MOOC

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

Section 1

Preparing Mobility

Lecture 1

The MaYFAir objectives in a nutshell

General context

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

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

The MaYFAir methodology focuses on

- Mobilities for **work-based learning** (WBL) learners

- **Informal / non-formal learning** acquired in a mobility

- **Learning outcomes** that can be recognized, validated and certified within the framework of the sending and/or receiving country's national qualifications framework (**NQF**).

Work-based learning

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

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

1. Arrangements in which the learner is legally **an employee**, such as formal apprenticeships, and in some cases alternance; in some cases informal apprenticeships may come under this heading

2. Arrangements in which the learner is legally **a student**; these can be called by a number of names, including traineeships, internships, work placements and cooperative education

3. Borderline cases such as virtual firms, training firms, or 'real' firms that are attached to and part of educational institutions

4. Programmes such as **work shadowing and work experience**, the main aim of which is to teach the learner about work rather than to teach them to do work

Source : European Training Foundation, _Work-based learning – A handbook for policy makers and social partners in ETF partner countries_, 2018.

Types of learning

Formal learning takes place <u>in education and training institutions</u> 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 <u>in the workplace</u> 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 <u>daily life</u>. Contrary to formal and non-formal learning, it is not necessarily intentional and may therefore not be recognized, sometimes by the person concerned, as a contribution to his/her knowledge and competences.

Validation of learning outcomes

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

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

1. **Identification** of learning outcomes acquired by the person through non-formal and informal learning

2. **Documentation** of learning outcomes acquired by the person through non-formal and informal learning

3. **Assessment** of learning outcomes acquired by the person through non-formal and informal learning

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

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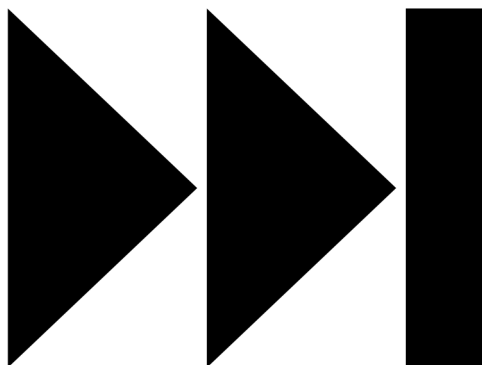
We will learn about the infrastructural requirements necessary to implement the MaYFAir methodology and enable the validation of non-formal and informal learning acquired during a WBL mobility project.

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Section 1
Preparing Mobility

Lecture 2
The MaYFAir Methodology Requirements

MaYFAir requirements

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

1. There is a **national / local repertory** for **professional occupations**, including training and professional standards

2. The National Qualification Framework (NQF) is fully referenced to the **European Qualifications Framework (EQF)**

3. Specific provisions exist for the **certification of non-formal and informal learning**

1. Repertory for professional occupations

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

- Atlas of Work and Qualifications – Italy

- National Catalogue of Professional Qualifications (Catálogo Nacional Cualificaciones Profesionales) – Spain

- Repertory of training and professional profiles developed by the Service Francophone des Métiers et des Qualifications – French-speaking Belgium

- Greek Qualifications Register – Greece

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

European Qualifications Framework

The EU developed the **European Qualifications Framework (EQF)** as a **translation tool to make national qualifications easier to understand and more comparable**.
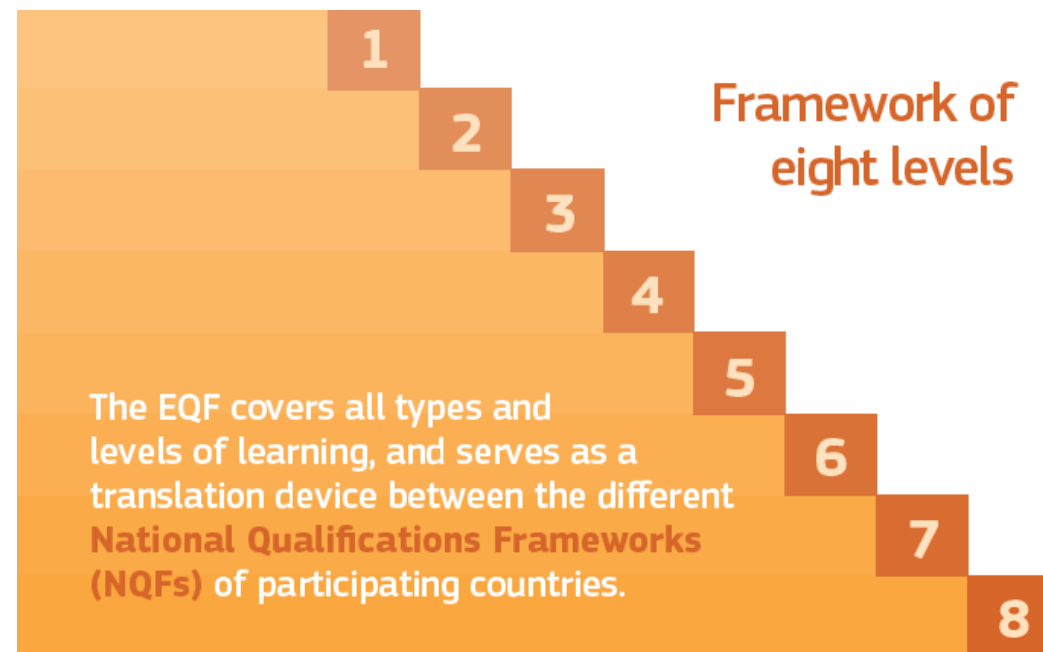
The EQF is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve **transparency, comparability and portability of people's qualifications** and makes it possible to compare qualifications from different countries and institutions.

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

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

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

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

Framework of eight levels

The EQF covers all types and levels of learning, and serves as a translation device between the different National Qualifications Frameworks (NQFs) of participating countries.

Source of the illustration

Source : https://europa.eu/europass/en/european-qualifications-framework-eqf

2. NQFs and EQF

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

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

Within the MaYFAir consortium countries:

- **Italy** and **Belgium** have already referenced the national qualifications frameworks to the European Qualifications Framework (EQF) in all education and training systems;

- In **Spain** and **Greece** this adjustment is still ongoing

3. Certification

The last stage of the validation process concerns certification.

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

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

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

3. Certification

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

- the establishment of a national / local repertory of qualifications as a unitary reference framework for the standards of the certification of the competences developed in all contexts (formal, non-formal and informal);

- the activation of services for the identification, validation and certification of competences on the basis of the system, attestation, service and process standards, regulated and monitored by the competent authorities, responsible for the certification procedures.

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

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

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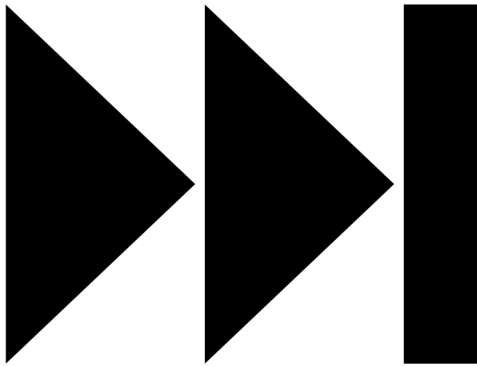
We will learn about the design of capitalizable units of learning outcomes for WBL mobility paths.

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Section 1

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Lecture 3
Designing Learning Outcomes

Designing a WBL pathway

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

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

Competence

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

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

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

Describing competences

The description of each competence must contain:

a)   the components of the competence(s), in terms of skills and knowledge that characterize it;

b) the way in which skills and knowledge are activated at the time of action, defining the structure of the competence;

c) the process that leads to the achievement of the objective and that defines the competence in action, that is the learning outcome.

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

Units of competences

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

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

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

Designing a WBL pathway

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

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

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

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

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

Choosing units of competence

Development of the mobility project by

- the **tutor of sending organization** (who holds methodological expertise)

and

- the **tutor of the hosting organization** (who knows the technical-professional content).

Content of the mobility project

It is not necessary, for a WBL mobility project, to foresee the development of all the Units of Competence that constitute the professional profile considered.

The WBL experience can also focus on just one or more units of competence, instead of all of them, organized in one or more learning outcomes.

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

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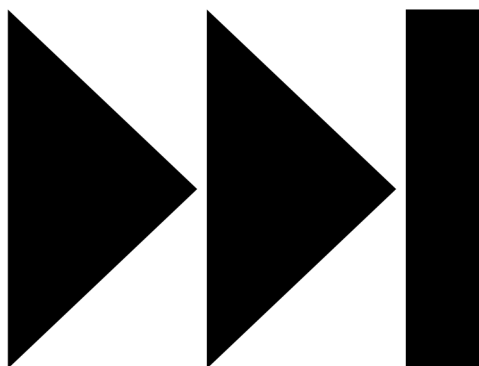
We will learn look at examples of learning outcomes.

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Section 1

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Lecture 4

Examples of Learning Outcomes

Example of a WBL pathway

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

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

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

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

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

Step 1 – Context Framing

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

In the specific case of a WBL path for an assistant cook:
- **SECTOR**: Tourist services
- **PROCESS**: Catering services
- **PROCESS SEQUENCE**: Definition of the offer and supervision of the catering service, preparation of food and drinks and packaging of pre-cooked or raw foods.
- **EQF level 3**.

Step 2 – Identify expected results

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

• **ER1: Preparing the raw materials**, in compliance with the assigned times and on the basis of the work plan received, selecting, cleaning and working the food and taking care, where necessary, of its conservation.

• **ER2: Serving and distributing** food in plates or trays, respecting the preparation standard rules, **having cooked** the different items, applying the most suitable cooking methods, and preparing the necessary semi-finished products

• **ER3: Composing the dishes to be presented,** or trays to be displayed in a buffet, following a personal artistic sense, using different components for decorative purposes (e.g. from the food itself or other products)

• **ER4: Taking care of kitchen equipment** and sanitation of places and operating material, based on the information received and applying self-control procedures for food safety

Step 3 – Correlate with professional profile

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

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

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

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

Step 4 – Correlate to specific units of competences

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

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

Regarding the performance no. 2, the National Framework of the sending organization requires that the operator is able to:
• set up plates
• cook food (including desserts)
• prepare semi-finished products

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

Step 5 – Design the training project

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

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

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

Step 5 – Design the training project

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

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

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

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

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

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

Examples – UC "preparing meals"

1.1. Preparation of appetizers and snacks

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

Examples – UC "preparing meals"

1.2. First course preparation

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

Examples – UC "preparing meals"

1.3. Second course preparation

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

Examples – UC "preparing meals"

1.4. Dessert preparation

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

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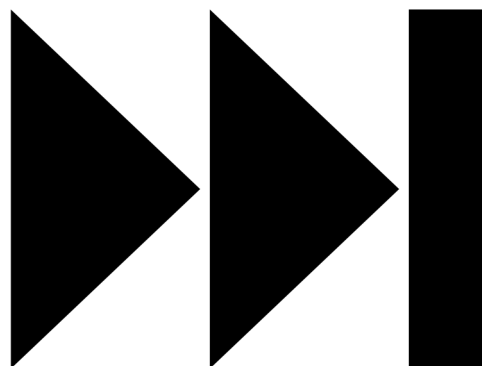
We will give you some operational tips to prepare a MaYFAir mobility project

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Section 1

Preparing Mobility

Lecture 5

Tips to prepare a MaYFAir mobility project

Tips to describe learning outcomes

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

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

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

Tips to describe learning outcomes

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

- ✓ link accurately learning outcomes to professional qualifications (in order to have professional competences that can be evaluated);

- ✓ link the learning outcomes to the soft skills of the EQF level under consideration;

- ✓ describe learning outcomes considering the professional standard under consideration, foreseen by the NQF;

- ✓ do not mistake learning outcomes with learning objectives or the learning path; the learning outcome is what is acquired upon completion of a learning process;

- ✓ learning outcomes should be verifiable and evaluable;

- ✓ learning outcomes should be described with reference to the job performances expected from the professional profile;

- ✓ the learning outcomes should, however, be formulated in such a way as to allow learners to evaluate and self-assess the outcomes that have been actually achieved.

Tips to describe learning outcomes

Basic drafting rules

When designing learning outcomes, you should…

✓ Use active and easily understandable verbs

✓ Clarify and contextualise the active verb

✓ Avoid vague and open formulations

✓ Describe the minimum required to achieve the learning outcome

✓ Describe the qualification / competence level in an understandable way

To-Do List

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

Before the mobility
- ✓ Memorandum of Understanding
- ✓ Learning Agreement
- ✓ Learners' personal transcript

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

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

Thank you for your attention! ☺

Additional course materials

- **Cedefop - 2016 Report -Validation of non-formal and informal learning.pdf**

- **Cedefop - 2020 - Overview of NQF developments in Europe.pdf**

- **Cedefop - 2022 Handbook - Defining, writing and applying learning outcomes.pdf**

- **ETF - 2018 Handbook - Work-based learning.pdf**

- **European Commission - 2018 - EQF 10th Anniversary.pdf**