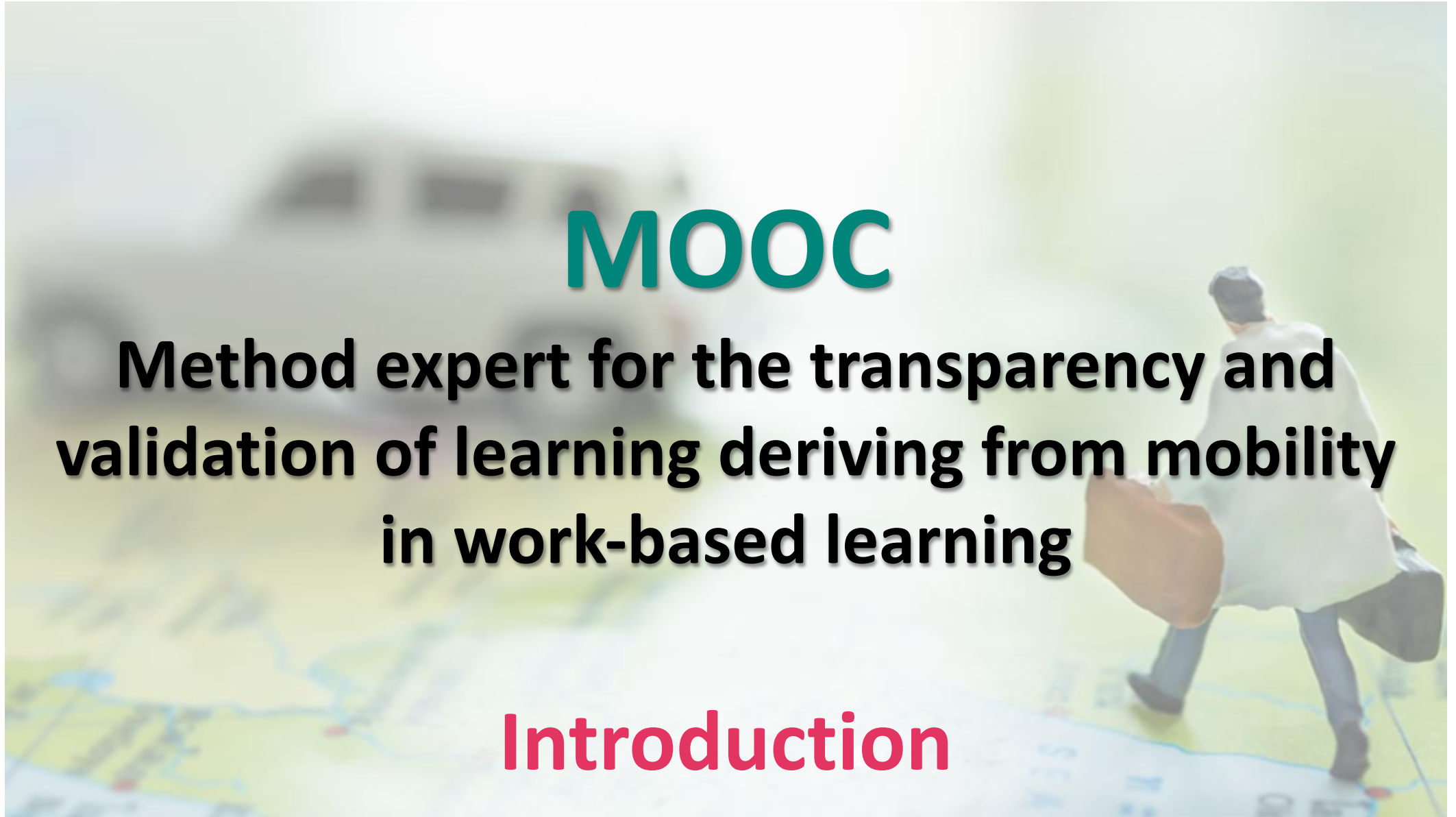






MOOC

Method expert for the transparency and validation of learning deriving from mobility in work-based learning

Introduction



What is the MaYFAir project?

- **Erasmus+ KA2 project** (2019-1-BE01-KA202-050530)
- **Project period:** 01.09.2019- 31.08.2022
- **9 partners** from 4 countries    
- **Website:** <https://mayfair.projectlibrary.eu/>



Main objectives

- Promote **mobility** in Vocational Education and Training (VET) and support the **internationalization** of VET providers
- Provide a methodology for the **recognition, design and validation of the learning outcomes** derived from work-based learning (WBL) mobilities
- Strengthen the synergy between **ECVET** and National Qualification Systems (**NQFs**)

Intellectual outputs

IO1 – MAKE: Provide a **methodological toolkit** for mobility promoters

IO2 – MADe: Validating the IO1 methodology through Erasmus+ **KA1 mobilities**

IO3 – BECOME: Design a **MOOC** (*massive open online course*) for mobility promoters

What is the MaYFAir MOOC about?

Through this **MOOC** you will learn to become a **Method expert for the transparency and validation of learning deriving from mobility in work-based learning.**

Structure of the MOOC – 4 sections

1. Preparing mobility
2. Before mobility
3. During mobility
4. After mobility

Total duration of the MOOC: 4 hours

What is Section 1 about?

What will you learn in **Section 1 – Preparing Mobility?**

Five lectures

1. The MaYFAir Objectives in a nutshell
2. The MaYFAir Methodology Requirements
3. Design of Learning Outcomes for a Mobility project
4. Examples of Learning Outcomes
5. Tips to prepare a MaYFAir mobility project

Total duration of the section: 1 hour



Let's start!

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Section 1

Preparing Mobility

Lecture 1

The MaYFAir objectives in a nutshell

General context

The MaYFAir methodology has been developed to support and guide VET mobility promoters in **the successive stages of a mobility project**:

- **Before** the mobility (Section 2 of the MOOC)
- **During** the mobility (Section 3 of the MOOC)
- **After** the mobility (Section 4 of the MOOC)

The MaYFAir methodology focuses on

- Mobilities for **work-based learning** (WBL) learners
- **Informal / non-formal learning** acquired in a mobility
- **Learning outcomes** that can be recognized, validated and certified within the framework of the sending and/or receiving country's national qualifications framework (**NQF**).

Work-based learning

Work-based learning (WBL) refers to learning that occurs when people do real work,

The European Training Foundation distinguishes **four types** of WBL arrangements

1. Arrangements in which the learner is legally **an employee**, such as formal apprenticeships, and in some cases alternance; in some cases informal apprenticeships may come under this heading
2. Arrangements in which the learner is legally **a student**; these can be called by a number of names, including traineeships, internships, work placements and cooperative education
3. Borderline cases such as virtual firms, training firms, or 'real' firms that are attached to and part of educational institutions
4. Programmes such as **work shadowing and work experience**, the main aim of which is to teach the learner about work rather than to teach them to do work

Types of learning

Formal learning takes place in education and training institutions and leads to the acquisition of recognized diplomas and qualifications.

Non-formal learning takes place outside the main education and training institutions and usually does not lead to official certificates. Non-formal learning is provided in the workplace or within the framework of activities of civil society organizations or groups (youth associations, trade unions or political parties). It can also be provided by organizations or services set up to complement formal systems (such as art, music and sports education courses or private courses for exam preparation)

Informal learning is a natural corollary of daily life. Contrary to formal and non-formal learning, it is not necessarily intentional and may therefore not be recognized, sometimes by the person concerned, as a contribution to his/her knowledge and competences.



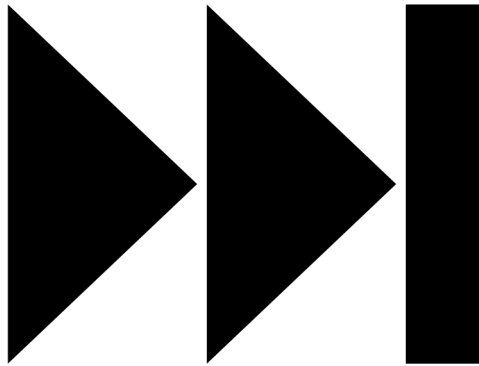
Validation of learning outcomes

The MaYFAir methodology describes **how to identify and describe learning outcomes in view of a subsequent activation of the non-formal and informal learning validation and certification process.**

CEDEFOP (*European Center for the Development of Vocational Training*) identifies **four distinct phases of the validation process:**

1. **Identification** of learning outcomes acquired by the person through non-formal and informal learning
2. **Documentation** of learning outcomes acquired by the person through non-formal and informal learning
3. **Assessment** of learning outcomes acquired by the person through non-formal and informal learning
4. **Certification** of the assessment of the learning outcomes acquired by the person through non-formal and informal learning in the form of a qualification, credits that contribute to the achievement of a qualification or, if necessary, in another form.

In the next lecture...



We will learn about the infrastructural requirements necessary to implement the MaYFAir methodology and enable the validation of non-formal and informal learning acquired during a WBL mobility project.

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Section 1

Preparing Mobility

Lecture 2

The MaYFAir Methodology Requirements

MaYFAir requirements

The Mayfair methodology for VET mobilities is fully operational only in countries where **3 conditions** are met:

1. There is a **national / local repertory** for **professional occupations**, including training and professional standards
2. The National Qualification Framework (NQF) is fully referenced to the **European Qualifications Framework (EQF)**
3. Specific provisions exist for the **certification of non-formal and informal learning**

1. Repertory for professional occupations

In order to design, implement and assess WBL paths based on certifiable learning outcomes, it is crucial that in the country where you want to validate learning (non-formal or informal learning) there is **a national / local repertory** not only of education and training qualifications, but also and above all of **professional qualifications**, including training and professional standards, against which it is possible to validate and certify the competences developed in all non-formal and informal contexts.

- [Atlas of Work and Qualifications](#) – Italy
- [National Catalogue of Professional Qualifications](#) (Catálogo Nacional Cualificaciones Profesionales) – Spain
- [Repertory of training and professional profiles developed by the Service Francophone des Métiers et des Qualifications](#) – French-speaking Belgium
- [Greek Qualifications Register](#) – Greece



Among the countries of the MaYFAir consortium, Greece only has a national repertory of formal qualifications.



European Qualifications Framework

The EU developed the **European Qualifications Framework (EQF)** as a **translation tool to make national qualifications easier to understand and more comparable.**

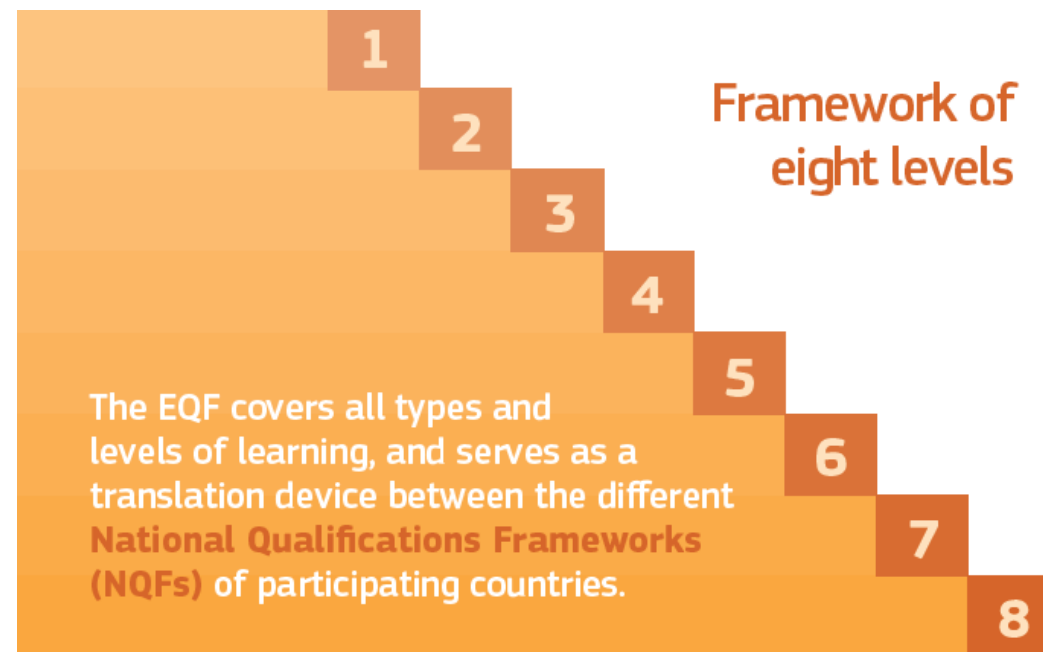
The EQF is an **8-level**, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve **transparency, comparability and portability of people's qualifications** and makes it possible to compare qualifications from different countries and institutions.

The EQF covers all types and all levels of qualifications and the use of **learning outcomes** makes it clear what a person

- knows,
- understands and
- is able to do.

The level increases according to the level of proficiency, level 1 is the lowest (conclusion of primary education) and 8 the highest level (doctorate).

The EQF is closely linked to **national qualifications frameworks (NQFs)**, this way it can provide a comprehensive map of all types and levels of qualifications in Europe, which are increasingly accessible through qualification databases.



[Source of the illustration](#)

2. NQFs and EQF

In the countries of the MaYFAir consortium, the repertoires of qualifications foresee training standards described through **learning outcomes** (LOs). The development of **national qualifications frameworks (NQFs)** with descriptors based on learning outcomes is a step towards making qualifications and learning levels, which are often implicit, explicit to all users.

It will be possible to implement the whole MaYFAir mobility procedure **only in the countries where the national qualifications framework is fully referenced to the European qualifications framework**, as this referencing procedure represents the basis for a cross-border comparison of qualification levels.

Within the MaYFAir consortium countries:

- **Italy** and **Belgium** have already referenced the national qualifications frameworks to the European Qualifications Framework (EQF) in all education and training systems;
- In **Spain** and **Greece** this adjustment is still ongoing



3. Certification

The last stage of the validation process concerns certification.

Although it can take different forms, it foresees generally the **award of a formal qualification** (or partial qualification).

In any case, the validation must include a summative assessment that officially confirms the achievement of the learning outcomes related to the standard under consideration.

Its official nature is determined by the certification issued by the competent authority that gives legal value to the outcome of the assessment.

3. Certification

The implementation of the system for identifying, validating and certifying competences is bound to the presence of **two infrastructural elements** :

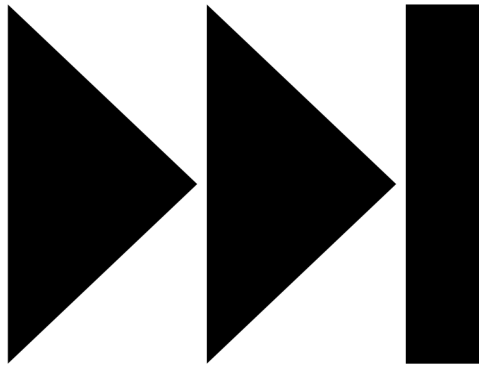
- the establishment of a **national / local repertory of qualifications** as a unitary reference framework for the standards of the certification of the competences developed in all contexts (formal, non-formal and informal);
- the activation of **services for the identification, validation and certification of competences** on the basis of the system, attestation, service and process standards, regulated and monitored by the competent authorities, responsible for the certification procedures.

These infrastructural requirements appear to be satisfied by all the MaYFAir consortium countries, with the exception of Greece, which has a national repertory that only refers to the competences developed in formal contexts.

In Italy, Spain and Belgium, an official validation system for non-formal and informal learning has been set up, and is being finalized, for which the competent authority/ies from the vocational education and/or training sector is/are responsible



In the next lecture...



We will learn about the design of capitalizable units of learning outcomes for WBL mobility paths.

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Section 1

Preparing Mobility

Lecture 3

Designing Learning Outcomes

Designing a WBL pathway

The 3 steps to design work-based learning paths, considering the subsequent validation of the learning are

1. identification of the **competence** under consideration;
2. identification of the **evaluation criteria**;
3. definition of the **final tests**.

Competence

A **competence** is the *proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.*

A competence is a structured set of knowledge and skills that may have been acquired in formal, non-formal or informal learning contexts.

Competences can be certified if related to a professional profile whose performance results, as well as the learning outcomes necessary to implement the performance itself, are standardized and collected in the various national and regional repertories (NQFs).

Describing competences

The description of each competence must contain:

- a) the **components** of the competence(s), in terms of skills and knowledge that characterize it;
- b) the way in which skills and knowledge are activated at the time of action, defining the **structure** of the competence;
- c) the process that leads to the achievement of the objective and that defines the competence in action, that is the **learning outcome**.

Each job or profession requires an articulated set of competences, each of which can be split into one or more learning outcomes.

Units of competences

The **unit of competence** is a standard set of knowledge and skills, which are organically linked to each other, whose possession is necessary to achieve a pre-established professional performance.

The unit of competence is the **basic reference of the certification process**.

If the unit of learning outcome can be used to achieve, in a progressive and cumulative way, a learning result of greater value, it becomes a **capitalizable unit of competence**.

Designing a WBL pathway

Designing a WBL path with capitalizable units of competence means guaranteeing the possibility to access a process of identification, assessment and validation of the path for the purpose of certification.

To make this possible, the WBL path must be designed with reference to a standardized professional profile.

The **consultation of the relevant national/regional repertory** is to be considered the primary source from which to draw inspiration:

- Each national/regional repertory includes for each professional profile the units of competences that the person must possess in order to practice that profession.
- The repertories include the knowledge and skills associated with each competence, starting from the expected results of the professional performance.

Choosing units of competence

Development of the mobility project by

- the **tutor of sending organization** (who holds methodological expertise) and
- the **tutor of the hosting organization** (who knows the technical-professional content).

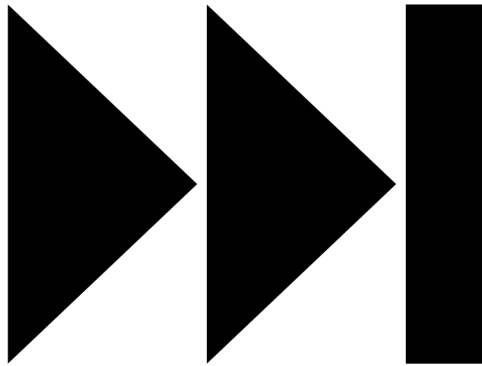
Content of the mobility project

It is not necessary, for a WBL mobility project, to foresee the development of all the Units of Competence that constitute the professional profile considered. The WBL experience can also focus on just one or more units of competence, instead of all of them, organized in one or more learning outcomes.



For the WBL path to be certifiable, it is necessary that the acquired learning satisfies all the learning outcomes foreseen by the reference unit of competence.

In the next lecture...



We will learn look at examples of learning outcomes.

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Section 1

Preparing Mobility

Lecture 4

Examples of Learning Outcomes

Example of a WBL pathway

Let's see in concrete terms how to develop a WBL training path.

Imagine that we are going to develop a mobility project for an aspiring **cook assistant**.

In the first place, the designer must describe exactly to which production process the service that the apprentice will have to perform is attributable.

The national frameworks support the accomplishment of this task and, usually, also specify the reference EQF level.



Note

The example of the assistant cook and the related Units of Learning Outcomes, adapted to the context of the project "MAYFAIR", were taken from the study documentation prepared by the Lazio Region within the pilot project "FORMAZIONE, VALORE, APPRENDIMENTO" approved with Determination - number G13277 of 10/11/2016.

Step 1 – Context Framing

The first step in the design of a WBL path consists in the identification of the context (sector, work process and EQF level).

In the specific case of a WBL path for an assistant cook:

- **SECTOR:** Tourist services
- **PROCESS:** Catering services
- **PROCESS SEQUENCE:** Definition of the offer and supervision of the catering service, preparation of food and drinks and packaging of pre-cooked or raw foods.
- **EQF level 3.**



Step 2 – Identify expected results

The second step is to understand which performance the profile requires. This task is possible through the consultation of the national repertory; in the case of an assistant cook, s/he must know how to carry out four macro-performances (expected results – ER):

- **ER1: Preparing the raw materials**, in compliance with the assigned times and on the basis of the work plan received, selecting, cleaning and working the food and taking care, where necessary, of its conservation.
- **ER2: Serving and distributing** food in plates or trays, respecting the preparation standard rules, **having cooked** the different items, applying the most suitable cooking methods, and preparing the necessary semi-finished products
- **ER3: Composing the dishes to be presented**, or trays to be displayed in a buffet, following a personal artistic sense, using different components for decorative purposes (e.g. from the food itself or other products)
- **ER4: Taking care of kitchen equipment** and sanitation of places and operating material, based on the information received and applying self-control procedures for food safety

Step 3 – Correlate with professional profile

The third step is to **correlate the performance expected results with the competences that are necessary to carry out the tasks required by the role.**

In our case the process sequence "Definition of the offer and supervision of the catering service, preparation of food and beverages and packaging of precooked or raw food" is associated with the qualification of Catering Operator – Assistant Cook.

This qualification, within the repertory of professional profiles, involves the acquisition of **4 basic units of competences:**

1. UNIT OF COMPETENCE - Treatment of raw materials and semi-finished food products
2. UNIT OF COMPETENCE – Preparation of meals
3. UNIT OF COMPETENCE - Setting up the mobile workplace
4. UNIT OF COMPETENCE - Managing the system to ensure hygiene and cleaning of the workplace

Step 4 – Correlate to specific units of competences

During this phase, keeping in mind the context of the hosting organization and the previous training of the WBL user, it is necessary to **choose the unit/s of competence/s** based on which the training project has to be developed.

For example, in our case, the tutor of the sending organization and the tutor of the hosting organization agree on the opportunity to base the on-the-job training on the performance no. 2, due to the fact that the WBL user already possesses a hotel and catering diploma and needs to strengthen the practical preparation of meals.

Regarding the performance no. 2, the National Framework of the sending organization requires that the operator is able to:

- set up plates
- cook food (including desserts)
- prepare semi-finished products

The tutor who designs the project, after having previously identified the professional qualification/s with which the performance is associated, verifies the presence of any professional and training standards, identifying one or more Units of competence of the profile that cover the expected performance result.

Step 5 – Design the training project

As an aggregate of skills, the UC "preparing meals" as well as the associated performance appears to be very complex but, if divided into **several units of learning outcomes**, it can be planned for a medium/long duration WBL course (from 3 to 6 months)

It is necessary to divide the unit of competence "preparing meals" into several units of learning outcomes, paying attention to making the individual units of learning outcomes - where possible - **a set of competences that are self-consistent**

The final result must be recognizable (within the world of work) as a **specific professional competence**, and identifiable (by the company, by the training system) as the expected result of a training process.



Step 5 – Design the training project

For each Unit of Learning Outcomes the following aspects have been defined:

Educational objective: what the participant needs to acquire at the end of the module/ segment / unit

Knowledge: set of knowledge that needs to be transferred, in a way that is consistent with what has been described in the Unit of Competence. In EQF context, knowledge is described as theoretical and / or practical.

Skills: ability to apply knowledge and use know-how to complete tasks and solve problems. In EQF context skills are described as cognitive (including the use of logical, intuitive and creative thinking) and practical (including manual skills and the use of methods, materials and tools

Teaching method: methods with which the learning contents are transferred (for example training on the job, job shadowing etc.).

Evaluation methods: methods by which the achievement of the training objectives is evaluated.

Examples – UC “preparing meals”

1.1. Preparation of appetizers and snacks

Duration	xxx
Educational objective	Transfer logic, content, implementation methods and quality control of the main appetizers of the Italian tradition
Knowledge	Cookbook
Skills	Analyze the recipes, choosing the appropriate ingredients Organize the work environment and carry out the preparation sequences Evaluate the quality and intervene, where appropriate, with corrective behavior
Teaching methods	Face-to-face lessons in class + laboratory
Evaluation methods	Practical exam

Examples – UC “preparing meals”

1.2. First course preparation

Duration	xxx
Educational objective	Transfer logic, content, implementation methods and quality control of the main first courses of Italian tradition and international cuisine
Knowledge	Recipe book (pasta, soups, rice, broths and soups)
Skills	Analyze the recipes, choosing the appropriate ingredients Organize the work environment and carry out the preparation sequences Evaluate the quality and intervene, where appropriate, with corrective behavior
Teaching methods	Face-to-face lessons in class + laboratory
Evaluation methods	Practical exam

Examples – UC “preparing meals”

1.3. Second course preparation

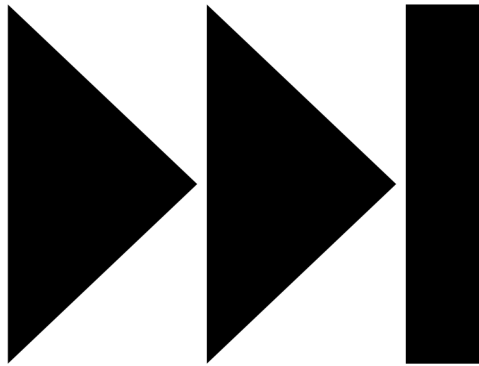
Duration	xxx
Educational objective	Transfer logic, content, implementation methods and quality control of the main second courses of Italian tradition and international cuisine
Knowledge	Recipe book (meat, fish, eggs, vegetables, cheese)
Skills	Analyze the recipes, choosing the appropriate ingredients Organize the work environment and carry out the preparation sequences Evaluate the quality and intervene, where appropriate, with corrective behavior
Teaching methods	Face-to-face lessons in class + laboratory
Evaluation methods	Practical exam

Examples – UC “preparing meals”

1.4. Dessert preparation

Duration	xxx
Educational objective	Transfer logic, content, implementation methods and quality control of the main desserts of Italian tradition and international cuisine
Knowledge	Recipe book (spoon dessert, dry and fresh pastry)
Skills	Analyze the recipes, choosing the appropriate ingredients Organize the work environment and carry out the preparation sequences Evaluate the quality and intervene, where appropriate, with corrective behavior
Teaching methods	Face-to-face lessons in class + laboratory
Evaluation methods	Practical exam

In the next lecture...



We will give you some operational tips to prepare a MaYFAir mobility project

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Section 1

Preparing Mobility

Lecture 5

Tips to prepare a MaYFAir mobility project

Tips to describe learning outcomes

The **learning outcomes** should detail:

- what the learner knows, understands and is able to accomplish at the end of a learning process
- which competences s/he is able to use as a result of learning,

The most important aspects to ensure validation and recognition are **transparent descriptions of specific knowledge, abilities and competences** and the **assurance that these have actually been acquired during the mobility experience.**

The descriptors of the qualification results should be detailed both with **reference to the EQF**, as a meta-framework containing very short and general descriptors, and in **reference to the NQF** that details descriptors related to the qualifications.

Tips to describe learning outcomes

To describe learning outcomes, the following rules should be followed:

- ✓ link accurately learning outcomes to **professional qualifications** (in order to have professional competences that can be evaluated);
- ✓ link the learning outcomes to the **soft skills of the EQF level under consideration**;
- ✓ describe learning outcomes considering the **professional standard** under consideration, foreseen by the NQF;
- ✓ **do not mistake learning outcomes with learning objectives or the learning path**; the learning outcome is what is acquired upon completion of a learning process;
- ✓ learning outcomes should be **verifiable and evaluable**;
- ✓ learning outcomes should be described with reference to the **job performances expected from the professional profile**;
- ✓ the learning outcomes should, however, be **formulated in such a way as to allow learners to evaluate and self-assess** the outcomes that have been actually achieved.

Tips to describe learning outcomes

Basic drafting rules

When designing learning outcomes, you should...

- ✓ Use **active and easily understandable verbs**
- ✓ **Clarify and contextualise** the active verb
- ✓ **Avoid vague and open formulations**
- ✓ Describe the **minimum required** to achieve the learning outcome
- ✓ Describe the **qualification / competence level** in an understandable way

To-Do List

What documents should be prepared in the course of a mobility project?

Before the mobility

- ✓ Memorandum of Understanding
- ✓ Learning Agreement
- ✓ Learners' personal transcript

During the mobility

- ✓ Initial assessment
- ✓ Assessment procedures (sheets, logbooks, etc)
- ✓ Evaluation criteria for the host organization's tutor

After the mobility

- ✓ Validation / Recognition of learner's credits
- ✓ Europass Mobility certificate
- ✓ Quality assurance

Thank you for your attention!



Additional course materials

- **Cedefop - 2016 Report - Validation of non-formal and informal learning.pdf**
- **Cedefop - 2020 - Overview of NQF developments in Europe.pdf**
- **Cedefop - 2022 Handbook - Defining, writing and applying learning outcomes.pdf**
- **ETF - 2018 Handbook - Work-based learning.pdf**
- **European Commission - 2018 - EQF 10th Anniversary.pdf**

MaYFAir - MobilitY For All: the Fair Choice

Project code: 2019-1-BE01-KA202-050530

Joint Staff Training Activity

Brussels, June 2022

Lecture 1

An introduction to the documentation

- Procedures to identify the units of Los
- Procedures to define evaluation proofs

The core of presentation

The modules of our presentation focus on how to identify and describe learning outcomes properly and the procedures to define evaluation proofs concerning Before Mobility section, established with the formation of certain documentation submitted to the competent National Agency before the effect of WBL activities abroad.

In view of a subsequent activation of the non-formal and informal learning validation and certification process, it is necessary to recall some basic concepts and system requirements that make the activation of these procedures possible.



Procedures to identify the units of LOs

The use of learning outcomes is increasingly influencing the design and delivery of vocational education and training (VET), focusing on what a learner is expected to know, be able to do, and understand at the end of a learning process. The shared focus on outcomes facilitates the dialogue between education and training and labour market actors, as well as across different education and training sub-systems. Similarly, the increased transparency offered by learning outcomes acts as an important reference point for several stakeholders: policy-makers, labour market actors and teachers, making it easier to analyse the match between skills demands and education and training provisions.



Learning outcomes: Opportunities and challenges

Opportunities

The focus on learning outcomes allows for a more systematic analysis and comparison of the content and profile of qualifications, notably focusing on balancing general knowledge and occupation-specific skills against transversal skills and key competences.

Challenges

- Formulating learning outcomes requires expertise and experience
- Learning outcomes should express reality
- Learning outcomes should always be measurable



CEDEFOP GUIDELINES

With reference to the Cedefop (European Centre for the Development of Vocational Training) guidelines, latest version issued in 2016, it is necessary to remember that the VALIDATION ... "is mainly used in education and training contexts, recognizing formal qualifications to the individual subject on the basis of the non-formal and informal learning they acquired. But there are numerous institutions and stakeholders outside the education and training system that use it, including labour market authorities, economic sectors, businesses and voluntary organizations".



WHY HAVING (A)CREDIT SYSTEM(S) ?

Improve the comparability and compatibility of study / apprenticeship programmes

- Make programmes more transparent
- Allow for more flexibility and diversity of pathways
- Make it easier to construct well-balanced programmes
- Promote the feasibility of programmes
- Enhance the quality of programmes
- Facilitate and promote student mobility
- Facilitate and improve the recognition of periods of studies taken elsewhere successfully
- Facilitate different types of learning (informal, non-formal, formal, part-time, etc.)



European Qualifications Framework(EQF)

European Qualifications Framework (EQF) defines learning outcomes in terms of

► knowledge ► skills ► competences

The description of learning outcomes constituting a given qualification as distinct from others is done in accordance with various “levels”. It is based upon criteria, such as the range of knowledge and skills, levels of specialisation, as well as the ability to cope with open, non-standardised situations calling for action.



ECVET- European Credit (Transfer) System for Vocational Education and Training

Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competences that can be assessed and validated. ECVET is based on the division of qualifications into units and on the description of learning outcomes of each unit using the three descriptors of EQF; knowledge, skills, and competences, making clear the EQF level of reference. Qualifications and units are represented by a specific number of credit points. Credit points express the volume of learning outcomes in each unit and provide information on the relative weight of the units which make up a qualification.



Mobility Documentation

ECVET facilitates the documentation, validation and recognition of learning outcomes achieved abroad – be it within formal VET settings or non-formal contexts. The system is individual-centred, i.e. based on the validation of WBL achieved by an individual which, in turn, provides a basis for accumulating and transferring these outcomes. From the learners’ point of view, accumulation and transfer may be described as follows:

• Knowledge, skills and competence are acquired during a stay abroad in the form of one or several units. Learning outcomes will be documented, and upon returning home they will be transferred and credited towards the training course attended at home. The newly acquired units will be added to units acquired previously.



MoU Document

As the main instrument, the memorandum of understanding is a voluntary agreement concluded between VET providers, national authorities and other competent bodies in each of the participating countries. This tool creates mutual trust by regulating the cooperation in the areas of validation and recognition of qualifications acquired by a learner within a mobility context. Units may be acquired in all EU member states that have adopted the respective procedures through validation of the outcome of vocational experience. Subsequently, they may be credited towards a full qualification as defined within the national context.



Learning Agreement Document

The learning agreement is signed by the VET providers in both countries – the sending and the hosting party - and the learner. It describes learning outcomes to be achieved during the mobility period in *both* qualitative and quantitative terms.

The Learning Agreement sets out the programme of the studies or the traineeship to be followed abroad and must be approved by the student, the sending and the receiving institution, organisation or enterprise before the start of the exchange.

Countries participating in the system will designate competent bodies, i.e. institutions in the member states awarding accredited qualifications.

Learning contracts give ownership to students over their learning at the outset of a project or class, they prompt students to reflect on how they learn, and they establish clear goals and project timelines.



Lecture 2

Memorandum of Understanding



MoU

Memorandum of Understanding & Learning Agreement

Introduction

The MoU and the Learning Agreement are the starting points to begin the activities at the mobility destination.

The learner will participate in the agreed activities in the hosting organization, which need to be strictly related with the units described in the Learning Agreement.

It is important to notice that the staff in the host institution need to be aware of these conditions, and they have to provide activities and work relevant for the learning outcomes previously defined.



Memorandum of Understanding (MoU)

A fundamental requirement of any work-based learning mobility is the partnership.

We need to identify suitable partners abroad for our desired learning experience, involving institutions in both the sending and the receiving countries.

When our partners are chosen, we need to formalize this partnership, and thus we will sign a Memorandum of Understanding



Memorandum of Understanding (MoU)

The Memorandum of Understanding is an

agreement between competent institutions which sets the framework for credit transfer.

It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved.

It also establishes partnership's procedures for cooperation



How it works

Memorandum of Understanding

This document works as a framework agreement within which more individual agreements will be signed (for example, the Learning Agreement), providing a reliable and valid manner of assessment and credit recognition within the mobility.

It is important to notice, however, that this document is not obligatory: if the institutions involved in the mobility trust each other enough, it is possible to sign the required agreements simply using the Learning Agreement.

The Structure

Memorandum of Understanding

There is a common template for a MoU created by the ECVET Working Group in 2013, but its use is not mandatory.

However, there are several questions that need to be included in any MoU in order to realize its function properly, even if we are not using a given template. These are the next:



Identification of competent authorities signing the MoU, with all their information attached



Qualifications concerned by the MoU



Units of learning outcomes




Duration of the validity of the MoU



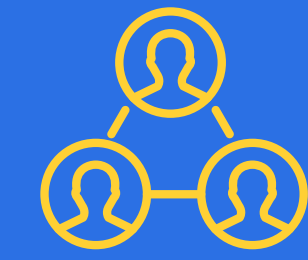
Signatures of all parts

The Parts of the Template

Memorandum of Understanding




Objectives of the MoU



Organisations signing the MoU



Qualifications covered by the MoU



·Assessment, documentation, validation and recognition
·Validity
·Evaluation and review process



Signatures

Memorandum of Understanding



Objectives of the MoU

The Memorandum of Understanding (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners.

In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

Are other objectives agreed on?

Please tick as appropriate

No

Yes – these are: please specify here

The Template in detail

Memorandum of Understanding



Organisations signing
the MoU

Organisations details information

Organisation 1, 2, 3, 4...

Country:

Name of organisation:

Address:

Telephone:

e-mail:

website:

contact person:

contact number / email:

Memorandum of Understanding



**Qualifications covered
by the MoU**

The qualification(s) covered by this MoU

Qualification 1, 2 ,3, 4...

Country:

Title of qualification:

EQF level (if appropriate):

NQF level (if appropriate):

Unit(s) of learning outcomes for the mobility phases:

Enclosures in annex - please tick as appropriate:

- Europass Certificate Supplement
- The learning outcomes associated with the qualification
- Description of the unit(s) of learning outcomes for the mobility
- Other: please specify here

Memorandum of Understanding



Assessment, documentation,
validation and recognition
Validity
Evaluation and review process

Assessment, documentation, validation and recognition

By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.

Validity of this Memorandum of Understanding

This Memorandum of Understanding is valid until: *insert date*

Evaluation and review process

The work of the partnership will be evaluated and reviewed by: *dd/mm/yyyy, person(s)/organisation(s)*

The Template in detail

Memorandum of Understanding



Signatures

Organisation / country

.....

Name / role

.....

Place / date

.....

Lecture 3

Learning Agreement



LA

Memorandum of Understanding & Learning Agreement

Introduction

The MoU and the Learning Agreement are the starting points to begin the activities at the mobility destination.

The learner will participate in the agreed activities in the hosting organization, which need to be strictly related with the units described in the Learning Agreement.

It is important to notice that the staff in the host institution need to be aware of these conditions, and they have to provide activities and work relevant for the learning outcomes previously defined.



Learning Agreement (LA)

Once the MoU is signed, the specific conditions for the mobility need to be defined, through the Learning Agreement (LA) which is drafted in collaboration with the hosting institution.

The Learning Agreement is an *individualized document which sets out the conditions for a specific mobility period. It specifies, for a particular learner, which learning outcomes and units should be achieved together with the associated ECVET points*



The scope of the document

Learning Agreement

In this document, the partnership must address the units and groups of learning outcomes that the learner will learn abroad, how and when these will be assessed and, moreover, how these units will be recognized.

The main **difference** between a LA and a MoU is that, while the MoU functions as a general framework document that sets the main conditions of a mobility (with the capability of concerning groups or large numbers of qualifications), the LA is a specific document, written for a particular case of mobility and describing the chosen learning outcomes and their assessment.



The Structure

Learning Agreement

The ECVET Working Group also prepared a common template for Learning Agreements in 2013, not being its use mandatory.

Notwithstanding, every LA should contain, at least, the following information:



Identity of the learner



Duration of the mobility period, as well as general information regarding it



Selected learning outcomes to be achieved and their assessment method



Signatures of all parts

The Parts of the Template

Learning Agreement



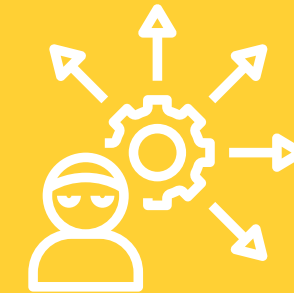
Information about the participants



Duration of the learning period abroad



Qualifications taken by the learner - info on the learner's progress



Learning outcomes to be achieved during mobility



Assessment and documentation



Validation and recognition



Signatures

The Template in detail

Learning Agreement



Information about the
participants

Contact details of the **home** organisation

Name of organisation:

Address:

Telephone:

E-mail:

Website:

Contact person:

Telephone:

E-mail:

The Template in detail

Learning Agreement



Information about the
participants

Contact details of the **host** organisation

Name of organisation:

Address:

Telephone:

E-mail:

Website:

Contact person:

Telephone:

E-mail:

The Template in detail

Learning Agreement



Information about the
participants

Contact details of the learner

Name of organisation:

Address:

Telephone:

E-mail:

Website:

Contact person:

Telephone:

E-mail:

The Template in detail

Learning Agreement



Information about the
participants

Contact details of **parents or legal guardian of the learner**, if applicable

Name of organisation:

Address:

Telephone:

E-mail:

Website:

Contact person:

Telephone:

E-mail:

The Template in detail

Learning Agreement



Information about the
participants

If an **intermediary organisation** is involved, please
provide contact details

Name of organisation:

Address:

Telephone:

E-mail:

Website:

Contact person:

Telephone:

E-mail:

The Template in detail

Learning Agreement



Duration of the learning
period abroad

Start date of the training abroad

dd/mm/yyyy

End date of the training abroad

dd/mm/yyyy

Length of time abroad

dd/mm/yyyy

Learning Agreement

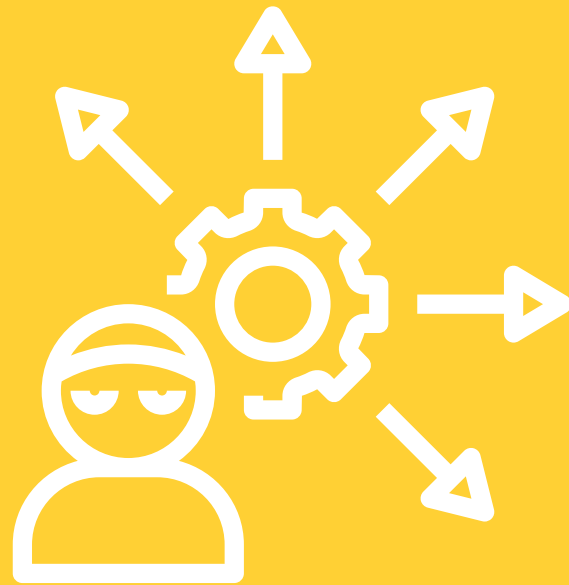


Qualifications taken by the learner - info on the learner's progress

- 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 on the learner's progress in relation to the learning pathway (Information to indicate acquired knowledge, skills, competence could be included in an annex):
- Enclosures in annex - please tick as appropriate:
 - Europass Certificate Supplement
 - Europass CV
 - Europass Mobility
 - Europass Language Passport
 - European Skills Passport
 - (Unit[s] of) learning outcomes already acquired by the learner
 - Other: (please specify here)

The Template in detail

Learning Agreement



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: (please specify here)

The Template in detail

Learning Agreement



Assessment and
documentation

- Person(s) responsible for assessing the learner's performance:
Name
- Assessment of learning outcomes: *Date of assessment / method*
- How and when will the assessment be recorded?

- Please include:
 - 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: (please specify here)

The Template in detail

Learning Agreement

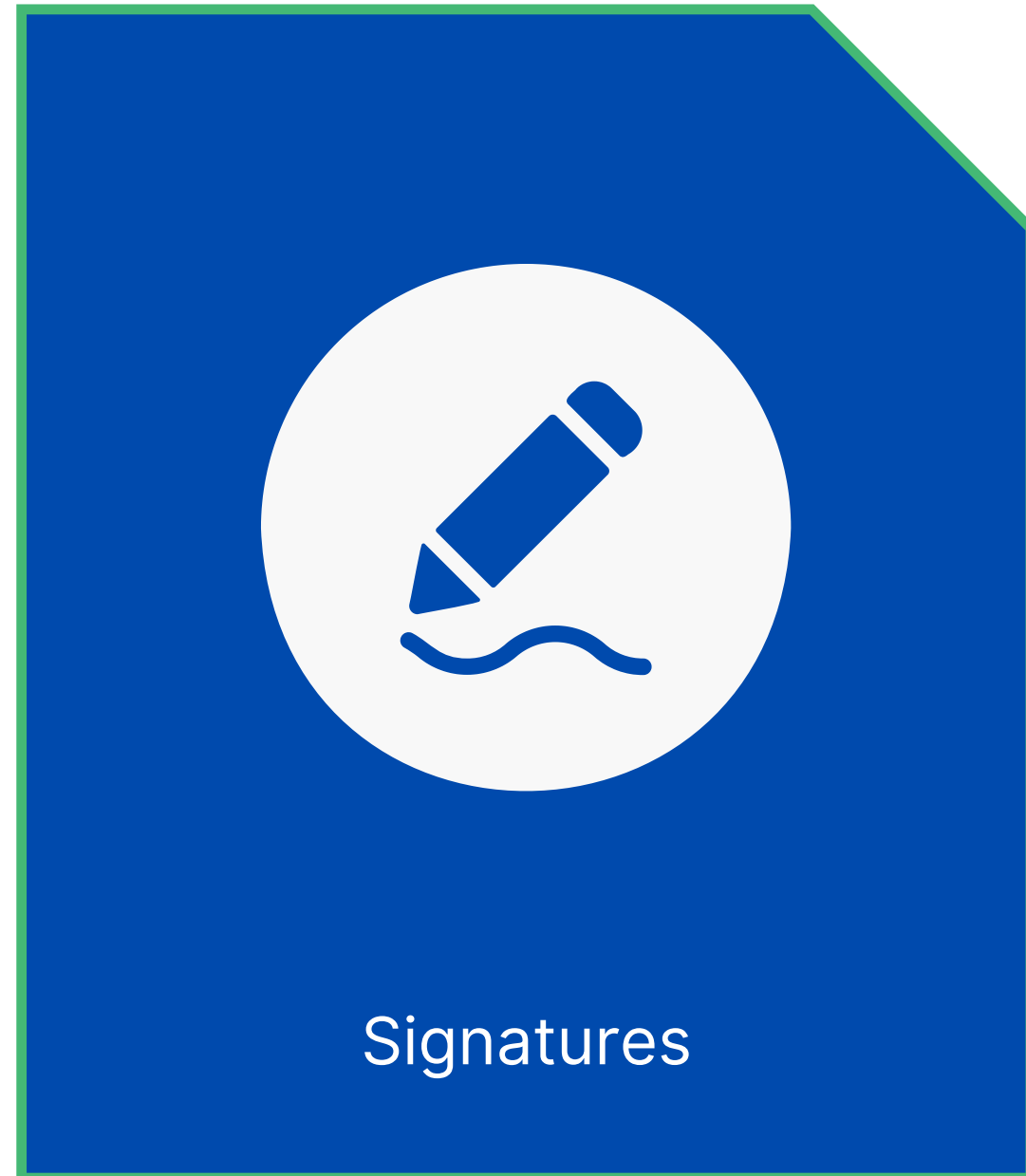


Validation and
recognition

- Person (s) responsible for validating the learning outcomes achieved abroad: *Name / Organisation, Role*
- How will the validation process be carried out?
- Recording of validated achievements: *Date / Method*
- Person(s) responsible for recognising the learning outcomes achieved abroad: *Name / Organisation, Role*
- How will the recognition be conducted?

The Template in detail

Learning Agreement



Home organisation / country

.....

Host organisation / country

.....

Learner

.....

If applicable: Intermediary organisation

.....

If applicable: Parent or legal guardian

.....

Lecture 4

Learner's personal transcript



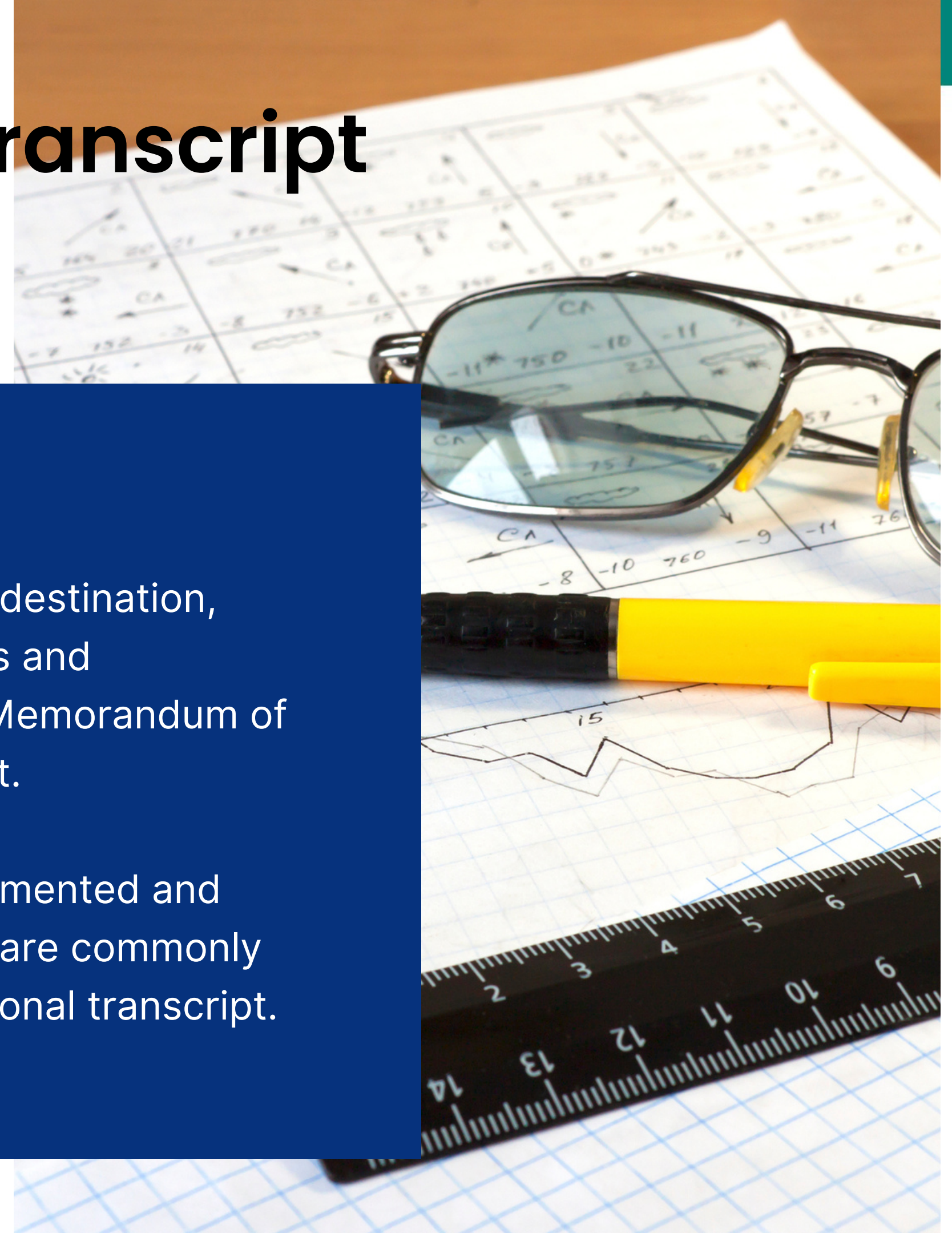
LPT

Learner's personal transcript (LPT)

Introduction

When the learner arrives at the chosen destination, he/she will acquire the knowledge, skills and competences according to the signed Memorandum of Understanding and Learning Agreement.

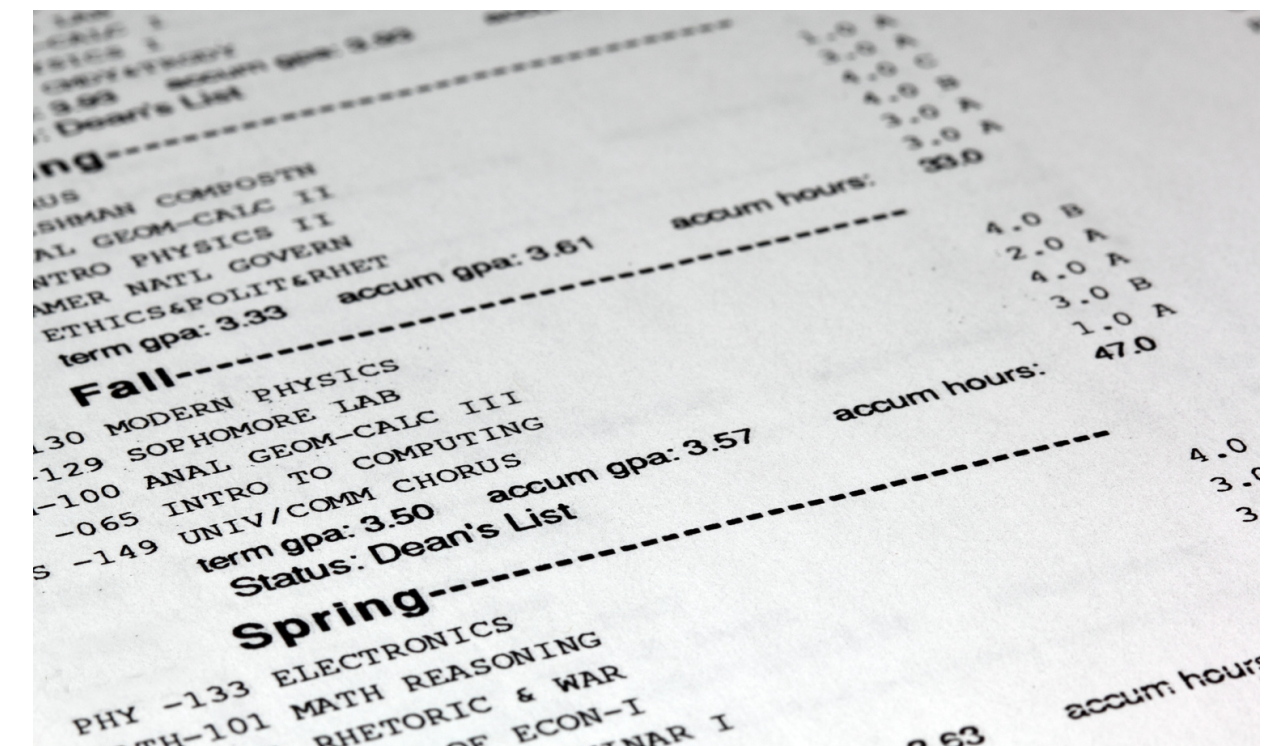
This learning process needs to be documented and assessed, and thus several documents are commonly used for that purpose, such as the personal transcript.



Learner's personal transcript

This document, which belongs to the learner, works as proof of performance, recording the knowledge, skills and competences acquired by him/her, according to the learning agreement.

It has to be filled by the hosting institution and contains information about how the knowledge, skills and competences are tested and assessed. It can be included as an annex to the learning agreement.



The scope of the document

Learner's personal transcript

The LPT is not an official Erasmus+ document; it is a useful tool for hosting organizations/companies, in order to collect information for the assessment of performances.

Besides all official documents (Momerandum of Understanding and Learning Agreement), this documentation becomes necessary in order to clarify the test and evaluation process. It could be included as an annex to the Learning Agreement.



The Structure

Learner's personal transcript

There is not a common template for this document yet.

However, MaYfAir provides the following structure, which contains the main recommended sections of this document, describing the following information:



Identity of the learner



Information regarding the hosting institution and the mobility stay



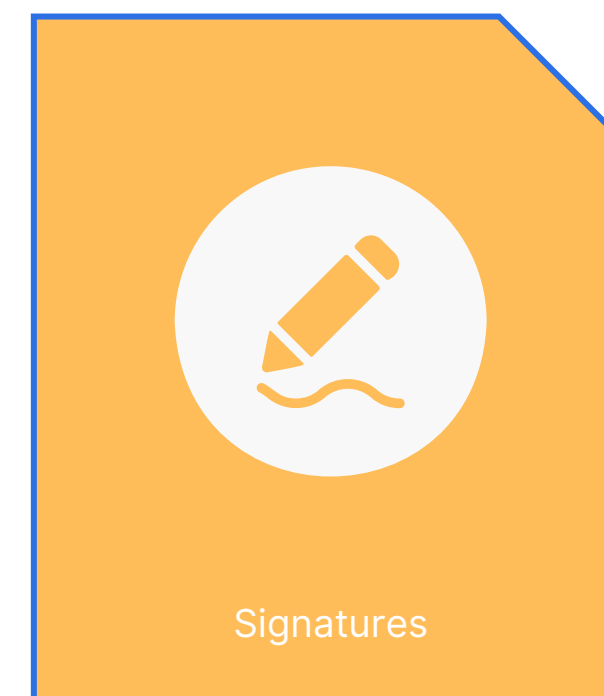
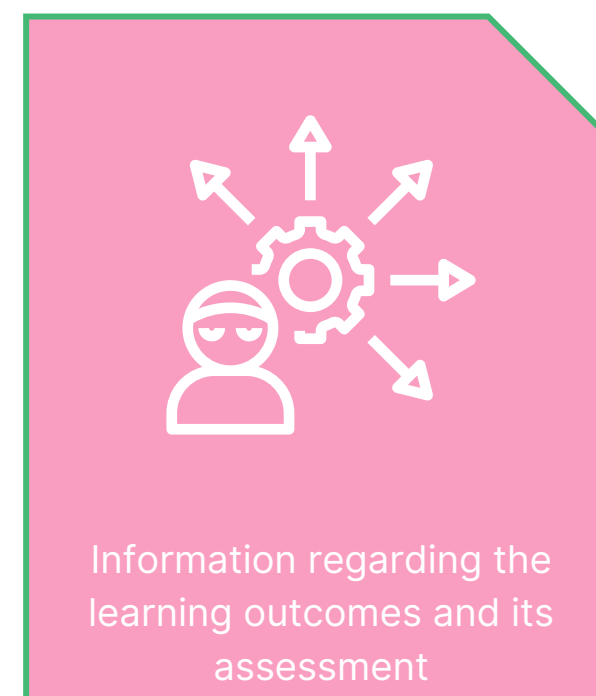
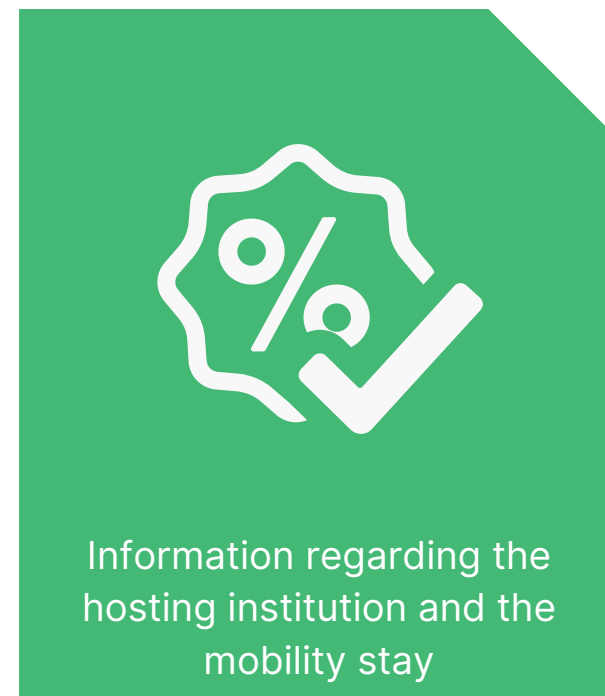
Information regarding the learning outcomes and its assessment



Signatures of all parts

The parts of the template

Learner's personal transcript



The Template in detail

Learner's personal transcript



Identity of the learner

Contact details of learner

Name:

Address:

Telephone:

E-mail:

Date of birth:

The Template in detail

Learner's personal transcript



Information regarding the
hosting institution and the
mobility stay

Details of the hosting institution:

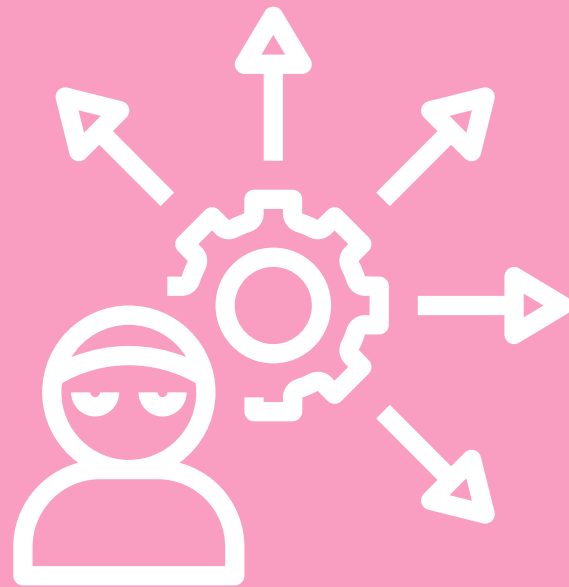
Duration of the stay:

Daily work and learning times:

Details on the learning and work context:

The Template in detail

Learner's personal transcript



Information regarding the
learning outcomes and its
assessment

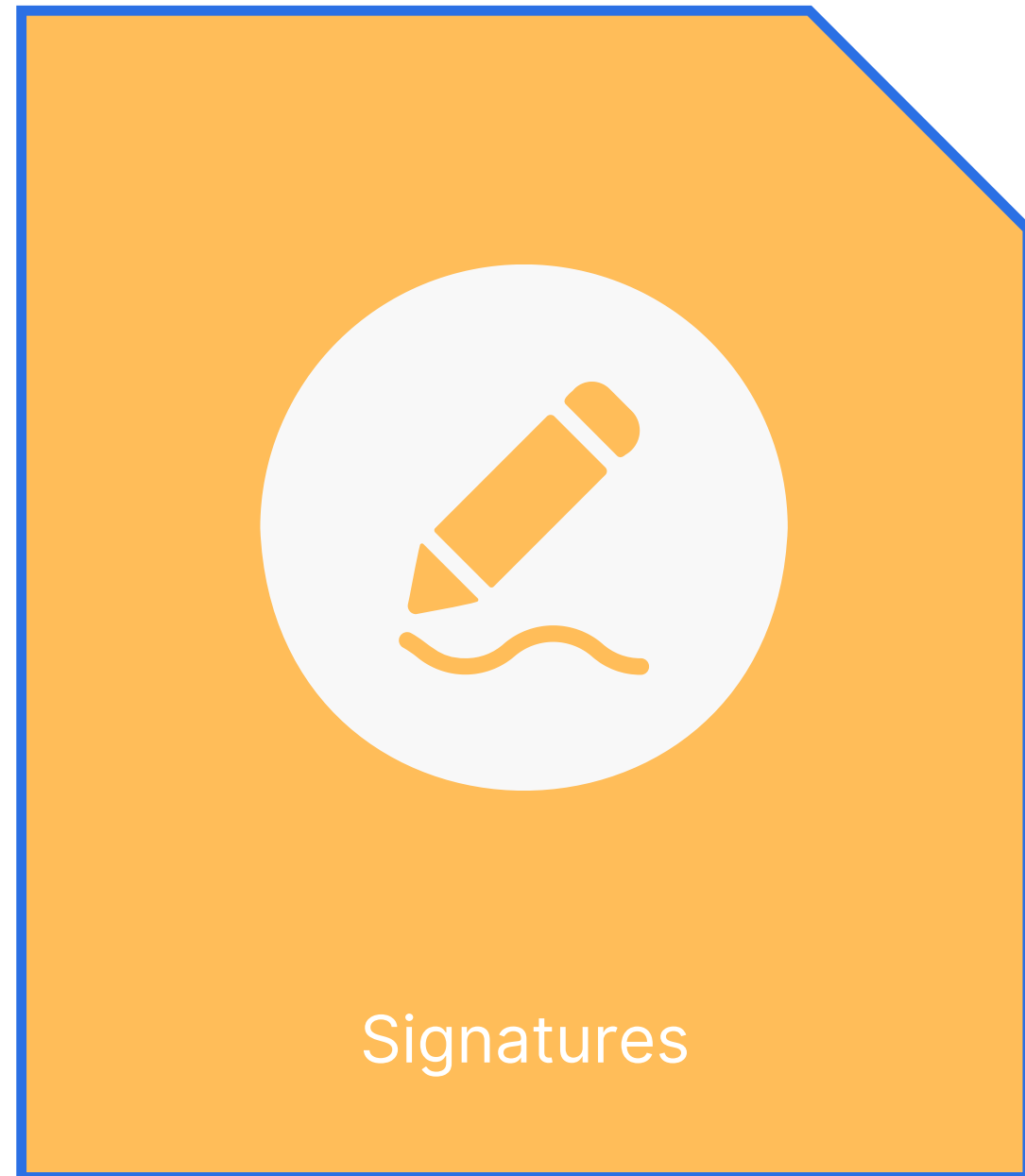
Acquired knowledge, skills and competence,
including ECVET points:

Method of assessment:

Assessment results:

The Template in detail

Learner's personal transcript



Host institution

.....

Learner

.....

Place and date

.....

Learner's personal transcript - Europass Mobility

It is a common practice to use Europass Mobility (and, consequently, its official template) as personal transcript.

Notwithstanding, we have to be aware that certain information needs to be included in this document in order to function as a Personal Transcript, such as unit titles or information regarding the assessment method used. On the other hand, Europass can only be issued by competent institutions represented by the national Europass centers.



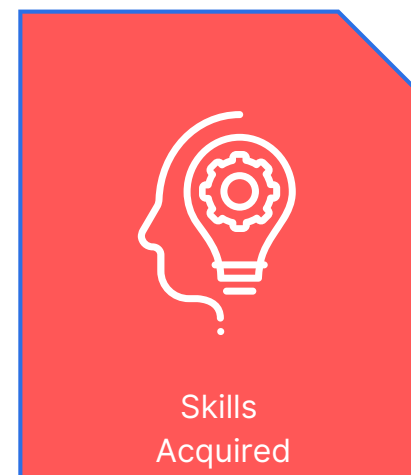
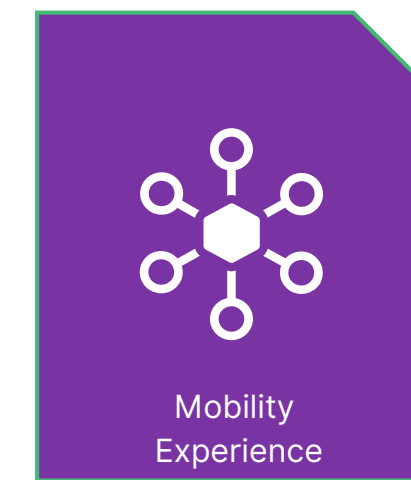
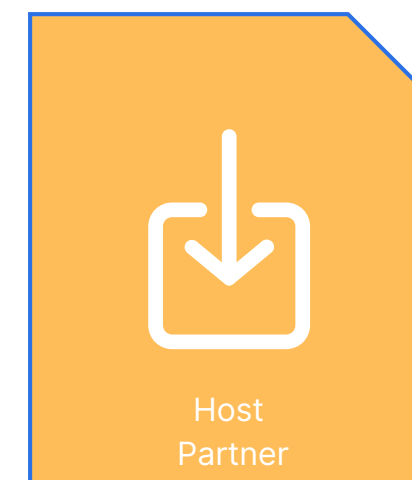
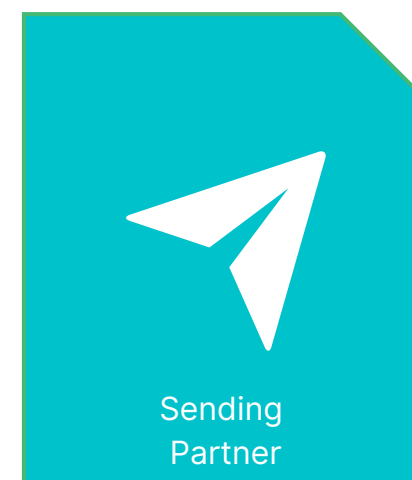
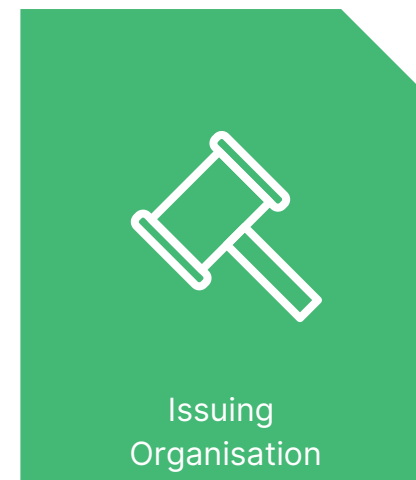
Learner's personal transcript - Europass Mobility

The Europass Mobility is “a record of any organized period of time (called Europass Mobility experience) that a person spends in another European country for the purpose of learning or training (...). The Europass Mobility already contains basic information that identifies the learner, the host and the home institutions. It also already contains a description about the skills and competences acquired during mobility including key competences (such as language or ICT).



The parts of the template

Learner's personal transcript – Europass Mobility



MaYFAir - MobilitY For All: the Fair Choice

Project code: 2019-1-BE01-KA202-050530

Joint Staff Training Activity

Brussels, June 2022

Lecture 5

An introduction to the documentation

- - The learner's profile domain
- - The On line Linguistic Support Tool of Erasmus+

Learner's personal transcript

After signing the Memorandum of Understanding (MoU) and the Learning Agreement (LA), it is time to begin the activities at the mobility destination. The learner will participate in the agreed activities in the hosting organization, which need to be strictly related with the units described in the LA. It is important to notice that the staff in the host institution need to be aware of these conditions, and they have to provide activities and work relevant for the selected learning outcomes previously defined.

With these activities, the mobile learner will acquire the knowledge, skills and competences agreed with the host organization.

Learner's personal transcript

When the learner arrives at the chosen destination, he/she will acquire the knowledge, skills and competences according to the signed MoU and LA. This learning process needs to be documented and assessed, and thus several documents are commonly used for that purpose, such as the personal transcript.



Series of documents for the Learner's Profile

The Learner's Transcript is defined as a formal statement setting out the detail of a learner's achievement provided by the institution making (or validating) the award. The Transcript therefore supplements the formal certificate which simply confirms that the award has been made

There is no specific template, however one could consult the following one prepared by the European Transparency Forum, "European Curriculum Vitae";

http://www.recordingachievement.org/downloads/Learner_Profile_V1.1.pdf

A series of paper documents that lie within the Learner Profile domain, include

- The European CV
- The European Certificate Supplement
- The Europass
- The Diploma Supplement

The learner provides the European CV, but the other documents are provided by the bodies training the learner.



Proposals for Learner's profile Domain

- We propose that a Learner Profile should typically comprise these two elements, one owned by the learner, in which the learner provides a profile of him or her self; the other owned by the body training (or employing) the learner, drawn from its records.
- In addition, the learner may provide a testimonial from a teacher (or ask a teacher to provide a reference the learner may not see). For example, a testimonial from a workplace supervisor may offer an opinion on how well a learner can exercise the competency which the learner claims he has developed at work and which qualifies him for a particular programme of study.
- A profile in which a learner sets out his or her educational achievements should also include what he or she has learnt through experience, for example in employment. A testimonial, which the learner can read without special permission, belongs within this same Learner Profile Domain. An individual will present different profiles of him or herself to different audiences.



The creation of an e-portofolio

- In some cases the different documents making up the profile a learner wishes to present to an audience may best be packaged together. This requires the meta data to be integrated into the information model so that the data is secure and so that time-related information, identification information and privacy and data protection information are available for each and every element, either directly or through inheritance.
- In other cases the different documents may best be communicated as separate packages, for example where an e-portfolio accompanies an application.



European Diploma Supplement

- The signatories to the Bologna Declaration agreed to provide a European Diploma Supplement for students completing a qualification from 2008 on. This was intended to improve the recognition of qualifications and the mobility of students and workers across the European Education Area (EEA).
- A specification of the Diploma Supplement is provided at <http://europa.eu.int/comm/education/recognition/dsen.pdf>
- Competencies may exist both within the Diploma Supplement and within the broader Learner Profile. The Diploma Supplement may state what competencies the student has acquired through study. The student may also wish to claim some further competencies within the student owned section of the Learner Profile, perhaps referring to a reference or testimonial or reference from an employer.



The Europass mobility certificate

The European Credit Transfer System (ECTS)

- The Europass mobility certificate , constitutes a method of recording the training carried out and skills acquired during a period of work experience, undertaken as part of an on-going training programme, in another European country. The Europass is designed to record the achievements of up to three separate work placements in another European country, sometimes referred to as a 'European Pathway'.
- The European Credit Transfer System (ECTS), specifies a way of measuring and comparing learning achievements, and transferring them from one institution to another.
- At a technical level, it is clearly essential that the emerging European documents should be linked directly with learner information interoperability specifications in order to ensure transparent information exchange.



Erasmus+ Online Linguistic Support (OLS)

Erasmus+ Online Linguistic Support (OLS) has been designed to assist Erasmus+ participants in improving their knowledge of their language competences and to promote linguistic diversity.

Linguistic support is available for the language used by participants for studying, carrying out a traineeship or volunteering abroad.

For Erasmus+/Youth the Online Linguistic Support is available for long term EVS participants (from 2 to 12 months). The Erasmus+ Online Linguistic Support includes a mandatory assessment of language competences and voluntary language courses. Therefore, a language assessment will be undertaken by participants before the mobility and another assessment will be carried out at the end of the mobility period to monitor progress in language courses.



What is the added value of the Erasmus+ OLS language assessment?

The OLS language assessment provides Erasmus+ participants with an easy and simple way to assess their proficiency in the language they will mostly use to study, work or volunteer during their mobility abroad. By taking the OLS language assessment, they will be able to determine both their overall level in the language and their detailed performance in each language area (reading comprehension, listening comprehension, grammatical competence, semantic competence and lexical competence), with final scores in line with the Common European Framework of Reference for Languages (CEFR)



What are the benefits of the Erasmus+ OLS?

The OLS language assessment is also a quick way for participants to assess whether they might need additional linguistic support, in order to make the most of their exchange abroad. The OLS language assessment is compulsory. Higher education students must take the OLS language assessment before their departure as it is a prerequisite for the exchange. However, in no case will the results of the assessment prevent them from taking part in the mobility activity. On the contrary, participants will have the chance to follow a language course, in order to improve their level and be best prepared for their mobility.



What are the benefits of the Erasmus+ OLS?

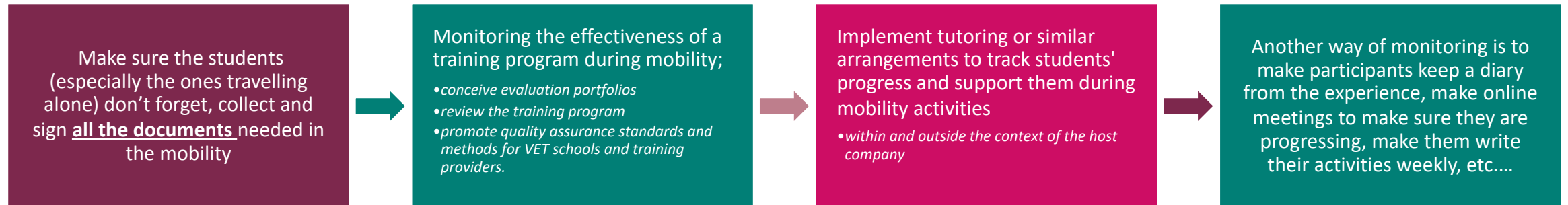
By taking the second OLS language assessment upon return from their mobility, Erasmus+ participants will have the possibility to evaluate how their language level has developed during their stay abroad. Additionally, the second OLS language assessment helps participants to quantify their own progress. After having taken each of the OLS assessments, participants will be able to save and print their language assessment results for further reference.



MOBILITIES

Practical Arrangements during the mobility

MONITORING



TUTORING

Depending on the participants profile the mobility can include professionals accompanying the students

- *Young students*
- *Students with special needs*

Some of these extra costs may be covered by the project, depending on the National Agency's criteria

- You should ask for it and include it in the project budget

Support teachers/staff don't need any learning agreement or programme, but they will need an agreement with the sending institution

EVALUATION

Questionnaire to get the opinion of the mobility participants, to be completed during the mobility:

- *In which workplace do you carry out your internship in the company?*
- *Do you handle work activities?*
- *Does the workplace where you work meet your expectations?*
- *Is there a mentor to help you carry out your work activities?*
- *Do you receive adequate support from the accompanying teachers?*
- *Does the accommodation and food meet your expectations?*



E.U. BUDGET

- **All the mobilities are funded by the EU Budget**
- **Concerning the grant for the learners there are different options:**
 - The participant receives the money
 - The sending organization keeps the money and provides the necessary services (travel, subsistence etc.).
 - The sending organization can keep an amount for some of the expenses and give the rest to the participant
 - This normally depends on the companies that the sending organization works with, the age of the participants, etc....



**Thank you for
your attention**

!

TUTORING

*The evaluation process during the
Mobility*

TASKS OF A COMPANY TUTOR

MONITORING THE AGREEMENT OF
THE TRAINING ACTIVITY

RECEPTION AND ORIENTATION IN
THE COMPANY TO NEWCOMERS

ORGANIZE THE POST OF LEARNING

- Determine the number of students who can be assisted simultaneously.
- Programming training activities
- Directing training activities
- Guidance to students
- Assessing student progress

MANAGING STUDENT
QUALIFICATIONS

- What, who, how and when the assessments of student skills must be conducted

COORDINATION WITH TRAINING
CENTER

MANAGEMENT TRAINING ACTIVITIES
OF STUDENTS IN THE WORKPLACE

PREPARATION OF THE REPORT ON
THE PERFORMANCE OF THE
ACTIVITY IN THE POST OF LEARNING

THE EVALUATION PROCESS

In the workplace during the mobility there is an evaluation of:

- individual aspects affecting students
- global aspects of dual vocational training process

The company focuses its evaluation function in the individual aspects, mainly in:

- The expertise.
- The completion of the tasks.
- The attitude.
- The student job placement in the company.

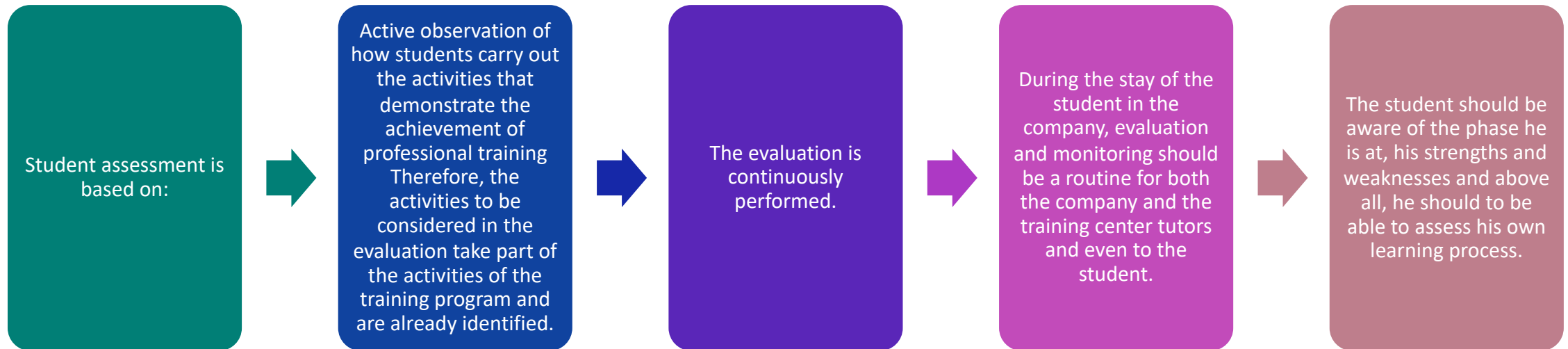
THE EVALUATION PROCESS

Those responsible for student assessment are the company tutor and the tutor of training center

- The company tutor coordinates the activities of students in the workplace; he also makes an assessment report of the professional competence of the student.
- The tutor training center is responsible for formal training of students, based on the report of the company tutor and some student information.



THE EVALUATION PROCESS



PROCEDURE FOR TECHNICAL EVALUATION

The technical skill is the ability to develop the concrete tasks of the profession, by a training process.

It is also assessed by using indicators set watching the steps that must follow the student upon receiving work instructions:

- Organisation and work planning.
- Monitoring an appropriate method that leads to a result or quality of work.
- Pace of work.
- The final result (product) to be expected from the quality point of view.

In order to do this evaluation, a set of measurable and measurable criteria are defined.

The company tutors check whether the criteria have been met and to what extent and with all these results they develop a report on a prescribed format.

EVALUATION

Practical Arrangements during the mobility

THE INTERNSHIP

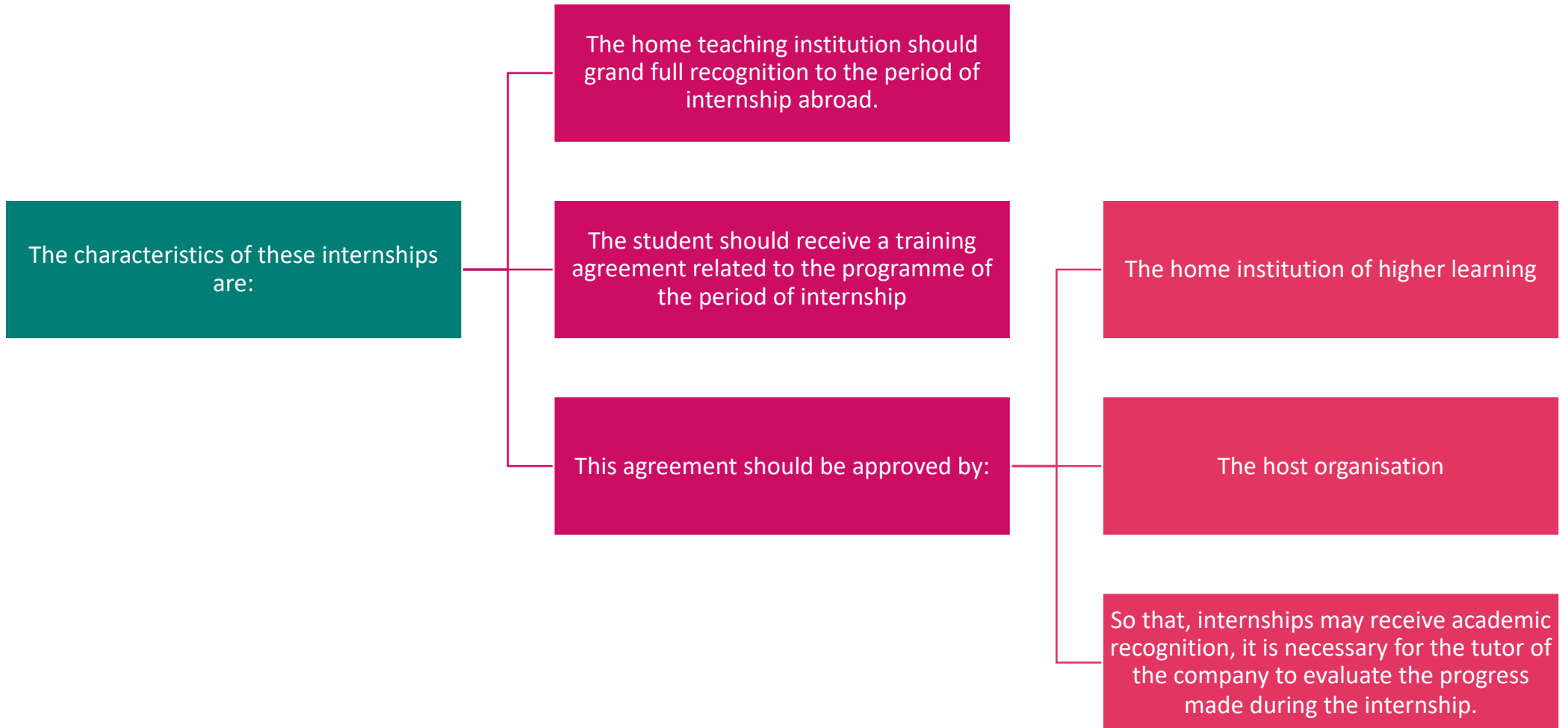
The objectives of the Erasmus internship:

to contribute to the adaptation of students to the demands of the job market at the European Union level

to acquire specific aptitudes and to improve their understanding of the economic and social environment of the country at hand

acquiring work experience.

HOW?



EVALUATION CRITERIA

For the purpose of helping the tutor to provide a final mark on progress made during the internship, a series of criteria are suggested that could be taken into account:

Professional skills:

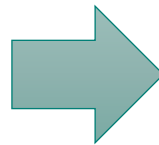
- Technical skills
- Personal efficiency
- Organisation and planning
- Practical creativity
- Will power and perseverance
- Dynamic attitude and involvement
- Autonomy and initiative
- Expression and communication skills
- Sense of responsibility

Personal skills:

- Willingness to accept criticism
- Personal appearance and image
- Inter-personal relations
- Punctuality, attendance and presence on the job
- Ability to adapt easily
- Relations with superiors
- Collaboration and team spirit

EVALUATION CRITERIA (example)

These criteria are solely for the purpose of orientation



This mark should respond to the following academic scale:

Fail : The majority of the requirements for the position have not been met.

Pass The demands of the position have been met and its principal activities have been accomplished.

Excellent : The intern has stood out in certain important aspects of the position. This is an appropriate mark/grade for individuals who are effective at work.

Outstanding: The intern has surpassed expectations concerning the most important aspects of the position. This is an appropriate mark for individuals who are very affective at work.

Outstanding cum laude : The intern has surpassed expectations concerning the demands of the position in a brilliant manner. This mark/grade is only applicable for exceptional individuals in carrying out their work.

EVALUATION QUESTIONNAIRE (example)

EVALUATION QUESTIONNAIRE:

Name of the **organisation**: _____
 Address: _____
 Field of activity: _____
 Web page of the organisation: _____
 Name of the person in charge of the internship: _____
 Position: _____
 E-mail: _____
 Phone: _____ Fax: _____

Size of the company/institution:

"PYME" (Small and medium-sized companies- <500 employees)

Large companies (>500 employees)

Name of the **student**: _____
 University center in which he/she is enrolled: _____
 Phone: _____ E-mail: _____
 Internship period: from: _____ to: _____
 Field in which the internship is to be carried out: _____

Mark/grade for the internship (1 to 10): _____

Comments of note on the progress made during the internship:

Description of the job carried out by the student:

Strong points and weak points of the student:

General evaluation of the experience of working with European students:

Did the Organisation provide compensation to the student in any way for the job? Yes No

If the answer is yes, by means of:

- A sum in money. Amount: _____
 Certificates for meals. Amount: _____
 Transportation expenses. Amount: _____
 Other. Amount: _____

In general, what did the student contribute to the organisation during the internship?

- Beneficial help in the daily work of the organisation
 Being able to delegate important tasks to the student
 Advantages and aid in the department in which he/she worked
 Constant interruptions to be able to solve problems
 No advantages

Is this the first time that you have had students of another nationality at your organisation?

- Yes
 No

BEING A HOST WITH ECVET CREDITS

Practical Arrangements during the mobility

Before the internship make sure you receive:

- List of the Learning Outcomes
- The learners Europass
- The Learning Agreement
 - Make sure you can provide an appropriate internship according to the learning outcomes
 - Select an appropriate mentor for the incoming learner
 - Know exactly what do you have to evaluate

Assisiting the learner:

Make sure you are giving clear tasks and according to the learning outcomes



Make sure that all your task has been understood by the student



Try to go ahead posible problems such as language barriers, organization rules...)



Share with him/her the learning outcomes he is suppose to achieve and link them with the task your agiving him/her

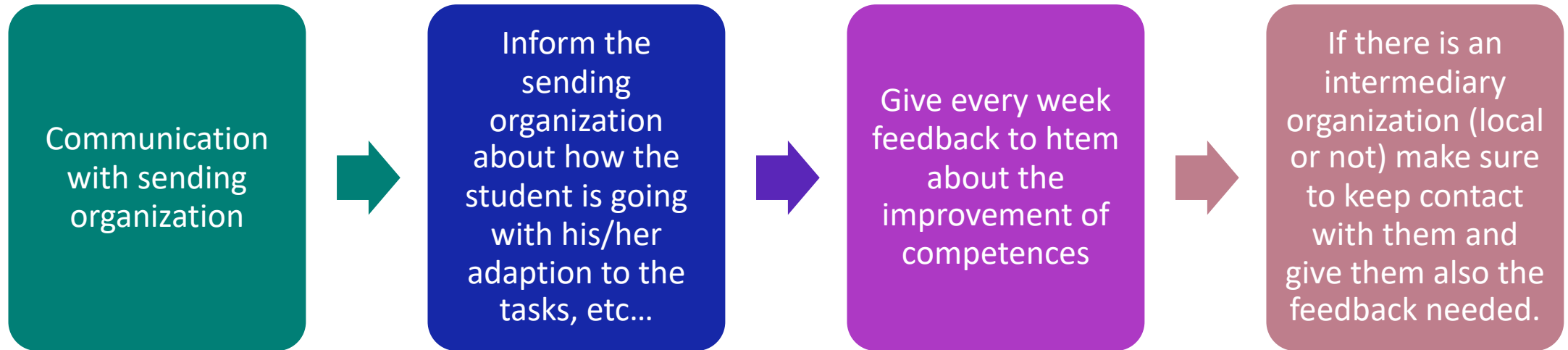
Supervising the students

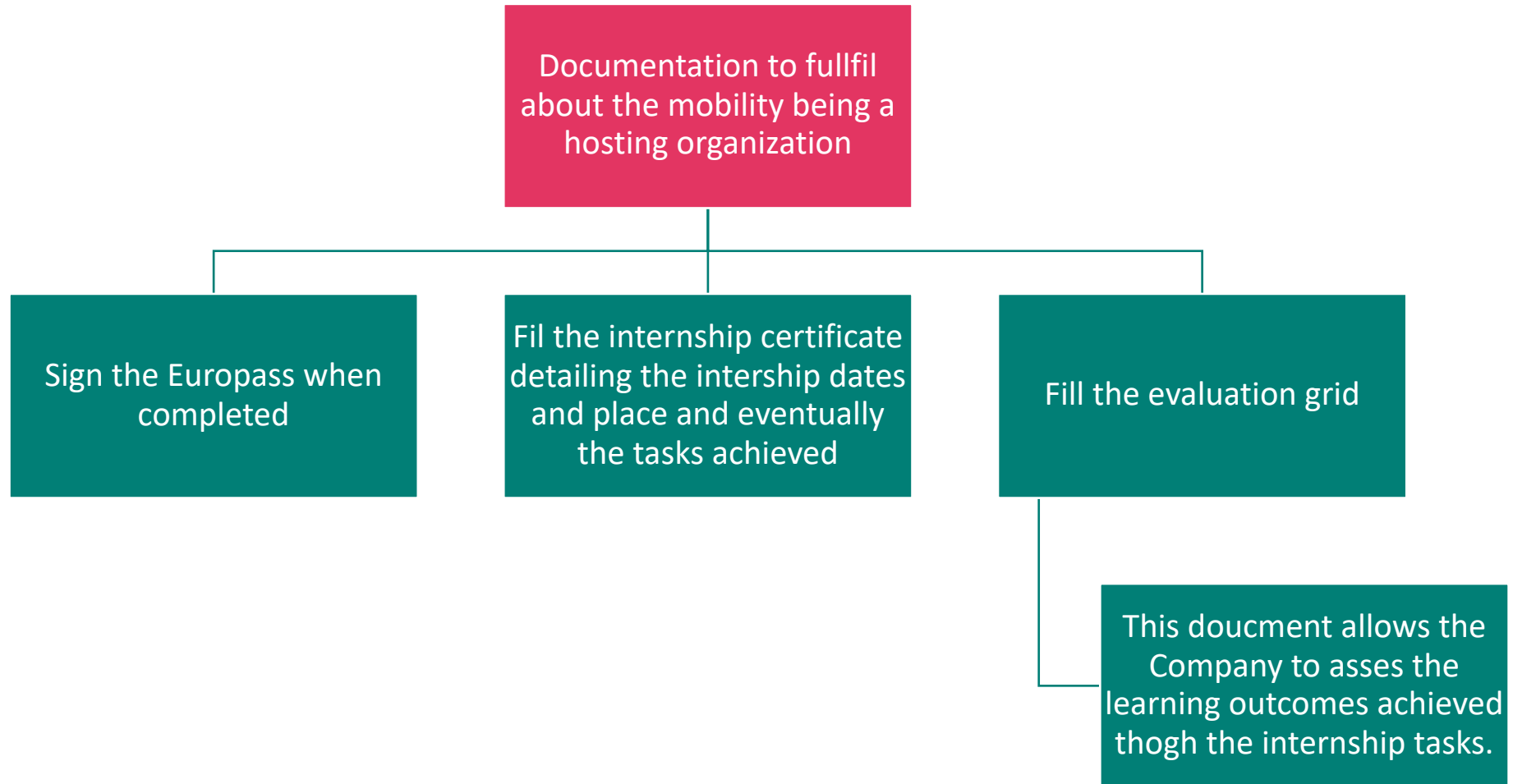
Make sure they feel comfortable during the intership and with the rest of the team

Make sure you give him/her feedback about the progress he/she is making

Try to help if there are language barriers

Every time he/she achieved a learning outcome let him/her know





ECVET

Practical Arrangements during the mobility

Participation in learning activities

The host partner must be aware of the conditions for the mobility



They must be relevant for the students



They should prepare the students for the learning outcomes.

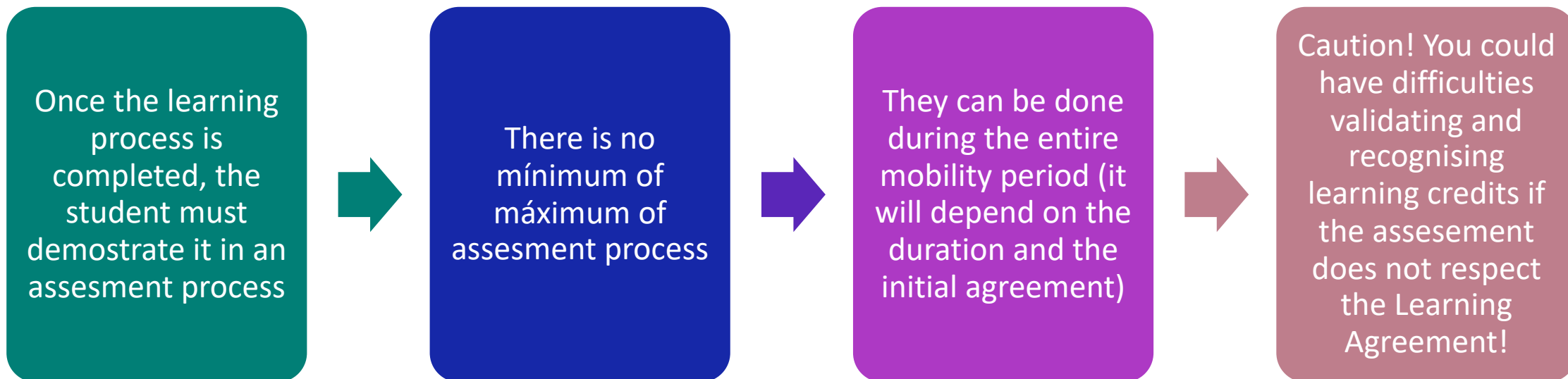
Other activities

Learning activities should not be restricted to the only ones defined in the Learning Agreement

It is always a good experience to go beyond the Learning Agreement

Make sure the students get the concept and encourage them and guide them to do other activities (extra is always better)

Demostration of the learning outcomes achieved



Documentation



THE USE OF STANDARDISED ASSESSMENT GRIDS IN WHICH THE ASSESSORS RECORD LEARNERS' PERFORMANCE.



WRITTEN STATEMENT BY THE ASSESSOR ABOUT WHAT HAS BEEN ACHIEVED FULLY, PARTIALLY, ETC.



GRADES, IN WHICH CASE IT IS IMPORTANT THAT THERE IS A COMMON UNDERSTANDING OR A TRANSLATION MECHANISM BETWEEN THE PARTNER INSTITUTIONS AS MANY EDUCATION AND TRAINING SYSTEMS HAVE VERY DIFFERENT APPROACHES TO GRADING.

Recommendations

01

Use Europass
Mobility to facilitate
the recording of the
learners learning
outcomes achieved

02

Make sure the
students understand
hoe the ECVET
Works

03

Make sure the staff
from the hosting
know the learning
outcomes to be
achieved in advance

AFTER MOBILITY

METHODOLOGIES AND TOOLS FOR THE VALIDATION OF LEARNING

Lecture 1

How to recognize competences

After the mobility, what we have to do, as «Method experts for the transparency and validation of learning deriving from mobility in WBL», is to accompany and support people in the process of validation of competences gained through WBL mobility experiences.

**But do we really know what a competence is?
How can we recognize it?**

According to CEDEFOP (2014), i.e. Europe Center for the Development of Vocational Training, a competence is:

«ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)

or

ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development»

The concept of competence has emerged since the 1970s in two spheres of society:

a) Work

b) Education and Training

It has been applied to three scientific fields:

- 1. Sciences of Work, Organisation and Management**
- 2. Sciences of Education and Learning**
- 3. Sciences of Linguistics**

Competence or Competencies?

- Competence, in the **singular form**, has the meaning of knowledge or professional role
 - paradigmatic shift from the primacy of knowledge and the transmissive dimension of teaching to the centrality of the sphere of practical know-how in situation
- Competencies, in the **plural form**, identifies a set of characteristics and objects to be learnt and that refer to professional performance standards
 - set of resources that should enable the individual to successfully cope with life and work contexts characterised by flexibility

How are competencies built?

An extensive debate has been undertaken since the 20th century, but between the end of the 20th and the beginning of the 21st century, the plurality of visions on competence building processes was consolidated in two macro approaches:

- **MANAGERIAL APPROACH: competence as individual capital**
 - this approach investigates competence as a codifiable, analysable and measurable resource
- **SOCIO-CULTURAL APPROACH: competence as relational resources**
 - looks at the generative and activation dimension of competence from social practices

Managerial approach

- Competence is configured as a **parameter**, a standard for measuring the development and positioning of people in organisations: it's a tool functional to the management of workers, especially at medium-high levels
- The birth of the managerial approach dates back to the 1973 article *Testing for Competence Rather than for "Intelligence"* written by the American psychologist David McLelland: here McLelland suggested replacing traditional intelligence tests (considered poor predictors of subsequent professional performance) with new forms of candidate assessment, targeted on the characteristics of an individual in causal correlation with effective task performance
- Link between **competence** and **performance**

“If you want to know how well a person can drive a car (the criterion), sample his ability to do so by giving him a driver's test. Do not give him a paper-and-pencil test for following directions, a general intelligence test, etc.” (McLelland, 1973)

According to managerial approach, competence is seen as a set of motivational factors, knowledge and practical skills that generates an output, i.e. observable, assessable and sometimes measurable performance: this is substantially a **behaviourist** approach.

In European policies instead the concept of competence identifies the resources capable of equipping workers and citizens to meet the challenges of the increasingly technologically complex professional worlds and work: it represents an evolutionary step for the concept of competence, moving closer to **cognitivist** and Piagetian paradigms.

Behaviourist and Cognitivist approaches: commonalities

- Downgrading of the predictive value of schools and academic credentials in the field of work
- Idea of the multifactor nature of competences
- Centrality of action, which leads to defining competence as knowledge in action

Behaviourist and Cognitivist approaches: differences

Behaviourist approach

- Focus on **performance** (output)
- **Atomistic view** of competence (each competence collects other competencies)
- From this approach derive taxonomies and **repertoires of competences**

Cognitivist approach

- Focus on potentialities and **processes** (input)
- **Holistic view** of competence (action schemes can progressively integrate an individual disposition that makes them enduring and transportable)
- Competence as **mobilisation** of resources (knowledge, skills)

A third idealtype

From the vision of competence as performance and that of competence as the sum of inputs determining a performance, we move to a third conceptualization, describing a process which leads to a **generative competence**, through the dynamic of **mobilization of resources** in a concrete situation.

To what extent is a competence transferable?

- The issue of employability, human capital mobility and active labour policies postulate the presence of workers with easily transferable skills
- **Not all competencies are transferable in the same way**, but they may lie along a continuum: at the highest pole of transferability we find personal resources such as personality traits or basic knowledge; at the lowest pole the particular skills and tacit knowledge generated in individual work contexts

Mobilisation as a meta-competence

- Mobilisation of knowledge and skills can be configured as a **meta-competence**, i.e. a second-level competence, aimed at the effective use of personal resources in a process of de-contextualization and then re-contextualisation
- This meta-competence is articulated in:
 - Capacity
 - Action

Recommended readings

- **Benadusi L., Molina S.**, eds. (2018), *Le competenze. Una mappa per orientarsi*, Il Mulino, Bologna.
- **CEDEFOP** (2014), *Terminology of European education and training policy*, Luxembourg.
- **Le Boterf G.** (2011), *Ingénierie et évaluation des compétences*, Editions d'Organisation, Paris.
- **McLelland D. C.** (1973), *Testing for Competence Rather Than for «Intelligence»*, American Psychologist, 28(1), 1-14.

AFTER MOBILITY

METHODOLOGIES AND TOOLS FOR THE VALIDATION OF LEARNING

Lecture 2

The skill of identifying learning

In order to validate and certify a competence, there needs to be a standard to refer to.

Council of EU Recommendation (2012) on validation of non-formal and informal learning asks Member States to assure that “*qualifications or, where applicable, parts of qualifications obtained by means of the validation of non-formal and informal learning experiences comply with agreed standards*” (Council of EU, 2012).

Identification of learning related to standardised profiles

- **Standardisation** defines the level required to exercise a profession and indicates all the **operational competences that a qualified person must possess to perform that profession**, at a conventionally defined level of competence
- A standardised competence profile has **two main aims**:
 - ✓ It helps the **individual** to assess his or her position in relation to the requirements identified by the standard
 - ✓ It acts as an orientation compass for the **assessors** who verify the achievement of the required level

How to recognise competencies with reference to standards

- The systematic study of the tasks that are performed in a given profession assumes a central role in the construction and updating of professional standards in repertoires → anyway, it does not allow for the transparency of transferable and certifiable learning, because these are the result of a **reflective practice**
- The competence identification process is aimed at **generating transformative learning**: past and recent experiences are reinterpreted from a new set of expectations, thus assuming a new meaning and a new perspective
- Transparency process for validation versus certification should activate in the candidate the **ability to highlight the transfer of competencies** (meta-competence)

Transactional techniques

- In order to activate the process of learning identification we need to develop:
 - ❑ **The ability to conduct individual interviews**
 - ❑ **The knowledge of transactional techniques of learning transparency**
- Transactional techniques are aimed at **favouring the progressive reconstruction and representation of experiences**, with reference to formal, non-formal and informal learning
- **Core** of transactional knowledge → **relationship established between 'doing' and 'reflecting on doing'**, between acting and observing the effects of action, which underlines the “transaction”

Reflective practice

- The practitioner must stimulate the candidate reflection on his/her life experiences in training and working fields
- **Reflective practice** allows the subject to express evaluations based on previous experiences and knowledge that have generated learning
- Two types of reflective action can be distinguished:
 - «**reflection in action**»
 - «**reflection on action**»
- The practitioner, through a dialectical process aimed at reconstructing the user's cognitive biography, stimulates above all reflection on action

Activating candidate «meta-competence»

The role of the practitioner for identification of competencies will also be that of activating meta-competence, since it has a generative value for the construction of Self by:

- **adopting other points of view**
- **modifying one's own perspectives**
- **using keys to interpret the complexity we live**
- **transforming meanings of learning acquired in training and working fields**

Recommended readings

- **CEDEFOP** (2014), *Terminology of European education and training policy*, Luxembourg.
- **COUNCIL OF THE EUROPEAN UNION** (2012), *COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01)*.

AFTER MOBILITY

METHODOLOGIES AND TOOLS FOR THE VALIDATION OF LEARNING

Lecture 3

Tips for Optimising the Identification and Assessment of learning

Validation: a definition

VALIDATION: «a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard»

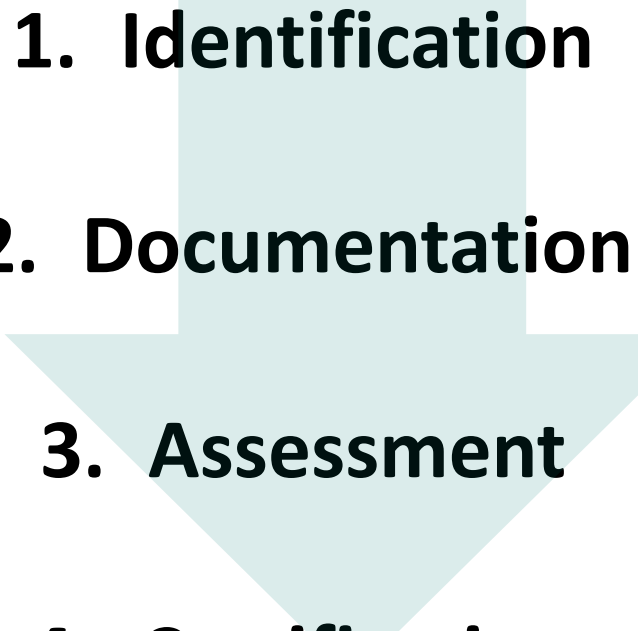
(EU Council, 2012)

Validation Purposes

Two elements have to be taken into account when designing validation arrangements:

- **VISIBILITY** → it makes visible the diverse and rich learning of individuals
- **VALUE** → it attributes value to the learning of the individuals, irrespective of the context in which this learning took place

4 phases of validation process

- 1. Identification**
 - 2. Documentation**
 - 3. Assessment**
 - 4. Certification**
- 

Reconstucting and assessing competencies

- The identification and assessment service is aimed at recognising the competences acquired by the person, through a reconstruction and evaluation of non-formal or informal learning
- The fluidity of the overall identification process depends very much on the quality with which the first steps are carried out:
 1. Identification of the experiences contained in the CV
 2. Representation of skills into identification documents

Identification session

- Generally, an identification session consists of an **interview** between the individual and the recognition practitioner, based on the former's narration of his/her biography
- The interview focuses on the experiences in order to codify the different activities (through the descriptors of the National Qualification Framework) and the different competencies acquired (according to the descriptors of the local Repertoire)
- The aim is to **"put in order" the individual's experiences** by giving them a sense related to the desired qualification
- It is important to devote one or more work sessions to the individual, aimed at improving the quality of the biographical narrative and its transposition into identification documents

Identification objectives:

- to identify and choose educational, professional and non-professional experiences on the basis of what is indicated in the standard profile and CV;
- to help the individual to be aware of the potential value of his/her own learning, so as to be able to personally support the subsequent evaluative acts;
- to find an appropriate language to give an effective and concise representation to third parties.

Assessment phase

- Assessment phase consists of the examination of the Evidence Dossier and of the document containing the experiences identified
- It is carried out using a judgement based on the ascertainment and evaluation of certain competencies on the basis of the experiences made by the applicant
- It **evaluates the matching of the set of experiences/evidences collected** in terms of:
 - coverage of the main activities** (primarily from non-formal and informal learning), with reference to a sufficiently wide range of application contexts
 - coverage of a significant part of the knowledge required by the standard**

Evaluation model

In order to carry out the assessment phase by using a codified and shared methodology, we tested a model structured on the basis of 2 variables:

- **Relevance**
- **Value**

Assessment Indicators
















Relevance

- Knowledge Coverage
- Skill Coverage
- Experience Coverage
- Role (played in terms of autonomy and responsibility)
- Application range (variety of contexts)

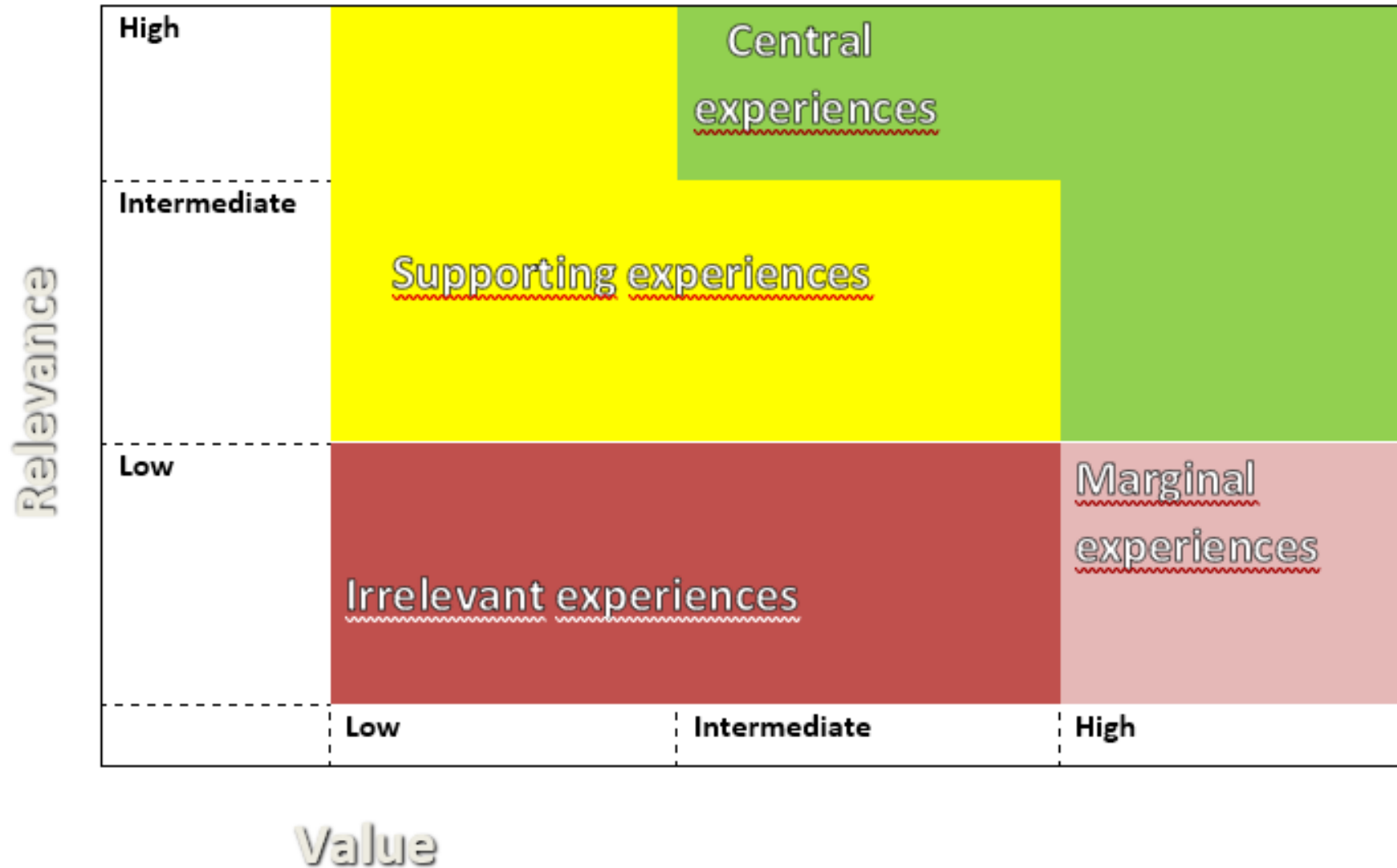
Value

- First part evidences
- Second part evidences
- Third part evidences

Relevance indicators

	Level 1 - Low	Level 2 - Intermediate	Level 3 - High
Knowledge Coverage			
Skill Coverage			
Experience Coverage			
Role (<u>autonomy and responsibility</u>)			
Range (<u>variety of contexts</u>)			

Typology of experiences/evidences



Recommended readings

- **CEDEFOP** (2014), *Terminology of European education and training policy*, Luxembourg.
- **CEDEFOP** (2015), *European guidelines for validating non-formal and informal learning*, Luxembourg.

AFTER MOBILITY

METHODOLOGIES AND TOOLS FOR THE VALIDATION OF LEARNING

Lecture 4 How to «value» evidence

Job of the assessor: «to seek, review and check evidence of an individual’s learning and judge what meets specific standards»

(CEDEFOP, 2015)

Assessing individual evidence is fundamental to make “visible” individual learning and to attribute “value” to the candidate learning experience

Key Knowledge and skills of assessors

- Be familiar with the validation process (validity and reliability).
- Have experience in the specific field of work.
- Have no personal interest in the validation outcome (to guarantee impartiality and avoid conflicts of interest).
- Be familiar with different assessment methodologies.
- Be able to inspire trust and to create a proper psychological setting for the candidates.
- Be committed to provide feedback on the match between learning outcomes and validation standards/references (via support systems).
- Be trained in assessment and validation processes and knowledgeable about quality assurance mechanisms.
- Operate according to a code of conduct.

Source: CEDEFOP (2015)

Different types of Evidence

Evidence of acquired learning can be represented by different types of evidence. There are mainly three types of evidence:

- **FIRST-PARTY EVIDENCE:** whose validity is given by the person's self-declaration
- **SECOND-PARTY EVIDENCE:** issued by those implementing the service, training attestation, validation documents
- **THIRD-PARTY EVIDENCE:** issued by the holder institution of certification service.

FIRST-PARTY EVIDENCE

- It has a social recognition based on trust in the declarant
- The evidence must meet the requirements:
 - Validity** (reliability of resource)
 - Consistence** (direct correlation with the reference)
 - Completeness** (presence of all information and data necessary to testify to the exercise and/or possession of the competence)

SECOND-PARTY EVIDENCE

Examples:

- Statement of an employer where the person has worked, making explicit the role held and the activities carried out
- Videos and photo books
- Semi-finished and finished products
- Certificates of attendance at training courses

THIRD-PARTY EVIDENCE

- These attestations are always documentary
- Examples: educational and training certification, certificates relating to language and computer skills, diplomas and degrees awarded on completion of training and education

Nature of evidence

- While third-party attestations are always documentary in nature, second- and first-party attestations may be documentary in nature, but also evidence of output or evidence in action.
- We can distinguish:
 - **Documentary evidences**
 - **Output evidences**
 - **«Action» evidences**

Documentary evidence

Formal documents that constitute evidence of learning acquired in formal, non-formal and informal learning contexts. For example:

- certificates, titles, certificates, licences, which refer to the person's training experiences
- employer's declarations, clients' declarations, pay slips, employment, collaboration, internship/internship contracts
- declarations from voluntary associations/organisations, letters of reference, self-declarations

Output evidence

Semi-finished or finished products, tangible or intangible, realised by the person, or photographs thereof, which required the exercise of the competence and testify the possession and development of specific technical-professional skill.

«Action» evidence

Evidence from which it is possible to infer that the person has expressed, in certain situations, a certain type of behaviour, whose manifestation testifies the possession of certain competencies.

For example:

- Testimonies of clients
- Audio or video recordings

What evidence?

The mobility action operator supports the person in the pathway of «emerging» of his/her competencies, selecting and organising the relative evidence



The **best evidence** is that which has the highest relevance and value, representing the competencies acquired and developed and the degree to which the person is aware of them

Recommended readings

- **CEDEFOP** (2014), *Terminology of European education and training policy*, Luxembourg: Publication Office.
- **CEDEFOP** (2015), *European guidelines for validating non-formal and informal learning*, Luxembourg: Publication Office.

AFTER MOBILITY

METHODOLOGIES AND TOOLS FOR THE VALIDATION OF LEARNING

Lecture 5 Technical Glossary

After the mobility, what we have to do, as «Method experts for the transparency and validation of learning deriving from mobility in WBL», is to accompany and support people in the process of validation of competences gained through WBL mobility experiences.

But what is the most appropriate vocabulary for the learning validation process?

What follows is a **basic technical vocabulary** - ordered according to logical and propaedeutic criteria - to navigate through the concepts that populate the world of learning validation

«Learning»

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



Learning occurs through personal reflection, reconstruction and social interaction



It may take place in **formal, non-formal** or **informal settings**

«Formal learning»

Learning that occurs **in an organised and structured environment** (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources).

Formal learning is **intentional** from the learner's point of view.

It **typically leads to certification.**

«Non-formal learning»

Learning embedded in **planned activities not explicitly designated as learning** (in terms of learning objectives, learning time or learning support).

Non-formal learning is **intentional** from the learner's point of view

Non-formal learning outcomes may be validated and may lead to certification

«Informal learning»

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

Informal learning outcomes may be validated and certified

«WBL»

Work-based Learning



acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VeT institution.

«Learning outcomes»

Set of knowledge, skills and/or competences an individual has learning attainments acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal



Statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy

«Recognition of learning outcomes»

formal recognition: process of granting official status to learning outcomes knowledge, skills and competences either through:

- validation of non-formal and informal learning;
- grant of equivalence, credit units or waivers;
- award of qualifications (certificates, diploma or titles).

and/or

social recognition: acknowledgement of value of knowledge, skills and/or competences by economic and social stakeholders

«Competence»

ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)

or

ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development

«Validation of learning outcomes»

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

«Validation phases»

1. **Identification** through dialogue of particular experiences of an individual
2. **Documentation** to make visible and evaluable the individual's experiences
3. **Formal assessment** of individual learning
4. **Certification** of the results of the assessment which may lead to a partial or full qualification

«Value of evidence»

distinction between first, second and third party attestations

«Relevance of evidence»

consistency of the evidence of the individual's learning experiences with respect to the content (knowledge, skills) of the standardised profiles

Recommended readings

- **CEDEFOP** (2014), *Terminology of European education and training policy*, Luxembourg: Publications Office.
- **CEDEFOP** (2015), *European guidelines for validating non-formal and informal learning*, Luxembourg: Publications Office.
- **COUNCIL OF THE EUROPEAN UNION** (2017), *Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning* (2017/C 189/03).