience and make your courses easier to find.

National Authority

Transferring your national accreditation or qualifications data in ELM format makes your data accessible and transparent

Lifelong Learners

Expressing your skills using ELM can help you build a competitive skill profile, and help you find courses that can advance your career development

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WHO IS THE ELM DESIGNED AND DEVELOPED FOR?

Credential Issuers

You can use the ELM to build data-rich multilingual digital credentials that are verifiable and tamper-evident, and help your overall digitalisation process
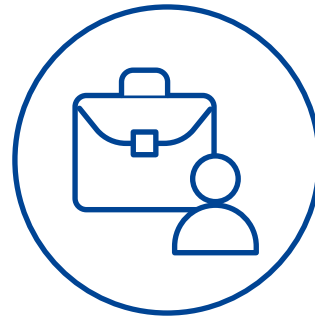
Employers

If you are looking for verifiable skill sets in application tool, ELM supports the documentation of learning outcomes linked to frameworks such as ESCO and DigComp

Learning Management System or Student Information System provider

Using the ELM you can express the course and achievement data stored in your system in a technical format fully understood and endorsed across and beyond the EU

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TRANSPARENCY AND PORTABILITY

487 properties describe

- Credential owner
- Organisations
- Achievements
- Activities
- Assessments
- Entitlements
- Accreditations

KEY TAKEAWAYS REGARDING THE ELM

Interoperability

Multilingual

All levels, areas and dimensions of learning

Comprehensive

Easy to get started

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GET STARTED WITH THE ELM

Start mapping your learning opportunities or qualifications to the ELM

Start issuing simple EDCs

Join the Futurium to learn from others

Get in touch with us to see how ELM can help in your specific situation!

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Q&A

Please ask questions via Slido.com

#ELM

https://app.sli.do/event/8bBcPVizUvJKFwK3taJEzi

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Still have more questions?

Get in touch at:
EMPL-ELM-SUPPORT@ec.europa.eu

and join our Futurium Group!

Thank you for your participation!

Contact the ELM support team at <u>EMPL-ELM-SUPPORT@ec.europa.eu</u>