



VocFlo

European Mobility Network for Vocational Training in Floristry

ECVET oriented mobility handbook

1. Introduction

The present document is developed with a basis in previous mobility activities under the Leonardo da Vinci and Erasmus Plus programmes, especially from the organisation and operation of supportive mobility tools in the framework of cooperation with the European Commission and the 33 National Agencies.

The development of Rap4Leo, the reporting tool for mobility projects and beneficiaries under the Leonardo da Vinci programme was organised as a cooperative effort of the European Commission and the Norwegian National Institute of Technology from 2004. As from 2007 the maintenance, support and operation of the service was on contract with NTI-MMM as a spin-off from the National Institute of Technology. The experience from Rap4Leo constitutes the backbone of the theory behind these guidelines whereas the practical implementation aspects are linked to the YOMTOOL services.

The practical parts of the handbook are directly related to the developments of EQF¹ and ECVET² as basic transparency tools and methodological approaches, but also to experiences from ECVET oriented mobility activities. For the different craft sectors the SME-Master projects (2007-2011) were piloting initiatives in the first phases of the testing, experimentation and implementation of ECVET at Commission level. Experiences and outcomes of the SME Master projects have to a high extent been transposed into this handbook for textual input, systematic organisation of the roles and responsibilities in mobility activities, as well as for document templates and the integration in the web based YOMTOOL as a multilingual kit for placements and exchanges. Experiences from other recently finished projects with mobility elements, The Backstage and Painting Skills Network, are also taken into account and integrated in this handbook.

Recent developments, especially the Council Recommendation presented in May 2018³, where the European Commission published a proposal promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad. The objective behind this recommendation is to ensure that every student, apprentice or pupil with a completed learning experience abroad, whether

¹ European Qualification Framework

² European Credit system for Vocational Education and Training

³ Proposal for a Council Recommendation on the Automatic Mutual Recognition of Diplomas and learning periods abroad

for a full or partial qualification or as a learning mobility, could have that experience automatically recognised.

Improving recognition procedures is the core element of the ambition to work towards a European Education Area by 2025. It should here also be observed that this ambition is not only targeting qualifications and recognition procedures, but also to develop a common understanding and trust where people can have a strong sense of their identity as Europeans and which calls for "a Europe in which learning, studying and doing research would not be hampered by borders."

The need for such an approach is directly aired in the mid-term evaluation of the Erasmus+ programme and is clearly stated in the Commission information:

Consultations with stakeholders earlier this year showed strong support for EU action in this area. Respondents confirmed that recognition processes are often slow, left to the discretion of individual institutions and not sufficiently transparent. Particularly at secondary level, recognition of both upper secondary qualifications and outcomes of learning periods abroad varies greatly from one country to another. Young people who want to study for a longer period abroad during secondary education, or access higher education in another Member State, often lack information and certainty about recognition of their qualifications and competences.

An improved use of Learning Outcomes within the ECVET framework should facilitate the recognition of learning experiences obtained through mobilities and exchanges across borders.

2. Preparation of mobility activities

The ECVET principles and instruments can support the organisation and implementation of the mobility process. Thanks to the outcome-oriented description of qualifications – or those parts of a qualification that are of relevance for a time constrained mobility – the units of learning outcomes constitutes a 'common language'. Correctly developed in multilingual versions as is possible with Skillsbank they form the basis for Europe-wide communication between sending and host institutions. Agreements which have been concluded are contributing to the recognition of learning outcomes obtained abroad when back in the home country. This aims to ensure that the mobile learner does not have to retake exams or face prolonged training time in the home country.

As shown in Figure 1, the mobility process comprises a series of phases or steps - both on the institutional and the individual level where the ECVET 'tools' can be used.

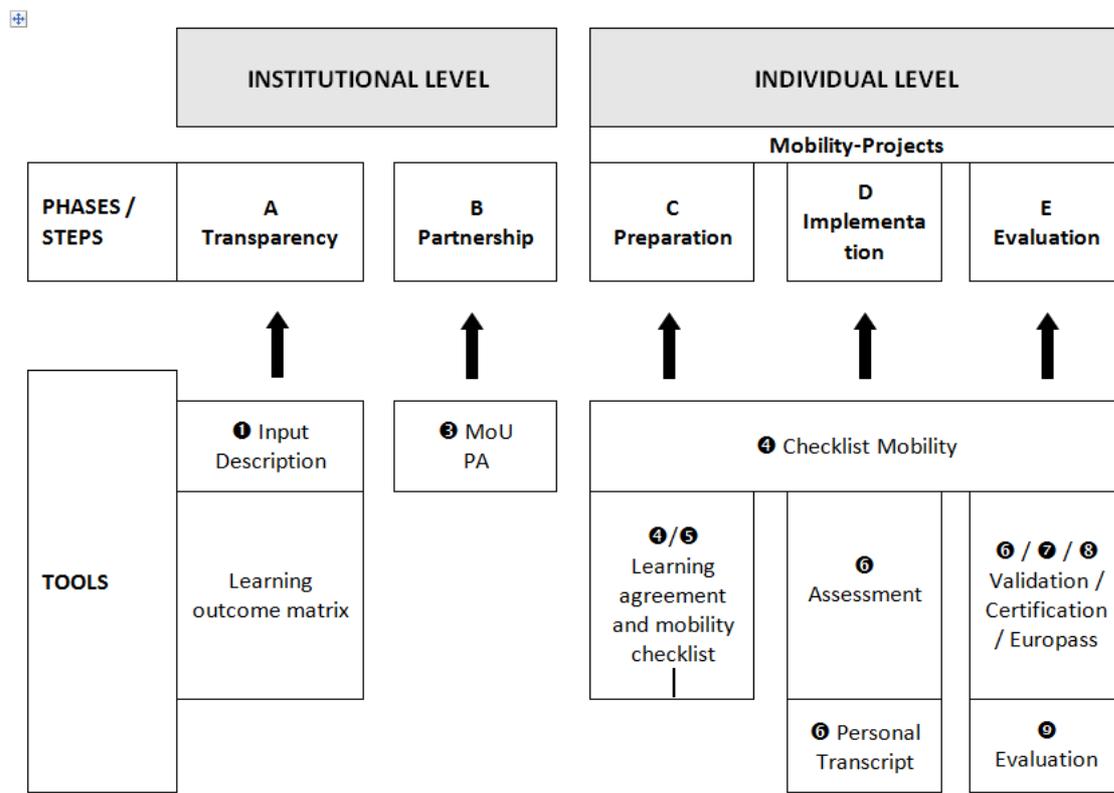


Figure 1: ECVET tools as part of the mobility process. Source SME Master

3. Institutional Level

VET institutions such as companies or VET-schools or training centres which plan to give their staff, apprentices or students the opportunity to take part in mobility stays, initially need to search for appropriate partner institutions abroad. For this purpose, it is necessary to present the qualification which is provided in the home country in a **transparent [A]** manner facilitating the understanding of similarities and possible differences in the receiving country.

This can be done, first, simply by describing so-called **input factors (1)**. Here aspects such as training times, places of learning, examination elements and entitlements are listed with the objective of comparing them with the foreign qualification. The comparability of such descriptions is limited however: even where qualifications have the same name and input factors overlap, different contents - that is: knowledge, skills and competence – may be 'hidden' behind the qualifications.

Thanks to its structured descriptions, ECVET enables a better comparison of qualification contents. These can, for example, be presented based on learning outcomes in the form of a **learning outcome matrix (2)**. The multilingual matrix format implemented with Skillsbank makes it considerably easier to identify common features as well as differences between two qualifications intended to cover the same objectives.

Where sufficient transparency concerning the qualification has been established, the **partnership [B]** should be formalised between the institutions by signing memorandum of understanding, **MoU (3)**, which is of a general institutional nature, or similarly a partnership agreement, **PA**, which may target more specifically defined mobility activities. These are framework agreements in which the sending and host institution mutually accept the applicable criteria and procedures for quality assurance, appraisal, validation and recognition of learning outcomes for transferring them into the respective other learning context.

During the mobility process there must be a clear distinction between the sending roles and the hosting roles of the participating organisations.

4. The Individual Level

During the **implementation [D]** of a mobility stay it is vital that the knowledge, skills and competences are clearly defined to facilitate the individual participant's acquisition of the learning outcomes as stipulated in the learning agreement. These learning outcomes must be **assessed** and documented by the host institution.

During the **evaluation [E]**, a **personal transcript (PT), (6)**, can be used for documentation purposes; the PT lays down the assessed knowledge, skills and competence the learner can prove to have acquired during his/her stay abroad. With its signature the sending institution **validates (6)** the acquisition of these learning outcomes, which means it recognises them as a part of the qualification in the home country. Optionally it is also possible to issue a **certificate of attendance (7)** to the learner. Moreover, to document the experiences made during mobility stays, the relevant **Europass** documents (**8**, the Europass Mobility document and the Europass Language Passport) can be filled in. At the end of every mobility project it should be **evaluated (9)** to ensure continuous improvement of the quality of work.

a. Mobility checklists

The partnership agreement forms the basis for the organisation of individual mobility stays. Every mobility project consists of three phases: preparation, implementation and follow-up including the evaluation of the mobility project. To obtain an overview of all the steps in a mobility process it can be very helpful to use **mobility checklists (📋)** with precise task descriptions to ensure that all parts in the cooperation are fully aware of their responsibilities and rights. An example is attached to this document.

b. Memorandum of Understanding - MoU

The Memorandum of Understanding – or the Partner Agreement - should be easily accessible to the individual learner to give the best possible understanding of the context and scope of the mobility action

c. Learning agreement

In the **preparation** phase **[C]** a specific **learning agreement (LA) 📄**, must be concluded between the participants in the mobility stay (the people responsible for the mobility stay in the two training institutions, the learner and his/her parents if appropriate). These agreements include details about the individual mobile learner, the duration of the stays abroad and information about the stakeholders' spheres of competence. It is also important that the learning agreement specifies the learning outcomes the mobile learner already has and those which he/she wants to acquire in the host institution. Identifying the relevant parts of the qualification and the multilingual learning outcome matrix, prepared beforehand, can make communication on this point considerably easier.

d. Assessment procedures

For the assessment of learning outcomes, a wide range of different **instruments** can be used, such as:

- Written assignments
- Practical tests / work samples
- Computer simulation
- Interview
- Presentation
- Simulated conversation
- Portfolio method

5. Implementation of a mobility

Mutual ignorance of VET programmes and their learning contents represents a major obstacle in the implementation of transnational mobility. It is difficult

to identify common denominators for mobility projects only by mutually comparing national curricula, for example. Therefore, mobility requires the use of different **transparency instruments** because transparency, mutual trust and confidence constitute key prerequisites for transnational mobility.

a. Transparency instruments

With ECVET it is possible to present qualifications in a more transparent way - that is in an internationally more comprehensible manner. This in turn creates the operational basis for more cross-border mobility in VET. If therefore two potential partner institutions want to offer mobility stays to their trainees or students, they need to find a '**common language**' as a start.

In this process the **learning outcome matrix**, prepared within the framework of a project or already been defined by competent authorities, forms the basis for the 'common language' for the organising and the realisation and follow-up of the mobility stay. An example of a learning outcome matrix structure with learning outcomes organised in logical units is seen in Fig. 2, representing the Master of Skilled Crafts in Floristry as defined by the SME Master project in 2009.

Title of the Qualification	Master Floristry Craftsperson					
Total ECVET Points	100					
EQF Level						
NQF Level	AT	DE	FR	NO	SI	
Units of Learning outcomes	U1	Accounting and Controlling				
	U2	Budgeting, Calculation and Financing				
	U3	Entrepreneurship				
	U4	Human Resources Management				
	U5	Tutoring				
	U6	Marketing and Sales Management				
	U7	Customer Services and Support				
	U8	Floristry Production				
	U9	Assessment, Quality Assurance and Documentation of Process and Product				
	U10	Quality, Health, Safety and Environment Management				
	U11	Vocationally-specific Business Administration				
	U12	Communication in an international context (<i>country specific unit</i>)				
Cross sectional Learning Outcomes	To acquire the learning outcomes properly the following qualifications are essential: <ul style="list-style-type: none"> ▪ s/he is able to act with social and ecological responsibility, ▪ s/he is able to adopt quality management ▪ s/he is able to use information and communication technology (ICT). 					

Figure 2 Master of Skilled Crafts in Floristry - Source: SME Master project

This SME Master contribution is an early example of a learning outcome matrix with general outcome descriptions as seen in Fig.3. The structure is with global learning outcomes without the EQF breakdown in Knowledge Skills and Competence (also described as Responsibility and Autonomy).

Title of the Qualification	Master Floristry Craftsperson				
EQF Level					
Generic Title of the Unit	U6: Marketing and Sales Management				
ECVET points / Relative Weight	AT	DE	FR	NO	SI
Learning outcomes					
S/he is able to interpret analyses and studies of sales and procurement markets.	S/he is able to prepare a target group-specific market analysis, taking into account customers, suppliers, competitors, etc.		S/he is able to apply the appropriate instruments to design policies connected with pricing, terms and conditions, products and product lines and services, such as branding. In this context he/she is able to assess the impact of marketing measures.		
	S/he is able to draw up a marketing plan.				
S/he is able to negotiate and to handle contracting.	S/he is able to implement sales and after sales techniques.				

Figure 3 Master of Skilled Crafts in Floristry - General outcome descriptions. Source: SME Master project

In VocFlo an alternative approach has been used. On the one hand the main structure of the units of learning outcomes has been changed with “new” units created and in new positions in the matrix. One reason behind this is that the composed matrix structure has five levels, covering EQF 2-6. Secondly it has moved one step further to a general matrix which is broken down in separate units covering different learning outcomes aspects according to the ECVET and EQF principles - that is: knowledge, skills and competence – relevant for the defined qualification in a structured format.

b. “Common language” as a multilingual Learning outcome matrix

The learning outcomes are organised in logical **units of learning outcomes** as seen in Figure 4 representing one of many units in the qualification. A unit is therefore a component of a qualification which consists of a coherent set of learning outcomes described with knowledge, skills and competence. The unit comprises different competences necessary to carry out core tasks in an activity field. The scope of a unit depends on the activity field’s complexity.

The first part of the VocFlo matrix, with the overview of the main units of learning outcomes, is covering 12 different logically composed aggregations of learning outcomes, each one with a strong internal familiarity.

Title of the Qualification	Florist – Master of Skilled Craft (Meister; Mester; Maitre)					
Total ECVET Points						
EQF Level	6					
NQF Level	AT	DE	FR	NO	SI	
	U1	Work Organization				
	U2	Material (vegetable and non-vegetable) and tools				
	U3	Techniques				
	U4	Design				
	U5	Thematic floristry				
	U6	Event-related floristry				
	U7	Spatial Floristry				
	U8	Marketing and sales				
	U9	Business management				
	U10	Human Resources Management and further training				
	U11	Quality Control / Assessment				
	U12	Work safety / environmental protection				
Cross sectional Learning Outcomes	To acquire the learning outcomes properly the following competences are essential: <ul style="list-style-type: none"> s/he is able to act with social and ecological responsibility, s/he is able to adopt quality management s/he is able to use information and communication technology (ICT). 					

Figure 4 VocFlo Florist Master of Skilled Crafts – Skillsbank Version

The main matrix in German looks like this:

Bezeichnung der Qualifikation	Florist
EQR Niveaustufen	Niveaustufe 2 (Helfer)
	Niveaustufe 3 (Blumenverkäufer)
	Niveaustufe 4 (Florist)
	Niveaustufe 5 (Manager)
	Niveaustufe 6 (Meister)
Lernergebniseinheiten	U1 Arbeitsorganisation
	U2 Material (pflanzlich und nicht pflanzlich) und Werkzeuge
	U3 Techniken
	U4 Gestaltung
	U5 Themenbezogene Floristik
	U6 Anlassbezogene Floristik
	U7 Raumbezogene Floristik
	U8 Marketing und Vertrieb
	U9 Unternehmensführung
	U10 Personalführung und Aus- und Weiterbildung
	U11 Qualitätskontrolle / Assessment
	U12 Arbeitssicherheit und Umweltschutz

Figur 5 VocFlo Florist Master of Skilled Crafts

For international mobility actions the value of multilingual matrix versions is of utmost importance. In the parallel versions German/English/Norwegian the different EQF levels leading up to the Level 6, the Meister, are covered like this:

Table 1 VocFlo EQF floristry levels 2-6 trilingual German-English-Norwegian

EQF level	Florist qualification levels – Trilingual comparison		
	Deutsch	English	Norsk
2	Helfer	Helper	Assistent
3	Blumenverkäufer	Flower seller	Blomsterselger
4	Florist	Florist	Blomsterdekoratør
5	Manager	Manager	Leder
6	Meister	Master	Mester

In Figure 6, a draft version in the process of the development of the final competence matrix, the example is from Unit 4, the VocFlo matrix in two dimensions represented in one: The ECVET/EQF descriptors for Knowledge, skills and competence – distributed on the different functional levels according to a qualification framework. In this case the levels are stretching from assistant (EQF/NQF 2) to the Master in floristry (EQF/NQF 6).

Bezeichnung der Qualifikation	Florist/in					U4
EQR Niveaustufe	2 Helfer	3 Blumenverkäufer	4 Florist	5 Manager	6 Meister	
Titel der Einheit	Gestaltung					
ECVET Lernkredite / Relatives Gewicht	AT	DE	FR	NO	SI	
Lernergebnisse	In der Lage sein, die gestalterischen Kriterien und Regeln bei den Floristischen Arbeiten anzuwenden, umzusetzen.					
Gestaltung	Wissen KNOWLEDGE	Fähigkeiten SKILLS	Kompetenzen COMPETENCE			
4.1. Ordnungsarten	- Sie/er erinnert sich an Schulwissen in Geometrie und ordnet Symmetrie und Asymmetrie zu	- Sie/er kann unter Anleitung einfache Werkstücke in den Ordnungsarten umsetzen	- Sie/er kann Erklärungen und Anleitungen umsetzen			
4.1.1. Symmetrie	- Sie/er kann die Ordnungsarten nennen und die Zuordnung an einfachen Kriterien erklären	- Sie/er kann einfache Symmetrische Werkstücke erstellen	- Sie/er leitet von den Kriterien der Symmetrie auf Umsetzungen mit verschiedenen Blumen ab			
4.1.2. Asymmetrie	- Sie/er definiert Symmetrie und Asymmetrie - Sie/er kann die theoretischen Grundlagen darstellen	- Sie/er kann in den unterschiedlichen Methoden der Gestaltungsarten Werkstücke erstellen - Sie/er arbeitet sicher mit den Unterschieden	- Sie/er ist in der Lage, in verschiedenen Situationen die entsprechend richtigen Ordnungsart für das Werkstück auszuwählen - Sie/er ordnet passende Werkstoffe und Materialien zu			
	- Sie/er kann die Symmetrie und Asymmetrie in bestimmten Situationen in der Wirkung vergleichen > Wirkung im Raum, > Anlass...	- Sie/er stellt die Unterschiede sicher heraus und kombiniert auch die Zwischenstufen zwischen Symmetrie und Asymmetrie	- Sie/er stellt auch Kombinationen zusammen, die eine Zwischenstufe zwischen Symmetrie und Asymmetrie darstellen			
	- Sie/er erkennt die Ordnungsarten auch in anderen Kontexten und weiß um die gesellschaftlichen Zusammenhänge	- Sie/er konzipiert auch unter Beachtung von kulturellen Hintergründen	- Sie/er leitet von den vorgegeben Gegebenheiten auf eine Gliederung in Asymmetrie oder Symmetrie und zieht			

Figure 6 draft VocFlo ECVET qualification matrix - EQF/NQF level 2-6

The Unit 4, Design is then broken down in several subunits as in U4.7: Stilkunde-Stylistics-Stilistikk.

<p>U4.7 Stilkunde</p>	<p>Sie/Er</p> <ul style="list-style-type: none"> • hat ein erweitertes Wissen zu typischen Baustilen und deren Merkmale: <ul style="list-style-type: none"> → Altertum (Sumerer, Ägypter, Griechen, Römer) → Mittelalter (Romanik, Gotik) → Neuzeit (Renaissance, Barock, Rokoko, Klassizismus, Biedermeier, Jugendstil, Bauhaus, Moderne, Postmoderne). • hat vertieftes Fachwissen zu passendem Blumenschmuck. 	<p>Sie/Er</p> <ul style="list-style-type: none"> • kann Eigenschaften und Merkmale aufzählen, erklären und Anhand von Fotos oder am Beispiel zuordnen. • kann passenden Blumenschmuck in unterschiedlichen Techniken und Gestaltungen arbeiten. • wählt passenden Werkstoff und Materialien aus. • wählt passende Farben aus. • transferiert Bekanntes auf unbekannte Räume. 	<p>Sie/Er</p> <ul style="list-style-type: none"> • erarbeitet Gestaltungsvorschläge für Raumschmuck in und an Gebäuden angepasst an den Baustil. • ist in der Lage, auf Änderungen adäquat zu reagieren, auf Kundenwünsche zu reagieren. • achtet auf bauliche Vorgaben, Statik, Denkmalschutz.
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Figure 7 VocFlo ECVET qualification matrix – Unit 4.7 DE-version

When a matrix of learning outcomes is developed in a “master language”, in the VocFlo case in German, the next step will be to develop parallel versions in other relevant languages to facilitate the mobility process and the development of transparency, common understanding and mutual trust. The first parallel is in English, as in Figure 8

<p>U4.7 Stylistics</p>	<p>Stilkunde</p> <ul style="list-style-type: none"> • has an extended knowledge of typical architectural styles and their characteristics: <ul style="list-style-type: none"> → Ancient times (Sumerians, Egyptians, Greeks, Romans) → Middle Ages (Romanesque, Gothic) → Modern times (Renaissance, Baroque, Rococo, Classicism, Biedermeier, Art Nouveau, Bauhaus, Modern, Postmodernism). • has in-depth knowledge of suitable flowers. 	<p>Sie/Er</p> <ul style="list-style-type: none"> • can enumerate characteristics and characteristics, explain and assign on the basis of photos or the example. • can work matching flower arrangements in different techniques and designs. • selects suitable material and materials. • selects suitable colors. • transfers the familiar to unknown spaces. 	<p>Sie/Er</p> <ul style="list-style-type: none"> • develops design proposals for room decoration in and on buildings adapted to the architectural style. • is able to respond to changes adequately, to respond to customer requests. • pays attention to structural requirements, statics, monument protection.
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Figure 8 VocFlo ECVET qualification matrix – Unit 4.7 EN-version

..and in other languages, exemplified with Norwegian in Figure 9:

U4.7 Stilistikk	Han/hun	Han/hun	Han/hun
	<ul style="list-style-type: none"> • har en utvidet kunnskap om typiske arkitektoniske stiler og deres egenskaper: <ul style="list-style-type: none"> → Gamle tider (sumerere, egyptere, greker, romere) → Middelalderen (romansk, gotisk) → Moderne tider (renessanse, barokk, rokokko, klassisisme, Biedermeier, jugendstil, Bauhaus, moderne, postmodernisme). • har inngående kunnskap om passende blomster. 	<ul style="list-style-type: none"> • kan telle karakteristika og egenskaper, forklare og tilordne på grunnlag av bilder eller eksempel. • kan jobbe med matchende blomsterarrangementer i ulike teknikker og design. • Velger egnet materiale og materialer. • Velger passende farger. • overfører kjente til ukjente mellomrom. 	<ul style="list-style-type: none"> • utvikler designforslag for romdekorasjon i og på bygninger tilpasset arkitektonisk stil. • er i stand til å reagere på endringer tilstrekkelig, for å svare på kunde forespørsler. • tar hensyn til strukturelle krav, statikk, monument beskyttelse.

Figure 9 VocFlo ECVET qualification matrix – Unit 4.7 NO-version

These languages will be the basis for the mobility example to follow in chapter 7 on the preparation of a mobility with a Norwegian sending partner and host organisations in Germany and the UK.

c. Skillsbank implementation with YOMTOOL options

The Skillsbank system aims at bridging between descriptions of qualifications and occupational profiles and career guidance. A web-based service is developed where descriptions and definitions of qualifications are made according to ECVET and EQF principles with learning outcomes organized in structured matrixes.

Skillsbank is developed as a multilingual service, presently covering AR, BG, DE, EE, EN, ES, FR, IT, NO, NL, PL, PT and SI, and with several new languages in preparation. To further facilitate the use of Skillsbank in a mobility/migration perspective, indexing in additional languages is available through the DISCO⁴ web service for describing the learning outcomes constituting a qualification. The use of an indexing service also facilitates the bridging between ESCO⁵ descriptions and the Skillsbank structure and guidance options.

The multilingual Skillsbank toolkit serves as the basis with the newly developed extension for video recordings linked to the performance of the individual learning outcomes – the Skillstube. Similarly, it links into the

d. ECVET credit points (to be discussed)

According to the ECVET Recommendation, ECVET credit points or learning credits aim to give additional information in numeric form about a learning

⁴ Dictionary of Skills and Competences

⁵ European Classification of Skills/Competences, Qualifications and Occupations

unit's relative weight in relation to the entire qualification. The development of a classification of how credit points in an ECVET setting should be allocated is one of the themes in the ongoing revision work of the ECVET principles, so a detailed solution is not in function yet.

6. Partnership

ECVET fosters transnational mobility in the Vocational Education and Training, based on **sustainable partnerships or networks**. To develop these sustainable partnerships, it is recommended to arrange a partnership agreement based on a Memorandum of Understanding (MoU) or as a minimum a Partner Agreement (PA).

a. Who is concerned?

At the upper level the agreement between partners could be the Memorandum of Understanding, MoU, arranged at institutional level between so-called competent institutions, which *“are empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation”*⁶.

If a partnership is concluded between the competent institution in country A and the competent institution in country B via the MoU, training providers such as schools, training centres or companies in country A related to this competent body should be able to refer to it when organizing individual mobility projects with its partner organisation in country B. The additional partnership agreement should then be more concrete and state clear rules about the recognition of the learning outcomes learners are expected to acquire during the mobility when back in the home country.

In practice, the partnership agreement is more often signed at the so called intermediary level, professional organisations or bodies organising mobility in general, or by the institutions directly involved in the actual mobility. They could be competent institutions for recognition, but not necessarily, which is a question to be clarified.

b. Partner search and validation

The partner search is a critical phase in the project as it defines the cooperation context for the whole mobility. Different partner search engines exist, but if existing networks can be used, they will add the value of some

⁶) Recommendation on ECVET, June 2009, 2009/c155/02 – Annex 1 – definitions - and “Get to know ECVET better – Questions and answers- EQARF-ECVET Launching Conference” page 25

knowledge of the partner already known. When using a partner search engine, a quick googling and possible reference checks should be part of the process.

If possible, a direct contact with the prospective partner is highly advisable. In a condensed formulation: “Fax may fake – and - taste is trust” describes the different approaches to establish and secure partnerships. To set up a partnership “electronically” without having the opportunity to meet and share a meal is only the second-best alternative.

c. Partner agreement

The following elements should be reflected upon between the partners before signing a partnership agreement:

What are the objectives of partners (promotion of lifelong learning, transnational mobility, mutual trust, partnership, recognition of learning outcomes...)?
Are there any specific goals of mobility for individuals, professions, sector (acquisition of technical competences, intercultural and key competence) which can be identified and agreed upon?
Should the partnership be based on the principle of reciprocity of hosting and sending or not – or just a one-way exercise?
Do the partners have all the information they need about the competent institutions' roles, the qualification and training system, etc.?
Do the partners foresee the duration of the agreement and a possible renewal process?
Is the qualification concerned clearly identified? Can the EQF, NQF ⁷ or SQF ⁸ level be specified?
Is the information about the assessment and validation procedures and quality assurance measures used by the partners complete and clear for all?
Is there an agreement about the use of common methods and tools (common learning outcome matrix, learning agreement and personal transcript)?
Are the contact points for the mobility organisation identified and appointed?
Do the partners need to specify the general / specific duties and responsibilities of the partners for the organisation of the placements?

⁷ National Qualification Framework

⁸ Sector Qualification Framework

Is there an agreement about using other tools as EUROPASS mobility?

(See also attached example)

i. Context and objectives of the cooperation

The partnership agreement provides information about the general context and objectives of the cooperation. Competent institutions could express their support to the partnerships of (potential) sending and host institutions and specify the assessment, validation and recognition of learning outcomes acquired during a mobility period abroad.

ii. Duration and renewal of the agreement

Partners agree on the eligibility period and duration and the foreseen procedures for renewal of the agreement.

iii. Information about the partners

Partnership agreements provide essential information about all the partners involved (contacts) as well as their functions and responsibilities within the partnership.

iv. Information about the qualification concerned

The qualifications(s) concerned are clearly identified and described. Indications about the ISCED or EQF/NQF/SQF level should be included as useful information.

v. Information about the assessment procedures

The partnership agreement should summarise the way the learning outcomes are assessed by the host institution and could be recognised by the sending organisation. Therefore, the partners should make their assessment and recognition procedures transparent and accept those procedures vice versa. Partners should also agree on the use of a learning outcome-oriented description of the qualifications concerned (such as the learning outcome matrix), the use of the learning agreement, the personal transcript and Europass documents.

vi. Additional agreements about responsibilities for organising mobility (insurance etc)

The partnership agreement could also help to specify the roles and responsibilities of the partners in the practical organisation of transnational mobility, such as logistical organisation of mobility projects, administrative aspects and financial arrangements etc. Furthermore, the partnership agreement can specify the cooperation between partners (agreement on

common rules of the partnership, evaluation methods for mobility projects, dissemination of project results etc.). In any case, the partnership agreement should refer to the quality standards necessary for the organisation of training pathways as in the Europass mobility and the “*European quality charter*”⁹.

7. Preparation of a mobility

Placements abroad should be used as a didactic tool for developing vocational, intercultural, and linguistic skills as well as broader, personal competences. However new competences do not materialise automatically, just because of being abroad. To exploit the full potential of placements, it is important to take some essential steps to ensure the quality of the learning process.

Usually, transnational placement projects are organised in three phases: before the mobility project starts, during, and after the mobility project. Put differently, one can distinguish between the preparation phase, followed by the implementation and the follow-up phase. A **mobility checklist** ⁽⁹⁾ can deliver details about each step within these three phases. The learning agreement ⁽⁹⁾ has an overarching role stretching from the preparation of the mobility project until the evaluation of the project.

a. Who is concerned?

The content of the learning agreement reflects the process of negotiation between sending and host institutions. It is negotiated for each learner participating in transnational mobility separately. It is therefore signed as a tripartite agreement by the sending and host institution and the learner.

b. Steps in the preparation and contents of the learning agreement

The learning agreement is used for providing details about a mobility project at individual level. It should specify the conditions for the training period abroad, clarify the responsibilities of all parties involved and provide information about the learning outcomes which should be achieved by the learner. Synergies should be found with already existing training contracts, especially if they are obligatory to use for administrative reasons. Therefore, there is no standardised model of a learning agreement. Nevertheless, the following elements should be checked and agreed by the sending and host institutions before signing the learning agreement:

⁹ Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility [Official Journal L 394 of 30.12.2006].

Are the contact persons in the sending and host institutions appointed?
Does the host institution have all relevant information about the learner? Are the competences already achieved by the learner identified?
Are the general and the specific objectives (such as duration and dates of mobility periods) agreed on?
Are the training places and persons in charge identified?
Are the competences to develop (reference to the relevant qualification matrix units and/or learning outcome expected to be achieved) linked to the training program / training activities / tasks?
Are the assessment procedures which will be used identified and clearly explained?

c. Where are the placement planned – and are there “cultural” differences and customs to take account of?

This point may seem self-explanatory, but anyway it is necessary to give it a thought – if not the arriving apprentice may get into embarrassing situations. Just a few examples showing how small details can make a difference. Arriving in a German workplace it is often expected to shake hands as part of the morning greeting. Not doing that may be seen as an “offence” and is a set-back for the newcomer. When doing a mobility to Norway, many places expect you to bring your own lunch packet, wrapped in paper. No hot meal or canteen service may be available, risking the apprentice stay half-starved during the day.

d. Identification of the contact points (sending / host)

Contact persons for the learner for all further organisational and pedagogical questions should be appointed by the partners, both in the sending and in the host institutions. The set-up of links, contact points and clarification procedures should be defined and described.

e. Identification of the learner and his background

The information and the identification of possible participants for mobility by the sending organisation should be carefully organised. A portfolio and the candidate’s profile should be sent to the host institution which will need sufficient time to identify suitable placement situations. The sending institution should describe the qualification the learner follows (e. g. school based, company based or alternate/dual training). More information may be necessary for administrative reasons (age, nationality etc). The portfolio could describe also other background information such as:

- Learner's professional aim and her/his motivation concerning participation,
- her/his expectations about the mobility project,
- sending company's background (e. g. number of employees, specialisation etc.).
- A Europass CV should be added for further information.

f. Identification of the time period, duration of mobility and the training places

Host partners should state clearly when and where the training takes place. Mobility projects can be organised between companies, between companies and training centres, between companies and VET schools etc. It can take place in VET schools or training centres only, at a company only or both in a school / training centre and a company. Therefore, the learning agreement should list all places and persons in charge of training and the expected duration of the time spent there. In addition, a presentation with a plan, photos, introduction of the team, etc. of the host companies or institutions can tell the learner what he/she can expect.

g. Agreement on learning outcomes expected to be achieved

Sending and host institutions need to agree on the training situation and ensure that the learner will be confronted with situations corresponding to his/her level of competence and the learning objectives agreed upon. There is a need to determine the learning outcomes to be acquired, the learning expectations / goals), attached to a concrete learning situation / tasks, e.g. in the form of a realistic work situation in a company or training centre.

To help in this process the qualification matrix can be used. When the learner's status as concerns skills and competences can be identified before the mobility takes place, the preparations can be more targeted by the hosting organisation and fit more directly into the curriculum and certification requirements in the home country.

The case to be exemplified is the Norwegian looking for a better understanding of different historic styles as they are represented in other countries – Germany (Dresden) and United Kingdom (Canterbury). Two famous churches/cathedrals be study targets, and where a selection of learning outcomes from the matrix can be identified as training targets. The Learning Agreements can then, based upon the Norwegian matrix version, indicate which parts of the requirements could be covered in the United Kingdom and in Germany, respectively.

<p>Han/hun</p> <ul style="list-style-type: none"> • har en utvidet kunnskap om typiske arkitektoniske stiler og deres egenskaper: <ul style="list-style-type: none"> ⇒ Gamle tider (sumerere, egyptere, greker, romere) ⇒ Middelalderen (romansk, gotisk) ⇒ Moderne tider (renessanse, barokk, rokokko, klassisisme, Biedermeier, jugendstil, Bauhaus, moderne, postmodernisme). • har inngående kunnskap om passende blomster. 	<p>Han/hun</p> <ul style="list-style-type: none"> • kan telle karakteristika og egenskaper, forklare og tilordne på grunnlag av bilder eller eksempel. • kan jobbe med matchende blomsterarrangementer i ulike teknikker og design. • Velger egnet materiale og materialer. • Velger passende farger. • overfører kjente til ukjente mellomrom. 	<p>Han/hun</p> <ul style="list-style-type: none"> • utvikler designforslag for romdekorasjon i og på bygninger tilpasset arkitektonisk stil. • er i stand til å reagere på endringer tilstrekkelig, for å svare på kundeforespørsler. • tar hensyn til strukturelle krav, statikk, monument beskyttelse.
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Figure 10 An example of using the qualification matrix to define gaps to be filled during the mobility – NO => UK & DE

The learning agreement must describe clearly what must be performed. Of course, it can be difficult to find a learning place where the learner can be trained in all aspects of a unit or learning outcome, especially if the mobility period lasts only for a (very) short period. The partners should be aware of what can be achieved and must find a way to integrate partial achievements into the learning process.

<p>She/He</p> <ul style="list-style-type: none"> • has an extended knowledge of typical architectural styles and their characteristics: <ul style="list-style-type: none"> → Ancient times (Sumerians, Egyptians, Greeks, Romans) → Middle Ages (Romanesque, Gothic) → Modern times (Renaissance, Baroque, Rococo, Classicism, Biedermeier, Art Nouveau, Bauhaus, Modern, Postmodernism). • has in-depth knowledge of suitable flowers. 	<p>She/He</p> <ul style="list-style-type: none"> • can enumerate characteristics and characteristics, explain and assign on the basis of photos or the example. • can work matching flower arrangements in different techniques and designs. • selects suitable material and materials. • selects suitable colors. • transfers the familiar to unknown spaces. 	<p>She/He</p> <ul style="list-style-type: none"> • develops design proposals for room decoration in and on buildings adapted to the architectural style. • is able to respond to changes adequately, to respond to customer requests. • pays attention to structural requirements, statics, monument protection.
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Figure 11 An example of using the qualification matrix to define gaps to be filled during the mobility for the UK host. The green fields indicate which skills should be focussed as they are not trained in the home country

Similarly, for the German host, a matrix snap might look like this:

<p>Sie/Er</p> <ul style="list-style-type: none"> • hat ein erweitertes Wissen zu typischen Baustilen und deren Merkmalen: <ul style="list-style-type: none"> → Altertum (Sumerer, Ägypter, Griechen, Römer) → Mittelalter (Romanik, Gotik) → Neuzeit (Renaissance, Barock, Rokoko, Klassizismus, Siedermeier, Jugendstil, Bauhaus, Moderne, Postmoderne). • hat vertieftes Fachwissen zu passendem Blumenschmuck. 	<p>Sie/Er</p> <ul style="list-style-type: none"> • kann Eigenschaften und Merkmale aufzählen, erklären und Anhand von Fotos oder am Beispiel zuordnen. • kann passenden Blumenschmuck in unterschiedlichen Techniken und Gestaltungen arbeiten. • wählt passenden Werkstoff und Materialien aus. • wählt passende Farben aus. • transferiert Bekanntes auf unbekannte Räume. 	<p>Sie/Er</p> <ul style="list-style-type: none"> • erarbeitet Gestaltungsvorschläge für Raumschmuck in und an Gebäuden angepasst an den Baustil. • ist in der Lage, auf Änderungen adäquat zu reagieren, auf Kundenwünsche zu reagieren. • achtet auf bauliche Vorgaben, Statik, Denkmalschutz.
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Figure 12 An example of using the qualification matrix to define gaps to be filled during the mobility for the DE host. The green fields indicate which skills should be focussed as they are not trained in the home country

If the learning process starts at home, the process of competence development and the final assessment could be achieved abroad. If the learning starts abroad, the acquisition of competence and final assessment could be achieved when back in the home country. Anyway, a clear indication with reference to the qualification is useful.

h. State of the learner's competence development – positioning of the learner

The host institution generally needs details about the learner's competence level to arrange a suitable training situation. The learning outcome matrix helps to identify a learner's state of competence development at the moment of departure (steps of learning outcomes).

i. Agreement about assessment procedures used

Finally, the learner needs to understand how each learning situation and outcome will be assessed. Explanations of the type and methods of assessment used should be added as indicated below.

j. Introduction letter with portfolio and profile

An introduction letter is a polite way of confirming the tripartite relationship between the apprentice and the sending and hosting institution. It should be the "cover letter" for the information which follows the learner through the mobility process.

8. Assessment of learning outcomes

The assessment of learning outcomes acquired by a learner during a mobility stay is conducted by the host institution; it constitutes an essential element of ECVET and is an effective **instrument of quality assurance within transnational mobility**. On the one hand, the assessment underlines the value of mobility projects in particular within the national learning context. Transnational mobility, which often has the negative image of learners spending some kind of 'professional holiday', will be recognised more as a pedagogical tool and a regular part of the national VET system if the competences acquired abroad are assessed, appraised and documented. On the other hand, agreed and clarified assessment procedures foster mutual trust between the different institutions participating in an international mobility partnership.

It may be decided not to implement a standardised procedure for the assessment and appraisal of learning outcomes achieved within transnational mobility. Every partner country has its own principles, methods and instruments, which can also be applied within the framework of ECVET. The **personal transcript** aims in this context to document the learning outcomes which are covered.

Before starting the mobility project, the partner institutions should specify the methods and instruments to determine learning outcomes in accordance with the procedure commonly used in the host institution. The same applies to the assessment criteria. In this context the following general principles should be considered:

- The learning outcome assessment methods, instruments and criteria which an institution wants to apply within the framework of a mobility partnership should be made transparent to the partner institution (e.g. during a peer learning visit) and accepted by it.
- The partner institutions' agreements relating to assessment should be laid down in writing in the partnership agreement / memorandum of understanding as well as in the learning agreement.
- The principles of proportionality should be observed regarding the complexity. Short-term mobility projects (of up to two weeks) will maybe not need any detailed assessment procedure whereas mid- and long-term mobility projects will need a more intensive assessment.
- The assessment procedure should be understandable and clear to all people involved in mobility, especially the learners.

- The assessment should focus on the learning outcomes specified in the learning agreement but may also include soft skills and transversal skills where relevant.
- The results of the assessment should be documented accordingly (in the personal transcript) to enable the validation of learning outcomes by the sending institution.

For a relevant and fair assessment of learning outcomes a wide range of different **instruments** might be used:

- **Written assignments**
Candidates work on written tasks that are typical for their occupational tasks. The assessment can cover the subject-related correctness of solutions, the candidates' understanding of subject-specific connections, as well as formal aspects where appropriate.
- **Practical tests / work samples**
Candidates carry out an activity that is typical for their occupation, such as design, production, service, etc. The assessment can cover their working method and the result of their work.
- **Computer simulation**
Candidates carry out an activity that is typical for their occupation by virtual means using a specialist examination program. The assessment can cover their working methods and the result of their work.
- **Interview**
Interviews focus on subject-specific issues, situations, problems and their solutions.
- **Presentation**
In a presentation, using technical aids if appropriate, candidates present situations and connections which are typical for their occupation or the solution to a task they were set before. Where necessary, they answer comprehension questions related to their presentation. The assessment can cover subject-related and communicative competences as well as the form and technique of presentation.
- **Simulated conversation – role play**
The simulated conversation is in the form of a role play. Here candidates act out their future professional position while the examiner

takes on the role of a client, a business partner, colleague, etc. The assessment can cover the learners' customer orientation, communicative competences, sales behaviour and subject-specific competences, for example.

- **Portfolio method**

The portfolio method applies a combination of different methods and instruments, if necessary over several stages.

9. Validation and documentation of learning outcomes

The assessment results, as documented by the host institution in the personal transcript, are validated by the sending institution after completion of the mobility stay. This aims to formally confirm that the learning outcomes which have been acquired by a mobile learner and assessed by the host institution can be recognised as part of the national educational context.

Relevant learning outcomes should then be transferred to the [Europass Mobility](#) document. The sending institution can additionally issue a certificate of attendance and performance to the learner.

In the follow-up phase of a mobility project it should also be evaluated. To ensure that the entire process - from preparation to implementation and the follow-up procedure - is continuously optimised it is necessary that all the parties involved - sending institution, learner, host institution, possibly exchange organisation(s) - give each other feedback about what happened during the mobility period. Only in this way can there be a lasting improvement in programme quality. The evaluation can be made either in writing by completing a questionnaire or orally in personal discussions or by telephone and Skype conferences. To improve the quality of mobility stays it is very decisive that the collected feedback is considered in future exchange projects. Only in this way can quality be assured on a lasting basis.



Annexes (to be completed/added):

YOMTOOL introduction: <http://www.skillstools.eu/yomtool>

Intro to Sending partner in YOMTOOL: <https://skillstools.eu/yomtool/sending-partner/>

Intro to Receiving partner in YOMTOOL: <https://skillstools.eu/yomtool/receiving-partner/>

with

Templates for

- Memorandum of Understanding
- Partner agreement
- Learning agreement

Mobility checklist

Template Memorandum of Understanding

Introduction / Objectives

General context: ECVET, Lifelong learning, partnership, mutual trust, transnational mobility, recognition of learning outcomes, network support, promotion of mobility...

Other specific objectives: Goals for individuals, professions, sectors, acquisition of technical and intercultural and key competences ...

This following agreement is signed between

Country:
Institution:
Address:
Tel/ fax/ mail / website:
Contact persons (name, function, phone number e-mail):

And

Country:
Institution:
Address:
Tel/ fax/ mail / website:
Contact persons (name, function, phone number e-mail):

The following agreement shall govern

- the conditions of assessment and recognition of competences acquired during transnational mobility pathways in the framework of (agreed activity) between the partners
- general conditions of the organisation of the mobility project and partner cooperation

The agreement provides information about assessment procedures and common quality assurance mechanisms to reinforce transparency and mutual trust between the partners.

Duration of MoU / conditions of renewal:

The following MoU is concluded for the period of years from the date of signature on.

The partners agree on up-dating of the information provided below if substantial changes occur. All changes will need a written statement. Amendments shall be made by a supplementary agreement signed on behalf of each of the parties by the signatories to this contract.

Identification of targets

Country / organisation : A
Public / learners concerned by the MoU:
Title of Master crafts certification concerned, sectors, professions concerned:
EQF levels:
Description of learning outcomes (see SME master matrix)

Country / organisation : B
Public / learners concerned by the MoU:
Title of Master crafts certification concerned, sectors, professions concerned:
EQF levels:
Description of learning outcomes (see defined matrix)

Information about assessment and recognition procedures used in the partner countries

Country / organisation : A
Assessment procedures in use: (tests, final exam, continuous evaluation, observation, simulation of work activities, portfolio)
Recognition procedures in use :
Quality criteria's and quality insurance in use
Recommendations for the assessment and recognition of the learning outcomes during transnational training periods: Each learner concerned by the mobility project will also benefit from an individual learning agreements and personal transcript Partners agree to use for common description of the certification concerned and in preparation of the mobility pathways the defined matrix.
Forms used for recognition (personal transcript, use of Europass and other certificates):

Country / organisation : B
Assessment procedures in use: (tests, final exam, continuous evaluation, observation, simulation of work activities, portfolio)
Recognition procedures in use :
Quality criteria's and quality insurance in use
Recommendations for the assessment and recognition of the learning outcomes during transnational training periods: Each learner concerned by the mobility project will also benefit from an individual learning agreements and personal transcript Partners agree to use for common description of the certification concerned and in preparation of the mobility pathways the defined matrix.
Forms used for recognition (personal transcript, use of Europass and other certificates):

Mutual engagements about organisation of sending and hosting/ general duties

Country / organisation : A

Actors involved for organising mobility (companies, Vet provider):

Contact persons (name, function, phone number e-mail):

Country / organisation : B

Actors involved for organising mobility (companies, Vet provider):

Contact persons (name, function, phone number e-mail):

Preparation:

Follow-up:

Logistical organisation (accommodation, transport):

Contractual / legal issues:

Insurance matters:

Costs for training, resources used by the partners:

Financial issues / salary

Evaluation of the partnership and of placement results:

Reciprocity of hosting and sending (yes / no):

Signatures**Organisation A****Name****Function****Place, date****Organisation B****Name****Function****Place, date**

PARTNERSHIP AGREEMENT

between

Sending organisation:

Name of organisation	
Address	
Contact person	
Telephone	
Fax	
E-mail	

and

Hosting organisation:

Name of organisation	
Address	
Contact person	
Telephone	
Fax	
E-mail	

The above organisations undertake the organising of work placements for apprentices.
The partners will be involved in

- Negotiating the content of each placement and finding suitable work placements for each participating apprentice
- Making the agreement of each work placement
- Providing the apprentice with the Europass Training document (sending organisation)
- Providing preparation for the beneficiaries if necessary
- Arranging accommodation
- Supervising the apprentices during the placements (hosting organisation)
- Ensuring communication between all parties involved
- Fulfilling the Europass Training document together with the work place (hosting organisation)
- Evaluating the work placements

Form of implementation: Europass Training

(This cooperation is part of following Erasmus+ project:)

Date and place



Signature of representative of sending organisation

Name in print

Signature of representative of hosting organisation

Name in print

LEARNING AGREEMENT

APPRENTICE:

Name	
Address	
Date of birth	
Telephone	
E-mail	
Field of education	
Qualification	
Duration of the apprenticeships	
Contact teacher in the vocational college	

SENDING ORGANIZATION:

Name	
Address	
Country	
Telephone	
Fax	
Contact person(s)	
E-mail(s)	

HOSTING EMPLOYER IN THE DESTINATION COUNTRY

Name	
Address	
Country	
Telephone	
Contact person(s)	
E-mail(s)	

RECEIVING ORGANISATION:

Name	
Address	
Country	
Telephone	
Fax	
Contact person(s)	
E-mail(s)	

II. DETAILS OF THE PROPOSED TRAINING PROGRAMME ABROAD

Planned dates of start and end of the placement period: **Xday xxxxxxxxxxxx – Yday xxxxxx**

Detailed programme of the training period:
Working hours (max. 37,5 h per week): 1 st week: (Xday - Yday) fromto 2 nd week: (Xday - Yday) fromto 3 rd week: (Xday - Yday) fromto 4 rd week: (Xday - Yday) fromto
Tasks of the trainee: The apprentice is working in his/her professions while staying in XXXXXX - details of skills and competences please see CV and job description.
Monitoring and Mentoring of the participant: [The apprentices are accompanied by a group leader within the first week.] [All apprentices receive at least one visit from the group leader to their place of employment.] The hosting employer appoints an on-the-job trainer for the apprentice to guide and supervise the apprentice at work. The on-the-job trainer will also evaluate the work and the acquired skills and knowledge at the end of the period.
Certificates: Each apprentice is given a certificate of work experience and a certificate of the language course.

III. INSURANCE DETAILS

Herewith we inform you of the insurance for the [country] trainees for the period of their work placements abroad: The participants are insured - social insurance - via their [country] company providing vocational training. The health insurance is given by the imprint on the reverse side of the e-card - European health insurance. [organiser] also contracts an insurance (policy number 123456789) - accident, liability and repatriation insurance. E.g. for accidents during the work placements, third party insurance for the case when anything goes broken. It also includes the transport back to [country] in these cases.

IV. DUTIES AND RESPONSIBILITIES OF THE PARTIES

The apprentice <ul style="list-style-type: none">• works under the supervision and guidance of the hosting employer's representative
<ul style="list-style-type: none">• undertakes to abide by the working hours at the workplace and to respect the valid rules and legal provisions concerning professional confidentiality• follows the relevant and valid health and safety laws, regulations and orders in the work
The hosting employer <ul style="list-style-type: none">• appoints an on-the-job trainer for the apprentice
The on-the-job trainer <ul style="list-style-type: none">• gives necessary information on the occupational safety, conditions and equipment concerning the work itself and the work environment• monitors on behalf of the sending partner the achievement of the learning outcomes

V. MEAL ARRANGEMENTS

The meal arrangements during the work placement are to be agreed directly between the apprentice and the hosting organisation.

VI. COMMITMENT OF THE PARTIES INVOLVED

THE PARTICIPANT

Participant's signature

..... Date: [City], XX.XX.20XX.....

THE SENDING ORGANISATION

Coordinator's signature

Date: [City], XX.XX.20XX.....

THE RECEIVING ORGANISATION

Coordinator's signature

..... Date: [City], XX.XX.20XX.....