



MAKE: METHODOLOGICAL KIT

MaYFAir MobilitY For All: the Fair Choice

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The purpose of MAKe

These guidelines have been developed within the framework of the activities foreseen for the development of the first Intellectual output (IO1) of the MaYFAir project. They are based on the analysis of the NQFs of the countries involved in the project and the system adopted in each country to implement the certification of non-formal and informal competences. This analysis was carried out by the Consortium VET partners.

The scouting analysis has described, for each country of the Consortium, the progress of the NQF, the existing qualifications and the architecture of the system for the recognition of formal, non-formal and informal competences. Starting from this analysis, these guidelines aim at identifying strategies and methodologies to describe, in the context of the design of a WBL mobility, learning outcomes that can be recognized, validated and certified within the framework of both the sending and/or receiving country's NQF.

It should be noted that Guidelines provide recommendations, elaborated through a systematic review (synopsis) of literature and experts' opinions with the aim of making operational practices in similar situations uniform. Therefore Guidelines do not aim at producing a result, but rather at providing recommendations and suggestions; they leave much space for flexibility to those who will have to apply and adapt it to a specific local context; in particular, the objective of MaKE Guidelines is to provide a guide, for professionals and users, in order to allow the design and management of transnational mobilities that are appropriate to the context, ensuring clarity of paths and responsibilities, also for the purpose of the certification of the acquired learning.

CEDEFOP guidelines

Before getting to the first part of the manual, that focuses on how to identify and describe learning outcomes properly, 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 this procedure possible.

With reference to the Cedefop 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 "*.

In this regard, it should be noted that in the MaYFAir consortium, Italy, Spain¹ and Belgium² have specific legislation and devices, which allow the recognition of formal qualifications on the basis of non-formal and informal learning. In Greece, specific legislation is not yet available.

To clarify the fundamental characteristics of the validation process, which, it is worth remembering, only applies to NON-FORMAL and INFORMAL learning (FORMAL learning normally leads to validation and certification - through the achievement of a diploma or qualification - therefore it is not the object of these guidelines)³, it is necessary to identify the conceptual framework within which this document was developed, which is represented by the CEDEFOP recommendation (https://www.cedefop.europa.eu/files/4153_en.pdf). This recommendation identifies four distinct phases of the validation process:

¹ The Spanish legislation in this regard is contained in the Royal Decree 1224/2009 of July 17 on the recognition of skills acquired through work experience. The decree establishes the procedures and requirements for the assessment and recognition of skills and defines the different concepts used (Competence, non-formal learning paths).

However, since Spain is divided into Autonomous Communities, the implementation of the validation and recognition system for informal and non-formal learning is within the responsibility of the regions.

² In French-speaking Belgium, validation is governed by the cooperation agreement signed by the three regions of French-speaking Belgium. The most recent version of this agreement was adopted on 21st March 2019 and was approved by the three regions through legislative decrees.

This Cooperation Agreement regulates the recognition of skills acquired in daily and professional life or through professional experiences.

The recognition process is coordinated by the Consortium for the Validation of Competences (which includes various training bodies) and is implemented by accredited validation centers

³ **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.

- **Identification** of learning outcomes acquired by the person through non-formal and informal learning
- **Documentation** of learning outcomes acquired by the person through non-formal and informal learning
- **Assessment** of learning outcomes acquired by the person through non-formal and informal learning
- **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 MaYFAir consortium, Italy, Belgium⁴ and Spain⁵ have legislative devices that regulate these phases with significant analogies, although they combine with and balance with each other in a different way, based on the specific purposes of the validation. In all countries authorized centres have been set up for the validation of non-formal and informal learning. The only exception is Greece.

The objective of the validation process can be twofold: the achievement of a formal qualification or of the Training / Admission credits to access courses with qualification, as in the case of Italy, Belgium and Spain. In this framework it becomes crucial to have a solid and credible assessment phase. The Cedefop guidelines underline that validation aims at demonstrating the acquired learning that can be then valorised, for the purposes of future study and / or work experiences. Hence the need to identify, document and assess learning, on the basis of an agreed-upon and transparent **standard** or reference point. Therefore, validation aiming at the achievement of formal qualifications or training credits requires **official standards**, recognized by the education

⁴ In French-speaking Belgium, the Consortium for the validation of skills has been set up to coordinate the process of validation and recognition of non-formal and informal learning.

The validation process is based on standards that define the activities to be performed, the conditions of execution and the evaluation grid for the test. They are developed by a Validation Commission which is composed of representatives of the professional sector, trainers, experts, a consortium method expert, etc.)

The validation of non-formal and informal learning is carried out in accredited centers and on the basis of the relative parameters / standards. The evaluation is usually done through a practical test (professional role-play).

At the end of the test, in case of positive result, the candidate obtains a certificate (title of competences) which is a professional qualification recognized by the public authorities of French-speaking Belgium

⁵ The process of validation and recognition of non-formal and informal learning is regulated by the royal decree 1224/2009 of 17 July. The process consists of three phases: Identification, Evaluation and Accreditation. The process is carried out by the Autonomous Communities

and training system / institution, based on which you can define the requirements of the validation process. Cedefop defines the validation as *“a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard”*. From this it follows that the implementation of the system for identifying, validating and certifying competences is bound to the presence of two elements that we could define as infrastructural:

- 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 partner 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 Greece, there is EOPPEP, the National Organisation for the Certification of Qualifications and Vocational Guidance that is responsible for the development and implementation of the national certification system, operational procedures seem to be not available.

This is of particular relevance, since 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.

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.

Among the countries of the MaYFAir consortium, this condition is not met by Greece, which has only a national repertory of formal qualifications:

- Atlas of Work and Qualifications⁶ – Italy;
- National Catalogue of Professional Qualifications (Catálogo Nacional Cualificaciones Profesionales – CNCP)⁷ – Spain;
- Greek Qualifications Register - Greece⁸;
- Repertory of training and professional profiles developed by the *Service Francophone des Métiers et des Qualifications* - Belgium⁹.

In all the countries of the Consortium, the repertories of qualifications foresee training standards described through learning outcomes (LOs). However, in Spain and Greece, these outcomes (LOs) have not yet been referenced to the European Qualifications Framework.

Referencing the National Repertory to the European Qualifications Framework allows to overcome the limits of national qualifications (in terms of duration, modularity, nomenclature, etc.) by requiring their standardization in terms of learning outcomes, measured against predefined standards. In fact, by referencing the National Repertoires to the EQF, learning becomes transparent thanks to the use of learning outcomes and the recognition of learning through the learning outcomes themselves. In fact, by using learning outcomes to evaluate an

⁶ <https://atlantelavoro.inapp.org/>

⁷ <http://incual.mecd.es/bdc>. The catalog of professional qualifications (developed by INCUAL) has not yet been referenced to the EQF. However, the catalog is updated regularly and used for the validation and recognition of non-formal and informal learning.

⁸ <https://proson.eoppep.gr/en>

⁹ <http://www.sfmq.cfwb.be/index.php?id=2994>. In French-speaking Belgium, the French-speaking Service of Professions and Qualifications (SFMQ) develops the repertory of professional profiles (which reflects the reality of the concrete exercise of the various professions) and the corresponding training profiles (to ensure consistency of training with the needs of the labour market). The repertory is update regularly. For the recognition and validation of non-formal and informal learning, the Consortium for the Validation of Competences refers to the standards developed by the SFMQ

individual's learning, attention is directed to what s/he knows, understands and is able to do, regardless of the learning path s/he has undertaken.

The development of national qualifications frameworks with descriptors based on learning outcomes is a step towards making qualifications and learning levels, which are often implicit, explicit to all users. Within the consortium countries, Italy and Belgium have already referenced the national qualifications frameworks to the EQF in all education and training systems; in Spain and Greece this adjustment is still ongoing.

EQF gives priority to **information concerning the level of knowledge, skills and competences** reached by the person. Wherever it has been adopted in the EU countries, it must consist of 8 levels that represent the level of knowledge, competence and autonomy achieved following the training process. The level increases progressively from basic level 1 (the conclusion of primary education) to level 8 which refers to the most advanced academic qualifications (such as for example the doctorate). The **descriptive criteria** define the 8 levels and constitute the central organizational element of the common European framework.

Therefore, it will be possible to implement the whole Mayfair 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. In addition to this, the Mayfair procedure can only be operational in countries that have approved specific provisions for the **certification of non-formal and informal learning**. If these conditions are not met, the MaYFAir project may give rise to a prototype experimentation.

Defining learning outcomes in European terms

The competences arising from WBL

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

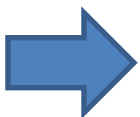
Strictly speaking, competence represents the mobilization of knowledge, skills and personal resources, aimed at executing assigned tasks, problem solving and managing diversified situations. What has been said applies to all social, professional and educational areas, as well as to individual growth as a human being.

It is appropriate to specify that the concept of competence is not restricted to the possession of the necessary knowledge and skills, but it presupposes as well the capability to use such knowledge and skills through methodological-relational tools that each individual possesses in a different way and to a different extent.

Consequently, a competent person is not someone who possesses a vast stock of knowledge and skills, but rather someone who is able to mobilize the resources s/he has **effectively** to deal with a specific situation.

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).

The learning outcomes - related to each profile - are expressed in Units of Competence integrated and coordinated with each other on the basis of the typical activities of a specific profession/job.



A professional profile is, therefore, composed by one or more Units of Competences, whose possession is necessary to implement the performance of the profile under consideration.

A professional performance implies an expected result, which means the ability to create a product / service, using techniques and tools typical of that working

context, with a level of responsibility and autonomy that is clearly defined. Therefore, the expected result is the competence. Each competence, as already mentioned, is composed of a structured set of knowledge and skills which, in order to be acquired, like a Lego, can be designed in one or more **Learning Outcome Units**

The unit of learning outcome is a didactic element of the training path consisting of a series of coherent knowledge and / or abilities that can be evaluated and validated. 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**.



The capitalizable unit of competence is a set of competences that is self-consistent, recognizable in the labour market as a specific component of one's own professionalism, and identifiable (by the company and by the training system) as the expected result of a training process.

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.

Recognizing its complexity, it is necessary to further clarify the concept of capitalization. It allows to translate into **cognitive "value"**, the knowledge and skills already acquired by individuals.



Capitalization is therefore an approach to accumulate and transfer learning in order to increase its value

As in economics, capitalization is the operation that transforms savings and interests into capital, so in the education and training sector, capitalization transforms the acquired competences (formal/ NF / IF learning) into training credits that can be recognized as part of a further training course or for the purpose of certification of competences.

Hence the importance of a WBL path designed with capitalizable units of learning outcomes. The WBL experience generates non-formal learning, which activates skills and knowledge that make the person (fully or partially) capable of managing a specific production process: in other words, they make the individual competent.

The competence is neither static nor linear. On the contrary, it is dynamic and systemic as it is the result of the constant and continuous relationship between the context in which the learning takes place, and the ways in which the individual elaborates and responds to the inputs that come to him/her from the context itself, often modifying it as well.

The competence consists of both a tacit and a codified part.

The tacit part stems from the superstructure of abilities, aptitudes and individual customs and is difficult to transfer to other individuals.

The codified part can be traced back to the observable and measurable aspects of an acted competence, since it can be described based on the performances and the results achieved.

Competence is expressed in a "relationship" between a person and a specific situation. In this sense, it can be obtained either from an analysis of the technical nature of work tasks, or from the sum of knowledge and abilities abstractly possessed by an individual.

Codified knowledge is the one which can be easily transformed into information and can be just as easily measured, transferred or certified, using methodologies.

Tacit knowledge, on the other hand, is difficult to transfer: it comes in the form of both individual abilities and operational customs and mental representations, shared by certain communities and transferable through WBL, thanks to the social interaction.

If the competence of the individual is the result of a learning process, in order for it to become the object of a social exchange within the different contexts (where it is possible to exercise one's own competences), these have to undergo a standardization process, which turns them into a common and shared language within the education, training and work field. Standardizing codified knowledge means describing, systematizing and organizing competences within clear and recognizable conceptual categories. Consequently, the language used to describe them must also be standardized.

Moreover, the readability of the competences improves the correspondence between the labour demand and supply, facilitating - eventually - labour and geographical mobility as well.



A WBL training project - in order to facilitate the validation of "codifiable knowledge" - must be designed in order to make competences clear and unambiguous.

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.

In the design of a WBL path the way in which units of learning outcomes are grouped is very important because, if the learning outcomes are identifiable and can be evaluated, these can be certified

The steps to design WBL paths, with a view to the subsequent validation of the learning (if relevant), are the following:



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

Practical instructions to design WBL pathways

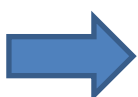
Before designing a WBL path, it is necessary to identify, in the relevant repertory, the professional profile or the production process to which the WBL path is to be linked.

Each national/regional repertory includes for each professional profile the units of competences that the person must possess in order to practise that profession.

In particular, the repertories include the knowledge and skills associated with each competence, starting from the expected results of the professional performance.

Moreover, many repertories also include the training standards that define the minimum-essential learning characteristics, which must serve as a reference compass in the construction of the WBL project. This is because the achievement of the units of competence, foreseen by the reference repertory, is a condition for the WBL to be validated and therefore certifiable.

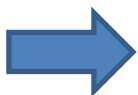
It is not necessary, for a WBL path, to foresee the development of all the Units of Competence that constitute the professional profile taken into account. The WBL experience can also focus on just one or more units of competence, instead of all of them, organized in one or more "learning outcomes".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



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. It consists of one or more learning outcomes. The training design determines the number of units of learning outcomes that make up the reference Unit of competence. The latter can indeed consist of one or more learning outcomes.

The consultation of the relevant repertory is to be considered the primary source from which to draw inspiration for the design phase.

The national framework and/or the local repertories describe the expected results of the professional performance related to the profile under consideration, such as the set of abilities, knowledge and competences possessed by those who perform the same job, within a specific production process.



The competence is the other side of the expected result of the performance, since it represents the set of resources that the person must mobilize to carry out the activities foreseen by an expected result.

It is essential that for each expected result of the performance, the correlated units of competences are identified and that, for each of them, the knowledge and skills that contribute to the determination of the competence are defined.

Furthermore, in most repertories, for each professional figure the level of competence required for the qualification is indicated, with reference to the European Qualifications Framework (EQF). This is developed:

a) on three dimensions, describing the competences in terms of:

1. knowledge; 2. skills; 3. autonomy and responsibility. These dimensions are divided into indicators that functionally explain the aforementioned dimensions, in order to guide the procedures for the certification of competences;

b) in **eight levels**, characterized by an increasing complexity of learning with respect to the three dimensions mentioned above



The training project will be developed by the tutor of the training institution, in collaboration with the tutor of the hosting organization. The first one holds methodological expertise while the second one knows the technical-professional content.

Five steps to design WBL pathways

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**.¹⁰

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.

¹⁰ 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.

1° step - 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 the **SECTOR** is: 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. The reference profile is at EQF level 3.

2° step – identify performance expected results (ER)

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

3° step – correlate the performance expected results to the specific professional profiles of the repertory

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 no. 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 work place
4. UNIT OF COMPETENCE - Managing the system to ensure hygiene and cleaning of the workplace

4° step – correlate the performance expected results 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, during step 3, the professional qualification/s with which the performance is associated (in the specific case, the qualification of catering operator), 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.

By adopting - only by way of example - the repertory of the Lazio Region (Italy), this performance, is associated with the unit of competence 2 "Preparing dishes".

The competence is described in this way: (example of the Lazio Region repertory)

UNIT OF COMPETENCE (UC) – Preparation of meals

ABILITY (BEING ABLE TO)

- Apply the preparation techniques of different kind of simple dishes: appetizers, first courses, second courses, side dishes, desserts
- Identify the dishes that can compose a simple menu
- Maintain order and hygiene of the kitchen and related equipment as required by law
- Monitor stocks
- Choose the raw materials to be used, taking into account the dosages required by the recipes
- Carry out support activities within the kitchen, in compliance with the established parameters

EVALUATION INDICATORS

- Visual / olfactory control of the quality of the raw materials and dishes prepared: expiration dates, dish presentation methods, etc.
- Portioning and arrangement of food in dishes
- Preparation of simple meals

EVALUATION of the EXPECTED RESULT

- Prepared meals according to quality standards and in compliance with the on-going hygiene - health regulations

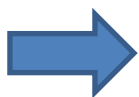
ASSESSMENT METHOD OF THE UNITS OF COMPETENCES

- Practical situational test

5° step – modelling the training project

With the fifth step we get to the heart of the design phase. 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.

For each unit of learning outcome - the tutor must define the didactic objective, the knowledge and the skills to be developed during the WBL path, so that the learning can be identified and measured.

The didactic objective is all that the participant will have to acquire at the end of the WBL pathway, based on the choices made during the design phase.

For example, we can imagine organizing performance 2, which is linked to UC "meal preparation", in four units of learning outcomes, identifying for each of them: knowledge, skills, WBL didactic objective, assessment indicators and methods.

Modelling example

Unit of competence

Preparation of meals

Unit of Learning Outcomes

- 1.1 Learning Unit "Preparation of appetizers and snacks"
- 1.2 Learning Unit "First course preparation"
- 1.3 Learning Unit "Preparation of second courses"
- 1.4 Learning Unit "Dessert Preparation"

This phase, consisting of the detailed description of each unit of learning outcome, can be defined as "modelling the training project". In this phase it is appropriate to involve the tutor of the

hosting organization, to personalize the learning based on the company context in which the person in mobility will operate



A suggestion to group or separate learning outcomes is to use the business processes and work tasks actually implemented within the companies as an orientation compass.

Example of breakdown of the unit of competence “preparing meals” into several Units of Learning Outcomes

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

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

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 lesson in class+laboratory
Evaluation methods	Practical exam

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 lesson in class+laboratory
Evaluation methods	Practical exam

In this example, **for each Unit of Learning Outcomes the following aspects have been defined:**

The educational objective: This is what the participant needs to acquire at the end of the module/ segment / Unit, based on the design choices made.

The knowledge: It lists the set of knowledge that needs to be transferred, in a way that is consistent with what has been described in the Unit of Competence. Knowledge is the result of the assimilation of information through learning. Knowledge is the set of facts, principles, theories and practices that concern a field of work or study. In the context of the EQF, knowledge is described as theoretical and / or practical.

Skills: It lists the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, 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)

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

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

In the evaluation phase, it is clear that it is easier to evaluate the **Learning Outcome/s of a single Unit**, rather than a **Unit of competence** as a whole.

By designing the path through units of learning outcomes, the assessment can be based on specific circumstantial evidence: preparation of snacks, preparation of first courses, preparation of second courses and preparation of desserts. With the Unit of competence - without segmentation - the evaluation should have been based on a generic and complex test, aimed at evaluating comprehensively the ability to prepare meals according to quality and hygiene standards.

Operational tips

To facilitate the design of WBL mobilities, this document provides the following support tools:

1. Tips for describing learning outcomes
2. Two examples of project sheets, which represent the addenda to be attached to the standard mobility projects, to deepen the description of the learning outcomes and the expected performance at the end of the mobility experience

3. Table of Descriptors of transversal competences

They can be used by the project developer and by the tutor to support the definition of learning outcomes

4. Table of the Bloom's taxonomy of educational objectives revised by Anderson and Krathwohl, compared with the EQF

It can be used by the project developer and by the tutor to support the definition of learning outcomes, as it contains the most common action verbs for each cognitive domain of the EQF

5. Table of the DIGCOMP 2.1 descriptors

They can be used by the project developer and by the tutor to support the definition of learning outcomes, with reference to digital competences

Tips for describing 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, meaning by competence the "ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development".

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.

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 taking into account 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.

The basic rules for describing learning outcomes

The following basic principles can make it easier to define learning outcomes:

- **Use of active and easily understandable verbs**

Verbs should describe measurable or observable actions, e.g. "Explain", "represent", "apply", "analyze", "develop", etc. At this stage, it may be convenient to use the Bloom's taxonomy of educational objectives revised by Anderson and Krathwohl, compared with the EQF.

- **Clarification and contextualization of the active verb**

It is necessary to describe what the knowledge and skills refer to in concrete terms, or what type of activity is involved. The formulation of learning outcomes should consist of a verb and the related object, as well as an additional part consisting of a sentence that describes the context.

- **Avoid vague and open formulations**

Learning outcomes should be described briefly and precisely, complicated sentences should be avoided, learning outcomes should not be formulated in too general or too concrete terms; clear terminology should be used as much as possible, in order not to generate ambiguity.

- **Orientation towards minimum requests for the achievement of learning outcomes**

The learning outcomes should describe in an understandable way the minimum requirements to achieve / validate a unit of learning outcomes, i.e. all the learning outcomes necessary to carry out the tasks of the whole professional activity should be listed.

- **The qualification/competence level is described in an understandable way**

The formulations, in particular verbs and adjectives, should reflect the qualification / competence level (EQF or sectoral framework) of a unit of learning outcomes. The description of the learning outcomes should illustrate in an understandable way whether the professional competences can for example be applied under supervision, independently, or responsibly and competently.

Two examples of project sheets/addenda to the mobility project

EXAMPLE no. 1

1. Title	Taking care of vulnerable children's personal autonomy
2. Qualification according to the regional/national repertory (of the sending country)	[S1.4] Educational operator for autonomy and communication
3. EQF correspondent level and main cognitive ability to be achieved	EQF: 4 Apply and coordinate activities, data and information to perform and apply procedures in complex and predictable situations, although subject to unexpected changes
4. Description of the WBL project (Sending country)	The mobility will focus on an on-the-job training for the educational operator for autonomy and communication both in the school context and / or at home. It is a "guided" learning experience that takes place in environments that are not simulated, but in real working contexts
5. LO/ Capitalizable Units and/or ECVET credits	Support in promoting the achievement of the student's personal autonomy (Unit of Learning Outcome)
	Construction and management of relational and communicative dynamics facilitated with a view to integration and socialization (Unit of Learning Outcome)
6. Transversal skills considered most important for the job role	Personal, social competence and ability to learn to learn
7. Duration and structure of the path	3 months
8. Entry requirements	High school diploma
9. Objectives, expected results and certifications issued	Carry out actions to support and promote the pupil's autonomy - (in relation to different types of disabilities) during school and recreational activities, educational trips, in school camps and in the canteen, creatively facilitating integration and communication processes in the class group and at school, as well as accessibility to school, recreational and laboratory activities. Attestation of acquired competences
10. Procedures and criteria to evaluate the results	Tutor and trainee's Logbooks complete with photographs and / or the artefacts and / or products realised
11. Admissible threshold levels	Objectives achieved satisfactorily or in full

LO/ Capitalizable units

Unit of learning outcome: <u>Support in promoting the achievement of the student's personal autonomy (Unit of learning outcome)</u>				
Objectives	Knowledge	Abilities	Learning outcomes	Transversal competences related to the learning unit
Transmitting methods, techniques and behavioral patterns aimed at carrying out interventions to promote the acquisition of personal autonomy through educational and relational methods specific to learning contexts	<ul style="list-style-type: none"> Principles of the clinics of pathologies (related to disabilities) Types and characteristics of the various pathologies and disabilities (in-depth analysis) Types and characteristics of life-saving drugs and first aid notions Types and characteristics of the main prosthetic supports (and handling techniques) Notions of anatomy (and physiology aimed at analyzing communication skills and the level of autonomy) 	<ul style="list-style-type: none"> Stimulate the learning of abilities on the level of basic responses and the conquest of the surrounding space (movements, personal care, being in the classroom, self-control etc.) through physical care, manipulation, the development of sensorial stimuli, support in the use of aids and prosthetic tools Collaborate in the definition of the objectives of autonomy, integration and communication in relation to the different types of disabilities: sensory, visual, auditory, etc.) motor (dyspraxia, quadriplegia), functional (chronic diseases), psychic (mental retardation, autism) Adopt methods to benefit from the territory by accompanying the student 	<ul style="list-style-type: none"> Apply methods, techniques and schemes to support the pupil's autonomy and communication in relation to the different types of disabilities. Support the minor in all activities carried out during school hours 	<ul style="list-style-type: none"> Ability to reflect on oneself and identify one's own attitudes Ability to work with others constructively; to communicate effectively in different environments; to understand the different points of view Ability to focus, to reflect critically and to make decisions Ability to manage one's own learning and study time. Ability to communicate and negotiate effectively with others Ability to effectively manage time and relationships

		outside on trips / school visits and by identifying barriers and logistical impediments		
Unit of learning outcome: <u>Construction and management of relational and communicative dynamics facilitated with a view to integration and socialization (Unit of learning outcome)</u>				
Objectives	Knowledge	Abilities	Learning outcomes	Transversal competences related to the learning unit
Transmitting methods, techniques and behavioral patterns aimed at carrying out interventions to build and manage facilitated relational and communicative dynamics, with a view to integration and socialization	<ul style="list-style-type: none"> • Communication principles and techniques (relationship and interaction in the helping relationship) • Techniques to manage group dynamics • - Elements of intercultural communication 	<ul style="list-style-type: none"> • Identify communication methods in relation to the type of disability • Identify and encourage (manage) the student's relationship dynamics that facilitate the processes of integration and construction of one's own life project • Use methodologies and techniques for the management of group dynamics which, through the establishment of various types of relationships, promote awareness of diversity and socialization and emancipation processes • Manage "problem behaviors" and ensure careful supervision 	<ul style="list-style-type: none"> • Choose and apply communication techniques to encourage integration with teachers, school staff and peers. • Collaborate with all the reference figures, to facilitate the access of the minor to all educational, laboratory, recreational and meal consumption activities. 	As stated above

EXAMPLE no. 2

1. Title	Designing an intervention under public funding
2. Qualification according to the regional/national repertory	[H3.3] Project cycle management expert - Project manager ADA.24.05.03 [ex 25.219.706] Project management
3. EQF correspondent level and main cognitive ability to be achieved	EQF 5
4. Description of the WBL project	The mobility will focus on supporting project managers in the development of a project application, under a European program. It is a "guided" learning experience that takes place in areas that are not simulated, but in real working contexts
5. LO/ Capitalizable units and/or ECVET credits	Design the intervention project
6. Transversal competences considered most important for the job role	Digital (EQF 5)
7. Duration and structure of the path	6 months
8. Entry requirements	Degree and knowledge of the English language – minimum at B2 level
9. Objectives, expected results and attestations issued	Prepare the final project design in coherence with the objectives and priorities of the funding program, defining resources and timings, taking into account risk factors and success opportunities. Certification of acquired competences
10. Outcome evaluation procedures and criteria	Tutor and trainee's logbooks and the project developed
11. Admissible threshold levels	Objectives achieved satisfactorily or in full

LO/ Capitalizable units

Unit of learning outcome: <u>Planning the intervention project</u>				
Objectives	Knowledge	Abilities	Learning outcomes	Transversal competences related to the learning unit
Design a project that can be implemented	<ul style="list-style-type: none"> European program within 	<ul style="list-style-type: none"> Define the constitutive 	<ul style="list-style-type: none"> Being able to analyze fully 	The user, independently, must be able to:

within an active European program	<p>which the project is submitted</p> <ul style="list-style-type: none"> • Project structure (constitutive elements) required by the program • Project design and implementation methodologies 	<p>elements of the intervention (purposes, methodologies, tools, recipients / beneficiaries, technical resources, times and costs, etc.)</p> <ul style="list-style-type: none"> • Identify the criteria and tools necessary to evaluate the effectiveness and impact of the intervention • Identify the partners, interest groups and professional collaborators useful for the purpose of the planned intervention • Translate the needs detected into project hypotheses taking into account the recipients and project partners 	<p>the problem addressed, identifying objectives to be achieved, in line with the priorities of the call and the funding program.</p> <ul style="list-style-type: none"> • Being able to plan the activities in a coherent way and in line with the proposed objectives and the results to be achieved, taking into account the times, costs and risk factors. • Being able to identify the direct and indirect beneficiaries, as well as the stakeholders functional to the activities to be implemented. 	<ul style="list-style-type: none"> • articulate information needs, search for data, information and content in digital environments, access and navigate within them. Create and update personal, online search strategies • Analyze, compare and critically evaluate the credibility and reliability of data sources, information and digital content. • Analyze, interpret and critically evaluate data, information and digital content • Organize, store and recover data, information and content in digital environments, organizing and processing them in a structured environment
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Table of the descriptors of transversal competences

TRANSVERSAL COMPETENCES MATRIX	DESCRIPTION OF THE COMPETENCES	COMPETENCE LEVEL
Personal, social competence and ability to learn to learn	Ability to reflect on oneself and identify one's own aptitudes	<ul style="list-style-type: none"> • Completely acquired competence • Fairly acquired competence • Competence not sufficiently acquired
	Ability to work with others constructively; to communicate effectively in different environments; to understand the different points of view	
	Ability to concentrate, to reflect critically and to make decisions	
	Ability to manage one's own learning and study time	
	Ability to communicate and negotiate effectively with others	
	Ability to effectively manage time and relationships	
Citizenship competence	Ability to engage effectively with others for a common goal	<ul style="list-style-type: none"> • Completely acquired competence • Fairly acquired competence • Competence not sufficiently acquired
	Critical thinking capacities and skills integrated into problem solving	
	Ability to motivate others and value their ideas, to feel empathy	
Entrepreneurial competence	Strategic thinking skills and problem solving through critical thinking	<ul style="list-style-type: none"> • Completely acquired competence • Fairly acquired competence • Competence not sufficiently acquired
	Ability to be proactive, forward-looking, to accept responsibility	
	Ability to take initiative	
	Ability to accept responsibilities	
	Ability to manage uncertainty, complexity and stress	
Cultural awareness and expression competence	Ability to recognize the arts and other cultural forms as elements of territorial economic development	<ul style="list-style-type: none"> • Completely acquired competence • Fairly acquired competence • Competence not sufficiently acquired
	Ability to engage in creative processes	
	Curiosity towards the world and openness to imagine future possibilities	
	Ability to communicate constructively in different environments	
Digital competences	Digital literacy	
	Communication and collaboration	

	Digital content creation	<p>Digital competences are taken from the European Digital Competence Framework for Citizens (DigComp 2.1)</p> <p>The proficiency levels, built in reference to the EQF, are eight, but from level 6 to level 8, they refer to professional proficiency which is typical of the ICT professions.</p>
	Safety	
	Problem solving	

Table of the Bloom's taxonomy of educational objectives revised by Anderson and Krathwohl, linked to the EQF

EQF level	Anderson and Krathwohl (cognitive ability)	Meaning	Examples of action verbs	Soft skills based on EQF	Autonomy and responsibility EQF
1	Carry out routine actions, based on memory (Remembering)	Remembering sequences of actions and events that happened	list, name, reproduce, recall, repeat, order, place, find, show, replicate, imitate, fulfill, copy	CONCENTRATION AND INTERACTION	Perform the assigned task in accordance with the parameters set under direct supervision in carrying out the activities, in a structured context.
2	Perform procedures correctly using the tools available (Remembering)	Understand instructions and information received to perform routine procedures	Connect, Perform, adapt, carry out, recognize, dispose of, use, memorize, identify, place, find, show, report, select, order	MEMORY AND PARTICIPATION	Perform the assigned tasks according to predetermined criteria, ensuring the compliance of the activities carried out, under supervision in order to achieve the expected result, in a structured context, with a limited number of diversified situations
3	Understand and realize (Understanding)	Building meanings based on the information received	Interpret, justify, translate, clarify, explain, infer, predict, distinguish, re-write, summarize, discuss, support, collaborate, participate, favor, select, ascertain, carry out, terminate,	COGNITION, COLLABORATION AND ORIENTATION TO RESULT	Achieve expected results by ensuring compliance and identifying the most suitable methods to achieve them, in a structured context, within changing situations that require a modification of your action

			supply, prepare, operate.		
4	Apply and coordinate activities, data and information (Applying)	Perform and apply procedures in complex and predictable situations, which are subject to unexpected changes	Apply, solve, build, classify, manipulate, modify, predict, prepare, produce, connect, show, use, select, find, choose, practice, illustrate, perform, implement, use, interpret provide, care, support, participate, contribute, cooperate, collaborate, assist, favor, explain, ascertain, distinguish, supervise, ascertain	PROBLEM SOLVING, COOPERATION AND MULTITASKING	Achieve the objectives, coordinating and integrating the activities and results of others, participating in the decision-making and implementation process, in a context that is normally predictable, but subject to unexpected changes.
5	Analyze and ensure conformity with expected results (Analyzing)	Break down the information into different components and determine the relationship of the parties to each other and with the structure or general purpose, in order to guarantee the expected result	Recognize, distinguish, analyze, differentiate, identify, illustrate infer, detect, connect, select, compare, contrast, resolve, examine, conclude, diagnose, identify, categorize, safeguard, evaluate, control, examine, identify, plan	ANALYSIS AND EVALUATION, EFFECTIVE COMMUNICATION WITH RESPECT TO THE TECHNICAL FIELD and RISK MANAGEMENT	Ensure compliance of goals achieved on your own and by other resources, identifying and planning revision and development interventions, identifying the decisions and contributing to the implementation process, in a specific and complex context, exposed to recurrent and unexpected changes.
6	Solve complex and unpredictable problems in a specialized work	Manage complex technical or professional activities or projects, taking responsibility for	Oversee, Negotiate, Judge, appreciate, evaluate, compare, contrast, discriminate,	SYNTHESIS SKILLS, ABILITY TO NEGOTIATE AND MOTIVATE and PROJECT DESIGN	To oversee the objectives and processes of people and groups, promoting the current management and stability of conditions, deciding autonomously and negotiating objectives and methods of implementation, in

	<p>or study field, evaluating and managing critical factors</p> <p>(Evaluating)</p>	<p>decision making in unpredictable work or study contexts.</p> <p>Take responsibility for managing the professional development of people and groups.</p>	<p>justify, defend, determine, estimate, measure, select, test, identify, monitor, verify</p> <p>compose, combine</p>		<p>an undetermined context, exposed to unpredictable changes.</p>
7	<p>Develop new knowledge and procedures to integrate interdisciplinary knowledge</p> <p>(Creating)</p>	<p>Manage and transform complex and unpredictable contexts of work or study that require new strategic approaches</p>	<p>Design, elaborate, generate, establish, direct, administer, organize, interpret, define, supervise, formulate, teach, develop, combine, compile, compose, suppose, invent, create, explain, modify, organize, plan, reconstruct, connect, reorganize, synthesize.</p>	<p>SYSTEMIC VISION, LEADERSHIP, MANAGEMENT OF RELATIONAL NETWORKS AND</p> <p>COMPLEX SOCIAL INTERACTIONS and PLANNING</p>	<p>Manage the integration and transformation processes, developing the implementation strategies and directing the development of results and resources, deciding independently and defining objectives and methods of implementation, in an undetermined context, exposed to continuous changes, normally measurable against known variables, subject to innovation.</p>
8	<p>Solve complex and specific problems of research and / or innovation, also by redefining existing knowledge in an innovative way.</p>	<p>Demonstrate effective leadership, innovation, autonomy in the development of new cutting-edge ideas or processes, in work or study contexts, including research.</p>	<p>Create, conceive, invent, imagine, design, discover, devise</p>	<p>STRATEGIC VISION, CREATIVITY and PROJECTION AND EVOLUTION CAPABILITY</p>	<p>Promote innovation and strategic development processes, anticipating scenarios and solutions and evaluating their possible effects, in a avant-garde context not comparable with previous situations and contexts</p>

	(Creating)				
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Table of the Digcomp 2.1 descriptors

(Revised version of the project 2017-1-IT02-KA204-036755 “Adult Skills for Job Oriented Breakthrough – ASK4JOB”)

DIGITAL LITERACY				
Competence area and related descriptors	Proficiency levels and examples of use			
	Basic level 1	Basic plus level 2	Intermediate level 3	Intermediate plus level 4
1.1 Browsing, searching and filtering data, information and digital content - <i>To articulate information needs, to search for data, information and content in digital environments, to access and navigate between them. To create and update personal search strategies</i>	The user with the help of someone else , is able to:	The user, on his/her own , but under the supervision of a tutor, is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - identify his/her information needs, - find data, information and content through a simple search in digital environments, - access data, information and contents and navigate between them. - reproduce simple personal search strategies. 		<ul style="list-style-type: none"> - ascertain his/her information need, - perform searches to find data, information and content in digital environments, - produce simple data search strategies. 	<ul style="list-style-type: none"> - analyze his/her information needs, - organize the searches of data, information and content in digital environments, - explain the strategies to search for data in digital environments
1.2 Evaluating data, information and digital content - <i>To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - recognise the basic elements that make a source of data and digital content credible and reliable 		<ul style="list-style-type: none"> - analyse, compare and evaluate the credibility and reliability of the main digital sources. - analyse, interpret and evaluate data, information and digital content 	
1.3 Managing data, information and digital content - <i>To organise,</i>	The user with the help of	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:

store and retrieve data, information, and content in digital environments. To organise and process them in a structured environment.	someone else, is able to:			
	<ul style="list-style-type: none"> - replicate ways of organizing, storing and recovering data, information and digital content. - reproduce the organization of digital data, in already known digital environments. 		<ul style="list-style-type: none"> - select data, information and content for a specific purpose - organise, store and retrieve data, information and contents in different kinds of digital environments 	
COMMUNICATION AND COLLABORATION				
Competence area and related descriptors	Proficiency levels and examples of use			
	Basic level 1	Basic plus level 2	Intermediate level 3	Intermediate plus level 4
2.1 Interacting through digital technologies - To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - use simple digital technologies for interaction, in digital environments - use simple means of communication that are appropriate for the context in which s/he has to operate 		<ul style="list-style-type: none"> - interact systematically through digital technologies - select among the most common digital communication means the most suitable for the context in which s/he has to operate. 	<ul style="list-style-type: none"> - collaborate through digital technologies selecting the one that best suits a specific type of interaction - select from a wide variety of digital communication means the most suitable for the context in which s/he has to operate
2.2 Sharing information through digital technologies To share data, information and digital content with others through appropriate digital technologies. To adopt the correct referencing and attribution practices	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - use simple technologies to share data, information and digital content. - replicate simple copyright 		<ul style="list-style-type: none"> - choose from the most common technologies the most appropriate one to share data, information and digital content. 	<ul style="list-style-type: none"> - Choose among multiple technologies the most appropriate one to share data, information and digital content

	protection practices.		- ascertain the copyright constraints regarding digital information and content	- explain how to share information and digital content, complying with copyright rules.
2.3 Engaging in citizenship through digital technologies <i>To participate in society through the use of digital services. To seek opportunities for self-empowerment and for participatory citizenship through the most appropriate digital technologies.</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Use simple digital services to participate in social life - Use simple digital technologies for personal and professional growth 		<ul style="list-style-type: none"> - Choose from the most common digital services, the most appropriate to participate in social life. - select from the most common digital technologies, the most appropriate ones for personal and professional growth 	<ul style="list-style-type: none"> - Identify among the digital services available, the most suitable to participate in social life. - Identify among the available digital technologies, the most appropriate ones for personal and professional growth
2.4 Collaborating through digital technologies <i>To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of data, resources and knowledge.</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	Use simple digital tools and technologies to activate collaborative processes.		Choose , among simple digital tools and technologies, which one to use to activate collaborative processes.	Choose from a variety of digital tools and technologies, which ones to use to activate collaborative processes
2.5 Netiquette <i>To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Replicate simple behavioral rules to interact in digital environments - Replicate simple communication methods towards a known target - Recognize the cultural and generational 		<ul style="list-style-type: none"> - Identify suitable behavioral rules to interact in digital environments. - Identify the most suitable communication methods for a specific target 	<ul style="list-style-type: none"> - Argue the most suitable behavioral rules for interacting in digital environments. - Explain the most suitable communication methods for a specific target

	macro-differences existing within digital environments.		- Identify the cultural and generational macro-differences existing within digital environments.	- Analyze the cultural and generational differences existing in digital environments.
2.6 Managing digital identity <i>To create, and manage one or multiple digital identities, protecting data and their reputation within different digital environments</i>	The user with the help of someone else, is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Use a digital identity, - Replicate simple practices to protect your online reputation, - Reproduce useful behaviors to safeguard your digital identity data. 		<ul style="list-style-type: none"> - Distinguish between different types of digital identities - Explain how to protect your online reputation - Explain how to protect your digital identity data 	<ul style="list-style-type: none"> - Protect different kinds of digital identities - Verify the strategies to protect your online reputation - Verify the strategies to protect your digital identity data

DIGITAL CONTENT CREATION

Competence area and descriptors	Proficiency levels and examples of use			
	Basic level 1	Basic plus level 2	Intermediate level 3	Intermediate plus level 4
3.1 Developing digital content <i>To create and edit digital content in different formats, to express oneself through digital means.</i>	The user with the help of someone else, is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Replicate ways to play and edit simple contents in the most common formats - Use simple digital tools to express your creativity. 		<ul style="list-style-type: none"> - Produce and edit digital contents in the most common formats - Select, between the most common digital tools, those that are most appropriate to express his creativity 	<ul style="list-style-type: none"> - Explain how to produce and edit digital contents in the most common formats - Select, between a set of different digital tools, those that are most appropriate to express his creativity
3.2 Integrating and re-elaborating digital contents – <i>Edit, integrate and improve information/contents within a set of existing</i>	The user with the help of someone else, is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:

<i>knowledge, with the purpose of creating original and relevant contents.</i>	<ul style="list-style-type: none"> - Use simple practical actions to edit, improve and integrate already known digital contents, in order to create something new. 		<ul style="list-style-type: none"> - Explain ways to edit, improve and integrate already known digital contents, in order to create something new. 	<ul style="list-style-type: none"> - Analyze ways to edit, improve and integrate already known digital contents, in order to create something new
3.3 Copyrights and licenses – <i>To understand how copyright and licenses apply to data, information and digital contents.</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Apply simple copyright rules and licenses related to digital data, information and contents 		<ul style="list-style-type: none"> - Recognize copyright rules and licenses related to digital data, information and contents 	<ul style="list-style-type: none"> - Evaluate which copyright rules and licenses are more appropriate to protect specific digital data, information and contents
3.4 Programming - <i>To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Reproduce basic instructions, recognizable by an IT system, to do/solve a simple task or problem 		<ul style="list-style-type: none"> - Identify instructions, recognizable by an IT system, to do/solve simple routine task or problem. 	<ul style="list-style-type: none"> - Identify instructions, recognizable by an IT system, to do/solve a variety of tasks or problems
SAFETY				
Competence area and descriptors	Proficiency levels and examples of use			
	Basic level 1	Basic plus level 2	Intermediate Level 3	Intermediate plus Level 4
4.1 Protecting devices - <i>To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have a due regard to reliability and privacy</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Reproduce simple actions to protect devices and digital content - Recognize simple risks and threats in digital environments, 		<ul style="list-style-type: none"> - Identify correct actions to protect devices and digital content - Identify risks and threats in digital environments, 	<ul style="list-style-type: none"> - Organize strategies to protect devices and digital content - Analyze risks and threats in digital environments,

	<ul style="list-style-type: none"> - Reproduce simple safety and security measures, to protect data and information 		<ul style="list-style-type: none"> - Choose the most appropriate safety and security measures, to protect data and information 	<ul style="list-style-type: none"> - Explain how to consider properly reliability and privacy of data and information
<p>4.2 Protecting personal data and privacy -</p> <p><i>To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used</i></p>	<p>The user with the help of someone else, is able to:</p>	<p>The user, on his/her own, is able to:</p>	<p>The user, on his/her own, for routine activities, is able to:</p>	<p>The user, on his/her own, is able to:</p>
	<ul style="list-style-type: none"> - Reproduce simple actions to protect personal data and privacy in digital environments - Reproduce simple actions to use and share personally identifiable information while being able to protect oneself and others from damages - Recognize simple clauses of a "Privacy policy" to check how personal data is used 		<ul style="list-style-type: none"> - Identify the most appropriate actions to protect personal data and privacy in digital environments - Identify the most appropriate actions to use and share personally identifiable information while being able to protect oneself and others from damages. - Identify standard clauses of a "Privacy policy" to check how personal data is used 	<ul style="list-style-type: none"> - Explain the most appropriate actions to protect personal data and privacy in digital environments - Explain the most appropriate actions to use and share personally identifiable information while being able to protect oneself and others from damages. - Ascertain clauses of a "Privacy policy" to check how personal data is used
<p>4.3 Protecting health and well-being - <i>To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments</i></p> <p><i>(e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion</i></p>	<p>The user with the help of someone else, is able to:</p>	<p>The user, on his/her own, is able to:</p>	<p>The user, on his/her own, for routine activities, is able to:</p>	<p>The user, on his/her own, is able to:</p>
	<ul style="list-style-type: none"> - Reproduce simple actions to avoid health-risks and threats to physical and psychological well-being while using digital technologies - Reproduce simple activities to protect oneself and others from possible dangers in digital environments, 		<ul style="list-style-type: none"> - Explain the main actions to prevent health-risks and threats to physical and psychological well-being while using digital technologies - Distinguish appropriate behaviors to protect oneself and others from possible dangers 	<ul style="list-style-type: none"> - Identify the most effective actions to prevent health-risks and threats to physical and psychological well-being while using digital technologies - Identify appropriate behaviors to protect oneself and others from possible dangers

	<ul style="list-style-type: none"> - Use digital technologies for social well-being and social inclusion 		in digital environments,, <ul style="list-style-type: none"> - Distinguish the most appropriate digital technologies for social well-being and social inclusion 	in digital environments <ul style="list-style-type: none"> - Identify the most appropriate digital technologies for social well-being and social inclusion.
4.4 Protecting the environment - <i>To be aware of the environmental impact of digital technologies and their use.</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Recognize the environmental impact of digital technologies and their use. 		<ul style="list-style-type: none"> - Explain the environmental impact of digital technologies and their use. 	<ul style="list-style-type: none"> - Identify the environmental impact of digital technologies and their use.

PROBLEM SOLVING

Competence area and descriptors	Proficiency levels and examples of use			
	Basic level 1	Basic plus level 2	Intermediate Level 3	Intermediate plus Level 4
5.1 Solving technical problems - <i>To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Recognize technical problems when operating devices and using digital environments - Replicate simple solutions for solving them 		<ul style="list-style-type: none"> - Explain technical problems when operating devices and using digital environments - Produce appropriate solutions for solving them 	<ul style="list-style-type: none"> - Identify technical problems when operating devices and using digital environments - Identify the most appropriate solutions for solving them
5.2 Identifying needs and technological responses - <i>to assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them.</i>	The user with the help of someone else , is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Execute standard solutions to solve simple technological problems - Execute standard procedures to 		<ul style="list-style-type: none"> - Produce simple solutions to solve simple technological problems - Realize standard procedures to 	<ul style="list-style-type: none"> - Explain standard solutions to solve simple technological problems - Explain procedures to

	customize digital environments		customize digital environments	customize digital environments
5.3 Creatively using digital technologies - <i>To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.</i>	The user with the help of someone else, is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Use digital tools and technologies to reproduce know-how and copy processes and products 		<ul style="list-style-type: none"> - Use digital tools and technologies to to generate know-how and innovate processes and products - Participate to cognitive processes (individual and collective), to resolve conceptual problems and problem situations in digital environments. 	<ul style="list-style-type: none"> - Identify digital tools and technologies to to create know-how and innovate processes and products - Foster cognitive processes (individual and collective), to resolve conceptual problems and problem situations in digital environments
5.4 Identifying digital competence gaps – <i>To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development.</i>	The user with the help of someone else, is able to:	The user, on his/her own , is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none"> - Recognize one's own digital competence needs to be improved or updated - Differentiate opportunities of personal and professional growth in digital environments. 		<ul style="list-style-type: none"> - Ascertain one's own digital competence needs to be improved or updated - Ascertain opportunities of personal and professional growth in digital environments.. 	<ul style="list-style-type: none"> - Plan one's own digital competence needs to be improved or updated - Ensure opportunities of personal and professional growth in digital environments.

Managing WBL mobilities abroad

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. But, how do we assess and demonstrate these learning achievements? Let's check it out!

Before the Mobility: documentation

Memorandum of Understanding (MoU)

A fundamental requirement of any WBL 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*.

The Memorandum of Understanding (MoU) 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”* (Get to know ECVET Better: Questions and Answers).

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.

There is a common [template](#) for a MoU created by the ECVET Working Group in 2013 (see also annex 1 of this document), 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 following:

- 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

Learning Agreement

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”* (Get to know ECVET Better: Questions and Answers).

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 this 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 ECVET Working Group also prepared a common [template](#) for Learning Agreements in 2013 (see annex 2 of this document), 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

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.

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.

There is not a common template for this document yet. However, we have provided a sample template as annex 3, 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 learners' personal transcript 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 (MoU and LA), this documentation becomes necessary in order to clarify the test and evaluation process. It could be included as an annex to the LA.

It is a common practice to use Europass Mobility (and, consequently, its official template, see Annex 4) 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.

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).

During Mobility: Assessment of learning outcomes

Once the learning process begins and until the end of it, the learner has to demonstrate the achievement of the previously agreed learning outcomes, which should be stated in the Learning Agreement and the MoU. The assessment process has to be described in the Learning Agreement and needs to respect the framework established in the MoU. If not, the home institution could have difficulties validating the learner's experience abroad at the host institution and may not be able to recognise learner's credits.

For a proper documentation of the achievement of learning outcomes, several standardised assessment grids can be used, in which the assessor (host institution) evaluates the learner's work and performance.

Another important question regarding the assessment of learning outcomes is that it should conform to ECVET regulations, as credit recognition depends on it. Thus, it should strictly respect the MoU and the specific Learning Agreement of the given student. An initial assessment has to be conducted before the mobility, and a final evaluation at the end of the mobility needs to be done too. During the mobility, a formative evaluation can be conducted, in order to measure day by day the progress of the learner, enabling changes and updates.

Initial assessment

Before the mobility starts at the destination country, an evaluation of the current learner's skills and competences is required. This is done in order to improve the selection of learning outcomes and for the host institution to get to know better the learner, choosing his/her future activities and duties better. We can use the competence framework of the given profession/qualification for designing this assessment, which can also be useful in order to choose the desired final level of competence at the end of the mobility.

A VQTS (Vocational Qualification Transfer System) model¹¹, which provides a ‘common language’ to describe competences and their acquisition, can be used as a basis for identifying learning outcomes which could be achieved within the course of a concrete mobility. The model focuses on competences related to the work processes and identifies the core work tasks within the context of a particular occupational field. The result emerging from this procedure is a competence matrix, which indicates the competence areas (based on core work tasks) and the individual steps of competence-development described in learning outcomes.

The development of the methodology aims to make the approach and activation of mobility processes coherent and simple, in order to foster and encourage the development of newcomers in the Erasmus+ programme and in particular in European mobility projects. The methodology makes operative the processes necessary for mobility actions through a coherent and simple approach that can be put into practice even by non-expert operators.

The following steps describe briefly the process of competence development in the initial phase:

1. In order to evaluate the current level of competence by the sending institution, the operator can use the existing VQTS competence matrix. This helps the hosting institution to understand what competence areas have already been mastered by the student and can be a basis for defining the learning outcomes that will be part of the internship (and the working tasks assigned to student).
2. In order to define the desired level of competence at the end of the placement will be used the method of a discussion with the hosting institution; the learning outcomes defined will be included in the learning agreement.
3. In order to assess the competences can be used the competence matrix for the given profession, to evaluate the competence development achieved and that should be achieved during the mobility experience. Below you can find an example of the VQTS matrix for the category: “professional caterer” (ECMO project).

¹¹ Franz Worschech, Tomas Sprlak, Grzegorz Szarowski, supported by the ECMO-Team, “ECMO Guide for organizing all phases of a mobility project according to ECVET criteria” (2012)

COMPETENCE AREA	STEPS OF COMPETENCE DEVELOPMENT			
Purchasing, costing and stocking			X	
Customer service			X	
Production of simple dishes			X	
Marketing	X	→	X	
Human Resources Management	X	→	X	
Regulation and monitoring of business performance	X	→	X	
Enterprise resource planning			X	
System organisation				X

*current level of competence as evaluated by the sending institution

* desired level of competence at the end of the placement, as defined by the learning agreement

Another example of a grid for an initial assessment could be the following, based on the ECMO Guidelines developed by Franz Worschech, Tomas Sprlak, Grzegorz Szarowski, supported by the ECMO-Team:

COMPETENCE AREA	COMPETENCE DEVELOPMENT				
<i>Here we would introduce different competence areas, depending on the given qualification.</i>	<i>Here we would introduce different grades of development for each competence area</i>				
<i>For example: Customer service</i>	<i>Level 1 (Current)</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (Desired)</i>	<i>Level 5</i>
<i>Other example: Organisational skills</i>	<i>Level 1 (Current)</i>	<i>Level 2</i>		<i>Level 3 (Desired)</i>	
<i>(...)</i>	<i>(...)</i>				

It is also important that the hosting institution should have an understanding of the WBL users' level of competences before the beginning of the mobility. This can be achieved by elaborating a competence profile based on the respective competence matrix of each student. This competence profile should be such that it can be read and understood by both parties to the mobility. It is preferable that this profile should be elaborated either by the sending institution with the participation of the student or, alternatively, it could be filled out at the beginning of the student's internship in a simplified form, in which case it would be based on the self-evaluation of the student and used for defining the learning path and the activities to be assigned.

A further instrument to be used in setting the goals of the mobility from the student's point of view is a letter of motivation that lists his or her expectations concerning learning outcomes to be achieved as well as personal and social skills.

Assessment during the mobility

During the mobility itself, an evaluation of the work done by the learner can be helpful in order to monitor his/her progress and anticipate necessary changes or corrections, improving the experience overall, both for the host institution and the learner.

A weekly logbook is advised to be filled in by the hosting organization's tutor and the mobility beneficiary. It is considered as a monitoring, evaluation, but also research tool that contributes to personal development, supporting the achievement of the competences of both the tutor and the mobility beneficiary. The logbook allows to focus on certain dimensions and reflect on them during and after the path undertaken, to observe one's own progresses, to encourage the acquisition of learning and the organization of memories. It is designed to be filled in on a monthly basis by the tutor of the host organization, and on a weekly basis by the beneficiary of the mobility

The weekly logbook can help the learner to track his/her activities, successes, lessons, failures... If possible, is recommended for learners to self-evaluate their work, and to use the language of the hosting institution; this tool can be helpful for the final assessor too.

Below you can find examples of mobility beneficiary's logbooks.

Mobility beneficiary's Logbook - Example no. 1

Week n° _____		
Task accomplished	Difficulties encountered	Acquired knowledge

Mobility beneficiary's logbook - Example no. 2

1° week	Observations of the mobility beneficiary
Activities carried out	
What have I learned this week?	
Which difficulties have I encountered?	

Contacts with other people inside or outside the host organization	

On the other hand, the host institution has to monitor and evaluate the day-by-day activity of the learner, and then develop a final assessment. The assigned tutor of the institution, according to the learning outcomes and units defined in the Learning Agreement, conducts a progressive evaluation, specifying the activities that the learner is doing and providing comments and feedback to them.

This assessment is mandatory, as this will be used by the sending institution to recognise and validate the work and **competences** acquired in the host country, thus being crucial for credit recognition.

Below you can find examples of logbooks/evaluation sheets that the sending organization's tutor can use to monitor the achievement of learning outcomes during the mobility

Evaluation sheet - Example no. 1

Competence areas and specific activities conducted	Level of skill			
	1	2	3	4
Competence area 1 Specific activities:
Competence area 2 Specific activities:
Competence area 3

Specific activities:				
Competence area 4				
Specific activities:

Key:

1-Participative observation of the activity

2-Execution under supervision

3-Execution under indirect supervision, with limited autonomy

4-Independent execution

Evaluation sheet - Example no. 2

1° week			Observations of the tutor of the host organization on what the mobility beneficiary has learned and is able to carry out at the end of the month, thanks to the mobility experience. Specify both the professional and transversal competences
Competence (based on the training project)	Tasks assigned	Tasks performed (describe the most significant tasks performed relating to the competences covered by the training project) and the qualitative result of the performance	

Outcome evaluation criteria for the host organization's tutor

The following table can support the evaluation of the learning acquired by the mobility beneficiary at the end of the mobility. The table must be adapted to the specific competences expected to be acquired at the end of the mobility experience.

Objectives of the training project		Competences	Ways of achieving them	Knowledge	Abilities
Advanced level	Fully achieved	The competence has been acquired in full	With good confidence and autonomy	Wide and consolidated	S/he is able to explain the acquired knowledge and uses the learned tools. S/he can carry out activities independently. S/he can apply the procedures acquired in new situations. S/he can address challenging situations using appropriate strategies
Intermediate level	Satisfactorily Achieved	The competence has been fairly achieved	Occasionally guided and with moderate confidence	Essential or partially consolidated	S/he is able to explain (even if with some uncertainty) the acquired knowledge and use the learned tools. S/he can carry out simple activities independently, apply the procedures acquired in simplified situations, address simple challenging situations using appropriate strategies
Low (the training objective has not been achieved)	Partially achieved	The competence has not been adequately acquired	Guided and with limited confidence	Inadequate	S/he can explain with difficulty even if guided by the tutor. S/he has difficulty applying simple problem solving strategies, even if supported by the tutor

Below you can find an example of the use of the outcome evaluation criteria within the framework of the mobility project "Taking care of vulnerable children's personal autonomy" (see p. 26).

Objectives of the training project		Competences	Ways of achieving them	Knowledge	Abilities	Example of Competence 1	Example of Competence 2
Advanced level	Fully achieved	The competence has been fully acquired	With strong confidence and autonomy	Wide and consolidated	S/He is able to explain the acquired knowledge and uses the learned tools. Can carry out activities independently. S/he applies the procedures acquired in new situations. S/he deals with challenges situations sensory and / using appropriate strategies.	Knows and is able to use a wide range of prosthetic aids, software and compensatory and dispensatory tools to support the autonomy and communication of children suffering from physical, sensory and / or intellectual disabilities	Knows and is able to choose, based on the characteristics of the class group and taking into account the potential of the minor, effective communication methods and techniques to encourage the minor's integration and participation in all teaching, laboratory, recreational

							and meal-consumption activities .
Intermediate	Satisfactorily Achieved	The competence has been fairly achieved	Occasionally guided and with moderate confidence	Essential or partially consolidated	S/he is able to explain (even if with some uncertainty) the acquired knowledge and use the learned tools. S/he is able to carry out simple activities independently, apply the procedures acquired in simplified situations. S/he deals with simple challenging situations using appropriate strategies	S/he knows and is able to handle the most common prosthetic aids, for the most common disabilities.	S/he knows the main effective communication methods and techniques to encourage the minor's integration and participation
Low (the training objective has not been achieved)	Partially achieved	The competences has not been adequately acquired	Guided and with limited confidence	Inadequate	S/he is able to explain the knowledge acquired with difficulty even if guided by the tutor. S/he has difficulty in applying simple problem solving strategies, even if supported by the tutor	S/he has an approximate knowledge of the main prosthetic aids and is not able to use them based on the type of disability.	S/he knows roughly only some effective communication methods and techniques to encourage the minor's integration and participation

Below you can find an example of the use of the outcome evaluation criteria within the framework of the mobility project “Designing an intervention under public funding” (see p. 29).

Objectives of the training project		Competences	Ways of achieving them	Knowledge	Abilities	Example Competence 1
Advanced	Fully achieved	The competence has been acquired in full	With good confidence and autonomy	Wide and consolidated	S/he is able to explain the knowledge acquired and uses the learned tools. S/he can carry out activities independently. S/he applies the procedures acquired in new situations. S/he deals with challenging situations using appropriate strategies.	The project shows <ol style="list-style-type: none"> 1. Alignment with real problems 2. Effective work plan 3. Adequate organizational structure 4. Relevant integration of the involved partners' competences 5. Adequate evaluation of risk factors and opportunities
Intermediate	Satisfactorily Achieved	The competence has been fairly achieved	Occasionally guided and with moderate confidence	Essential or partially consolidated	S/he is able to explain (even if with some uncertainty) the knowledge acquired and use the learned tools. S/he is able to carry out simple activities independently, apply the procedures acquired in simplified situations. S/he deals with simple challenging situations using appropriate strategies	The project is weak in one or two dimensions of the project design
Low (the training object has not been achieved)	Partially achieved	The competences has not been adequately acquired	Guided and with limited confidence	Inadequate	S/he explains the knowledge with difficulty even if guided by the tutor. S/he has difficulty applying	The project is weak in more than two dimensions of the project design

					simple problem solving strategies, even if supported by the tutor	
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The final assessment can be also complemented with other assessment tools, such as an evaluation of soft skills or written documents/notes by the assessor or host institution.

It is crucial to notice that the feedback provided by the assessor needs to be constructive, even when giving a negative review of some aspect during the mobility. A final assessment document, following the structure agreed in the Learning Agreement, will be finally composed.

		1- Approaches Expectations	2-Meets Expectations	3-Exceeds Expectations
ORGANIZATIONAL SKILLS	Time Management	Usually completes projects on time but can procrastinate on one component of the project.	Uses time effectively in most situations.	Routinely uses time well to ensure work is completed on time.
	Project management	Tends to proceed in his or her tasks in a rather structured way, but can sometimes be overwhelmed	Manages multiple tasks and resources simultaneously Plans and optimizes his or her activity	Organises easily his or her tasks and those of others.
SOCIAL SKILLS	Capacity for teamwork	Participates in team work to a degree but tends to stay in background.	Participates and actively seeks responsibilities within the team.	Leads the team, seeks effective ways to develop cooperation, including ways to resolve any conflict, supports other members.
	Communicative skills and competences	Speaks relatively clearly in a way that suits the situation, and listens to others attentively. Complex instructions need to be explained several times before understood.	Understands instructions without problems and communicates with clients/co-workers about work-related topics.	Engages in basic conversations with clients/co-workers, actively seeks communication opportunities.
	Intercultural skills and competences	Has a basic understanding of the culture of the hosting country and sometimes adjusts his or her behaviour accordingly.	Is aware of the differences between cultures and adjusts his or her behaviour accordingly. Is able to work with people who vary in their age, gender, race, religion, political views.	Understand and accepts cultural differences and is able to explain them to others.

EMPLOYABILITY SKILLS	Accountability & Responsibility	Focuses on the task most of the time. Accepts responsibilities, but can sometimes be reluctant.	Focuses on the task & what needs to be done most of the time. Accepts responsibilities.	Consistently stays focused on the task & what needs to be done. Very self-directed, seeks responsibilities.
	Respect	Usually shows respect in speaking to others, but can sometimes be less interested in others' remarks	Shows respect in speaking to others.	Always shows respect in speaking to others & welcomes others into the conversation.
	Positive Attitudes & Initiative	Accomplishes his or her tasks, but can sometimes limit his or her activity and initiative.	Shows interest, initiative and effort Responds with keenness to demands of the tutor	Takes initiatives and actively seeks after work to be done

¹² Franz Worschech, Tomas Sprlak, Grzegorz Szarowski, supported by the ECMO-Team, "ECMO Guide for organizing all phases of a mobility project according to ECVET criteria" (2012)

Soft skills self-evaluation¹³

INSTRUCTION: Please describe what soft skills you needed to mobilize during your mobility period (at work but also outside the work context) and give a short description of the context (situation, project, difficulty ...) in which this was required of you. .

		1- Could be improved	2- Good	3- Very Good	4- Excellent
ORGANIZATIONAL SKILLS	Time Management <i>Ability to plan and foresee the time necessary to finish my tasks</i>				
	Project management <i>Ability to carry on different tasks simultaneously, coordinate my work</i>				
	Write here a two-sentence description of the context in which you demonstrated each of the relevant skills:				
SOCIAL SKILLS	Capacity for teamwork <i>Ability to integrate and function effectively in a team</i>				
	Communicative skills <i>Ability to understand and to make oneself understood</i>				

	Intercultural skills <i>Ability to understand, accept and function effectively in a different culture</i>				
	Write here a two-sentence description of the context in which you demonstrated each of the relevant skills:				
EMPLOYABILITY SKILLS	Accountability & Responsibility				
	Respect				
	Positive Attitudes & Initiative				
	Write here a two-sentence description of the context in which you demonstrated each of the relevant skills:				

¹³ Franz Worschech, Tomas Sprlak, Grzegorz Szarowski, supported by the ECMO-Team, "ECMO Guide for organizing all phases of a mobility project according to ECVET criteria" (2012)

After a Mobility

Individuals' mobility periods are set in a broader framework of agreements. Partner institutions agree to the conditions under which learners' credit (i.e. assessed learning outcomes) achieved abroad will be validated and recognized. These agreements are formalized in Memoranda of Understanding, as explained in the previous section.

ECVET can accommodate different forms of validation and recognition of learners' learning outcomes, such as:

- Awarding credit for the unit(s) of learning outcomes concerned
- Exemption from an assessment or its part
- Transcription of the learning outcomes achieved abroad in learners' transcripts of record.
- Awarding additional credit to what s/he would have normally achieved

Note: While validation and recognition takes place after the mobility has been successfully completed, it is **important to clarify how learners' credit will be validated and recognized before the mobility takes place**. This should be clear to all: the learner, the teachers/trainers, possibly the school headmaster as well as the competent institutions that may be otherwise involved in validation and recognition.

When learners return to their home institutions, these learners' credit is validated and possibly recognized according to the rules applying in the home country. The possibilities and ways of **validating** and **recognizing** knowledge, skills and competences acquired abroad will vary depending on national regulations and requirements, but also on the type and duration of the mobility programme in question. There are different ways in which learners' credit can be validated and recognised, depending on the qualifications system of the home institution, these are outlined below.

Different approaches to credit validation and recognition

At the core of ECVET is the recognition of credit.

Definition: *"Credit for learning outcomes' (credit) means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning 'programmes or qualifications' ".*

For credit to be recognized in view of a qualification **the learning outcomes have to be relevant for the given qualification**. However, there are differences among qualifications systems regarding the understanding about **what is considered to be ‘relevant’ for a given qualification** and how much flexibility is given. Overall, these three main distinctions exist:

- some qualifications systems enable little flexibility and require that in order for credit to be recognized, **learning outcomes have to correspond to those that would have been achieved in the home system**. In other words, all the learning outcomes defined in the unit description in the home country, have to be contained in the unit for which the learner has achieved credit abroad; this means that **the person is expected to have learned abroad the same things as those s/he would have learned had s/he remained in the home country**;
- comparability between learning outcomes from different systems is often difficult to identify; therefore in some qualifications systems, **it is accepted that the learning outcomes achieved in the foreign qualifications systems are not the same, but equivalent/ comparable**; this means that in general, the person has acquired abroad the knowledge and skills required to carry out the same activities as those that s/he would have learned had s/he stayed at home, even though the detailed knowledge and skills are somewhat different (maybe because the final product or the process are different); for example, the production of many culinary products will vary slightly from country to country;
- in some cases **it is possible to recognize credit even when the learning outcomes achieved abroad** (in the host institution) **differ from the learning outcomes that the person would have achieved in the home institution**; the competent institution can judge that the learning outcomes, even though different, are **relevant** for the qualification – or more exactly relevant for the profession for which the qualification prepares; this is possible when the qualifications system enables learners to choose from optional units and a unit which is not normally offered in the home qualification system can be ‘imported’ and validated as one of the options; for example, the learners can go abroad to learn about technologies and/or processes that their home institution does not provide;
- finally, sometimes, it is not possible to recognize credit when the learning outcomes are not equivalent to the learning outcomes prepared in the home qualifications system. However, it is sometimes still possible to **recognize** such credit as **additional credit** – on top of the learning outcomes defined in the qualifications standard. In these cases the person would achieve the

full qualification and an additional unit that can provide additional value to the CV of the person when s/he will be seeking employment.

Validation of learners' credit

Definition: “**Validation** of learning outcomes means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.” (EUROPEAN COMMISSION (2009b, p.14) ECVET Recommendation).

In some qualifications systems, the process of validation is not distinguished from the process of recognition, meaning that the two are done together in a single act. However, it is useful to conceptually distinguish between the two processes – also because in some systems they correspond to different acts and are the responsibility of different competent authorities.

The validation of learners' credit takes place when the learner returns to his/her home institution. **It is based on the results of the assessment.** The learner brings to the home institution evidence about the fact that the assessment in the host institution took place as agreed.

The learning outcomes documented in the learners' Personal Transcript prepared by the hosting institution are compared with those agreed upon in the LA. If everything is correct, the knowledge, skills and competence acquired abroad will be validated, i.e. it will be confirmed that the assessed learning outcomes achieved or competences developed by the person in training during the stay abroad correspond to specific learning outcomes that are required for the specific training programme or qualification. Finally, the knowledge, skills and competence acquired during the stay abroad will be recognized in the home country by officially attesting achieved knowledge, skills and competence and, if appropriate, by awarding the respective amount of ECVET points to the mobile learner. Where a national points system exists, national points may be used. They will be taken into account to award of the qualification.

This evidence also describes what learning outcomes the learner has achieved, compared to the unit description, and to what extent these are fully mastered.

Based on this evidence, the home institution confirms, in line with the Learning Agreement, whether the learner 'passes' – i.e. that **s/he has met the expectations** (in terms of learning outcomes) and if so, the credit is validated. Once the assessed learning outcomes have been validated by the home organization the practical implications that have been agreed in advance can then be implemented.

In practice, this can take several forms:

- the learner is not expected to repeat any courses/learning activities
- the learner can be exempt from a formative assessment; for example, based on the evidence of successful assessment, the title of the unit or the grade for the unit achieved is registered in a learner's transcript of record, or s/he might not have to retake certain exams
- the learner can be exempt from a summative assessment, for example, based on the evidence of successful assessment, the unit achieved abroad is registered in a learner's transcript as being fully achieved
- the learner can acquire extra credit; for example, the unit achieved abroad is registered in a learner's transcript as additional credit on top of the credit achieved at home.

When learners' credit achieved abroad is **validated it means that it has been transferred**. It is considered to be an element of the qualification that the learner is preparing for. After the transfer of credit, the learner will continue building on the learning outcomes s/he has achieved and acquire new knowledge, skills and competence. In this way learners' **credit is accumulated**.

Learners' credit is typically recorded in a transcript of record and possibly described with ECVET points. This means that **the learner has a document that describes**, at minimum, the title of **units s/he has already achieved** in view of a given qualification (a short description of learning outcomes can also be provided). When the (unit(s) of) learning outcomes the learner has achieved abroad are registered in the transcript of record it should specify that these were achieved abroad. The accumulation of learners' credit is made visible by the fact that newly achieved (units of) learning outcomes are added to the transcript of record.

In cases where the learning outcomes achieved during a period of mobility are not sufficiently consistent with the learning outcomes specified in the Learning Agreement, full recognition might not be achieved.

Recognition of learners' credit

Definition: "Recognition of learning outcomes means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications".

Recognition is the process through which the unit(s) of learning outcomes achieved abroad **are officially attested and awarded**.

Depending on the specific context, the validation and recognition of learning outcomes can be done in a single act or in two distinguished steps and by one or more organisations:

- in case the VET provider in the home country is competent (or responsible) for recognising and awarding credit, the same organisation can not only validate but also recognise achieved learning outcomes, for example, by awarding credit or issuing a certificate;
- in case another organisation is competent (or responsible) for awarding units or qualifications, this organisation usually also has to be involved: where it can be verified that rules governing training delivery and assessment have been fully complied with, such third-party organisations will normally confirm that achieved learning outcomes can be accepted as part of an existing programme, unit or qualification, albeit taking the form of extra-credit in some cases.

Quality assurance

Whilst true that ECVET supports quality and recognition in mobility, there will always be exceptional situations, with possible reasons for limited achievement including: illness of the learner (during mobility) or unpredicted changes in the training institution or host company, limiting the delivery of planned learning activities. In all such cases, staff at the home institution will discuss achieved and non-achieved learning outcomes, with individual learners, suggesting one or more remedial measures.

In the validation process, learners are treated fairly, taking into account issues such as circumstances of the assessment, differences in the learning environment between home and host institutions or possible language barriers they may have faced in the host institution.

The actors involved implement the practical results of validating a learner's credit (for example, exemption from taking certain courses, exemption from formal or summative assessment, acquisition of extra credits) and of recognising a learner's credit (for example, registering a unit in a learner's transcript of record, issuing a certificate, registering credit in another way in the learner's transcript of record).

Mobile learners can progress in their training pathway as planned.

In case the recognition process is not implemented as planned in the Learning Agreement, the home institution makes it clear to the learner why, and identifies remedial measures.

Methodologies and procedures for the evaluation and validation of learning outcomes deriving from WBL abroad mobilities

No standardised procedures have been developed for the assessment of learning outcomes for the mobilities. Only general recommendations have been issued. The reason for this is that each partner country already has its own principles, methods and instruments in place for the identification and assessment of competences or learning outcomes, and these can also be deployed within the scope of ECVET. Notwithstanding this, it is important that the relevant methods and instruments which an institution intends to use within the framework of a mobility partnership are made transparent to and accepted by the partner institution. In addition to this, bilateral agreement should be reached regarding assessment criteria.

There are overall seven key messages identified by previous ECVET pilot projects with regard to ECVET and assessment of learning outcomes.

1. Partnerships should reflect on the feasibility and appropriateness of the assessment they envisage. This concerns reflecting on:
 - constraints such as time and resources available or the language skills of learners and assessors
 - focus EXCLUSIVELY on (occurred or not) achievement of the learning outcomes agreed at the design stage
 - appropriateness of the evaluation procedures to the context (type of company), duration and purpose of the pathway.
2. Learning outcomes can be assessed using different approaches/methods, moreover the profile of assessors may differ from one country to another; it is however important that agreement must be reached on the criteria that make the process transparent, defining in advance, already in the training project the evaluation criteria, methods, timing, the evaluator's qualifications and professional profile, evaluation context and quality assurance strategies.
3. When grouping learning outcomes into units that are to be used in transnational mobility, partnerships should reflect on the implications for assessment. Some units can be too large

to be assessed during a mobility period or they may require an assessment that is too complex to be carried out abroad (possibly in a foreign language). For this purpose, it is suggested to design evaluation tests based on the work tasks identified as learning outcomes, by developing for each learning outcome a set of tasks/activities that the WBL user will have to perform during the evaluation and the level of autonomy and efficiency that the person must have in carrying out the task¹⁴. This facilitates the design and implementation of the evaluation

4. The quality and precision of learning outcomes descriptions is an important basis for assessment
5. The assessment procedures and criteria used in the partner systems for the units concerned should be transparent (for example described in a Learning Agreement or Memorandum of Understanding). This rule is guaranteed if a training project contains:
 - for the unit of learning outcomes, also evaluation criteria and indicators
 - “threshold criteria” leading to the decision to validate/not validate competence.
6. The results of learners’ assessment need to be documented so that when the learner returns to his/her home institution there is sufficient evidence on the results of assessment to validate and recognise his or her credit. This can be done using simple grids or templates that are based on learning outcomes descriptions, which can be organised in a portfolio.
7. Given that partnerships are likely to use different approaches and methods for assessment, mechanisms to ensure the quality of assessment and of its result should be clear. This is expected to stimulate trust among partner systems. Means to ensure quality of assessment in transnational mobility include agreeing some common principles, sharing common documentation, in the initial phases of the partnership organising joint assessment (with the home and host institution).

In principle, credit (assessed learning outcomes) transfer in ECVET is based on the fact that one institution accepts the assessment of learning outcomes and its results made by another institution.

¹⁴ For example, first level of competence: complete tasks as described in the working instructions (e.g. complete an assigned task according to the schedule, expectations and test procedures); second level of competence: carrying out problem-solving tasks (e.g. solving standard problems that may arise at work); third level of competence: optimising working methods and procedures (e.g. understanding which procedures are useful and can be adopted under certain working conditions, if teamwork is required, etc.)

The experience of ECVET pilot projects shows that, depending on the approach taken by the partner institutions, the implications of carrying out assessment abroad for learners will vary. In some examples assessment during mobility can serve as a basis for the validation and recognition of units of learning outcomes when learners' credit is being transferred and accumulated. In these cases, the unit (part of unit) of learning outcomes achieved abroad is not assessed again in the home institution (see also the section on validation and recognition). In other cases, the assessment has a formative role, it makes learners' progress during mobility visible. The content of a mobility period is clarified and learners as well as their teachers or trainers have a good understanding of what the person achieved abroad. In this sense, assessment can be considered as giving additional value to mobility. It also fosters mutual trust between the institutions participating in an international mobility partnership and supports quality assurance.

The assessment of learning outcomes in VET qualification systems in Europe shows a great variety. **This concerns both the methods of assessment and the people who are involved.** In some countries, teachers are always responsible, while in others representatives from companies, employers' organisations, competent bodies or chambers are involved. It is too much to expect from the hosting partner that they will adapt their assessment procedures to meet the requirements of the sending partner.

The method of assessment will also depend on the duration of the international mobility, and on the nature of the hosting partner: e.g. a VET institute or a company. In some occasions, a simple assessment grid will be sufficient, in other situations a skills demonstration will be organised or students will complete a self-assessment. If the sending partner accepts the results of an assessment carried out by the hosting partner, this is the ultimate proof of mutual trust. The sending partner however, remains responsible for the validation and recognition of the learning outcomes.

European guidelines for competence evaluations suggest using a portfolio – “an organised collection of materials that presents and verifies skills and knowledge acquired through experience” – as a useful tool. A portfolio might include summaries, performance appraisals, references from current and past employers, supervisors and colleagues, and photographs of completed work certified by a referee. It can be useful for collecting as much information as possible about candidates, and for promoting their self-assessment.

Appreciative evaluation

In general, “evaluating” means to produce an acceptability judgment regarding an action, underlying how much a reality is acceptable compared to expectations. In the educational field, “evaluating” means making a judgment on the quality of a training action. Evaluating a trainee therefore means saying if its learning is acceptable with reference to expectations.

Therefore the evaluation is not limited to the quantitative data collected, but expresses an appreciation on quantitative data.

The appreciative judgment must be based on the observation and assessment of certain behaviours (what the traditional evaluation ignored, surrendering to the subjective will of the teacher / trainer). Evaluation as a judgment of acceptability is identified neither with an estimate nor with a measurement. It is a value judgment on a reality: on the basis of certain behaviors that s/he has observed, the teacher / trainer puts forward his own interpretation, his reading, which, as such, always maintains a hypothetical and subjective aspect. It is good to be aware of this, in order to avoid making this judgment something objective, unquestionable and therefore selective and exclusionary precisely because it is "judgmental".

Even today, many think that evaluation is identified with measurement and believe they can express it thanks to objective tests. The ambition of docimology is well known: to evaluate without expressing a judgment, excluding the subjectivity of the evaluator thanks to "objective" measurements. The interpretative dimension is denied here, considering it subjective and therefore unreliable.

We know well, instead, that interpretation constitutes the real focus of the "evaluation". Denying its existence does not prevent it from happening. In order to get out of the difficulty it is sufficient to leave the simplified version of "objectivity". In evaluation, objectivity is only tendentious because, like it or not, it is always an appreciation. What matters is that the appreciation on the achievement of certain skills does not turn into an overall judgment on the person and must be based on the documentary existence of reference data.

It is therefore a question of trying to make as objective observations as possible of the learner's responses in order to reach more fair and relevant judgments. Measuring practices do not completely disappear but are integrated into an overall process of interpretation. The data can be

read both quantitatively and qualitatively by the evaluators, depending on the level of complexity of the competence being examined. It is also important to reach an agreement among several evaluators and to ensure transparency and clarity in the definition of the criteria used. It is therefore possible to control the absolute and arbitrary subjectivity of the evaluation without limiting oneself to a measuring procedure that does not allow to take into consideration the processes and strategies used by the subject.

Appreciative evaluation of training experiences and WBL

Training experiences or WBL paths generally include a monitoring action aimed at evaluating the project or the course itself. Evaluation is a formalized, intentional, participatory and analysis process aimed at: knowing, understanding, interpreting, checking, attributing and adding value to the training process and the results achieved. Evaluation should be an action aimed at identifying the value of what is observed in order to improve its usefulness and success.

One of the assumptions of evaluation in the training field is to be identified in its limitation: the evaluation cannot be either exhaustive or completely objective. It cannot be exhaustive as the different techniques available, which can be used to evaluate a training project, however reliable, cannot cover and include all the variables that come into play in the delivery of a training project that affect the achievement of objectives.

This is why the evaluation of learning should be quantitative and appreciative. The appreciative nature (audition and technical interview, starting from individual experiences, the use of tests has a residual and not exclusive nature), should refer to units of competence and assume value with exclusive reference to the training course for which it is carried out.

The appreciative evaluation of learning takes place by examining the value of the experiences and related evidence and their relevance on the basis of consistency with the characteristics of the credits required and / or to be certified.

More specifically, the evaluation of the experiences and evidence with reference to a specific credit (training units / segments / modules / internship) takes place on the basis of the following criteria:

- reliability / certainty: it relates to the level of credibility and validity, in this sense it expresses a level of reliability with respect to the fact that the experience actually took place;

- degree of relevance/coverage: it concerns the aptitude of the experience to have generated relevant and adequate learning covering all the contents, in terms of skills and knowledge, of the training unit / segment for which the credit is requested;
- intensity / duration of the experience and the related evidence: consistency and adequacy of the combination of elements of duration and intensity with respect to the actual possibility of having generated learning.

Finally, for the purposes of the appreciative evaluation of learning, it is important to carry out an examination of the linguistic rendering and significance of the representation given by the applicant, intended as an expression of his/her ability to discuss about the use of each experience in relation to the evaluation dimensions of the credits, indicative of the effective possession of the knowledge / cognitive prerequisites required.

As it can be seen, the approach based on "appreciation" (examination of the dossier and possible hearing aimed at assessing the applicant's capacity for argumentation and support) can be added to or replaced with an approach aimed at the "measurement" of knowledge and skills, by means of oral or written tests, written or simulations, with different levels of structuring.

In order to carry out the evaluation more effectively, it is generally recommended to resort to tests only after the hearing with the candidate, in order to strengthen the chances of demonstrating the value of his/her experience.

Although the evidence generally appears more "objective" and less questionable - in the interpretation of its results - than the simple "appreciation", it should be noted that the evidence can maintain high levels of ambiguity, due to the contextual nature of a large part of the knowledge and cognitive prerequisites that are the object of the evaluation, as well as the difficulty of giving the right value to non-formal and informal learning starting from "measurement" approaches typically aimed at formal learning.

It is for this reason that the integration between the two logics when evaluating the significance of the applicant's cognitive biography is suggested, a source of greater balance and attention to the individual aspects of the process.

EQF Levels

The main purpose of the EQF is to make qualifications more readable and understandable across countries and systems. This is important to support cross-border mobility of learners and workers and lifelong learning across Europe. The implementation of the EQF was based on the Recommendation on the European Qualifications Framework for lifelong learning adopted by the European Parliament and the Council on 23 April 2008.

Reflecting the success in implementing the 2008 recommendation, a revised and strengthened Recommendation on the EQF was adopted on 22nd May 2017 in order to adapt it to the reality of today and be ready for the challenges of tomorrow. Its revision has kept the core objectives agreed a decade ago to create transparency and mutual trust in the landscape of qualifications in Europe.

The EQF is a common reference framework that allows qualifications from different countries to be compared easily. This is achieved by supporting the use of learning outcomes for each qualification, in order to make them more transparent and easier to understand. In this way, the EQF supports the cross-border mobility of learners and workers, and promotes lifelong learning and professional development across Europe.¹⁵

The descriptors have been written to cover the full range of learning outcomes, irrespective of the learning or institutional context from basic education, through school and unskilled worker levels up to doctoral or senior professional levels. They cover both work and study situations, academic as well as vocational settings, and initial as well as continuing education or training, i.e. all forms of learning (formal, non-formal and informal). In addition, the descriptors reflect both specialisations and generalisations. Thus, reaching a higher level does not necessarily imply that the required skills and knowledge will be more specialised, although this might be the case in many academic and research contexts. Moving from a lower to a higher level, in some study or work contexts, can also mean becoming more of a generalist. The descriptors have been written to sufficiently distinguish between descriptors from the level below or the level above and show, from the previous level, distinct progress in dimensions of change. Each level builds on and subsumes the levels beneath. However,

¹⁵ European Commission (16/03/2018) The European Qualifications Framework: supporting learning, work and cross-border mobility; Available at: <https://ec.europa.eu/social/main.jsp?langId=en&catId=1223&eventId=1296&furtherEvents=yes>

in order to keep the table and the text as clear as possible, repetitions are avoided and the descriptors of the respective previous levels are implicitly included. To achieve, at the same time, continuity, as well as discreteness, key words have been used to characterize levels (e.g. ‘factual and theoretical knowledge’, in contrast to ‘basic knowledge’ on the lower levels or ‘specialised knowledge’ on the higher levels; or ‘supervision’ of the work/study activities of others which come in at level 4 and 5, but are not relevant at levels below). These key words can also be understood as indicators of threshold levels. A full understanding of one particular level therefore requires a ‘horizontal as well as vertical reading’ where lower and higher levels are taken into account.¹⁶

The EQF, being closely linked to NQFs in 39 European countries, provides a comprehensive map of all types and levels of qualifications in Europe. Increasingly accessible through national qualification databases, learners can use the frameworks to identify the level of a particular qualification and how it is related to other qualifications. As a map linking together different NQFs, the EQF is relevant to different groups of learners and provides an easily accessible overview of qualifications and qualifications pathways. Individuals who seek further education or training can use the frameworks as an entry point to information on relevant courses and programs.

The EQF has been the catalyst for development of comprehensive national qualification frameworks based on learning outcomes. All countries committed to the EQF consider such national frameworks necessary to make their qualifications comparable across sectors and countries. By April 2018, 35 countries had formally linked (‘referenced’) their national qualifications frameworks to the EQF: Austria, Belgium (Flanders and Wallonia), Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, the Former Yugoslav Republic of Macedonia, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Lichtenstein, Lithuania, Luxembourg, Malta, Montenegro, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden, Switzerland, Turkey and the United Kingdom (England, Scotland and Wales). The EQF has been a source of inspiration for the development of national and regional qualifications frameworks throughout the world. An increasing number of countries and regions are seeking closer links between their qualifications framework and the EQF.

¹⁶ Education and Culture DG (2008) Explaining the European Qualifications Framework for Lifelong Learning. Available at: https://ec.europa.eu/ploteus/sites/eac-efq/files/brochexp_en.pdf

Validation of competences

As explained in the *ECVET Toolkit*, validation of learning outcomes in the context of a mobility abroad generally refers to “the process of confirming that one or more learning outcomes that have been achieved (by a learner) and subsequently assessed (by the host institution) correspond to specific learning outcomes which may be required for a unit or a qualification”¹⁷

This process is carried out in line with the provisions of the Learning Agreement, which has been agreed between the home and the host institutions prior to the mobility. In practice, this means that the host institution must provide documentation to the home institution relating to the assessment of learning outcomes. Assessment methods generally reflect the practices of the host institution, which might differ from those of the home institution. Therefore, to facilitate the process of validation by the home institution, it is essential that assessment methods are discussed and agreed in advance by both institutions, in the Learning Agreement. The home institution then compares the provided documentation to the provisions of Learning Agreement and checks the consistency of the two documents. The home institution will grant validation where expected and assessed learning outcomes are sufficiently consistent and adequately documented¹⁸.

Validation and recognition of learning outcomes are related processes. Depending on the specific context of the mobility, validation and recognition can happen simultaneously by one single action or they can be done in two separate steps. This issue must be clarified in the Learning Agreement.

As explained in the *ECVET Toolkit*, recognition of learning outcomes in the context of a mobility abroad generally refers to “process of attesting officially-achieved learning outcomes through the award of units or qualifications”¹⁹. While validation refers to the assessment of learning outcomes, recognition is a process of formalisation, which provides the mobile learner with an official confirmation that the competences acquired abroad have been accepted. In practice, this can mean that mobile learners receive a certificate or that the achieved learning outcomes are recorded in their personal transcript.

¹⁷ <https://www.ecvet-toolkit.eu/ecvet-toolkit/clarify-validation-and-recognition>

¹⁸ <https://www.ecvet-toolkit.eu/ecvet-toolkit/validate-and-recognise-learning-outcomes>

¹⁹ <https://www.ecvet-toolkit.eu/ecvet-toolkit/clarify-validation-and-recognition>

According to the research carried out by the EuropeMobility Network²⁰, three decisions should be made in order to define the validation strategy of a mobility project:

1) Identification of the learning outcomes

According to the EuropeMobility Network, three parties should be involved in the definition of the validation strategy: learners, training providers (schools, training centres, companies,...) and certification authorities (depending on the country, these can be public authorities or professional authorities such as chambers of commerce, unions, educational institutions, ...).

→ The learners should identify what they wish to learn in the framework of the mobility.

→ The training providers should express what they expect from the learning outcomes in order to meet their training needs.

→ The certificating authorities should define their requirement in terms of learning outcomes to reach a given level of recognition.

2) Setting up the learning objectives

The sending and receiving institutions should then compare their expectations and define a grid detailing the different levels of learning outcomes, which will serve as a reference scale for the assessment of learning achievements.

3) Decision on validation and recognition

According to the EuropeMobility Network, one crucial element of a validation strategy is precisely to decide how the learning outcomes of the mobility would be validated and if they should be recognized more formally. The key point in that perspective is to choose a formative approach that keeps learners and learning outcomes at the centre of the process.

The decision must be made on a case-by-case basis, as the assessment methods depend on the type of learning (formal, informal or non-formal) and on the expected learning outcomes. For examples of

²⁰ Schoger, M. and Patecka, A. (2013). *EuropeMobility Network – The validation of learning Mobility – A tool to support and promote the validation and recognition of a learning mobility abroad*. Available at: <https://gr-eat.eu/wp-content/uploads/2016/03/The-Validation-of-Learning-Mobility.pdf>

assessment methods specific for non-formal and informal learning, the reader can refer to the 2009 guidelines developed by the Cedefop on that topic²¹.

Tools and methodologies

Training organisations can refer to several tools and methodologies for the validation of learning outcomes in the context of a mobility abroad. Among these tools, Europass Mobility helps citizens showcase skills developed and acquired during a mobility experience in a simple, consistent and understandable manner²². Europass Mobility is a standard European document, which records details of the contents and the results – in terms of skills and competences or of academic achievements – of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes. This document enables mobile learners to easily update their Europass profile with the skills and information relating to the mobility experience.

To benefit from this European-wide recognition, the home / sending institution must register with the National Europass Centre²³, which coordinate all activities related to Europass in the country. A Europass Mobility template (see the English version in the annexes) is then provided for the sending and host institutions to fill with a description of the mobility experience and the list of skills acquired during this mobility experience²⁴. This standard document can be used as a basis for the validation process to be agreed by the mobility partners in the Learning Agreement.

Tips for providing evidence for the validation of the acquired learning

The documentation of evaluation results is essential for validation and recognition of the acquired learning outcomes. Reflecting on the form in which the results of the evaluation are communicated and documented to the young worker is of extreme importance for the validation process.

²¹ Cedefop (2009). *European guidelines for validating non-formal and informal learning*. Available at: https://www.cedefop.europa.eu/files/4054_en.pdf

²² <https://europa.eu/europass/en/europass-mobility-0>

²³ <https://europa.eu/europass/en/national-europass-centres>

²⁴ <https://europa.eu/europass/en/europass-mobility-examples>

The assessment should translate into a documented record of what the mobility beneficiary is able to do. For this purpose, the logbook (see annexes) turns out as an effective tool to reflect on the acquired learning. However, it is also possible to use Evaluation Grids, short evaluators' statements, forms. The important thing is that the tool is easy to use.

In the documentation report of the evaluation process, it is also important to indicate the level of autonomy with which the trainee completes the assigned tasks. By way of example, we can use three levels of autonomy:

1. The trainee completes the task according to the instructions
2. The trainee completes the task under supervision
3. The trainee completes the task independently

It is good to know that the documentation report of the assessment process represents a proof of evidence of the acquired learning, that is, a "proof" of knowledge and ability. The term evidence refers to any tool / object that a person can use as a proof in order to demonstrate objectively and indisputably (or to let other deduce reliably) the possession and exercise of the competence under consideration

From a technical point of view, the documentation report of the evaluation process represents a "second party's" evidence. In the certification process, the value of documentary evidence is given by the fact that it belongs to one of the three types of evidence to which value can be attributed

First party's attestations - attestations whose validity of the information contained within them is given by the person's self-declaration. They only have a social recognition based on trust in the declarant. In the case of first-party attestations, the evidence must respond to the following requirements: validity (reliability of the source), consistency (direct correlation with the competence under consideration through a description or a declaration), completeness (presence of all the information and data necessary to prove the exercise and / or possession of the competence, in a given time and place).

Second party's attestations – documents issued by those who provide the service; training certificates; validation documents. Examples: declaration of an employer for which the person worked, which explains the role covered and the specific activities carried out, any employment contracts of the person that specify the activities carried out; video and photo books, semi-finished

and finished products created within an informal learning path, certificates of attendance to training courses

Third party's attestations – documents issued by the entitled body; educational and training qualifications issued by the competent authorities; training and professional certifications. Examples: certificates regarding language and computer competences, diplomas and qualifications obtained at the end of a school training course.

The tutor from the sending organization, in collaboration with the tutor of the receiving agency, at the end of the mobility experience, must issue a declaration of learning (second party's documentation), with which he/she certifies the possession of skills / abilities and knowledge related to one or more Competence Units of the Professional profile foreseen by the REPERTORY used during the design phase. The documentation report of the evaluation process represents a document that supports the declaration of learning.

Validation tests

Validation necessarily starts with the identification of knowledge, skills and competence acquired. Identification is the method used within the validation process and it usually goes **through dialogue / interview of particular experiences of an individual participant during mobility and after mobility by an external assessor or local coordinator**. This is where the individual becomes increasingly aware of prior achievements. This stage is crucial as learning outcomes differ from person to person and will have been acquired in various contexts: at home, during work or through voluntary activities, through participating in different kinds of non-formal training courses as well as a result of life style activities. For many adults, discovery and increased awareness of own capabilities are a valuable outcome of the process. Tests and examinations are used at the last stage of the validation process which may lead to the achievement of a partial or full qualification. Tests and examinations have the advantage of being familiar, socially recognized as valid and reliable. Tests are also relatively cheap and quick to administer, when compared to some of the other methods. Tests and examinations can be linked to education standards more straightforwardly than some other methods. However, tests can be intimidating for those individuals who have had negative experiences in formal education or have poor verbal/written skills. It also concerns the areas, where practical skills and competences are essential; and the potential of tests to assess competences is more limited.

Mobility Quality Standards

All the organizations implementing mobility activities must adhere and respect the Erasmus Quality Standards, to ensure that the mobility experiences would reach the learning outcomes foreseen, and that all the organizations receiving the Programme's fundings would contribute to its objectives. Following, the basic principles included in the European Commission document (Directorate-General for Education, Youth, Sport and Culture). The following paragraphs are extracted from the European Commission document and included in our paper in order for the Methodological KIT to be aligned with European standards foreseen by the Commission. Please note that the Quality Standards will be adapted to the different national context by the National Agencies.

Basic principles

- Inclusion and diversity: the beneficiary organisations must respect the principles of inclusion and diversity in all aspects of their activities. The beneficiary organisations must ensure fair and equal conditions for all participants.

Whenever possible, the beneficiary organisations should actively engage and involve participants with fewer opportunities in their activities. The beneficiary organisations should make maximum use of the tools and funding provided by the Programme for this purpose.

- Environmental sustainability and responsibility: the beneficiary organisations must promote environmentally sustainable and responsible behaviour among their participants. The beneficiary organisations should make maximum use of the funding provided by the Programme to support sustainable means of travel.
- Digital education – including virtual cooperation, virtual mobility and blended mobility: the beneficiary organisations should use digital tools and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations. The beneficiary organisations should make maximum use of the digital tools, online platforms, and other opportunities provided by the Programme for this purpose.
- Active participation in the network of Erasmus organisations: one of the objectives of the Programme is to support the development of the European Education Area. Beneficiary organisations should seek to become active members of the Erasmus network, for example by hosting participants from other countries, or by taking part in exchanges of good practices and other contact activities organised by the National Agencies or other organisations.

Experienced organisations should share their knowledge with other organisations that have less experience in the Programme by providing advice, mentorship or other support. Where relevant, beneficiary organisations should encourage their participants to take part in alumni activities and networks.

Good management of mobility activities

For all beneficiary organisations

- Core tasks - keeping ownership of the activities: the beneficiary organisations must keep ownership of core implementation tasks and may not outsource these tasks to other organisations.

The core tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes, etc.)

- Supporting organisations, transparency and responsibility: in practical aspects of project implementation, the beneficiary organisations may receive advice, assistance or services from other organisations, as long as the beneficiary organisations keep control of the content, quality and results of the implemented activities, as described under 'core tasks'.

If beneficiary organisations use programme funds to pay other organisations for specific implementation tasks, then the obligations of such organisations must be formally defined to ensure compliance with the Erasmus quality standards and protection of the Union funds. The following elements must be included in the formal agreement between the beneficiary and the service provider: tasks to be carried out, quality control mechanisms, consequences in case of poor or failed delivery, and flexibility mechanisms in case of cancellation or rescheduling of agreed services that guarantee fair and balanced sharing of risk in case of unforeseen events. Documentation defining these obligations must be available for review by the National Agency.

Organisations that assist the beneficiary with specific implementation tasks (on paid or voluntary basis) will be considered supporting organisations and must be registered in the official reporting tools. The involvement of supporting organisations must bring clear benefits for organisational development of the beneficiary organisation and for the quality of mobility activities.

In all cases, the beneficiary organisation will stay responsible for the results and quality of implemented activities, regardless of the involvement of other organisations.

- Contributions paid by participants: as a form of co-funding, the beneficiary organisation may ask participants in mobility activities for contributions to pay for goods and services necessary for the implementation of those activities. The size of the participants' contributions must remain proportional to the grant awarded for the implementation of the activity, must be clearly justified, collected on a non-profit basis, and may not create unfair barriers to participation (especially concerning participants with fewer opportunities). Additional fees or other participant contributions cannot be collected by supporting organisations or other service providers chosen by the beneficiary organisation.
- Integrating results of mobility activities in the organisation: beneficiary organisations must integrate the results of the implemented mobility activities (e.g. Knowledge gained by staff in professional development) in their regular work, in order to benefit the organisation as a whole, its staff, and learners.
- Developing capacity: beneficiary organisations should use the programme funds (and organisational support in particular) in a way that gradually increases their capacity to work internationally on a sustainable, long-term basis. In a mobility consortium, all organisations should benefit in this way.
- Regular updates: beneficiary organisations must regularly encode the information about planned and completed mobility activities in the tools provided for this purpose by the European Commission.
- Gathering and using participants' feedback: beneficiary organisations must ensure that participants complete the standard report about their activities, as provided by the European Commission. The beneficiary organisations should make use of the feedback provided by the participants to improve their future activities.

For mobility consortium coordinators

- Allocation of tasks: allocation of tasks between the coordinator and member organisations must be agreed in advance. The tasks (including core tasks) should be divided in a way that best enables participating organisations to pursue their objectives and develop new capacities.

- Allocation of funding: the funding awarded for consortium's activities should be divided between the consortium coordinator and the member organisations in a fair and transparent way, in proportion to the tasks and needs of the participating organisations.
- Joint decision-making: consortium member organisations must take part in decisions affecting their activities and their participants.
- Choosing and working with hosting organisations: consortium member organisations must be involved in the choice of the hosting organisations and must have the possibility to contact them directly.
- Sharing expertise and resources: if the coordinator has formed the consortium to promote and coordinate Programme activities in their area of responsibility, then it must take an active role in building the capacity of the consortium member organisations (for example by providing training to their staff, bringing them in contact with new hosting partners, or demonstrating good practices).

In this kind of consortium, the coordinator must actively support member organisations in fulfilling the Erasmus quality standards, and must make sure that consortium members are appropriately involved in tasks that directly affect their participants (for example: selection, monitoring, or definition of learning outcomes).

Providing quality and support to the participants

- Practical arrangements: the beneficiary organisations must ensure the quality of practical and logistic arrangements (travel, accommodation, visa applications, social security, etc.). If these tasks are delegated to the participant or a service provider, the beneficiary organisation will remain ultimately responsible for verifying their provision and quality.
- Health, safety and respect of applicable regulation: all activities must be organised with a high standard of safety and protection for involved participants and must respect all applicable regulation (for example regarding parental consent, minimum age of participants, etc.). The beneficiary organisations must ensure that their participants have appropriate insurance coverage, as defined by the general rules of the Programme and the applicable regulation.
- Selection of participants: participants must be selected through a transparent, fair and inclusive selection procedure.

- Preparation: participants must receive appropriate preparation in terms of practical, professional and cultural aspects of their stay in the host country. The preparation should be organised in collaboration with the hosting organisation (and the hosting families, where relevant).
- Monitoring and mentoring: where relevant based on the format of the activity, the sending and hosting organisations must identify a mentor or a similar key person who will be following the participant during their stay at the hosting organisation and who will help them achieve the desired learning outcomes. Particular attention should be given to the introduction and integration of the participants at the hosting organisation, and to the monitoring of the learning process.
- Support during the activity: participants must be able to request and receive support from their hosting and sending organisations at any time during their mobility. Contact persons in both organisations, means of contact, and protocols in case of exceptional circumstances must be defined before the mobility takes place. All participants must be informed about these arrangements.
- Linguistic support: the beneficiary organisation must ensure appropriate language training, adapted to the personal and occupational needs of the participants. Where appropriate, the beneficiary organisation should make maximum use of the specific tools and funding provided by the Programme for this purpose.
- Definition of learning outcomes: the expected learning outcomes of the mobility period must be agreed for each participant or group of participants. The learning outcomes must be agreed between the sending and hosting organisations, as well as the participant (in case of individual activities). The form of the agreement will depend on the type of the activity.
- Evaluation of learning outcomes: learning outcomes and other benefits for the participants should be systematically evaluated. Results of the evaluation should be analysed and used to improve future activities.
- Recognition of learning outcomes: formal, informal and non-formal learning outcomes and other results achieved by the participants in mobility activities must be appropriately recognised at their sending organisation. Available European and national instruments should be used for recognition whenever possible.

Sharing results and knowledge about the programme

- Sharing results within the organisation: beneficiary organisations should make their participation in the Programme widely known within the organisation and create opportunities for participants to share their mobility experience with their peers. In case of mobility consortia, the sharing should take place in the whole consortium.
- Sharing results with other organisations and the public: beneficiary organisations should share the results of their activities with other organisations and the public.
- Publicly acknowledging European Union funding: beneficiary organisations should make their participation in the Programme known in their community and in the wider public. Beneficiary organisation also must inform all participants about the source of their grant.

Annex 1: Memorandum of Understanding template (ECVET Working Group)



Memorandum of Understanding

Draft version



'File code' of the Memorandum of Understanding (optional)

text here

• Objectives of the Memorandum of Understanding

The Memorandum of Understanding²⁵ (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

• Organisations signing the Memorandum of Understanding

²⁵ For more information and guidance on the establishment of a MoU please refer to the ECVET User's Guide: 'Using ECVET for geographical mobility (2012) - Part II of the ECVET Users' Guide - Revised version – including key points for quality assurance' – available at: http://www.ecvet-projects.eu/Documents/ECVET_Mobility_Web.pdf

Organisation 1	
Country	text here
Name of organisation	text here
Address	text here
Telephone/fax	text here
E-mail	text here
Website	text here
Contact person	Name: text here
	Position: text here
Telephone/fax	text here
E-mail	text here
Organisation 2	
Country	text here
Name of organisation	text here
Address	text here
Telephone/fax	text here
E-mail	text here
Website	text here
Contact person	Name: text here
	Position: text here
Telephone/fax	text here

E-mail

text here

Organisation 3 (remove table if not necessary)

Country	text here
Name of organisation	text here
Address	text here
Telephone/fax	text here
E-mail	text here
Website	text here
Contact person	Name: text here
	Position: text here
Telephone/fax	text here
E-mail	text here

Organisation 4 (remove table if not necessary)

Country	text here
Name of organisation	text here
Address	text here
Telephone/fax	text here
E-mail	text here
Website	text here
Contact person	Name: text here
	Position: text here
Telephone/fax	text here

E-mail	text here
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Organisation 5 (remove table if not necessary)

Country	text here
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Name of organisation	text here
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Address	text here
---------	-----------

Telephone/fax	text here
---------------	-----------

E-mail	text here
--------	-----------

Website	text here
---------	-----------

Contact person	Name: text here
	Position: text here

Telephone/fax	text here
---------------	-----------

E-mail	text here
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Organisation 6 (remove table if not necessary)

Country	text here
---------	-----------

Name of organisation	text here
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Address	text here
---------	-----------

Telephone/fax	text here
---------------	-----------

E-mail	text here
--------	-----------

Website	text here
---------	-----------

Contact person	Name: text here
	Position: text here
Telephone/fax	text here
E-mail	text here

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

Explanatory note:

For MoUs established within a broader context (such as agreements set up by sector based organisations, chambers, regional or national authorities) a list of organisations (VET providers, companies, etc.) who are able to operate in the framework of the MoU can be added. This list can consist of their names or it can refer to the type of VET providers. The list can be included as an annex.

text here remove page if not necessary

- The qualification(s) covered by this Memorandum of Understanding**

Qualification 1

Country	text here
Title of qualification	text here
EQF level (if appropriate)	text here
NQF level (if appropriate)	text here
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	text here
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Europass Certificate Supplement <input type="checkbox"/> The learning outcomes associated with the qualification <input type="checkbox"/> Description of the unit(s) of learning outcomes for the mobility <input type="checkbox"/> Other: please specify here

Qualification 2

Country	text here
Title of qualification	text here
EQF level (if appropriate)	text here
NQF level (if appropriate)	text here

<p>Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)</p>	<p>text here</p>
<p>Enclosures in annex - please tick as appropriate</p>	<p><input type="checkbox"/> Europass Certificate Supplement</p> <p><input type="checkbox"/> The learning outcomes associated with the qualification</p> <p><input type="checkbox"/> Description of the unit(s) of learning outcomes for the mobility</p> <p><input type="checkbox"/> Other: please specify here</p>

Qualification 3 (remove table if not necessary)

Country	text here
Title of qualification	text here
EQF level (if appropriate)	text here
NQF level (if appropriate)	text here
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	text here
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Europass Certificate Supplement <input type="checkbox"/> The learning outcomes associated with the qualification <input type="checkbox"/> Description of the unit(s) of learning outcomes for the mobility <input type="checkbox"/> Other: please specify here

Qualification 4 (remove table if not necessary)

Country	text here
Title of qualification	text here
EQF level (if appropriate)	text here
NQF level (if appropriate)	text here

<p>Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)</p>	<p>text here</p>
<p>Enclosures in annex - please tick as appropriate</p>	<p><input type="checkbox"/> Europass Certificate Supplement</p> <p><input type="checkbox"/> The learning outcomes associated with the qualification</p> <p><input type="checkbox"/> Description of the unit(s) of learning outcomes for the mobility</p> <p><input type="checkbox"/> Other: please specify here</p>

Qualification 5 (remove table if not necessary)	
Country	text here
Title of qualification	text here
EQF level (if appropriate)	text here
NQF level (if appropriate)	text here
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	text here
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Europass Certificate Supplement <input type="checkbox"/> The learning outcomes associated with the qualification <input type="checkbox"/> Description of the unit(s) of learning outcomes for the mobility <input type="checkbox"/> Other: please specify here

Qualification 6 (remove table if not necessary)	
Country	text here
Title of qualification	text here
EQF level (if appropriate)	text here
NQF level (if appropriate)	text here

<p>Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)</p>	<p>text here</p>
<p>Enclosures in annex - please tick as appropriate</p>	<p><input type="checkbox"/> Europass Certificate Supplement</p> <p><input type="checkbox"/> The learning outcomes associated with the qualification</p> <p><input type="checkbox"/> Description of the unit(s) of learning outcomes for the mobility</p> <p><input type="checkbox"/> Other: please specify here</p>

add more tables if necessary – remove page if not necessary

- **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:

- **Evaluation and review process**

The work of the partnership will be evaluated and reviewed by:

- Signatures**

Organisation / country	Organisation / country
Name, role	Name, role
Place, date	Place, date

Organisation / country (remove if not necessary)	Organisation / country (remove if not necessary)
Name, role	Name, role
Place, date	Place, date

Organisation / country (remove if not necessary)	Organisation / country (remove if not necessary)
Name, role	Name, role
Place, date	Place, date

add more tables if necessary

- **Additional information**

text here

- **Annexes**

text here

Annex 2: Learning Agreement template



Learning Agreement



1. Information about the participants

Contact details of the home organisation

Name of organisation	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)
Website	(text here)
Contact person	(text here)
Telephone/fax	(text here)
E-mail	(text here)

Contact details of the host organisation

Name of organisation	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)

Website	(text here)
Contact person	(text here)
Tutor/mentor	(text here)
Telephone/fax	(text here)
E-mail	(text here)

Contact details of the learner

Name	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)
Date of birth	(dd/mm/yyyy)
Please tick	<input type="checkbox"/> Male <input type="checkbox"/> Female

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

Name	(text here)
Address	(text here)
Telephone	(text here)
E-mail	(text here)

If an intermediary organisation is involved, please provide contact details

Name of organisation	(text here)
Address	(text here)
Telephone/fax	(text here)

E-mail	(text here)
Website	(text here)
Contact person	(text here)
Telephone/fax	(text here)
E-mail	(text here)

2. 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	(number of weeks)

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

<p>Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate)</p>	<p>(text here)</p>
<p>EQF level (if appropriate)</p>	<p>(text here)</p>
<p>NQF level (if appropriate)</p>	<p>(text here)</p>
<p>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)</p>	<p>(text here)</p>

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)

4. Description of the learning outcomes to be achieved during mobility

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

5. Assessment and documentation

Person(s) responsible for assessing the learner's performance	Name: (text here)
	Organisation, role: (text here)
Assessment of learning outcomes	Date of assessment: (dd/mm/yyyy)
How and when will the assessment be recorded?	Method: (text here)
Please include	(text here)
	<input type="checkbox"/> Detailed information about the assessment procedure (e.g. methods, criteria, assessment grid)
	<input type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility)
	<input type="checkbox"/> Individual's development plan when abroad
	<input type="checkbox"/> Other: (please specify here)

6. Validation and recognition

Person (s) responsible for validating the learning outcomes achieved abroad	Name: (text here)
How will the validation process be carried out?	Organisation, role: (text here)
Recording of validated achievements	(text here)
Person(s) responsible for recognising the learning outcomes achieved abroad	Date: (dd/mm/yyyy)
How will the recognition be conducted?	Method: (text here)
	Name: (text here)
	Organisation, role: (text here)

7. Signatures

Home organisation/country	Host organisation/country	Learner
Name, role	Name, role	Name
Place, date	Place, date	Place, date

If applicable: Intermediary organisation	If applicable: Parent or legal guardian
Name, role	Name, role
Place, date	Place, date

8. Additional information

(text here)

9. Annexes

(text here)

Annex 3: Personal Transcript template

Contact details of learner

Name: (text here)

Addres: (text here)

Telephone: (text here)

e-mail: (text here)

Date of birth: (text here)

Mobility stay

Details of the hosting institution: (text here)

Duration of the stay: (text here)

Daily work and learning times: (text here)

Details on the learning and work context: (text here)

Learning Outcomes

Acquired knowledge, skills and competence, including ECVET points: (text here)

Method of assessment: (text here)

Assessment results: (text here)

Signatures

Host institution: (text here)

Learner: (text here)

Place and date: (text here)

Annex 4: Europass Mobility template



EUROPASS MOBILITY

1. THIS EUROPASS MOBILITY DOCUMENT IS AWARDED TO			
<p style="text-align: center;">Surname(s)</p> <p>(1)(*) <input style="width: 100%;" type="text"/></p>	<p style="text-align: center;">First name(s)</p> <p>(2)(*) <input style="width: 100%;" type="text"/></p>	<p style="text-align: center;">Photograph</p> <p>(4) <div style="border: 1px solid black; height: 200px; width: 100%;"></div></p>	
<p style="text-align: center;">Address (house number, street name, postcode, city, country)</p> <p>(3) <div style="border: 1px solid black; height: 150px; width: 100%;"></div></p>			
<p style="text-align: center;">Date of birth</p> <p>(5) <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 30%; height: 30px;"></div> <div style="border: 1px solid black; width: 30%; height: 30px;"></div> <div style="border: 1px solid black; width: 30%; height: 30px;"></div> </div> <p style="text-align: center; font-size: small;">dd mm yyyy</p> </p>	<p style="text-align: center;">Nationality</p> <p>(6) <input style="width: 100%;" type="text"/></p>	<p style="text-align: center;">Signature of the holder</p> <p>(7) <div style="border: 1px solid black; height: 70px; width: 100%;"></div></p>	
NB : Headings marked with an asterisk are mandatory.			

2. THIS EUROPASS MOBILITY DOCUMENT IS ISSUED BY			
<p style="text-align: center;">Name of the issuing organisation</p> <p>(8)(*) <input style="width: 100%;" type="text"/></p>			
<p style="text-align: center;">Europass Mobility number</p> <p>(9)(*) <input style="width: 100%;" type="text"/></p>	<p style="text-align: center;">Issuing date</p> <p>(10)(*) <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; width: 30%; height: 30px;"></div> <div style="border: 1px solid black; width: 30%; height: 30px;"></div> <div style="border: 1px solid black; width: 30%; height: 30px;"></div> </div> <p style="text-align: center; font-size: small;">dd mm yyyy</p> </p>		

NB : Headings marked with an asterisk are mandatory.

Explanatory note

Europass Mobility is a standard European document, which records details of the contents and the results - in terms of skills and competences or of academic achievements - of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes.

The Europass Mobility was established by the decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass).

For more information on Europass, including on the Europass curriculum vitae and the Europass language Passport: <http://europass.cedefop.eu.int>

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3. THE PARTNER ORGANISATIONS OF THE EUROPASS MOBILITY EXPERIENCE (No) ARE

SENDING PARTNER (organisation initiating the mobility experience in the country of origin)

Name, type (if relevant faculty/department) and address

(11)
(*)

Surname(s) and first name(s) of reference person/mentor (if relevant of ECTS departmental coordinator)

(13)

Telephone

(15)

Stamp and/or signature

(12)
(*)

Title/position

(14)

E-mail

(16)

HOST PARTNER (organisation receiving the holder of the Europass Mobility document in the host country)

Name, type (if relevant faculty/department) and address

(17)
(*)

Surname(s) and first name(s) of reference person/mentor (if relevant of ECTS departmental coordinator)

(19)
(*)

Telephone

(21)

Stamp and/or signature

(18)
(*)

Title/position

(20)

E-mail

(22)

NB : This table is not valid without the stamps of the two partner organisations and/or the signatures of the two reference persons/mentors. Headings marked with an asterisk are mandatory.

4. DESCRIPTION OF THE EUROPASS MOBILITY EXPERIENCE (No)

Objective of the Europass Mobility experience

(23)(*)

Initiative during which the Europass Mobility experience is completed, if applicable

(24)

Qualification (certificate, diploma or degree) to which the education or training leads, if any

(25)

Community or mobility programme involved, if any

(26)

Duration of the Europass Mobility experience

(27)

Fro
(*) m

--	--	--

dd mm yyyy

(28) (*)

To

--	--	--

dd mm yyyy

NB : Headings marked with an asterisk are mandatory.

5.A DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE

(No)

Activities/tasks carried out

(29a)(*
)

Job-related skills and competences acquired

(30a)

Language skills and competences acquired (if not included under 'Job-related skills and competences')

(31a)

Computer skills and competences acquired (if not included under 'Job-related skills and competences')

(32a)

Organisational skills and competences acquired (if not included under 'Job-related skills and competences')

(33a)

Social skills and competences acquired (if not included under 'Job-related skills and competences')

(34a)

Other skills and competences acquired

(35a)

Date

Signature of the reference
person/mentor

Signature of the holder

(36a)(*
)

<input type="text"/>	<input type="text"/>	<input type="text"/>
dd	mm	yyyy

(37a)(*
)

(38a)(*
)

NB : This table is not valid without the signatures of the reference person/mentor and of the holder of the Europass Mobility.

Headings marked with an asterisk are mandatory.

Annex 5: Project sheet addendum to the mobility project

1. Title	
2. Qualification according to the regional/national repertory (of the sending country)	
3. EQF correspondent level and main cognitive ability to be achieved	
4. Description of the WBL project (Sending country)	
5. LO/ Capitalizable Units and/or ECVET credits	
6. Transversal skills considered most important for the job role	
7. Duration and structure of the path	
8. Entry requirements	
9. Objectives, expected results and certifications issued	
10. Procedures and criteria to evaluate the results	
11. Admissible threshold levels	

LO/ Capitalizable units

Unit of learning outcome: _____				
Objectives	Knowledge	Abilities	Learning outcomes	Transversal competences related to the learning unit

Annex 6: Tool for initial assessment

COMPETENCE AREA	COMPETENCE DEVELOPMENT				
<i>Here we would introduce different competence areas, depending on the given qualification.</i>	<i>Here we would introduce different grades of development for each competence area</i>				
<i>For example: Customer service</i>	<i>Level 1 (Current)</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (Desired)</i>	<i>Level 5</i>
<i>Other example: Organisational skills</i>	<i>Level 1 (Current)</i>		<i>Level 2</i>		<i>Level 3 (Desired)</i>
<i>(...)</i>	<i>(...)</i>				

Annex 7: Mobility beneficiary's logbook 1

Week n° _____		
Task accomplished	Difficulties encountered	Acquired knowledge

Annex 8: Mobility beneficiary's logbook 2

1° week	Observations of the mobility beneficiary
Activities carried out	
What have I learned this week?	
Which difficulties have I encountered?	
Contacts with other people inside or outside the host organization	

Annex 9: Evaluation sheet for the hosting organization's tutor

Competence areas and specific activities conducted	Level of skill			
	1	2	3	4
Competence area 1 Specific activities:
Competence area 2 Specific activities:
Competence area 3 Specific activities:
Competence area 4 Specific activities:

Key:

1-Participative observation of the activity

2-Execution under supervision

3-Execution under indirect supervision, with limited autonomy

4-Independent execution

Annex 10: Evaluation sheet for the hosting organization's tutor

1° week			Observations of the tutor of the host organization on what the mobility beneficiary has learned and is able to carry out at the end of the month, thanks to the mobility experience. Specify both the professional and transversal competences
Competence (based on the training project)	Tasks assigned	Tasks performed (describe the most significant tasks performed relating to the competences covered by the training project) and the qualitative result of the performance	

Annex 11: Soft skills assessment²⁶

		1- Approaches Expectations	2-Meets Expectations	3-Exceeds Expectations
ORGANIZATIONAL SKILLS	Time Management	Usually completes projects on time but can procrastinate on one component of the project.	Uses time effectively in most situations.	Routinely uses time well to ensure work is completed on time.
	Project management	Tends to proceed in his or her tasks in a rather structured way, but can sometimes be overwhelmed	Manages multiple tasks and resources simultaneously Plans and optimizes his or her activity	Organises easily his or her tasks and those of others.
SOCIAL SKILLS	Capacity for teamwork	Participates in team work to a degree but tends to stay in background.	Participates and actively seeks responsibilities within the team.	Leads the team, seeks effective ways to develop cooperation, including ways to resolve any conflict, supports other members.
	Communicative skills and competences	Speaks relatively clearly in a way that suits the situation, and listens to others attentively. Complex instructions need to be explained several times before understood.	Understands instructions without problems and communicates with clients/co-workers about work-related topics.	Engages in basic conversations with clients/co-workers, actively seeks communication opportunities.
	Intercultural skills and competences	Has a basic understanding of the culture of the hosting country and sometimes adjusts his or her behaviour accordingly.	Is aware of the differences between cultures and adjusts his or her behaviour accordingly. Is able to work with people who vary in their age, gender, race, religion, political views.	Understand and accepts cultural differences and is able to explain them to others.

EMPLOYABILITY SKILLS	Accountability & Responsibility	Focuses on the task most of the time. Accepts responsibilities, but can sometimes be reluctant.	Focuses on the task & what needs to be done most of the time. Accepts responsibilities.	Consistently stays focused on the task & what needs to be done. Very self-directed, seeks responsibilities.
	Respect	Usually shows respect in speaking to others, but can sometimes be less interested in others' remarks	Shows respect in speaking to others.	Always shows respect in speaking to others & welcomes others into the conversation.
	Positive Attitudes & Initiative	Accomplishes his or her tasks, but can sometimes limit his or her activity and initiative.	Shows interest, initiative and effort Responds with keenness to demands of the tutor	Takes initiatives and actively seeks after work to be done

²⁶ Franz Worschech, Tomas Splak, Grzegorz Szarowski, supported by the ECMO-Team, "ECMO Guide for organizing all phases of a mobility project according to ECVET criteria" (2012)

Annex 12: Soft skills self-evaluation²⁷

INSTRUCTION: Please describe what soft skills you needed to mobilize during your mobility period (at work but also outside the work context) and give a short description of the context (situation, project, difficulty ...) in which this was required of you. .

		1- Could be improved	2- Good	3- Very Good	4- Excellent
ORGANIZATIONAL SKILLS	Time Management <i>Ability to plan and foresee the time necessary to finish my tasks</i>				
	Project management <i>Ability to carry on different tasks simultaneously, coordinate my work</i>				
	Write here a two-sentence description of the context in which you demonstrated each of the relevant skills:				
SOCIAL SKILLS	Capacity for teamwork <i>Ability to integrate and function effectively in a team</i>				
	Communicative skills <i>Ability to understand and to make oneself understood</i>				

	Intercultural skills <i>Ability to understand, accept and function effectively in a different culture</i>				
	Write here a two-sentence description of the context in which you demonstrated each of the relevant skills:				
EMPLOYABILITY SKILLS	Accountability & Responsibility				
	Respect				
	Positive Attitudes & Initiative				
	Write here a two-sentence description of the context in which you demonstrated each of the relevant skills:				

²⁷ Franz Worschech, Tomas Sprlak, Grzegorz Szarowski, supported by the ECMO-Team, “ECMO Guide for organizing all phases of a mobility project according to ECVET criteria” (2012)

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