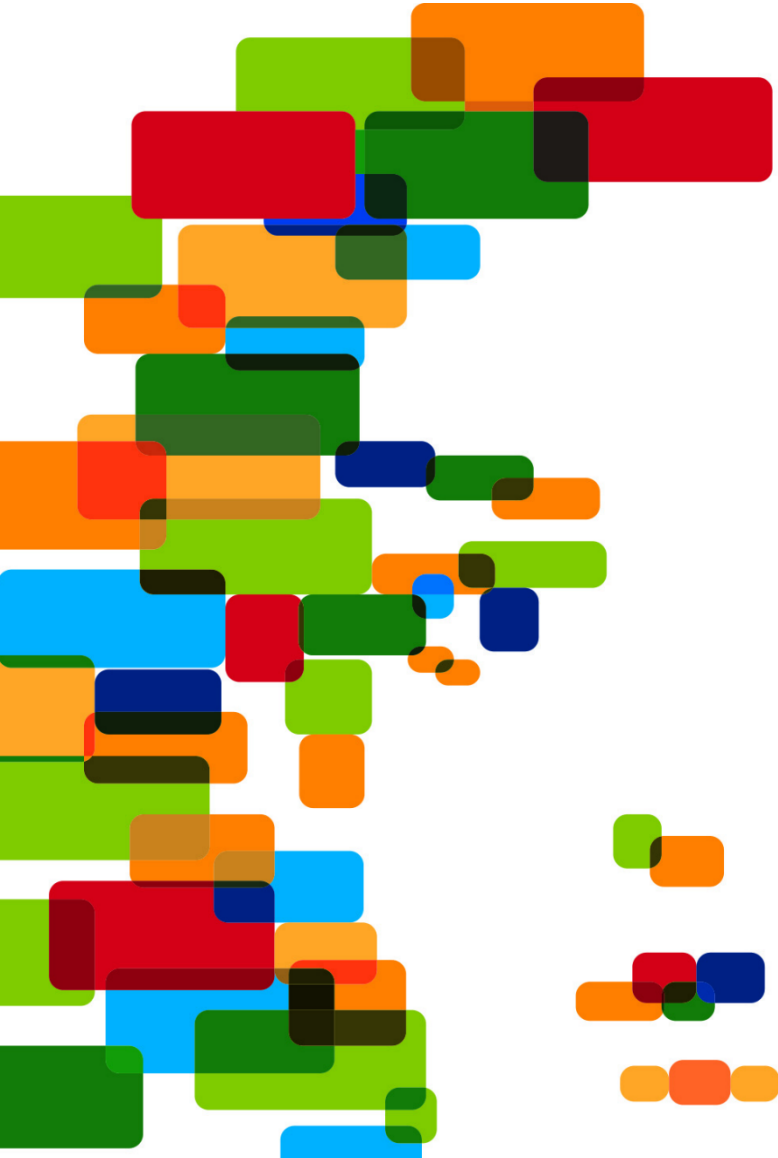


ECVET Manual for Parents



İZMİR
MILLİ EĞİTİM MÜDÜRLÜĞÜ



Servicio Andaluz de Empleo
CONSEJERÍA DE EMPLEO, EMPRESA Y COMERCIO



Erasmus+



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1. Introduction

Purpose of the Document

The European Credit System for Vocational Education and Training (ECVET) is a technical framework that allows the transfer and recognition of learning outcomes of individuals abroad to their own countries in order to achieve qualification in a profession.

This guide has been written to:

- promote transnational mobility in vocational education and training,
- explain the use of ECVET to support transnational mobility for VET institutions across Europe,
- explain practical applications that will help the use ECVET throughout Europe.

ECVET tools and methodology include the process of transfer and accumulation of qualifications, and this process to be defined with complementary documents such as Learning Agreement and Personal Transcript.

This guidelines for parents who have student interested in doing transnational mobility, built on the ECVET framework. This guide identifies the steps required to transnational mobility programme.

ECVET supports the improvement of recognition possibilities of learning outcomes thus supports the transfer of what people have learned in different education and training institutions abroad to their own countries.

This guide conceptually presents a complete picture of the ECVET movement. In practice, when VET students / learners want to perform ECVET mobility, they can proceed in three steps in accordance with the flexible and gradual nature of ECVET. These steps will be described later in this guide.



2. ECVET

2.1. Background

The development of vocational education and training systems is crucial for the formation of human resources with a broad range of skills needed for an effective workforce. The acquisition of competences, knowledge, skills and attitudes for the existing and future workforce has been at the core of Europe's development agenda.

In the 2002 Copenhagen Declaration and in all subsequent communiqués, each Minister responsible for vocational education and training (VET) supports the recognition and transfer of qualifications for the continuous development of Vocational Education and Training. In the years following the Copenhagen Declaration, a series of project-based initiatives took the first steps towards the development of the European Credit System for Vocational Education and Training (ECVET). In 2009, an official "Recommendation of the European Parliament and Council on the Establishment of the European Credit System for Vocational Education and Training" was published, common technical ECVET principles were set and detailed technical specifications were published. With this decision, it is recommended that a wider promotion and implementation of ECVET by all EU Member States to be performed. Since that date, the EU Member States have begun to develop national frameworks, mechanisms and conditions to promote the entry into force and implementation of ECVET in order to promote transnational (geographical) mobility and lifelong learning.

The development and recognition of citizens' knowledge, skills and competencies, personal and professional development and competitiveness are crucial for employment and social cohesion in the European Union. In this context, transnational mobility for employees and learners should facilitate and contribute to meet the supply and demand conditions in the European labor market. Participation in the lifelong learning for all, and the transfer, recognition and accumulation of learning outcomes of individuals in formal, non-formal and informal contexts should be promoted and developed at the European Community level.

2.2. What is ECVET?

ECVET is one of the "European transparency instruments" such as EQF, Europass, EQAVET and ECTS. ECVET is a system based on learning outcomes and units and tools to enable them to be transferred. It creates a "common language" to describe these qualities. ECVET facilitates the approval, recognition and transfer of learning outcomes obtained in another country or in another learning environment. This promotes greater mobility among VET systems in Europe.

ECVET is not a vocational training system to replace the vocational education systems in



Europe. ECVET is not a requirement, it is based on volunteerism. It is built on mutual trust.

ECVET relies on the following general principles regarding arrangements of the transfer and accumulation of acquisitions:

- qualifications are defined on the basis of Learning Outcomes. Learning outcomes express what a student knows, understands and can do after completing a learning process. Learning Outcomes; are defined in terms of knowledge, skills and competence. This facilitates the comparison of competences;
- qualifications are structured in the form of learning outcome units which can be assessed, approved and accepted;;
- Provides achieved learning outcomes (which may have been obtained abroad or in other learning environments) are assessed and documented. This allows the students to transfer and accumulate their achievements on a credit basis;
- The achievements obtained in the context of other qualification systems can be **validated** and **recognized**;

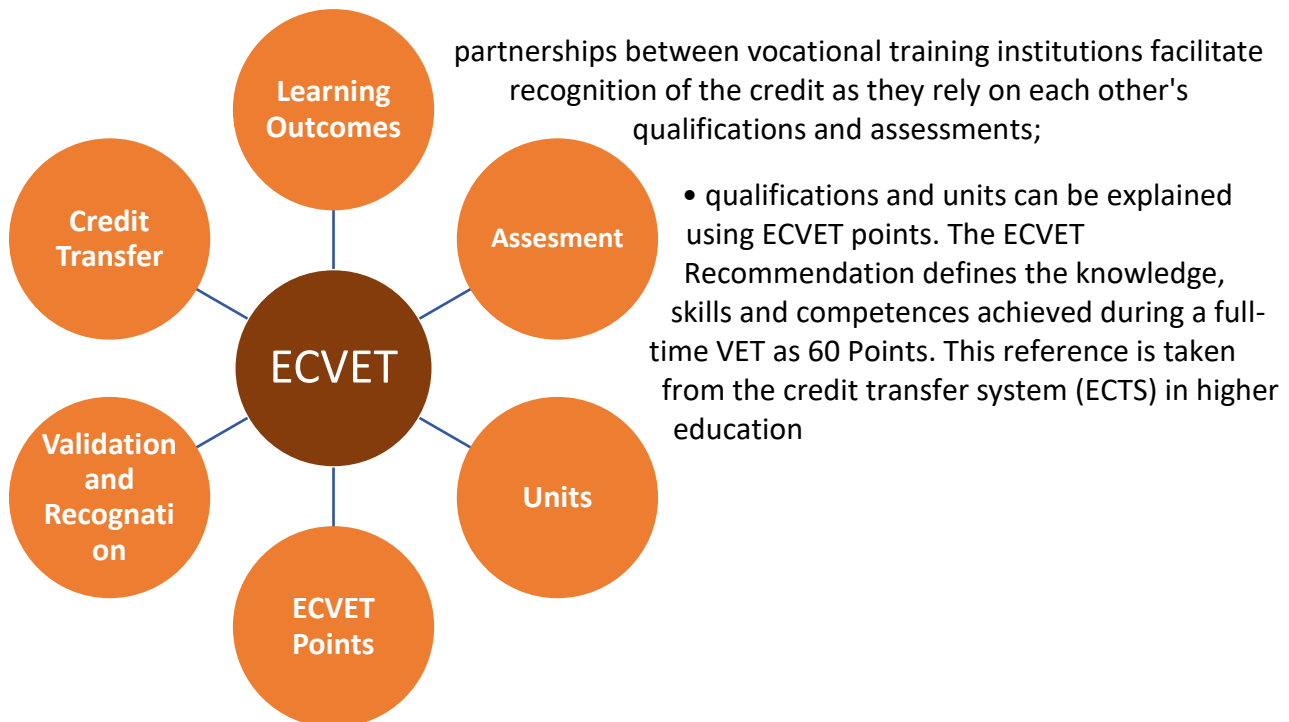


Figure 1 ECVET Tools

2.3. Why use ECVET?

Using ECVET provides many advantages for VET students / learners:



- To facilitate learner mobility enabling the recognition of
- To develop job profiles in which it is easy to identify the required knowledge, skills and competences;
- To identify and select training programmes which meet the needs of the companies;
- To better understand the knowledge, skills and competences of prospective students;
- To support to recognize previous learning
- To better understand the principles of programme design and the work parameters of VET institutions.

Using ECVET has a number of benefits for VET practitioners and learners:

- periods of mobility can be designed with more precision
- there is greater clarity when learning outcomes are used to determine which outcomes you will work towards;
- productive long-term motilities are more solid when they use an ECVET
- your students instead of having to re-take assessments when they return, their assessments are completed abroad, and they can be checked and validated by their school;
- your students can see the benefits of studying abroad

ECVET is a valuable tool to support effective mobility periods. It helps your student achieve the desired achievements during their study abroad.

2.4. Basic elements of ECVET

ECVET is a technical framework for the transfer, recognition and accumulation of learning outcomes in a location where appropriate, in order to achieve a qualification.

The ECVET tools and methodology consist of the following:

- The description of qualifications in terms of learning outcomes units,
- A transfer and accumulation process and
- complementary documents such as learning

“Qualification”, Formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes.



agreements, personal transcript and ECVET user manuals.

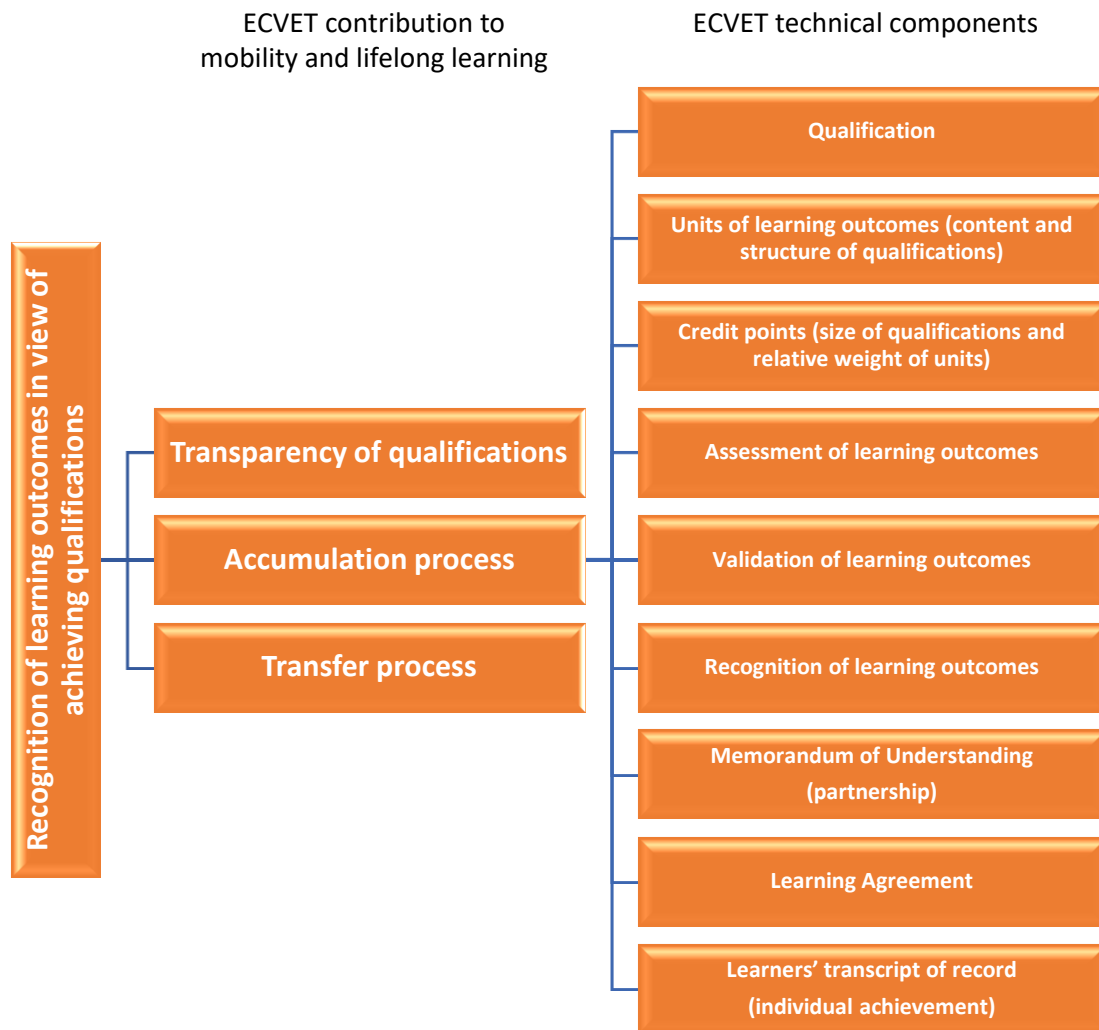


Figure 2 ECVET objectives, basic elements and technical components

2.4.1. Learning Outcomes

According to its definition in the European Qualification Framework (EQF) Recommendation: “Learning outcomes are statements of what a learner knows, understand and is able to do on completion of a learning process”.

Learning outcomes define the outcome of a learning process, regardless of where and how the learning is performed. In this sense, learning outcomes are used in different contexts, school-based education / apprenticeship / internships, formal / informal / non-formal education, general education / vocational education / higher education.

Generally, qualification frameworks indicate the level of learning outcome in a qualification. EQF levels for ECVET purposes are used as a reference.

Learning outcomes can be used for a number of purposes, such as creating descriptors



of qualification frameworks, describing qualifications, designing curriculum, assessment.

Learning outcomes can be achieved through a variety of learning paths in different learning environments (formal, non-formal and informal) and by means of different learning methods (school-based, intra-company, workplace, etc.).

2.4.2. Learning agreement

Learning Agreement involving two competent institutions participating in the training and approval process and you are signed to provide the transfer of the qualifications achieved. If your student is under 18 years of age, the parents are expected to sign. Learning Agreement specifies the conditions for the student's mobility period.

A learning agreement;

- defines the competent home institution and host institution,
- specifies the mobility condition, such as your student's information, mobility duration, expected learning outcomes, schedule, student's task and responsibilities.,

If your student reached the expected learning outcomes and is assessed as achievement by the 'host' institution, it must be validated and recognized within the rules and procedures established by the competent authority.

Recognition of his/her school's achieved learning outcomes depends on the successful evaluation of the learning outcomes by the host institution in accordance with the quality assurance criteria.

2.4.3. Personal transcript

Personal transcript is a record of the achieved learning outcome. It contains information on the results of the assessment of the mobility processes of the students, achieved learning outcomes, the units and the ECVET points. The personal transcript belongs to the student and is given after completion of a learning mobility.

The Europass Mobility document is widely used as a personal transcript for international mobility, as it is accepted and confirmed by European Member States.

However, if ECVET is implemented at the national level, there is no such document for each country.

European Commission; recommends that vocational training institutions develop a personal transcript template to record learning outcomes achieved by each student performing mobility.



2.4.5. ECVET Points

ECVET points provide complementary information on qualifications and units in numeric form. ECVET Points have no value independent of the achieved learning outcomes and reflect only the success and accumulation of units. In order to provide a common approach for the use of ECVET points, the learning outcomes expected to be achieved within one year in a formal full-time VET are defined as 60 points.

In ECVET, the accumulation of points usually consists of two stages: ECVET points are allocated to a qualification as a whole and then to the units. ECVET points are allocated to each individual according to the relative weight within the qualification. ECVET points can be assigned according to the duration of the relevant learning outcome or according to the weight of the respective learning outcome within the qualification. ECVET score for each unit may be different for different countries. For this reason, ECVET Points do not have a specific standard for all VET institutions in the EU. For this reason, ECVET Points are used only in countries where these points are defined in the national system. ECVET Points are not essential for the transfer of achievements.

The allocation of ECVET points is normally part of the design of qualifications and units. These are produced by the competent authority responsible for the design and maintenance of the qualification or specifically authorized for this task. In countries that already have a national point system, the relevant authorities are making arrangements to convert national credit points into ECVET points.

2.4.5. Validation and Recognition

ECVET; The final objective of ECVET is the validation and recognition of learning outcomes as a result of mobilization. In other words, learners who achieve certain learning outcomes during their stay abroad and whose learning outcomes are assessed as positive on these learning outcomes will have the opportunity to ensure that these learning outcomes shall gain validity and recognition in their own institutions.

At implementation level, ECVET transfer and accumulation is being implemented between organizations that deliver, assess, validate and recognize learning in the sending and host country.

Assessment of learning outcomes involves the degree to which a learner actually achieves a certain level of knowledge, skill and qualification, and the methods and processes used. Validation of learning outcomes is the process of validating the results of certain assessed learning outcomes achieved by a learner. These validation procedures must be approved by the sending institution for the assessment made by the host institution abroad. In an ECVET partnership built on mutual trust; the sending institution knows that the education given by the host institution and the assessment exams it has made are of the same quality as those made in their school. In this direction, the confirmation of whether the



learning outcomes have been achieved; the sending institution should review or approve the evidence of the assessment or accept it directly. Approval is granted by the sending institution in many countries which fully implement ECVET.

Recognition of learning outcomes is the recognition process of officially obtained learning outcomes. While in many ECVET-implementing countries this recognition procedure is carried out by the sending institution, in some EU countries it is carried out by regional or central training authorities or certification bodies.

In order to be able to do this, it is necessary that the learning outcomes achieved from abroad comply with the qualifications of their own institutions and in the event that the learners stay in their institution, they should be equivalent to the learning outcomes that the learners will face in their institutions.

This means that the course topics that the learner achieved successful learning outcomes are not necessarily repeated in their home country. This also means that there will be no need for the learner to have to undergo a test again in his home country as a result of the evidence he has provided after the assessment procedure provided by the institution abroad.

This process facilitates the accumulation of learning outcomes, while at the same time the student achieves a full qualification in a faster, more flexible tempo, avoiding repetition of study and ensuring motivation for further learning.

2.4.6. Transfer and Accumulation

An ECVET transfer; is the process during which a student is assessed at the end of a training process in the host country and achieves learning outcomes approved and recognized in the sending country.

Learning outcomes may be accumulated in accordance with national or regional rules in accordance with a qualification. Procedures and guides for assessment, validation, accumulation and recognition of learning outcomes are designed by the relevant authorities and partners involved in the training process.

The competent institution is defined as an institution responsible for the recognition of these functions within the framework of rules such as the awarding of ECVET points to qualifications and units, the assessment, approval and recognition of learning outcomes. Competent institutions can be qualification authorities, awarding bodies, certification bodies, regional education authority or training centres.

ECVET Credits are not expressed numerically. **The credit refers to the learning outcomes achieved.** What has been transferred is the learning outcomes achieved.



3. MOBILITY

3.1. What is Mobility?

In this guide "mobility" refers to the internship or learning process of a student/learner(s) in a vocational education and training institution abroad.

3.2. What does it mean to use ECVET for transnational mobility?

In short, using ECVET for transnational mobility implies that:

In one country, the host institution assesses your achievement of learning outcomes and provides evidence of the results of the assessment (written statement on learning outcomes achieved or an assessment grid for example).

In another country, the competent institution validates and recognizes credit for units of learning outcomes. The unit(s) of learning outcomes achieved abroad is (are) recorded in your student's transcript of record. The competent authority may be the institution to which your students is trained, or it may be a central institution for the recognition process.

For organised mobility (i.e. when your student goes abroad as part of an inter-institutional agreement), the process takes place in the framework of an individual Learning Agreement. Therefore, the learning outcomes to be achieved, the assessment, validation and recognition processes are agreed between the competent institutions a priori thus facilitating the recognition of credit.

The integration of mobility into learning pathways.

When using ECVET all interested parties (learners, employers, education and training providers) will have a clearer understanding and evidence about the added value of learning in a partner institution. ECVET can improve the validation and recognition of both key competences (such as foreign language skills) as well as more technical skills and competences.

Your student will have the chance to enrich their learning pathway by acquiring abroad the knowledge, skills and competences which they would not have had the possibility to achieve in their school (for example, because of the differences in technologies used or because of the variety of products).

ECVET also allows you to get some learning outcomes that the labour market demands but which you cannot achieve at your student's school.

For the same reasons, VET providers may be able to attract new learners from abroad.



Four Levels of Mobility

LEVEL	OBJECTIVES	CONTENT	PARTNERSHIP	DOCUMENTATION
LEVEL 1: EXPLORATION & PREPARATION	Establish common mobility goals	Short-term professional mobility	Potential partners identified	None in place
LEVEL 2: FIRST MOBILITY FLOWS	To trial agreed VET mobility programme Test agreed logistical framework with partners.	Targets short-term VET mobility in a dedicated learning environment and/or workplace.	Collaboration with one or more partners, (VET institutions and/or companies)	Short-term (MoU) Learning Agreements (Learners and staff)
LEVEL 3: STRUCTURED MOBILITY	To strengthen existing mobility programmes, Enable annual or multi-annual mobility programmes in one or more fields	Agreed targets for short and/or longer-term VET mobility, in learning environments and the workplace.	Collaboration with one or more partners (VET institutions or companies)	Longer-term (MoU) in place, confirming fields Mobility Schedule Learning Agreements
LEVEL 4: FULLY RECOGNISED MOBILITY (ECVET Mobility)	Participating learners get recognition for learning outcomes achieved and skills acquired	Specific targets for assessment, validation and recognition of learning achieved/skills acquired	Collaboration with one or more partners, including VET institutions, companies and accreditation and awarding bodies	Detailed (MoU) in place. Learning Agreements including roles, mechanisms, systems and tools for those involved in formal summative assessment of LOs.

Figure 3 Four Levels of Mobility



4. Use of ECVET in mobility

This section outlines the main issues to be taken into account in using ECVET for mobility. It is structured according to the three main phases: before, during and after mobility. These phases are summarised in Figure 5 below.

It may initially seem that ECVET is a complex instrument because a great deal of work is necessary in the preparatory phase (i.e. before the mobility takes place). To balance this perception of complexity, please keep in mind that:

- The preparation phase is needed to make sure that when your student return, the knowledge, skills and competence she/he has achieved can be validated and recognised and consequently accumulated.
- Once a partnership is operating and a Learning Agreement is in place, the preparatory phase becomes much simple.
- As the mutual trust among schools progressively develops, the partners become familiar with the other qualifications systems.

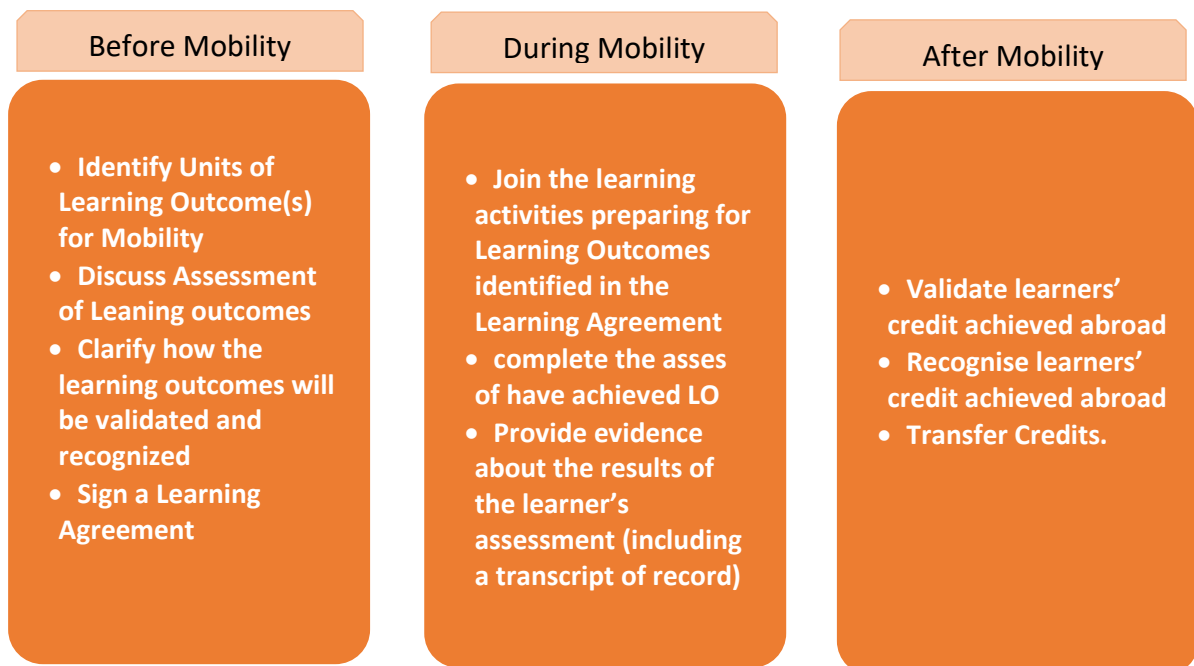


Figure 4 Key issues to be taken into account before, during and after mobility when using ECVET

4.1. Before Mobility

To use ECVET in a period of mobility, you first need to find a partner that is equivalent in quality to your school abroad. Your teachers will support you in completing an ECVET-compatible period of mobility. ECVET partnerships or networks can be established between two or more institutions (typically schools or educational institutions).

The use of ECVET begins with the establishment of an effective partnership structure. The definition of learning outcomes involves defining a mobility process within the framework of quality criteria and signing this process under an agreement.

Your student must complete the following steps to participate in an ECVET learning mobility: (P.S: Your student can find details in the Student Guide.)

- Identifying the 'competent institutions' with your student's school
- Agreeing the partnership's approach to evaluation and review
- Developing Mobility Programmes and Qualifications
- Have information about assessment of Learning Outcomes
- Preparing the Learning Agreement

4.2. During Mobility

During the mobility period, you aim to acquire the knowledge, skills and qualification expected to be obtained abroad. A few issues need to be addressed during the mobility phase:

All relevant actors (such as teachers, trainers, your student) should be aware of all aspects of the planned learning process that is relevant to their role (e.g. they must have received a copy of the Learning Agreement or their role in the mobility environment should be clearly explained to everybody).

The host institution is responsible for the quality assurance of the learning content. For example, the safety regulations are followed, the relevant activities can be carried out during the mobility period, the necessary equipment is used, guidance is provided to you, the teachers or trainers have the competence to support your learning process.

A particular person, for example a teacher must be available in the host institution who has the responsibility to supervise the mobility process

Your student should know who will be contacted if he / she sees that the Learning Agreement has not been applied.

The learning activities attended by you are those predicted before the mobility. In order to address the problems that may arise in the learning process abroad, the relevant



procedures in the Learning Agreement are applied.

During the mobility period your student aims to acquire the knowledge, skills and competence that is expected to have achieved abroad. Several issues need to be addressed during the actual mobility phase:

All actors concerned (such as teachers, trainers, your student) are aware of all aspects of the planned learning process abroad that are relevant for their roles (for example, they have received a copy of the Learning Agreement or have been briefed about their roles in the mobility phase).

The host institution is responsible for the quality assurance of the learning context (for example, safety regulations are respected, the relevant activities can be carried out during the mobility period, the necessary equipment is available, guidance is provided to you, teachers or trainers have the required competences for supporting the learning process of you).

The host institution is also responsible for the quality assurance of the learning process as such. It helps your student to acquire the learning outcomes defined in the Learning Agreement.

There is a designated person who has the responsibility to oversee the mobility process in the host institution (for example, a tutor is appointed).

Your student knows whom to contact if he or she sees that the Learning Agreement is not being implemented.

Procedures are put in place to ensure compliance with the arrangements laid down in the Learning Agreement (for example, the person in charge in the host institution carries out regular checks that everything is in line with the Learning Agreement).

Once the learning process is completed, your student must demonstrate the achievement of the required learning outcomes, in line with the Learning Agreement and the MoU, in an assessment process. There can be one or several assessments during the mobility period depending on the duration and the initial agreement. If the assessment does not respect the MoU and the Learning Agreement, the home institution could have difficulties validating and recognising your student's credit.

One of the principles of ECVET is that assessment will be completed by the host institution. This ensures that your student is not reassessed when returning to the home institution.



It is important to specify the assessment procedure before the mobility stage starts. This helps to create one of the essential aspects of ECVET - mutual trust between mobility partners - as each institution needs to trust each other's assessment procedures and decisions.

Once the assessment is completed, it is important that its outcomes are documented in order to support the validation and recognition in the home institution on your student's return. The evidence about the learning outcomes achieved can take several forms:

The use of standardised assessment grids in which the assessors record your student's performance.

Written statement by the assessor about what has been achieved fully, partially, etc.

Grades, in which case it is important that there is a common understanding or a translation mechanism between the partner institutions as many education and training systems have very different approaches to grading.

The use of Europass mobility can facilitate the recording of your student learning outcomes achieved.



4.3. After Mobility

When your student return to own school, the achieved Learning Outcomes by your student are validated and eventually recognized. There are different ways of validating and recognizing your achievements, depending on the qualification system of their institution, these are summarized below.

When your student returns, your school checks whether the learning outcomes in the Learning Agreement have been achieved. If this is the case, your student's credit will be validated and recognised in line with the agreed procedures and conditions.

Mobility partners should discuss how validation and recognition takes place and who is responsible for these tasks. To support the development of mutual trust it is important to agree these procedures before the mobility takes place and to include this information in the Learning Agreement.

Following the completion of your student's mobility, the competent authority in the country validates that your student have verified that all conditions of the Learning Agreement have been met. Once the competent institution is satisfied, the achievement of the students is validated, and the learning credits are recognized by the competent authority for qualification.

Successful recognition does not always lead to exemption from final assessment. A qualification in some national VET systems is based on the final assessment. In such a case, this achievement achieved as part of the education cannot replace a course assessment.

It is important to note that each qualification system has its own rules and that they carry out the validation and recognition processes. In some countries, the validation and recognition of learning outcomes can be two separate processes and different institutions may be responsible for these. In others, they may be part of a common process.

For credit to be recognised in view of a qualification the learning outcomes have to be relevant for the given qualification. For example, it is highly unlikely that credit for a unit on 'designing electric circuits' will be recognised for the qualification of a cook, while it is much more likely to be recognised for a qualification preparing for the profession of an electrician.



5. Checklist for Using ECVET for Transnational Mobility

BEFORE MOBILITY	
Units of learning outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> Have learning outcomes been determined for Mobility? <input type="checkbox"/> Is it clear how these learning outcomes relate to the professional competence of you? <input type="checkbox"/> Has your student's school made clear how the learning outcomes could be transferred and accepted? <input type="checkbox"/> Have your student already considered the knowledge, skills and qualification they have, language skills, duration of mobility and learning opportunities in the host institution? <input type="checkbox"/> Has the curriculum been established to obtain the learning outcomes for your student's abroad? <input type="checkbox"/> Are the tools necessary to assess the identified learning outcomes abroad? <input type="checkbox"/> Is there clear the planned assessment and the learning outcomes identified?
Validation and recognition	<ul style="list-style-type: none"> <input type="checkbox"/> Is it clear how your student's achieved LO will be validated and recognised? <input type="checkbox"/> Is it clear who is responsible for the validation and recognition of your student's credit? Is your student aware of how this will be done? <input type="checkbox"/> Are the persons responsible for your student pathway and possibly the certification, aware of the practical results of validating your credit and of recognising your credit? <input type="checkbox"/> Are the practical procedures and responsibilities for validation and recognition of your student's credit documented in partnership agreements (LA)?



Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Do actors (host institution, their school and other competent institutions) involved in the mobility agree on the assessment procedures and criteria? <input type="checkbox"/> Was this agreement explained transparently with respect to questions who, how, when, etc. (e.g., in the Learning Agreement)? <input type="checkbox"/> Do the relevant actors ensure that predictive assessment is feasible and appropriate? <input type="checkbox"/> Are the assessment criteria and indicators clearly showed to the agreed learning outcomes and the assessment procedures clearly showed to the assessment criteria and indicators? <input type="checkbox"/> Are the assessment method(s) and criteria(s) and the mobility period appropriate for the learning method? <input type="checkbox"/> Was it clear how the results of the assessment of you would be documented in the transcript of the records?
Learning Agreement	<ul style="list-style-type: none"> <input type="checkbox"/> Does Learning Agreement determine how to reach learning outcomes, how to evaluate them, and how will be able to validate and your student's credits? <input type="checkbox"/> Does the host institution agree you for provide training for the achievement of these learning outcomes? <input type="checkbox"/> Is there an agreement on how the Host institution's documentation will document the outcome (assessment guide, written explanation - in which language)



DURING MOBILITY

<p>vision of the learning activities preparing for LO identified in the Learning Agreement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are all actors (such as teachers, trainers, your student) aware of the planned learning process and their role in the mobility phase (e.g. have they received or been informed of a copy of the Learning Agreement?) <input type="checkbox"/> The teachers or trainers have the required qualification to support the learning process of you? <input type="checkbox"/> Does the host institution act in accordance with its responsibility for the qualification of the learning process? In other words: do they help your student to achieve the learning outcomes defined in the Learning Agreement? <input type="checkbox"/> Is there a designated person (e.g. a designated teacher) who is responsible for supervising the mobility process in the host institution? <input type="checkbox"/> Do you know who will be communicated if your student see that the Learning Agreement has not been applied? <input type="checkbox"/> Do learning activities participate in at least the predictions before the mobility stage? <input type="checkbox"/> Are the procedures applied to address the problems that may arise during the study period abroad?
<p>Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do all actors (e.g. teachers, trainers, your student) know the assessment criteria to be used to assess your student? <input type="checkbox"/> Are they used in accordance with agreed procedures on assessment procedures and criteria?
<p>vidence/ documentation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is your student provided with the evidence of your assessment which will serve as basis for the validation and recognition of credit? <input type="checkbox"/> Does your student have the assessment of the credit that will be the basis for validation and recognition of the credit? <input type="checkbox"/> After completing the mobility period of you, is the registration dossier given by the host institution appropriate? <input type="checkbox"/> Does your student’s record transcript clearly specify what has been achieved? <input type="checkbox"/> Is the information offered to the person and other potential target groups (such as employers) who are expected to validate your student’s credit abroad, in an understandable manner? <input type="checkbox"/> Do the assessed and documented learning outcomes correspond to those agreed on in the Learning Agreement?

AFTER MOBILITY

Validation	<ul style="list-style-type: none"> <input type="checkbox"/> Based on the evidence of your student’s assessment in the host institution, did you achieve the expected learning outcomes? <input type="checkbox"/> Has your student credit been validated (and recognised) in line with the Learning Agreement? If not, why not? <input type="checkbox"/> They were fairly treated in your student’s verification process? <input type="checkbox"/> Are the actors involved implementing the practical consequences of verifying your credits (e.g. exemption from certain courses, exemption from formal or summary assessment, taking extra credits)?
Recognition	<ul style="list-style-type: none"> <input type="checkbox"/> Can your student’s credit be recognised in line with the Learning Agreement? If not, why? <input type="checkbox"/> Can the credit be accepted in accordance with the Learning Agreement? If not, why? <input type="checkbox"/> Does the participating actors practice the practical consequences of recognizing the credits of your student (e.g. registering a unit in a copy of a student's record, creating a certificate, to record a credit of the student by another type of recording)?
Follow-up	<ul style="list-style-type: none"> <input type="checkbox"/> Can your student progress in their training pathways as planned?



6. ECVET Background & Resources

Legislation
EFQ Recommendation
ECVET Recommendation
Copenhagen Declaration
Strategic Framework For European Cooperation In Education And Training
Reports, manuals, guides etc
Cedefop: Analysis and overview of NQF developments in European countries.
Brugge Communiqué 2010
Annual report 2014
DG EAC: Get to know ECVET better, Q&A
New Impetus European Cooperation Vet Strategy 2020
Cedefop: ECVET necessary conditions
Cedefop: Learning outcomes approach in VET curricula
Cedefop: Monitoring ECVET strategies 2013
ECVET projects: Using ECVET for mobility and lifelong learning – lessons from the second generation of ECVET pilot projects
ECVET Reflector: Study on the implementation and development of an ECVET system for initial vocational education and training
ECVET users group: Using ECVET to support Lifelong learning
FINECVET as a pioneer



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Learning Agreement

1. Information about the participants.

1.1. Information about the Home organization.

Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	

1.2. Information about the Host organization

Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	
Tutor/mentor	

1.3. Information about the learner				
Address				
Telephone/fax				
E-mail				
Date of birth				
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	<input type="checkbox"/>
Contact details of parents or legal guardian of the learner (if applicable):				
Name				
Address				
Telephone				
E-mail				

1.4. Information about intermediary organisation, if is involved.	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	



2. Learning period abroad - Duration:	
Start date:	(dd/mm/yyyy)
End date:	(dd/mm/yyyy)
Length of time abroad	(dd/mm/yyyy) to (dd/mm/yyyy)



3. The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired).

Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate)		
EQF level (if appropriate)		
NQF level (if appropriate)		
Information about the student's progress: knowledge, skills, competence. (could be included in an annex if necessary)		
Enclosures in annex - please tick as appropriate	Europass CV	
	Europass Mobility	
	Europass Language Passport	
	(Unit[s] of) learning outcomes already acquired by the learner	
	Europass Certificate Supplement	
	European Skills Passport	
	Other:	



4. Learning outcomes to be achieved during mobility

Title of unit(s)/groups of learning outcomes/parts of units to be acquired		
Number of ECVET points to be acquired while abroad		
Learning outcomes to be achieved		
Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)		
Enclosures in annex - please tick as appropriate	Description of unit(s)/groups of learning outcomes which are the focus of the mobility.	
	Description of the learning activities	
	Individual's development plan when abroad	
	Other:	

5. Assessment and documentation

Responsible for assessing the learner's performance	Name	
	Organisation	
	Role	
Assessment of learning outcomes	Date of assessment: dd/mm/yyyy.	
	Method:	
How and when will the assessment be recorded?		
Please, indicate if it includes:	Detailed information about the assessment procedure (e.g. methods, criteria, assessment grid)	
	Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility)	
	Individual's development plan when abroad	
	Other:	



6. Validation and Recognition	
Person (s) responsible for validating the learning outcomes	Person:
	Organization, role:
Description about the validation process	
Validated achievements	Date:
	Method
Person(s) responsible for recognising the learning outcomes achieved abroad	Person:
	Organization, role:
Recognition system	

7. Signatures		
Host organization/Country:	Home Organization/Country:	Learner:
Sgd: (name and surname) (Role)	Sgd: (name and surname) (Role)	Sgd: (name and surname)
Data: in (Place), dd/mm/yyyy	Data: In (place), dd/mm/yyyy	Data: In (place), dd/mm/yyyy

If applicable: Intermediary organisation	If applicable: Parent or legal guardian
Intermediary organization:	
Sgd: (name and surname) (Role)	Sgd: (name and surname) (Role)
Data: in (Place), dd/mm/yyyy	Data: In (place), dd/mm/yyyy



8. Additional information

9. Annexes



PERSONEL TRANSCRIPT

This template of personal transcript aims to record the knowledge, skills and competence acquired by the learner in the course of a mobility stay. Have to be completed by the receiving institution and documents the knowledge, skills and competence acquired on the basis of the applicable learning agreement and contains information about how they are tested and assessed. The transcript can also be enclosed as an appendix to the learning agreement or integrated into it to reduce the number of documents.

1. Contact details of learner:	
Address:	
Telephone/fax:	
Email:	
Date of birth:	

2. Mobility Stay.
Details on the receiving institution:
Beginning and end of VET stay, duration in weeks:
Daily work and learning times:
Details on the learning and work context:

3. Learning outcomes:
Acquired knowledge, skills and competence, incl. ECVET points (if relevant):
Details about testing (procedures, methods, criteria):
Assessment result:

4. Signatures	
Host organization/Country:	Learner:
Sgd: (name and surname) (Role)	Sgd: (name and surname)
Data: in (Place), dd/mm/yyyy	Data: In (place), dd/mm/yyyy

