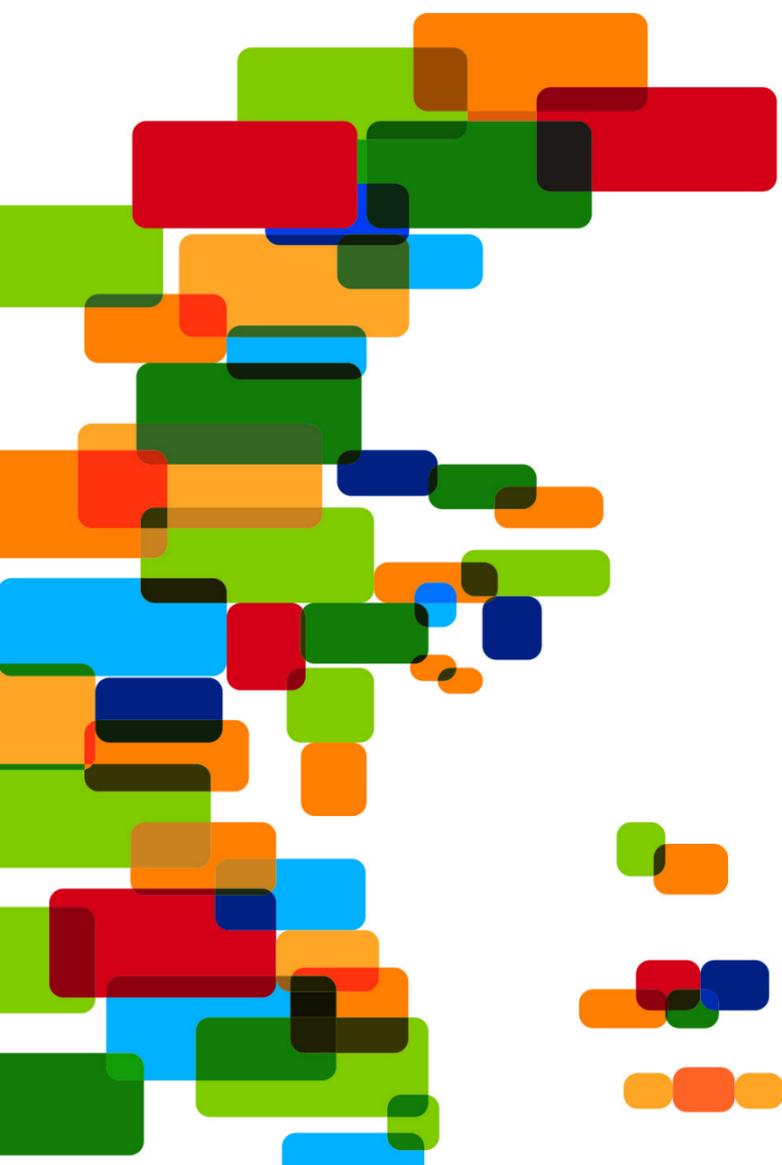


ECVET Manual for VET Students



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 guide is for VET students / learners who are interested in transnational mobility to be achieved using ECVET instruments. This guide describes the steps required transnational 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;

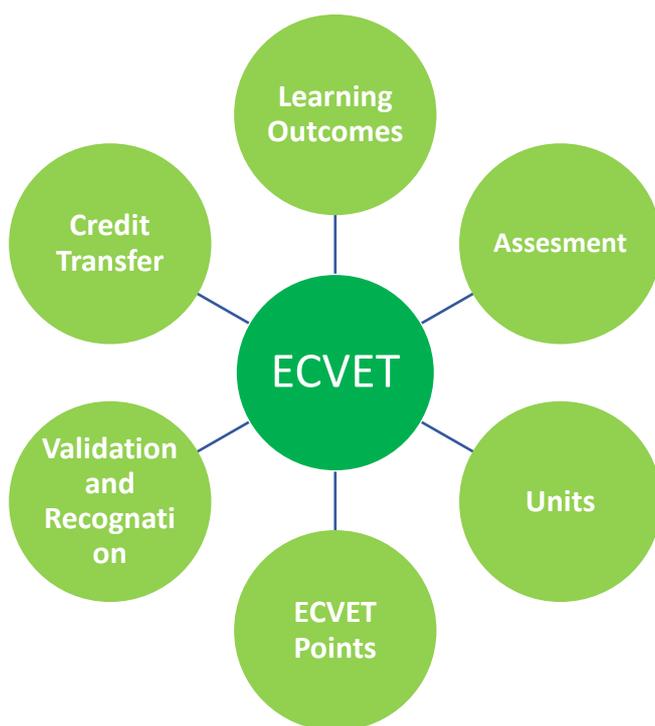


Figure 1 ECVET Tools

- 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

2.3. Why use ECVET?

Using ECVET provides many advantages for VET students / learners:

- facilitating transnational learner mobility enabling recognition of learned learning



outputs;

- To promote more flexibility in educational programs, to facilitate the acquisition of qualifications, as well as to facilitate the transfer and accumulation of learning outputs;
- Facilitating the approval and recognition of widespread and informal learning in order to obtain proficiency outside your own school;
- To facilitate the design and delivery of flexible and individualized learning paths based on the context and needs of individual students/learners;
- To increase the employability of individuals, recognising learning in all its forms and facilitating labour market entry and career progression.

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

- transnational mobility can be designed more clearly
- there is more clarity because the learning output is used to describe the acquired skills;
- Effective long-term movements are more robust when using an ECVET Learning Agreement;
- Using ECVET helps partners build high-quality special opportunities to better understand each other's systems, learn from each other, and learn from each other;
- students do not have to re-learn their skills in their schools when they complete and return transnational mobility and provide great savings in time;
- students can see the benefits of studying abroad

ECVET is a valuable tool to support effective mobility periods. It helps students and learners achieve the desired achievements during their study abroad. ECVET can be used in 5 different situations::

- **Progressively accumulating learning:** accumulating credit progressively over time with possible disruptions in the learning path, but preparing for a single qualification;
- **Changing the pathway and qualification within the same qualification system:** transferring and accumulating credit within the same qualification system and at the same level, from one qualification and pathway to another (for example, from a qualification in one economic sector to a qualification in a related economic sector);
- **Changing the pathway and qualification from one system to another:** transferring and accumulating credit at the same level from one education or qualification sector to another (for example, from a narrower continuing VET qualification achieved through a



public employment training programme towards a broader initial VET qualification that gives the person more opportunities);

- **Formalising achieved learning outcomes:** validating and recognising learning outcomes achieved in non-formal or informal learning towards a qualification in a formal qualifications system;
- **Progressing or upgrading a qualification:** transferring and accumulating credit from a qualification at one level towards a qualification at another level (for example, from a post-secondary VET qualification towards a qualification in the same field in higher education).



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 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.

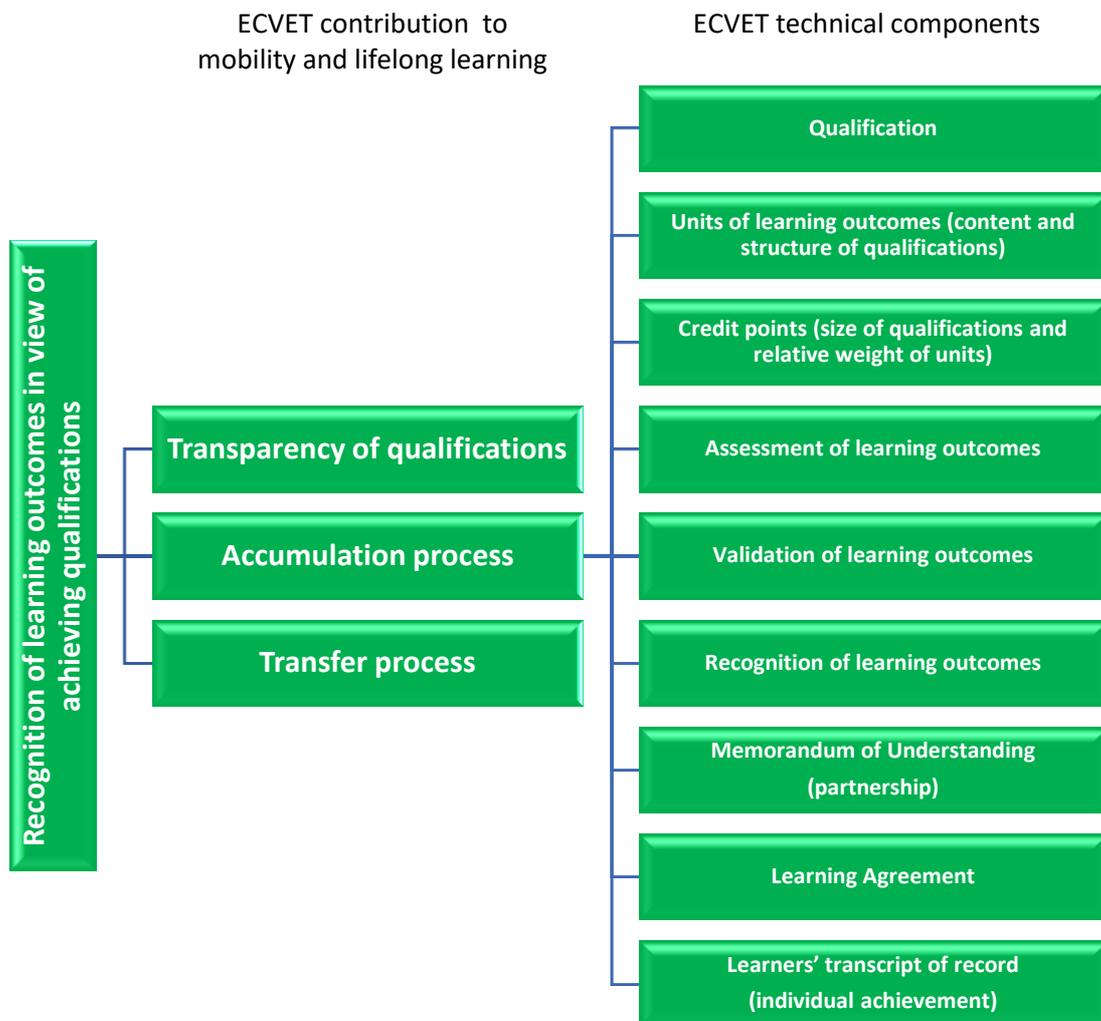


Figure 2 ECVET objectives, basic elements and technical components



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.

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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 the 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 information, mobility duration, expected learning outcomes, schedule, student's task and responsibilities.,

If you have 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.

The transfer of learning outcomes can be applied to formal learning outcomes or to non-formal and informal settings.

Recognition of your 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 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.

2.4.4. 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

According to the EU Recommendation, 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 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 earning 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 transcript of record. The competent authority may be the institution to which you are trained, or it may be a central institution for the recognition process.

For organised mobility (i.e. when you go 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.

You 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 your 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 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)	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. 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 you 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.

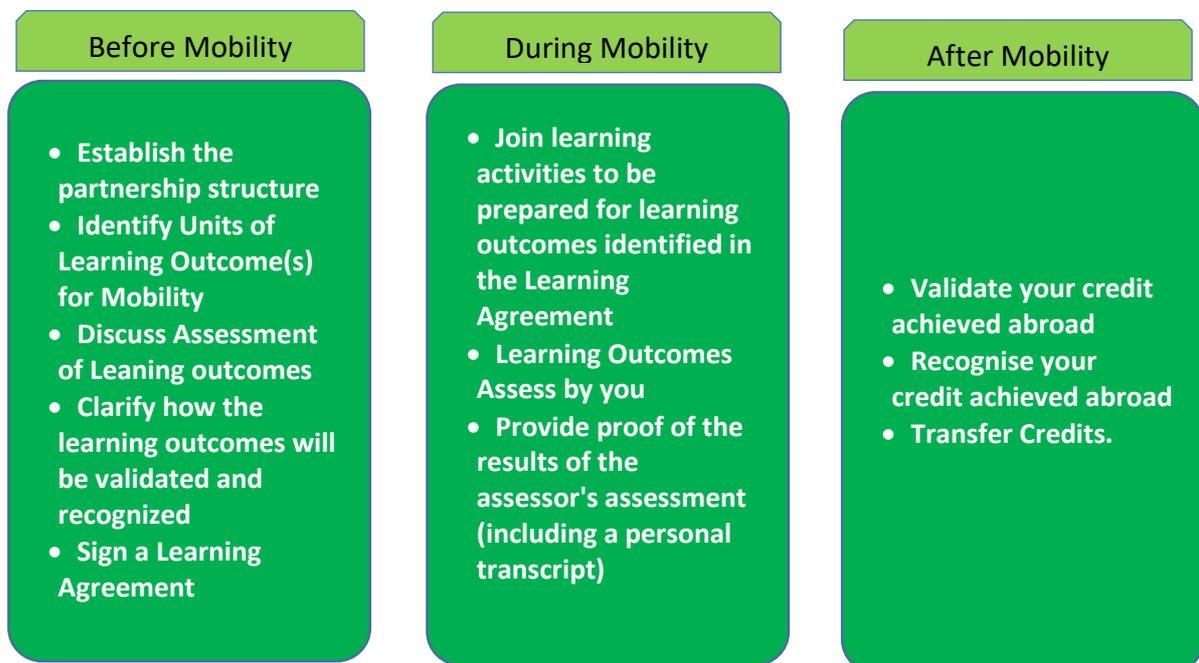


Figure 4 Key issues to be taken into account before, during and after mobility when using ECVET

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.

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

Even though it seems very early to think about evaluation, the preparatory stage is the right time to consider how your mobility will be evaluated and how each of the partner organisations will review the experience. Gaining agreement of these processes when you are setting up the partnership makes it much easier to implement changes once the mobility is completed.

With your teacher who supports you for transnational mobility, you can learn who will be doing the monitoring during the mobility.

4.1.2. Developing ECVET Programmes and Qualifications

Your teachers will determine the program and quality framework of your mobility with the host institution abroad in the framework of the mobility you choose. You should agree with your teacher before moving abroad about this program.

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.

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 your school and the home institution. At this stage, both institutions decide what you will learn abroad and how these learning outcomes will be integrated into the competences of you. In other words, they agree on learning outcomes.

When describing the learning outcomes that you should achieve during the period of mobility, it is important to use language and terminology that is understandable to everyone (you, your 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 with your teachers the learning outcomes keep in mind the requirements and the flexibilities of the qualifications in your home country.
- 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 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.
- It can be possible to some social skills defined abroad.

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, it 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.

4.1.3. Assessment of Learning Outcomes

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 you, 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 you and your school have information about the time and place reserved for the assessment.
- Which procedures will provide the quality of the assessment? The quality assurance of the assessment ensures that you are 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 your transcript? Evidence of a your learning outcomes is the basis for validation and recognition. Before the mobility, it should be clear how this will be documented.

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 you, the host institution and your school. (If you under 18 legally, the signature of the parent 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 you follows with your teachers: A Europass Certification can be added to provide a clear and short description of the qualification.
- Describe your previous learning: Consider preparation of a simple "qualification map" of the progress of the student. Making a description of your prior learning helps the host partner to make better plans.
- Join: Your participation improves planning, increases preparation
- 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 you 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 you to improve their learning outcomes. Write clearly the tasks and rights of you in the Learning Agreement with your teachers. Before participating in the transnational mobility, you 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. Before participating in the transnational mobility, you must have detailed assessment procedure. If possible, add an assessment guide to the Learning Agreement.
- **Documents:** 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, 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, you) 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.

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

You 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.

4.2.1. Participation of students in Mobility

- Personnel at the host institution must be aware of the conditions and requirements of your mobility abroad. It is important that you 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 you can participate in learning activities that go beyond these agreed learning outcomes. However, it is also important that you have 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 / trainer in the host institution.



4.2.2. Assessment of unit(s) of learning outcomes

After completing the learning process, you must prove the learning outcomes you achieved under the Learning Agreement 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 Learning Agreement, your school may have difficulty validating and recognizing your credits.

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

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 and the Learning Agreement in order to avoid the difficulties associated with the validation and recognition of the achievement of you 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 you.
- 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 you.



4.3. After Mobility

When you return to your school, the achieved Learning Outcomes by you 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.

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 achieved abroad are different from the learning outcomes that the person will have in your



school. 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, you are studying in the field of Information Technologies. And you 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 your country may allow you 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 your qualification system. The learning to be achieved abroad should have an absolute equivalent in the host institution. In other words, you are expected to achieve a learning outcome abroad which should be learned in your school.



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 school made clear how the learning outcomes could be transferred and accepted? <input type="checkbox"/> Have you 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 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 achieved LO will be validated and recognised? <input type="checkbox"/> Is it clear who is responsible for the validation and recognition of your credit? Are you aware of how this will be done? <input type="checkbox"/> Are the persons responsible for your 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 credit documented in partnership agreements (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? <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 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

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, you) 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 you 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 you 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?
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Do all actors (e.g. teachers, trainers, you) know the assessment criteria to be used to assess you? <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"/> Are you provided with the evidence of your assessment which will serve as basis for the validation and recognition of credit? <input type="checkbox"/> Do you 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 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 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 a your assessment in the host institution, did you achieve the expected learning outcomes? <input type="checkbox"/> Have you credit been validated (and recognised) in line with the Learning Agreement? If not, why not? <input type="checkbox"/> They were fairly treated in your 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 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 you (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 you 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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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)

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



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 II

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



ANNEX III



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

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