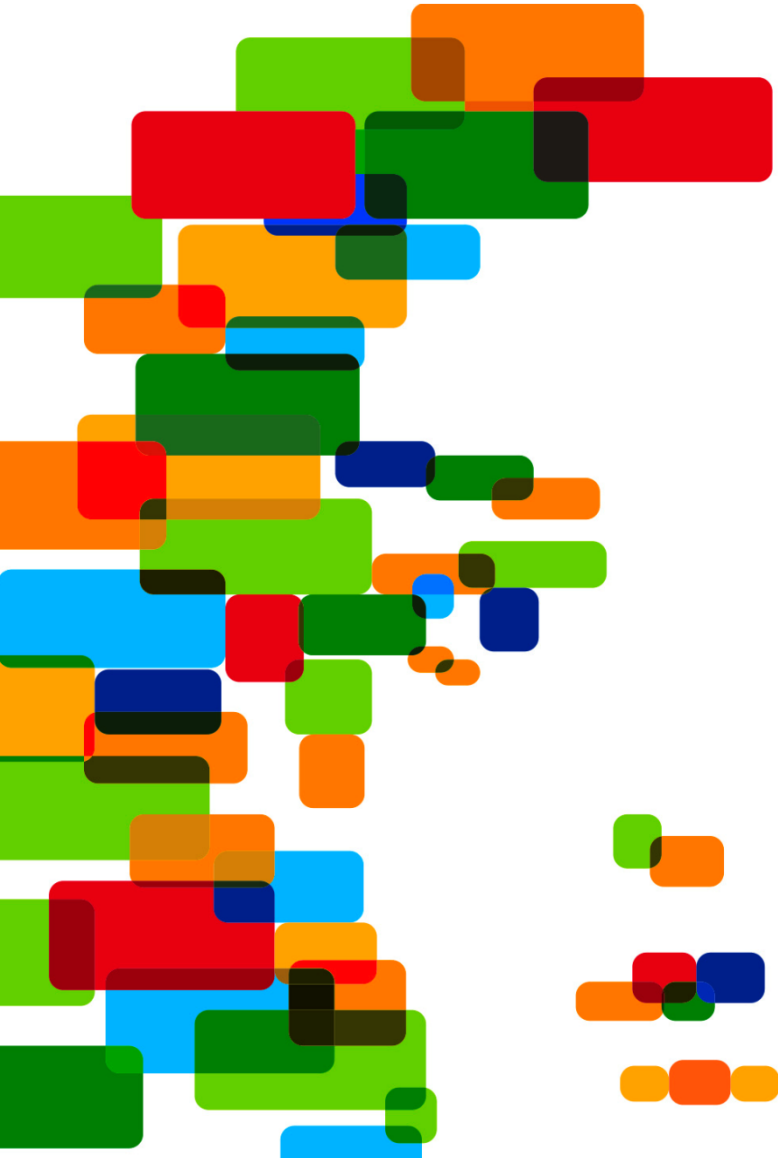


ECVET Manual for VET Providers



İZMİR
MİLLİ EĞİTİM MÜDÜRLÜĞÜ



Servicio Andaluz de Empleo
CONSEJERÍA DE EMPLEO, EMPRESA Y COMERCIO



Erasmus+



This Project has been founded with support from European Commission. This Publication reflects the views of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



CONTENTS

CONTENTS	3
FIGURES	5
1. Introduction	6
Purpose of the Document.....	6
2. ECVET	6
2.1. Beginning of ECVET	6
2.2. What is ECVET?.....	8
2.3. Why use ECVET?	9
2.4. ECVET in non-formal, informal, work-based and lifelong learning.....	10
2.5. Basic elements of ECVET	11
2.5.1. Introduction to Learning Outcomes	12
2.5.2. Units of learning outcomes	14
2.5.3. Memorandum of Understanding	15
2.5.4. Learning agreement.....	15
2.5.5. Personal transcript.....	16
2.5.6. ECVET Points	16
2.5.7. Validation and Recognition	17
2.5.8. Transfer and Accumulation	18
3. MOBILITY	19
3.1. What is Mobility?	19
Four Levels of Mobility	21
4. Using ECVET Step by Step in mobility	22
4.1. Before Mobility.....	23
4.1.1. Identifying the ‘competent institutions’	23
4.1.2. Building mutual trust	23
4.1.3. Agreeing the partnership’s approach to evaluation and review	24
4.1.4. How to fill out Memorandum of Understanding.....	25
4.1.5. Developing ECVET Programmes and Qualifications	26
4.1.6. Discussing and agreeing the assessment methods.....	29
4.1.7. Preparing the Learning Agreement	30
Checklist for preparing a Learning Agreement:	31
Key points when writing a Learning Agreement.....	31
4.2. During Mobility.....	33
4.2.1. Participation of students in Mobility	33
4.2.2. Assessment of unit(s) of learning outcomes.....	34
4.2.3. Documentation of learning outcomes achieved.....	34
4.3. After Mobility	35
5. Checklist for Using ECVET for Transnational Mobility	37
BEFORE MOBILITY	37
DURING MOBILITY	40
AFTER MOBILITY	42



6. ECVET Background & Resources 43

7. Bibliography..... 44

ANNEX I 46

ANNEX II 53

ANNEX III 61

ANNEX IV 62



FIGURES

Figure 1 ECVET Tools	8
Figure 2 Presents the ECVET objectives, basic elements and technical components and their association.....	11
Figure 3 Descriptors defining levels in the European Qualifications Framework (EQF)	13
Figure 4 Four Levels of Mobility	21
Figure 5 Key issues to be taken into account before, during and after mobility when using ECVET.....	22



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, Memorandum of understanding and Personal Transcript.

This guide is for VET Suppliers who are interested in developing or customizing training programs for trainees / learners in the mobility to be achieved using ECVET instruments. This guide describes the steps necessary to design a course schedule.

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 Suppliers 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. Beginning of ECVET

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.

The ECVET Recommendation of the EU Parliament and Council of 18 June 2009 has become an indispensable tool along with other initiatives aimed at confirming learning in all forms, including formal and informal learning, lifelong learning and work-based learning. It is complementary to the studies and efforts of the European Quality Assurance (EQAVET) in European Vocational Education and Training for the recognition of learning and development of transparency in education and training.

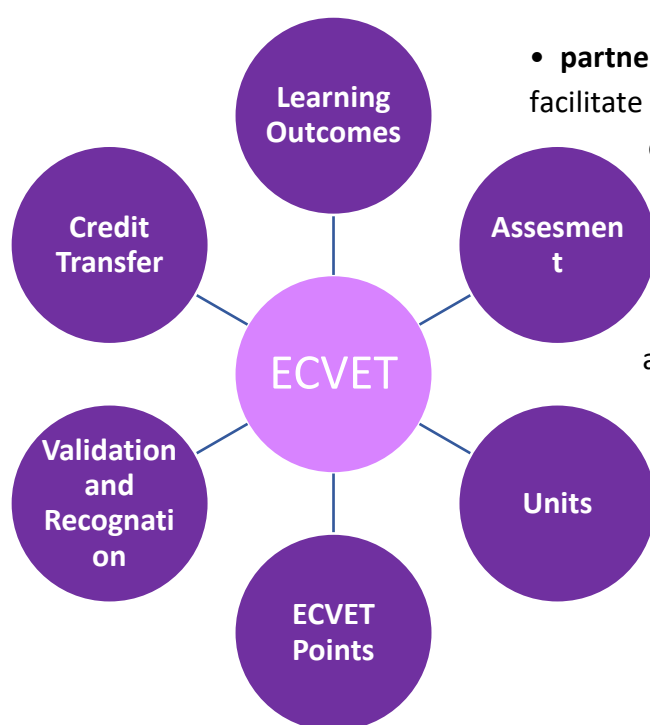


2.2. What is ECVET?

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 based on volunteerism and 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**;



- **partnerships** between vocational training institutions facilitate recognition of the credit as they rely on each other's qualifications and assessments;

- qualifications and units can be explained using ECVET points. The ECVET Recommendation defines the knowledge, skills and competences achieved during a full-time VET as 60 Points. This reference is taken from the credit transfer system (ECTS) in higher education.

Figure 1 ECVET Tools



2.3. Why use ECVET?

The use of ECVET provides many advantages for VET institutions:

- To define clear learning outcomes;
- To develop a common language used by VET institutions in different European countries;
- To promote harmonization between VET systems in different European countries;
- To provide individualized, adopted and flexible training programs that meet the needs of the students / learners and the labor market;
- To better define the content of training programs;
- To develop and improve business partnerships at different local, national and transnational levels among different VET providers;
- To identify and acquire the Learning Outcomes that are appropriate for the needs of the students / learners and the labor market
- To provide the development of quality geographical mobility programs.

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

- Mobility periods may be designed more precisely. There is more clarity because learning outcomes are used to determine what achievements the beneficiaries will reach;
- While ECVET principles create opportunities for student mobility, they reduce administrative burden at the same time;
- A more efficient long-term partnership may be established when an ECVET Memorandum of Understanding is used for agreement between VET institutions.
- Using ECVET tools, helps the parties to better understand each other's systems, to learn from each other, and to create high-quality special opportunities for learning;
- Students will save time: the assessment of their achievement is completed abroad, they can only be controlled and approved by their institution when they return to their institution at the end of the mobility;
- Students may benefit studying abroad.

ECVET may not overcome each challenge, however it is a valuable tool to support effective periods of mobility. It helps student / Learners reach the expected results while



studying abroad.

2.4. ECVET in non-formal, informal, work-based and lifelong learning

Employers seek for individuals who are willing to learn new things on an ongoing basis and are willing to acquire new competencies for the changing needs of their sector or industry. Lifelong Learning can help current employees secure their promotion and career advancement. It may further strengthen those who want to re-enter the labour market.

In any case, lifelong learning offers opportunities for adults to increase their knowledge, skills and competencies in the labour market. However, it requires a system which recognizes their previous learning and responds to the challenges of adult and continuous learning to transfer skills achieved outside the school.

ECVET is an important contribution to lifelong learning, targeting the development of flexible and individualized learning pathways and facilitating learning pathways. ECVET also supports the identification of achievements learned in the past, the transfer and accumulation of learning.

We can describe the five situations in which ECVET can be applied in a lifelong learning perspective:

- Recognition of progressively achieved learning outcomes due to disruptions in time for a single vocational qualification
- Transferring and accumulating credit within the same qualification system from one sector to another
- Transferring and accumulating achievements at the same level from one sector to another
- Transferring and accumulation of learning outcomes obtained in non-formal or informal learning during vocational qualification trainings in the formal education system
- Transferring of achievements from a particular level to a different level of vocational qualification. (For example, transfer of some achievements learned in formal, non-formal or informal way, to higher education.)



2.5. 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 agreements, personal transcript and ECVET user manuals.

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

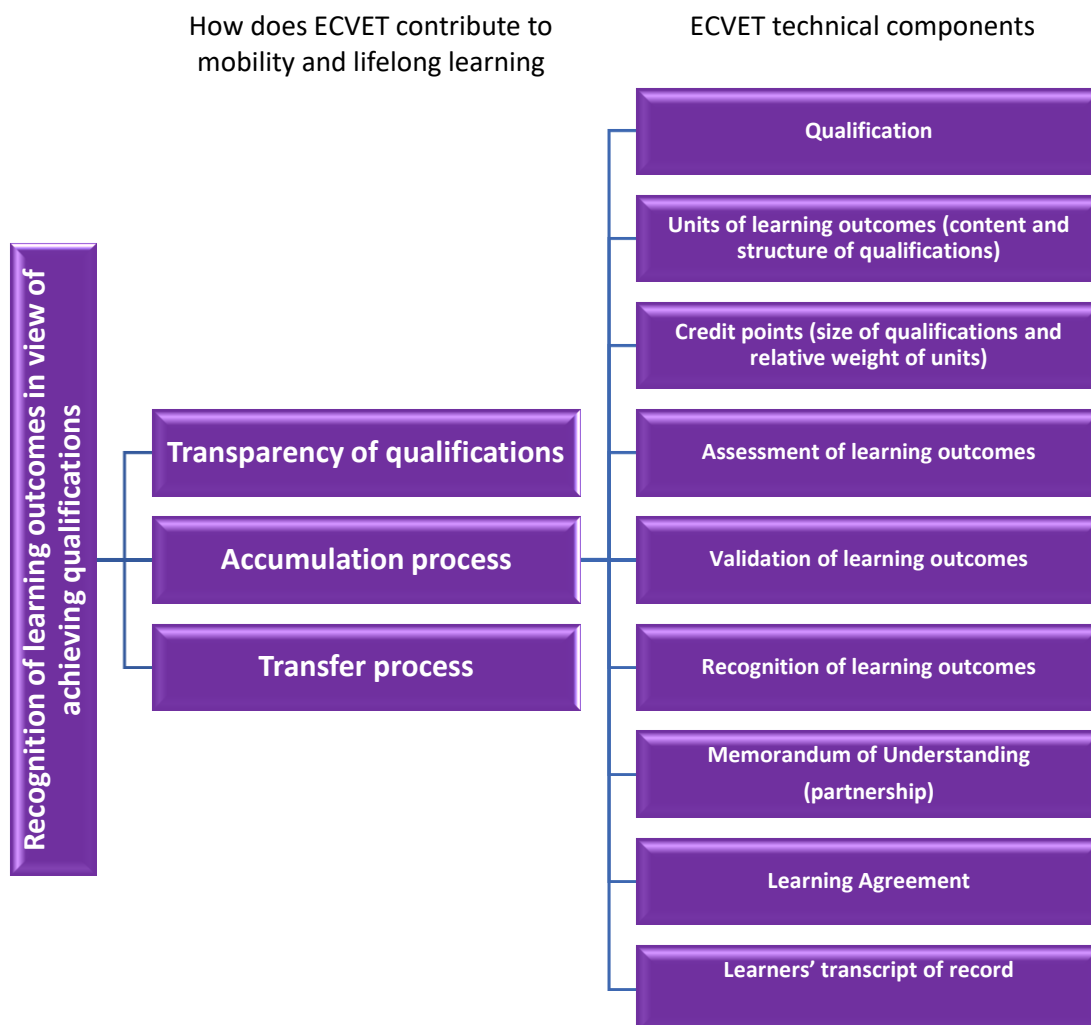


Figure 2 Presents the ECVET objectives, basic elements and technical components and their association

2.5.1. Introduction to 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 have been improved during the design of qualifications.

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.).

	Knowledge	Skills	Competences
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems



Level 4	factual and theoretical knowledge in broad contexts within a field of work or study	Actual and theoretical knowledge in a broad context within a work field or field of study of the cognitive and practical skills necessary to produce solutions to specific problems within a field of work or study.	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.
Level 5	comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others

Figure 3 Descriptors defining levels in the European Qualifications Framework (EQF)

Learning outcomes and impact on VET programmes

A Vocational Training Program refers to a set of structured learning activities, content and / or methods that are applied to achieve specific learning goals and to document achievements at the end of an assessment process.

Use of learning outcomes, supports transition from Teacher-centered education to student-centered education. The emphasis of this learning process is not about teaching but about learning. It is based on the learner to acquire certain qualifications and the ability to do something. Learning outcomes are not designed to change the traditional way of describing teaching and learning, but to support it.

Learning objectives refer to teachers' intentions, for example, it is about the specific content which teachers are aiming to present. On the other hand, learning outcomes are not always defined from the point of view of teachers, but from the point of view of learners.

Learning outcomes define the knowledge, skills and behaviors that the learners will achieve at the end of the process, not the course name or teaching method, regardless of vocational education systems.

Learning outcomes have been introduced as part of educational reforms in the mid-



1980s and are widely used in English-speaking countries and are used less frequently in France and Germany. With the introduction of the EQF and ECVET tools, learning outcomes are gradually introduced to all Member States as a prerequisite for transparency of qualifications.

2.5.2. Units of learning outcomes

A vocational qualification is an element of a range of knowledge, skills and competence which can be assessed and validated. In ECVET, a student can acquire a vocational qualification by bringing together the necessary units achieved in different units and in various ways (in formal and suitable places, formal and informal) and comply with the national legislation on the accumulation and recognition of units. Each unit of learning outcome is associated with a set of ECVET points used for the transfer and accumulation of learning outcomes.

The unit of learning outcome is a component of a vocational qualification consisting of a consistent set of knowledge, skills and competence that can be assessed and approved autonomously. In principle, a qualification consists of several units and a complete set of units forms a qualification.

The units that make up a qualification are:

- Having defined the knowledge, skills and qualifications contained in it in legible and understandable terms,
- Consistently built and organized in relation to the general quality,
- has been built to provide a separate assessment and approval of learning outcomes involved in the unit.

A unit may be unique to a single qualification or it may be common to several qualifications.

Learning outcomes which identify a unit do not relate to where and how they are achieved. Therefore, a unit should not be confused with a component of an official learning program or training program

P.S.: A unit of learning outcomes as a component of a qualification is NOT the same as a component of vocational education and training programme commonly known as modules or courses.

The rules and procedures for defining the characteristics of units of learning outcomes and for uniting and combining units for a specific qualification are defined by the competent institutions and partners involved in the training process according to national or regional



rules.

The characteristics of the units of learning outcomes are as follows:

- General header of the unit
- The general title of the unit (or qualifications) where applicable
- Reference to adequately related ECVET credit points and qualifications according to the European Qualifications Framework and, where appropriate, the level of national qualifications (NQF).
- Learning outcomes contained in the unit
- Procedures and criteria for the evaluation of these learning outcomes
- ECVET points associated with the unit

2.5.3. Memorandum of Understanding

Memorandum of Understanding is a framework agreement between partner institutions involved in ECVET, from two or more countries.

Parties, signing the Memorandum of Understanding:

- Accept each other as competent institutions
- Confirm their acceptance of quality assurance, assessment, validation and recognition criteria and procedures as adequate for credit transfer
- Agree on the terms of the partnership, including objectives, duration and mechanisms for revision of Memorandum of Understanding
- Using reference levels determined by the EQF, decides the comparability of relevant qualifications for credit transfer purposes.

MoU has a certain duration and can be renewed. Throughout the period of validity, the MoU defines the general co-operation requirements of the ECVET partners.

2.5.4. Learning agreement

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

A learning agreement;

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



If the student has 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 the sending institution's achieved learning outcomes depends on the successful evaluation of the learning outcomes by the host institution in accordance with the quality assurance criteria.

2.5.5. 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 learner 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.

2.5.6. 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 unit 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. For example; a one-week learning outcome can be defined as one or two ECVET Points, or 1 or 4-5 ECVET Points depending on higher relative weight of the learning outcome over the course of the year. 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.

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.

As a reference to an official learning path, any qualification gained through widespread and informal free learning may be identified and the same units carry the same ECVET score as they have obtained the same learning output.

2.5.7. Validation and Recognition

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 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.

2.5.8. 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.

Credit transfer and accumulation processes are supported by ECVET documents, Memorandum of Understanding, Learning Agreement and Personal Transcript

2.5.9. Assessment document

It is a document that you can use as proof of learning outputs acquired after the mobility. It can be designed differently according to evaluation method.



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

For organised mobility (i.e. when the learner goes abroad as part of an inter-institutional agreement), the process takes place in the framework of a Memorandum of Understanding and it is supported by 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.

ECVET supports the valorisation of learning mobility because:

The learning outcomes approach ensures a better understanding and comparability of qualifications and learning achievements across countries. When using ECVET for learning mobility, the learning outcomes that the learner is expected to achieve abroad are clearly agreed by the partner institutions and stated in a Learning Agreement.

Consequently everyone, including the home institution, the host institution and the learner; have a shared understanding of the objectives of the mobility.

Following the participation in appropriate learning activities, learners acquire the expected knowledge, skills and competence and they are assessed on what they have achieved. The learning outcomes that they have achieved abroad are documented in a transcript of record and thus made visible.



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.

Learners 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 home institution (for example, because of the differences in technologies used or because of the variety of products).

ECVET may also help VET providers to respond to certain labour market needs by sending learners abroad for units they cannot deliver themselves (for example, because of the investment necessary to purchase the technology).

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)	Shot-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. Using ECVET Step by Step 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 it is necessary to keep in mind the following points:

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

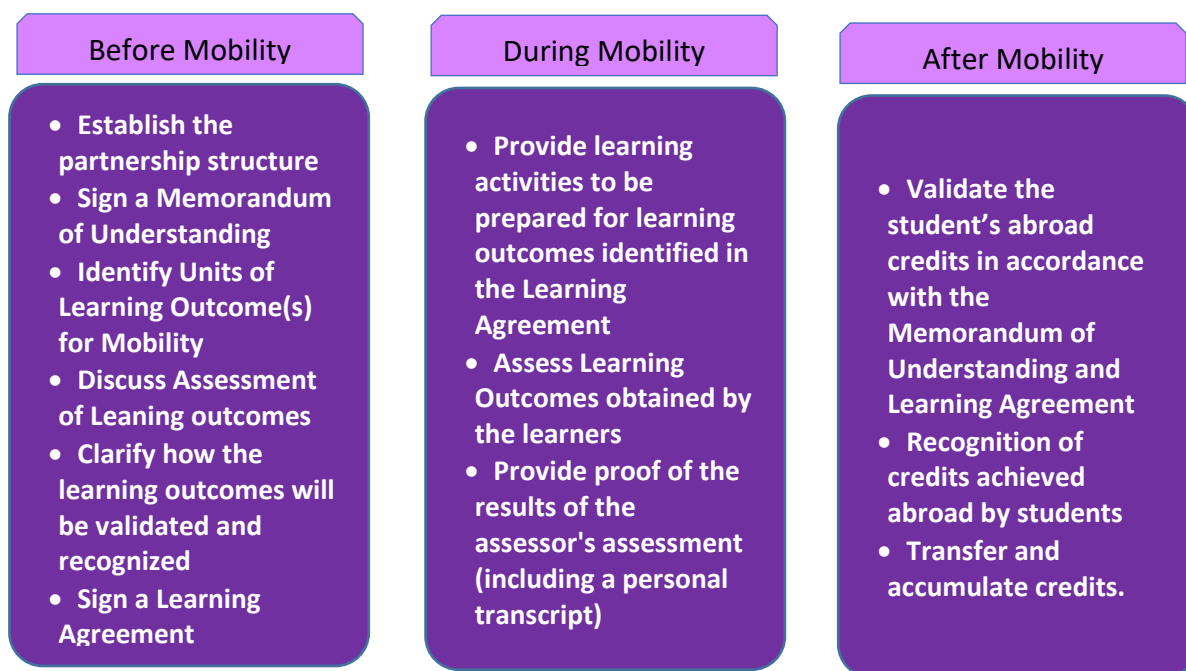


Figure 5 Key issues to be taken into account before, during and after mobility when using ECVET



4.1. Before Mobility

To use ECVET in a period of mobility, you first need to establish a partnership with an institution that is equivalent in quality to your own institution abroad. You should cooperate with your partner organization abroad for the mobility that your students will perform. 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.

4.1.1. Identifying the 'competent institutions'

VET systems across Europe are differentiated. Depending on the vocational training systems of the countries, the VET providers may not have the authority to take all decisions concerning the ECVET mobility.

It may be necessary to include national / regional authorities for one or more of the functions associated with ECVET.

The situation of 'competent institutions' using ECVET across Europe is very differentiated. In certain qualifications systems, VET providers have a high level of autonomy and can decide to recognise learners' credit from abroad. In other qualifications systems, such decisions have to be made by another type of competent institution, for example the national/regional authority in charge of the given qualification or an organisation representing the economic sector (e.g. chamber, branch organisation).

In many qualifications systems rules exist on the transfer of learning outcomes within the country from one institution to another, from one type of VET provision to another or from a non-formal or informal learning context towards the formal context in view of achieving a qualification.

These rules can constitute the basic structures on which rules for recognition of credit in the framework of ECVET implementation can be put in place.

4.1.2. Building mutual trust

Mutual trust is at the core of every ECVET partnership. It is important that potential mobility partners know each other, have information about each other's training programs and qualifications, and have an idea of whether they can create appropriate partners for mobility.



A precondition for using ECVET in the framework of organised mobility is the setting up of a partnership. For this, it requires active information exchange between (possible) mobility partners. Generally, preparatory visits between institutions can be arranged to facilitate this exchange of information. Non-face to face planning is the most effective way to get together on a desk. It is expected that the qualifications and methods of the education and training of the institutions that will form partnership, the assessment methods and the educational environments are the same or close to each other. Because we need to trust that our students who will be sent to an overseas institution will receive the same education as our own school. This partnership should bring together the competent institutions that fulfill the following functions:

- Define units of learning outcomes for mobility.
- To present the education and training program / learning activities that prepare the unit (s) of learning outcomes related to mobility.
- To assess whether the student(s) has the expected learning outcomes.
- Confirm and accept students' credits when returning home.

IMPORTANT:

The partners in an ECVET partnership understand and agree on their roles and tasks.

- The partners communicate in an open manner.
- The partners make explicit their goals within the partnership and come to a clear agreement on what they wish to achieve.

4.1.3. Agreeing the partnership's approach to evaluation and review

Although it seems too early to think about the assessment, it is the right time to think about the preparation phase, how to assess the mobility of students and how each of the partner institutions will review at this experience.

When you establish a cooperation, an agreement on the assessment process makes it much easier to implement after mobility is complete.

ECVET Approach is a framework signed between a Memorandum of Understanding between institutions and a more detailed individual agreement (Learning Agreements) for certain mobility changes. The Memorandum of Understanding establishes the structures and principles for how the partnership will function. In partner institutions, the conditions under which the learning activities are provided (qualification systems) will be validated and recognized. This depends on the needs and objectives of the partnership. The Memorandum of Understanding can also be signed between multiple institutions.



4.1.4. How to fill out Memorandum of Understanding

Objectives of the Memorandum of Understanding

The MoU provides a framework for cooperation between the competent institutions. It aims to build mutual trust among partners. In the Memorandum of Understanding, it is clearly stated that partner institutions mutually agree to their own criteria and procedures for the assessment, approval and recognition of knowledge, skills and qualifications for credit transfer purposes. If partners agree on additional targets specific to a particular partnership, they should also be included in the Memorandum of Understanding.

Identification of the organisations signing the MoU

Partners provide information on signatories to the Memorandum of Understanding and describe what they are competent for in their systems. The Memorandum of Understanding contains the relevant contact information of all relevant institutions and their roles and functions.

Organizations directly signing the Memorandum of Understanding may not be the host institution or the Sending Organization to which the activities of this Memorandum of Understanding are to be carried out. For example, where the Memorandum of Understanding is signed at the sectoral or regional level, these may cover the full range of VET providers signed by national / sectoral authorities. For this reason, the Memorandum of Understanding may contain a list of names of VET suppliers that the Memorandum of Understanding has applied.

Competent institutions with regard to ECVET technical specifications

Partners describe the competence of the competent institutions regarding the ECVET functions. This differs from one system to another. The following needs to be clarified:

- Who can identify suitable learning outcomes suitable for mobility?
- Who can prepare learning outcomes covered by the mobility for delivering the education and training programme?
- Who is competent to assess whether the learner(s) has (have) achieved the expected learning outcomes?
- Who are competent institutions to validate and recognise learners' credit on their return to the home institution?

Assessment, documentation, validation and recognition

The Memorandum of Understanding could explain the procedure and responsibilities



for the assessment, documentation, validation and recognition:

- What are the procedures and methods of assessment used by the host institution;
- What is the form of documentation used by the host institution (such as a learner's transcript of record, which can be enclosed as an appendix to the Learning Agreement, the Europass mobility, or form sheets specified by the sending institution);
- Validation: how does the home institution determine that the learning outcomes achieved abroad can be validated.

Validity time of the MoU

Partners specify the duration of the validity of the MoU. In some cases it can be useful to conclude the agreement with a validity of a few years; in other cases, a longer period of validity will be more appropriate. In principle, however, a period of several years is recommended.

Evaluation and review process

Partners specify the date and procedures for evaluating the functioning of the partnership and for future improvement.

Additional topics

The MoU could also include spaces for adding additional topics. For example, partners could agree to establish a partnership that is open to other organisations that would like to join the partnership at a later stage.

4.1.5. Developing ECVET Programmes and Qualifications

Some of abroad mobility of students may be long-term mobility rather than short-term (less than three months) mobility that only meets part of the student's education. In this direction, it may be necessary to design a new ECVET Compliant course program or to adapt an existing course curriculum for the qualifications that should be achieved by the students.

This section is for Vocational Schools which want to develop or customize existing education programs for students built on the ECVET framework. This section describes the steps necessary to design a course curriculum.

Designing an effective programme involves a set of basic steps, namely;

- Define the goals of the programme,
- Consider timing and logistics,
- Formulate the learning outcomes,
- Design the feedback and assessment procedures,



- and identify the appropriate methodology by selecting the teaching/learning activities.

Define the goals of the programme

The first step your school should take when designing a work schedule is to clearly define the target student / learner group and the educational expectations. The same applies to schools which design an entirely new program or adapt and update an existing course. The course provider needs to analyse the specific needs and determine what the learners should learn at the end of the program. These expectations are often called the objectives of the program.

Establishing Course objectives

- When defining a course; you should determine the purpose of the training program and explain the targeted outcomes.

- Of course, the purpose should clearly support the industry needs. For this reason, when designing the training or internship program it would be useful to include stakeholders from the sector.

- A course schedule targets to be defined as measurable, achievable and realistic within a certain period.

Consider timing and logistics

Program design is an important process in which time and all resources are planned. The schools that will design the program should ensure the long-term vitality and sustainability of the program. Environmental factors that may limit the effectiveness of the program should be examined. Schools should then determine whether they have the ability to conduct their course activities on their own or whether they need to review other options to ensure the sustainability of their program.

Examples of these options include;

- external expert assistance,
- to establish strategic partnerships with different institutions,
- receiving services from experienced institutions

Agreeing on learning outcomes for the mobility

One of the cornerstones of ECVET is that qualifications are described in terms of learning outcomes. These learning outcomes serve as a common language between mobility partners. They make it easier to compare qualifications across systems and



countries. The agreement for a specific mobility content is made between the sending and the home institution. At this stage, both institutions decide what learners will learn abroad and how these learning outcomes will be integrated into the competences of their students. In other words, they agree on learning outcomes.

The concept of learning outcomes is widely known across Europe, however not all countries describe their qualifications in terms of learning outcomes. If it is not possible to use existing units (or parts of units) of learning outcomes or to adjust them accordingly, ECVET mobility is still possible. In this situation a 'unit for mobility'³ could be created for the purpose of the mobility partnership.

When describing the learning outcomes that a learner should achieve during the period of mobility, it is important to use language and terminology that is understandable to everyone (learners, teachers, trainers etc.). The selected learning outcomes should be achievable during the period of mobility. Mobility partners also need to discuss how to assess the learning outcomes and agree the arrangements for validation and recognition.

To describe learning outcomes in Transnational Mobility:

- When you start to define the learning outcomes keep in mind the requirements and the flexibilities of the qualifications in your home country.
- If there is more flexibility, consider enriching the learner's studies with learning outcomes that he/she cannot achieve in the home country.
- If the qualification structure does not allow this, choose the unit/part of unit of the qualification which provides the most added value when it is undertaken abroad.
- Remember to be in close contact with your partner institution in the hosting country as soon as possible. Without their feedback, you might not plan learning outcomes that are not feasible in the learning environment that they provide. This helps to avoid false expectations and disappointments.
- Keep it simple. When describing learning outcomes, try to use language that is related to the work processes or tasks from the occupational field. This is particularly important when communicating with companies about the work placements.
- Involve the learner in defining the learning outcomes. This motivates the learner and encourages them to be more involved in preparing for their time abroad. It also makes it easier for the learner to see mobility as an integrated part of their studies, to see the benefits and impact of studying abroad, and to set personal goals.
- The sending institution must clearly specify how the learning outcomes can be transferred and recognized.



- It should be possible to assemble learning outcomes defined abroad (for example, it may be easier for some learners to evaluate some learning outcomes abroad, taking into account foreign language skills).

Note: The European Commission recommends expressing Achieved Learning Outcomes with ECVET Points when using ECVET Tools. However, many experiences achieved during the implementation phase; if the vocational education system in your country does not use a credit system based on ECVET points, it is not practical to express it with ECVET points in practice.

ECVET Points may be defined by associating with the duration of the Learning Outcome or by the relative weight of the Learning Outcome in the vocational qualification. (It is important to note that learning outcomes can be given more points than others, regardless of their duration.)

Extremely detailed or narrowly defined learning outcomes are only for functional performance. There is a risk of constraining the learning process and it is far from supporting a student-centred approach. Student-centred approaches require autonomy for teachers and education providers to define learning programs as they see fit.

On the other hand, learning outcomes must be clear and net. Otherwise, the prepared curriculum will not be as comprehensible as to be able to achieve all of the teaching objectives.

A balanced approach to learning outcomes must combine both the didactic and the regulative perspective, encompassing the vision of the broad outcomes together with a detailed set of descriptions of knowledge, skills and attitudes to be achieved and demonstrated through assessment.

4.1.6. Discussing and agreeing the assessment methods

According to the principles of ECVET, the host institution assesses the learning outcomes achieved by the student during the mobility. The sending institution recognizes the home institution's learning outcomes and recognizes the supporting documents. (Validation) Mutual trust plays an important role for both institutions.

The following questions should be considered when discussing the assessment procedures:

- Who will assess the learners, how and where the learning outcomes will be assessed?
- The assessor's profile, assessment method, or assessment text may differ from one system to the other between vocational training systems. However, partners should discuss these ways and methods of assessment. At this point, the assessment of the host institution



should meet the quality criteria of the sending institution.

- When will the assessment take place? It is important that the student and the sending institution have information about the time and place reserved for the assessment. Students also need to know how to evaluate it.
- Which procedures will provide the quality of the assessment? The quality assurance of the assessment ensures that the student is treated fairly and that the result of the assessment is valid and reliable. The lack of quality assurance can undermine confidence in assessments made abroad and therefore jeopardize validation and validation opportunities.
- How are the results of the assessment recorded in a student's transcript (staff transcript)? Evidence of a student's learning outcomes is the basis for validation and recognition. Before the mobility, it should be clear how this will be documented.

Key Point:

- Included actors (host and sending institution and other authorized agencies) should agree on the assessment procedures and criteria. This agreement is relevant to the issues presented above and must be explained in a transparent manner (e.g. in the Learning Agreement).
- Predictive assessment way and method should be feasible (e.g., available time and resources, or language skills of learners and assessors).
- The host institution understands the level of performance expected by the sending institution.
- Criteria and indicators are clearly related to agreed learning outcomes and are clearly related to assessment procedures, assessment criteria and indicators.
- Assessment methods and criteria should be a very uncomplicated and not a very simple assessment for relevant learning outcomes and should be appropriate for the mobility period.
- It should be clear how the results of the assessment of the learner will be documented; So that when the student returns to his or her institution, the results of the assessment must be in evidence to validate and recognize his / her own credit.

4.1.7. Preparing the Learning Agreement

The Learning Agreement (LA) defines the conditions for the mobility of an individual learner. In other words, it defines, for the specific mobility period, what units of learning outcomes the learner will achieve abroad, how and when these will be assessed and how the unit(s) will be recognised. Before signing the Learning Agreement, all aspects of the mobility period should be explained to the student.



The Learning Agreement is signed by the student, the host and the sending institutions. (for those under 18 legally, the signature of the parent may be needed).

Checklist for preparing a Learning Agreement:

- Who will sign the Learning Agreement?
- What arrangements will be made if the students are small?
- Who will be the contact person at the host's institution?
- Who will be the contact person at the sending institution of the student?
- What will be the total duration of the study abroad period (what will be the start and end dates)?
- Which learning outcomes will be reached when the students are abroad?
- How will the learning outcomes be achieved (the place of the learning, the tasks to be completed, the courses or the internship activities)?
- How will the assessment be organized (see the "Assessment" section below for more details)?
- How will assessment results be documented?
- How to organize verification and recognition processes?

Key points when writing a Learning Agreement

- Describe the qualification of the student follows: A Europass Certification Ag can be added to provide a clear and short description of the qualification.
- Describe previous learning: Consider preparation of a simple "qualification map" of the progress of the student. Making a description of the student's prior learning helps the host partner to make better plans.
- Include students: Providing the student's participation improves planning, increases preparation and motivation during the preparation phase.
- Duration: The Learning Agreement specifies the start and end dates and the overall duration of the study abroad.
- Simplify: Use the learning outcomes as you focus on the tasks a student will complete. This business-related terminology helps to improve communication with the host institution and focuses on making them suitable in the host country.
- Defining Learning Outcomes: An important element of the Learning Agreement is Learning Outcomes. Make Learning Outcomes accurate, simple, and understandable. Also specify how the learning activities abroad will be carried out in relation to the learning outcomes that will be achieved. The information provided does not have to be very detailed, but it is important that the planned learning activities are clearly related to the learning outcomes to be achieved. This will make it easier for mobility to progress smoothly and to have adequate and appropriate opportunities for students to improve their learning outcomes. Write clearly the tasks and rights of the student in



the Learning Agreement. Before participating in the movement, the student must have detailed knowledge of the entire process abroad.

- **Assessment:** One of the most important points of the Learning Agreement is where and when the assessment of learning outcomes is carried out. If possible, agree on the main procedures of assessment when negotiating the Memorandum of Understanding. Make it clear that you are expecting from your partner institution / company. Make sure the assessment is practical and simple.
- **Documents:** If possible, add an assessment guide to the Learning Agreement. The education systems of the host and sending institution and the way they document achievement can be different. To document achievement, the Europass Mobility Certificate is recommended and can serve as the document of achievement if it is prepared.
- **Validation and recognition:** Ensure that these procedures are clear for sending and host institutions. Clearly describe the institution and manner in which the Achieved Learning Outcomes will be validated and recognized.
- **Additional topics:** The Learning Agreement may include areas where you can add additional related topics for the related partnership.



4.2. During Mobility

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

All relevant actors (such as teachers, trainers, mobile students) 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 them).

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, the mobile learner guidance is provided, the teachers or trainers have the competence to support the mobile student's learning process.

The host institution is also responsible for the quality assurance of the learning process. It enables students to obtain learning outcomes defined in the Learning Agreement.

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

The student knows who will be contacted if he / she sees that the Learning Agreement has not been applied.

The learning activities attended by the learners 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.

4.2.1. Participation of students in Mobility

- Personnel at the host institution must be aware of the conditions and requirements of the student's mobility abroad. It is important that the learners participate in the learning activities that they have prepared for the learning outcomes defined in the agreed unit definition.
- Regardless of whether they are in a VET school or in a company, the learning activities that the student participates in must enable them to achieve expected learning outcomes. It is clear that learning activities will not be limited solely to the learning outcomes defined in the Learning Agreement, because the learners can participate in learning activities that go beyond these agreed learning outcomes. However, it is also important that the student has enough opportunities to progress in the knowledge, skills and competence that the mobility period is particularly interested in.



- The Learning Agreement and the description of the unit (s) of the learning outcomes it contains is a guide for the teacher and trainer and student in the host institution.

4.2.2. Assessment of unit(s) of learning outcomes

After completing the learning process, the student must prove the learning outcomes he / she achieved under the Learning Agreement and the Memorandum of Understanding in an assessment process. Depending on the terms and agreement, one or more assessments may be made during the mobility period. If the assessment does not comply with the Memorandum of Understanding and the Learning Agreement, the home institution may have difficulty validating and recognizing students' credits.

One of the principles of ECVET is that the assessment will be completed by the host institution. This prevents the student from being re-assessed when returning to the sending institution. However, in some cases the assessment of the student may be made after returning to the sending institution.

It is important to specify the assessment procedure before the mobility phase begins. This helps to create "mutual trust between mobility partners" which is among the core elements of ECVET because each institution must trust each other's assessment procedures and decisions.

The host institution evaluates the achievement of each student (according to the principles set out in the Learning Agreement) and provides a record of the results. Depending on the arrangement, one or more assessments may be made during the mobility period. Assessment of written assignments, skill exams, presentations, discussions, self-assessment, etc.

It is important to respect the conditions set out in the Memorandum of Understanding and the YG in order to avoid the difficulties associated with the validation and recognition of the achievement of the students by the host.

4.2.3. Documentation of learning outcomes achieved

Once the assessment is complete, it is important that the results are documented to support the validation and recognition of the sending institution at the time the students return. Evidence of learned learning outcomes can be in various forms:

- Standardized assessment forms where assessors record the performance of learners.
- Written statement by the supervisor about the outcomes of the study.
- Transcript of records showing the results of the practice exam.
- Material, presentation, software etc, if available.

It is important for the note given that there is a common understanding or conversion mechanism among the partner institutions; because education and training systems have



many different grading approaches. The use of Europass mobility makes facilitates the recording of learning outcomes of students.

4.3. After Mobility

When the students return to their institution, the Learning Outcomes earned by the students are validated and eventually recognized. There are different ways of validating and recognizing students' achievements, depending on the qualification system of their institution, these are summarized below.

Mobility partners discuss and decide how the verification and recognition process takes place and who is responsible for those tasks before mobility. In order to promote mutual trust development, it is important that these procedures be adopted before mobility takes place and that this information be included in the Learning Agreement (or depending on the arrangements contained in the Agreement).

For recognition of achievements in consideration of a qualification, learning outcomes should be related to qualifications given. For example, the achievement after a mobility performed to prepare an electrician for his profession may be "designing electrical circuits".

Following the completion of your mobility, the competent authority in the country validates that you 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.

However, there are differences between the qualifications systems that are understood to be "appropriate" for a particular qualification and how much flexibility is given. In general, there are these three main distinctions:

- Some qualifications systems provide little flexibility in the recognition of achievements. Learning Outcomes achieved abroad may not fully coincide with learning outcomes defined in the list of qualifications. In these cases, the person will have full qualification and at the same time will have an additional degree which will add additional value to the resume of the person.



- In some cases, it is possible to recognize a credit even if the learning outcomes earned abroad are different from the learning outcomes that the person will have in their home institution. The Competent Institution may decide that the learning outcomes, even if different, are more appropriate for the qualification or for the profession that the qualification prepares. For example, a student who is studying in the field of Information Technologies may have achieved a Learning Outcome about Mobile Software abroad. However, this Learning Outcome may not be included in the training program in the home country. However, the Competent Authority may decide that the relevant learning outcome is related to the profession of the student and validates and recognizes the transferred achievement.
- The qualification system in the student's country may allow students to choose between optional units and may be validated.
- Finally, it is sometimes not possible to recognize the credit if the learning outcomes are not equivalent to the learning outcomes prepared in the home qualification system. The learning to be achieved abroad should have an absolute equivalent in the host institution. In other words, the student is expected to achieve a learning outcome abroad which should be learned in his/her school.



5. Checklist for Using ECVET for Transnational Mobility

BEFORE MOBILITY	
Building Partnership	<ul style="list-style-type: none"> <input type="checkbox"/> Do partners know and understand the roles and functions of the institutions involved in the partnership? <input type="checkbox"/> Are the relevant component institutions capable of performing ECVET-related functions in accordance with the partnership? <input type="checkbox"/> What are the institutions required to participate in credit transfer? <input type="checkbox"/> Has the relevant (national, regional, sectoral) rules and regulations been fulfilled when choosing partners abroad to provide credit transfer (e.g., required training areas (e.g. class or company) e.g. teachers or trainers or assessment procedures)? <input type="checkbox"/> Does the European Commission understand and accept the roles and responsibilities of partners in this ECVET partnership? <input type="checkbox"/> Do the partners have a clear communication plan? <input type="checkbox"/> Do each Partner have clear and net goals for participation in the partnership? <input type="checkbox"/> Is there a clear agreement between the partner institutions on the expected achievements?
Memorandum of Understanding	<ul style="list-style-type: none"> <input type="checkbox"/> Have all agreements related to the achievement and assessment of knowledge, skills and qualification abroad been specified in writing? <input type="checkbox"/> Are all the actors aware of the contents of the document and the topics agreed? <input type="checkbox"/> Is the information contained in the Memorandum of Understanding sufficient to outline general framework studies?



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Units of learning outcomes</p>	<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 the student? <input type="checkbox"/> Has the sending institution made clear how the learning outcomes could be transferred and accepted? <input type="checkbox"/> Have the students 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 students abroad? <input type="checkbox"/> Are the tools necessary to assess the identified learning outcomes abroad? <input type="checkbox"/> Does learning outcome give understandable results for the main actors? <input type="checkbox"/> Is there a clear link between the planned assessment and the learning outcomes identified? <input type="checkbox"/> Do the planned assessment criteria and methods make it possible to assess whether the student has reached the defined learning outcomes?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Validation and recognition</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is it clear how the students' credits will be validated and recognized? <input type="checkbox"/> Is it clear who is responsible for the validation and recognition of the student's credit? Was the mobile student aware of how to do this? <input type="checkbox"/> The person responsible for the pathway and its possible certification is aware of the practical consequences of validate the student's credit (e.g. exemption from certain courses, exemption from formal or general assessment, taking extra credits) and recognizing the credit of the student (e.g. registering a unit in the record document of a student, register the credit in the student's record of the other way)? <input type="checkbox"/> Are there practical procedures and responsibilities for the validation of a student's credential in partnership contracts (MoU and / or LA)?



Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Do actors (host and sending institution 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 (e.g., considering current time and resources, or constraints such as language skills of learners and assessors)? <input type="checkbox"/> Does it understand the level of performance expected by the host institution? <input type="checkbox"/> Are the assessment criteria and indicators clearly related to the agreed learning outcomes and the assessment procedures clearly related to the assessment criteria and indicators? <input type="checkbox"/> Are the assessment method (methods) and criteria (not very complex and not so simple) and the mobility period appropriate for the learning method? <input type="checkbox"/> Was it clear how the results of the assessment of the learners would be documented in the transcript of the records? (when the student returns to home institution, is there evidence for the validation and review of the results of the assessment?) Credit?
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 students will be able to validate and re-learn their credits? <input type="checkbox"/> Does the host institution agree to prepare students 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

Provision of the learning activities preparing for LO identified in the Learning Agreement	<ul style="list-style-type: none"> <input type="checkbox"/> Are all actors (such as teachers, trainers, mobile learners) 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 mobile learner is provided with the mobile learner's ability to act in accordance with his or her responsibility for the qualification of the learning context (e.g., respect for safety regulations, relevant activities to be carried out during the mobility period, availability of necessary equipment, performing guidance) do the teachers or trainers have the required qualification to support the learning process of the student? <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 the learners 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"/> Does the learner know who will be communicated if she/he learner sees 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 procedures applied to ensure compliance with the regulations set forth in the Learning Agreement (e.g., does the person at the host institution regularly check that everything is in line with the Learning Agreement?)? <input type="checkbox"/> Are the procedures applied to address the problems that may arise during the study period abroad?
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Do all actors (e.g. teachers, trainers, roaming students) know the assessment criteria to be used to assess the student? <input type="checkbox"/> Are they used in accordance with agreed procedures on assessment procedures and criteria?



Evidence/ documentation	<ul style="list-style-type: none"> <input type="checkbox"/> Is the learner provided with the evidence of his or her assessment which will serve as basis for the validation and recognition of credit? <input type="checkbox"/> Does the student have an evidence about 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 the student, is the registration dossier given by the host institution appropriate? <input type="checkbox"/> Does the 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 the 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 and / or the Memorandum of Understanding (or beyond this agreement)? Is the information presented in an understandable way for the person who is expected to validate learners' credit achieved abroad as well as for other potential target groups (such as employers)?
-------------------------	--



AFTER MOBILITY

Validation	<ul style="list-style-type: none"> <input type="checkbox"/> Based on the evidence of a learner's assessment in the host institution, did the learner achieve the expected learning outcomes? <input type="checkbox"/> Has the learner's credit been validated (and recognised) in line with the Learning Agreement? If not, why not? <input type="checkbox"/> Was the learner fairly treated in the validation process (such as the conditions of the assessment, differences in the learning environment between the home and the host institution, or possible language barriers that the host institution might encounter)? <input type="checkbox"/> Are the actors involved implementing the practical consequences of verifying students' 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 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 learners (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 the mobile learners progress in their training pathways as planned?



6. ECVET Background & Resources

Legislation
EFQ Recommendation
ECVET Recommendation
Copenag Declaration
Strategic Framework For European Cooperation In Education And Training
Reports, manuals, guides etc
Cedefop: Analysis and overview of NQF developments in European countries.
Bruge 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



7. Bibliography

Cedefop (2012). ***Necessary conditions for ECVET implementation***. Luxembourg: Publications Office of the European Union, 2012.

GHK Consulting, (2012), ***We have tried ECVET: Lessons from the first generation of ECVET pilot projects***. http://www.ecvet-projects.eu/Documents/Seminars/ECVET_Brochure_singlepages_allthesame.pdf (10 Sep 2017)

CEDEFOP (2016), ***Terminology of European education and training policy***, Luxembourg: Office for Official Publications of the European Communities, 2016

European Commission, DG EAC. (2011) ***USING ECVET FOR GEOGRAPHICAL MOBILITY (2012) Part II of the ECVET Users' Guide***, 978-92-79-25816-9, Brussels

K.L. Messerer ve S.T.Archan (2012), ***Let's go Europe! Guidelines for the application of ECVET***, Federal Ministry for Education, Arts and Culture, Viyana

DECVIP (2014), ***How to organise European mobility using the European Credit system for Vocational Education and Training (ECVET)***, <http://www.decvip.eu/documents/Make-It-Count.pdf> (11 Sep 2017)

F. AKKÖK (2016), ***Mesleki Eğitim ve Öğretimde Avrupa Kredi Sistemi (ECVET) Politika Önerisi***, Ankara, Türkiye Ulusal Ajansı

ECVET MOTO, (2009), ***Model of Transferability of Learning Outcome units among different ECVET systems***, http://www.ecvet-projects.eu/documents/moto_model_final.pdf, (11 Sep 2017)

N.E.T. WORK, (2009), ***Analytical description of the professional qualifications (training profiles) to be tested in the experimentation***, <http://www.ecvet-projects.eu/Documents/NETWORK%20Matrix%20and%20Description%20WP%202%20Del%203-4.pdf>, (09 Sep 2017)

DEKRA Akademie GmbH (2013), ***Guidelines on the practical implementation of ECVET learner mobility***, Almanya

NCFHE (2017), ***For further information on ECVET in Malta***, Malta Life Sciences Park, San Ġwann

3s Unternehmensberatung (2009), ***LEARNING AGREEMENT for an international VET placement using the VQTS model***, 3s Unternehmensberatung GmbH, Wien

CO.L.O.R. (2013), ***For the stabilization of the network of competent Authorities and the***



continuation of ECVET testing in relation to EQF and other European tools, Rome

European Commission, DG EAC. (February 2011), ***Get to know ECVET better Questions and Answers***, 978-92-79-19916-5, Brussels

European Commission (2009) **Recommendation of the European Parliament and of the Council of 18/6/2009 on the establishment of a European Credit System for VET**. Official journal of the European Union, C 155, 8.7.2009 <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF> (15 Oct 2017)

CEDEFOP (2011), ***Briefing note on the European tools and principles for lifelong learning*** <http://www.cedefop.europa.eu/EN/publications/19146.aspx>. (10 Oct 2017)

Council of the European Union (2011). ***Council conclusions on a benchmark for learning mobility***. Brussels, November 2011
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126380.pdf

Cedefop (2010). ***Learning outcomes approaches in VET Curricula: a comparative analysis of nine European countries***. Publication Office of the European Union, Luxembourg.



ANNEX I

MEMORANDUM OF UNDERSTANDING MoU**'File code'**

(Remove if not necessary)

1. Definition of MoU.

The Memorandum of Understanding is a framework agreement between competent institutions in two or more countries, involved in ECVET.

Signing the MoU the institutions:

- Accept each other's status as competent institutions.
- Accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer.
- Agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU.
- Agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF.
- Identify other actors and competent institutions that may be involved in the process concerned and their functions.

The MoU has a specific duration and can be renewed. During its validity period, the MoU defines the overall terms of collaboration of the ECVET partners.

In case you have agreed on other objectives, indicate them:

(Remove if not necessary)

2. Organisations signing the Memorandum of Understanding

Organisation 1

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

Organisation 2

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

(Add more organizations if necessary).



3. Other organisations covered by this Memorandum of Understanding (if appropriate).

Organization 1	
Type of VET Providers	
Organization 2	
Type of VET Providers	

(Insert information here or remove if not necessary)

4. The qualification(s) covered by this Memorandum of Understanding.

Qualification 1

Country		
Title of qualification		
EQF level (if appropriate)		
NQF level (if appropriate)		
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)		
Attachments in the annex: mark the corresponding box with a cross	Europass Certificate Supplement	
	The learning outcomes associated with the qualification	
	Description of the unit(s) of learning outcomes for the mobility	
	Other: (please specify)	

Qualification 1

Country		
Title of qualification		
EQF level (if appropriate)		
NQF level (if appropriate)		
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)		
Attachments in the annex: mark the corresponding box with a cross	Europass Certificate Supplement	
	The learning outcomes associated with the qualification	
	Description of the unit(s) of learning outcomes for the mobility	
	Other: (please specify)	

(Add more qualifications if necessary)



5. Assessment, documentation, validation and recognition.

The memorandum of understanding involves the establishment of an evaluation, validation and recognition procedure, which must be discussed and agreed upon, before to signing.
Please summarize the procedure:

Validity date of the Memorandum

dd/mm/yyyy

Evaluation and review process:

Organization(s):

Person(s):

Data: dd/mm/yyyy

6. Signatures

Host organization/Country:

Sgd: (name and surname)
(Role)

Data: dd/mm/yyyy

Home Organization/Country:

Sgd: (name and surname)
(Role)

Data: dd/mm/yyyy

(Add more if necessary)

Other organizations involved If necessary:

**Type of VET Providers:
Organization:**

Sgd: (name and surname)
(Role)

Data: dd/mm/yyyy

**Type of VET Providers:
Organization:**

Sgd: (name and surname)
(Role)

Data: dd/mm/yyyy

(Add more if necessary)

7.Additional Information

8. Annexes

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"/>	
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



ANNEX III

Skills' Assessment

Name and surname participant	
Sending organisation	
Coordinator organisation	
Host Company	

Unit of learning outcomes:

Legend: 1- satisfactory ; 2- good ; 3- very good

<i>Knowledge & skills</i>		Evaluation		
<i>Assessment</i>				
Nr	<i>Health and Safety Rules:</i>	1	2	3
1				
	<i>Language skills:</i>	1	2	3
2				
3				
4				
Nr	<i>Social skills:</i>	1	2	3
5				
6				
7				
8				
Nr	<i>Professional skills:</i>	1	2	3
9				
10				
11				
12				
13				

Supervisors signature.....Date.....



ANNEX IV

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:

Sgd: (name and surname)
(Role)

Data: in (Place), dd/mm/yyyy

Learner:

Sgd: (name and surname)

Data: In (place), dd/mm/yyyy

