

# M.O.T.O. Model



Model of Transferability of Learning  
Outcome units among different  
ECVET systems

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M.O.T.O. Project Partnership



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The Ministry of Education, Science and Culture (MESC), Iceland



Regione Veneto, Italy



Federal Ministry for Education, Arts and Culture (BMUKK), Austria

M.O.T.O. Project Website <http://ecvet-moto.isfol.it>

## M.O.T.O. Model: Model of Transferability of Learning Outcome units among different ECVET systems

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# I. Introduction

**ECVET**, the **E**uropean **C**redit system for **V**ocational **E**ducation and **T**raining, is a voluntary instrument that will be implemented progressively.<sup>1</sup> Since its adoption in 2009, member countries and the European Commission are putting important emphasis on testing and further developing this instrument through, among others initiatives, the establishment of pilot projects. In 2008, the Commission issued a call for proposal to finance projects under the Lifelong learning Action Programme the aim of which was to test the implementation of the ECVET process. As a result, ten pilot projects were selected.

**M.O.T.O** (**M**odel **O**f **T**ransferability of learning **O**utcome units)<sup>2</sup> is one of the ECVET testing projects.<sup>3</sup> It focuses on fostering transferability of units of learning outcomes in order to facilitate geographical mobility in VET in the tourism and catering sector. One of its main aims is to develop tools and suggest approaches that may be useful for those involved in ECVET- related mobility projects. Mobility projects involving VET providers, students and apprentices from the partner countries were carried out to ensure the usability of the tools and approaches and to further improve them ('field testing phase'). This publication represents the final result of the two-year project and is structured in the following way:

- **Part II** introduces the **M.O.T.O. project**, its aims, activities and products as well as the project partnership.
- **Part III** presents the **M.O.T.O. Model**, a proposal for realising ECVET for geographic mobility and in particular for work placement abroad, which is the main outcome of

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1 Further information is available here: [http://ec.europa.eu/education/lifelong-learning-policy/doc50\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm)

2 Project website: <http://ecvet-moto.isfol.it>

3 More information is available here: [www.ecvet-projects.eu](http://www.ecvet-projects.eu).



the project and was prepared in cooperation with all partners.<sup>4</sup> The structure of this part follows the four phases of an international VET placement: preliminary phase, preparation, implementation and final phase.

General considerations for each step and phase are described, as well as the tools developed, the respective approach taken by the M.O.T.O. partners, and in particular by the testing partners in the partner countries, in the 'field testing phase'. To show the different approaches by the testing partnerships or by the mobility partners in the partner countries, concrete experiences, challenges, difficulties as well as benefits are described in coloured boxes. The experiences from the testing phase, which were analysed and discussed in the project partnership, were used to draw conclusions and illustrate lessons learned. Particular attention has been paid to describe not only the tools developed, but also the conditions for their application and the supporting processes which are needed to use them successfully.

- **Part IV** presents overall conclusions drawn by the M.O.T.O. partners addressing the main benefits and challenges when using ECVET for geographical mobility.
- The **Annexes** present examples of the tools developed in the M.O.T.O. project and used for the testing phase.

The pictures used in this publication were taken during the mobility phase of the students and apprentices involved in the M.O.T.O. project.

The M.O.T.O. partners would like to express their gratitude to the VET providers, teachers, trainers, students and apprentices involved in the 'field testing phase' of the project. Their participation, their contributions and valuable feedback to the tools and approaches proposed by the M.O.T.O. project was highly appreciated!

<sup>4</sup> The M.O.T.O. Model is based on the outcomes of and discussions within the M.O.T.O. project partnership and on additional sources, such as the description of the "Mobility Procedure" (presented in the final publication of the VQTS II project – [www.vocationalqualification.net](http://www.vocationalqualification.net)) or the tools developed in the VQTS II project and for the FIN-ECVET initiative ([www.finecvet.fi](http://www.finecvet.fi)).



## II. The M.O.T.O. Project

### 1. Aims

The **M.O.T.O.** (**Model Of Transferability of learning Outcome units**) project aims at giving a contribution to the implementation of ECVET through a partnership between ministries, national institutional bodies responsible for VET, and in one case also a research and consulting institute, of four countries: Austria, Finland, Iceland and Italy.

The countries involved in the M.O.T.O project are currently at different stages in defining and developing their national qualification frameworks (NQF) and vocational and education training systems. For example, the Austrian and Italian partners are at present developing tools to describe learning outcomes in terms of knowledge, skills and competence<sup>5</sup>. In contrast, the Finnish and Icelandic partners are more advanced, using knowledge, skills and competence as integrated components of their qualifications systems.

Since the main motivation for setting up the project was to test the extent to which the tools developed at national level are capable of supporting credit transfer in a trans-national context, M.O.T.O focuses upon fostering transferability of units of learning outcomes in order to facilitate the professional and geographical mobility of learners and workers in the tourism sector.

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5 The new Italian vocational education and training qualifications are being described in terms of knowledge, skills, and competences.

**Tourism** was selected as a pilot sector because:

- ◆ it is a key economic sector in all the partner countries;
- ◆ it is a sector characterised by similar working processes in spite of local and national specificities;
- ◆ it provides job opportunities to many workers who do not have formal qualifications and are considered as disadvantaged.

The main objective of the M.O.T.O project was to provide concrete methodological tools to analyse and describe vocational qualifications in terms of units of learning outcomes and to set up a model to support the validation, recognition, accumulation and transfer of units of learning outcomes.

## 2. Activities and products

This publication is the final product of the M.O.T.O. project and is based on tools developed and activities carried out in the course of it. The main products and activities include:

### M.O.T.O. pilot sector report

The pilot sector report is a preliminary study concerning the way the four partner countries describe the qualifications connected to the pilot areas of the M.O.T.O project.

To produce the preliminary study a questionnaire has been submitted to and filled-in by all the partners. The aim of this questionnaire was to provide an overview and an update of the state of the art in the field of qualification design and credit acknowledgement in the countries involved in the M.O.T.O. project (i.e. approaches, current experiences/practices and methodologies with reference to their national Credit Systems and/or Units of Learning Outcomes).

The pilot sector report includes an analysis of the features of national qualifications systems, with particular attention to the development of a learning outcomes based system.

### Methodology Manual

The methodology manual contains first of all a synthesis of the pilot sector report. This overview of the pathways for the acquisition of vocational qualifications allows to highlight some common elements in the different national contexts, and fosters the perspective of working on the development and testing of a 'Model of Transferability of Learning Outcomes Units'. The Manual presents the guidelines and a grid for identifying common elements in the qualifications of partner countries.

### Field testing

The main aim of the field testing phase was to test the tools and approaches developed in real mobility projects. The following steps were followed:

- ◆ Establishing partnerships
- ◆ Planning and organising mobility projects
- ◆ Collecting feedback from participating teachers or trainers and learners (interviews based on questionnaires)
- ◆ Analysing feedback

## Testing partnerships:

### **Austria-Italy:**

14.06.-02.07.2010 – mobility period of two Italian students in Austria (internship at Zobaeck, Vienna), accompanied by one teacher from the sending institution.

05.07.-30.07.2010 – mobility period of three Austrian apprentices in Italy (internship in three different hotels in Abano Terme, Padua), accompanied by one trainer from the sending institution.

### **Finland-Iceland:**

21.08.-10.09.2010 – mobility period of two Icelandic students in Finland (internship in hotels and in and Travel Agency in Levi, Kittilä)

29.08.-13.09.2010 – mobility period of four Icelandic students in Finland (internship in hotels in Rovaniemi) – accompanied by two teachers from the sending institution the first three days.

05.-24.09.2010 – mobility period of six Finnish students in Iceland (four students at Hilton Reykjavík Nordica, one student at GJ Travel – Travel Agency, and one with Ishestar – Tour Operator, Reykjavík), accompanied by one teacher from the sending institution during the last week to observe assessment.

### *Additional teacher preparatory and follow-up visits:*

21.-24.02.2010 – two Finnish teachers in Iceland

21.-24.03.2010 – one Icelandic teacher in Finland

29.08.-01.09.2010 – two Icelandic teachers in Finland

19.-23.09.2010 – one Finnish teacher in Iceland

## 3. Partners

### **Project manager**

Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR), Italy

### **Technical Coordinator**

Istituto per lo Sviluppo della Formazione professionale dei Lavoratori (ISFOL), Italy

### **Partners**

3s research laboratory (3s), Austria

The Finnish National Board of Education (FNBE), Finland

The Ministry of Education, Science and Culture (MESC), Iceland

## Supporting partners

Regione Veneto, Italy

Federal Ministry for Education, Arts and Culture (BMUKK), Austria

## Mobility partners

### Austria:

**VET Provider** (sending and hosting organisation)

Zobaeck, Vienna – supra-company training workshop

### Finland:

**VET Provider** (sending and hosting organisation)

Rovaniemi Municipal Federation of Education, Lapland Vocational College

**Companies** (hosting organisations)

Clarion Hotel Santa Claus, Rovaniemi

Sky Hotel Ounasvaara, Rovaniemi

Levi Travel, Kittilä

Hotel Sokos Levi, Kittilä

### Iceland:

**VET Provider** (sending and hosting organisation)

Kopavogur Institute of Education

**Companies** (hosting organisations)

GJ Travel – Travel Agency

Ishestar – Tour Operator

Hotel Hilton Reykjavík Nordica

### Italy:

**Vet Providers** (sending organisations)

IPSSAR “M. Alberini” – Vocational Upper Secondary school

Enaip Veneto – Vocational Training Centre

**Companies** (hosting organisations)

Hotel Grand Torino, Abano Terme

Hotel Europa Terme, Abano Terme

Stabilimento Termale Ermitage, Abano Terme

### III. The M.O.T.O. Model

The M.O.T.O. Model provides a **proposal for realising ECVET for geographic mobility and in particular for work placements abroad**. It describes only the **most important ECVET-related aspects of the mobility process** and presents guidelines for realising ECVET in transnational mobility, proposing some **tools and instruments** prepared and tested in the project. Since the testing phase focussed on work placement abroad, the experiences made, the tools and documents prepared, as well as the recommendations produced, also focus on work placements abroad.

The M.O.T.O. Model is **based on the principles of ECVET** as described in the ECVET Recommendation and in the ‘Questions & Answers’-document<sup>6</sup>. These principles are not repeated in this document but are of course relevant to an understanding of the Model.

We are aware of the fact that ECVET cannot solve all problems and challenges related to organising and realising geographical mobility in VET (for example, motivation of training providers or companies, commitment of teachers, trainers and learners, financial or organisational issues). These issues need to be taken into account in all mobility projects (ignoring them might also hinder the application of ECVET) but they are not described explicitly in the M.O.T.O. Model. Several national and European initiatives and projects are explicitly addressing these issues and have developed approaches, guidelines and supporting instruments for international VET placements and should therefore be consulted.<sup>7</sup>

<sup>6</sup> For more information on ECVET see: [http://ec.europa.eu/education/lifelong-learning-policy/doc50\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm).

<sup>7</sup> Such projects are, for example: Pro Mobility: [www.pro-mobility.net](http://www.pro-mobility.net), i2i –internship to industry: [www.internship2industry.eu](http://www.internship2industry.eu), Euronaver: [www.euronaver.net/de/home1.html](http://www.euronaver.net/de/home1.html).



The M.O.T.O. Model is **structured according to the different phases of an international VET placement**. Phases 1 and 2 are taking place before mobility, phase 3 during mobility and phase 4 after mobility:

1. **Preliminary phase:** identification of potential partners for mobility through analysis and comparison of qualifications, establishment of partnerships between competent bodies/institutions and development of a Memorandum of Understanding (MoU);
2. **Preparation phase:** conclusion of a Learning Agreement (LA) in the framework of a MoU;
3. **Implementation phase:** training period (VET placement) abroad;
4. **Final phase:** validation and recognition of achieved learning outcomes; follow-up of the VET placement abroad.

The following **Table 1** provides a **general overview** of the different phases, the ECVET-related issues, the aims and activities, the actors involved and the tools used for documentation. This is the approach that was planned as basis for the testing phase in the M.O.T.O. project. **Table 2** presents this information for the **testing partnership** between **Austrian** and **Italian** partners and **Table 3** for **Finnish** and **Icelandic** partners (a concrete example is available in Annex 2, which presents the mobility phase of a Finnish student – ‘Rosa’s mobility phase’ – as well as a description of Rosa’s learning pathway).

**Table 1: Overview – What we planned to do**

Mobility phases	1. Preliminary phase	2. Preparation phase	3. Implementation phase	4. Final phase
ECVET-related issues	ECVET before mobility		ECVET during mobility	ECVET after mobility
	Establishment of partnerships	Design of mobility period	Mobility and assessment	Validation and recognition
What?	Search for partners; identification of potential partners; agreement on units of learning outcomes that can be taken into account in mobility projects	Preparation of the stay abroad for one or more mobile learners; agreement on specific learning outcomes for the mobility period	Actual training period abroad of one or more mobile learners; assessment and documentation of the knowledge, skills and competence acquired by the mobile learner(s)	Confirmation that the knowledge, skills and competence correspond to specific learning outcomes that are required for the specific training programme or qualification; officially attesting achieved learning outcomes and, if appropriate, awarding the respective amount of ECVET points to the mobile learner
How?	Analysis and comparison of qualifications	Specifying the particular conditions for a training period abroad of one or more mobile learners, in particular knowledge, skills and competence to be acquired.	Acquiring learning outcomes (mobile learner) and using assessment methods and procedures (hosting institution) as specified in the MoU/LA	Comparison of the learning outcomes documented in the Learners' Personal Transcript with those agreed upon in the LA and check-up according to national qualifications requirements
Who?	Competent institutions	Competent institutions (for example, training providers – e.g. schools, VET institutes, companies – in the home and hosting country or other organisations) and the mobile learner	Competent institutions (for example, companies, training providers) in hosting country and mobile learner	Competent institution (for example, training provider) in the home country
Documentation	Template for analysing qualifications (M.O.T.O. grid – Annex 1); Memorandum of Understanding (MoU)	Learning Agreement (LA) in the framework of a MoU	Assessment sheet and Learners' Personal Transcript (LPT)	For example, certificate or any other document attesting validated and recognised knowledge, skills and competence



**Table 2: Testing partnership AT-IT**

Mobility phase	1. Preliminary phase	2. Preparation phase	3. Implementation phase	4. Final phase
ECVET-related issues	ECVET before mobility		ECVET during mobility	ECVET after mobility
	Establishment of partnerships	Design of mobility period	Mobility and assessment	Validation and recognition
What?	Decision to select the qualifications "Vocational Qualification in Catering – Cook" and "Vocational diploma in Hotel and Restaurant Services" Identification of suitable partners at regional level; Enaip and Alberini were selected as VET providers	Selecting units and sub-units for the mobility period. Agreeing on assessment procedures and grading scale. Defining the setting for the mobility phase.	3 weeks work experience in the kitchen area at Zobaeck in Vienna. Assessment carried out at three stages: initial, after two weeks, final assessment (skills demonstration) at the end.	The learning experience abroad is recognized as a replacement of the work experience to be realized at home, and it will be properly considered when the students will pass the final examination.
AT	Decision to select the qualification "apprenticeship cook" Identification of a suitable training provider: Zobaeck, a supra-company training workshop which is responsible for the company based part of apprenticeship training.	AT: Selecting apprentices according to certain criteria (motivation, ability to deal with complex situations, not only best performers, etc.)	4 weeks work placement within Italian hotels. Assessment carried out at three stages: initial, after two weeks, final assessment (skills demonstration) at the end.	The duration of the work placement abroad is recognized as a replacement of the training they would have received at Zobaeck in this time.
How?	Analysing and comparing qualifications. Contacts with regional representatives and Regional Education Department	Meetings between Italian and Austrian VET providers (Zobaeck, Enaip and Alberini) with Italian and Austrian authorities and project partners.	The observation sheet takes into consideration each unit or sub-unit that has been evaluated during the work experience	The experience abroad has been assigned national credit points which will form part of the overall student score at the final examination
AT	Analysing and comparing qualifications. Reflecting and defining criteria what kind of institution could best support the aims of the M.O.T.O project (school, company, etc.). Zobaeck was chosen because this VET provider could act as sending and hosting institution. Explaining the ECVET approach to the responsible persons at Zobaeck.	IT: Meetings between Italian VET providers and Isfol. AT: Meetings, mail- and phone contacts between 3s and Zobaeck	Assessment of the apprentices according to the LOs and methods stated in the LA – also taking into account the acquisition of additional knowledge, skills and competences that are likely to be acquired in a complex working context	As the apprentices have one final examination at the end of their apprenticeship training they benefit from their competences acquired abroad but they can not get an exemption from any part of their education and training or from the final examination. The training period abroad and the well documented learning experience are accepted as part of the apprenticeship training.
Who?	Ministry of Education, Veneto Region and Isfol	Veneto Region, Regional education Authority, Ministry of Education, Arts and Culture, Zobaeck, Isfol and 3s.	Tutor/trainer at Zobaeck and Italian teacher	The classroom teachers are responsible for analysing the experience validated by the hosting country and for assigning credits relevant at national level.
AT	3s, Zobaeck, Ministry of Education, Arts and Culture		Company tutor/trainer supported by the Austrian trainer from Zobaeck who accompanied the Austrian apprentices	Trainer at Zobaeck
Documentation	Template for analysing qualifications (M.O.T.O. grid – Annex 4); Letters and minutes of meetings.	MoU (Annex 6), LA incl. Assessment sheet (Annex 8)	Assessment sheet and Learners' Personal Transcript (LPT)	Learners' Personal Transcript (LPT)



**Table 3: Testing partnership FI-IS**

Mobility phase	1. Preliminary phase	2. Preparation phase	3. Implementation phase	4. Final phase
ECVET-related issues	ECVET before mobility	ECVET during mobility	ECVET after mobility	
	Establishment of partnerships	Design of mobility period	Mobility and assessment	Validation and recognition
What?				
FI	Search for suitable VET providers and companies (for work placements); Selection of Rovaniemi Municipal Federation of Education, Lapland Vocational College. Decision to test sub-units of 4 qualifications: Further Qualification in Travel Services, Vocational Qualification in Hotel and Restaurant Services/Cook, Vocational Qualification in Hotel and Restaurant Services/ Waiter/Waitress and Vocational Qualification in the Tourism Industry.	Description of qualifications; Selection of units and sub-units; Definition of the conditions for learners mobility  Selection and preparation of students for the M.O.T.O. mobility.	3 weeks work experience in kitchen area, restaurant services, travel services and production of tourism services.  Final assessment was realized. The assessment included also evaluation discussion with learner. One Finnish student had a skills demonstration in Iceland	Validation of achieved learning outcomes with the National Requirements for Vocational Qualifications Recognition of achieved learning outcomes Allocation of ECVET points
IS	Selection of Kopavogur Institute of Education – as the only state-run institution specialising in hotel-, catering and tourism Decision to chose the qualifications “Certificate of Apprenticeship – chef, waiter” and “Diploma in Tourism Studies (travel consultant)”		3 weeks mobility in restaurants and in travel sector agencies. Self assessment, continuing assessment and final assessment	Mobility was assessed as equivalent to workplace training
How?				
FI	Contacts with Rovaniemi Municipal Federation of Education, Lapland Vocational College to agree on field testing and with companies to agree on work placements of the Icelandic students.	Meetings between FNBE and Lapland Vocational College /Levi Institute and companies. Teacher visits to Iceland to prepare mobility exchange,  FI: With students: the goals and objectives were processed individually and in a group. Each student had their own learning objectives, stated in writing.	Observation of daily routines / tasks and evaluation interview. Learning was assessed according to learners’ personal objectives. Assessors had assessment form with criteria which had been prepared by sending institution.	The learning outcomes achieved during mobility period were validated and recognised as part of sub-unit of a compulsory study unit..
IS			Students kept diary, assessment sheet continuing central units of learning	Mobility amounted to 15 credit units within the Icelandic credit system
Who?				
FI	Finnish National Board of Education and Lapland Vocational College	Finnish National Board of Education and Lapland Vocational College involving also students	Contact person of hosting institution, company representative and student participated in the evaluation discussion. Representative of sending institution was observer.	Head of Education, Group Leader, International Affairs Contact Person
IS	Ministry of Education, Science and Culture (MESC) and Kopavogur Institute of Education	Kopavogur Institute of Education	Teacher/trainer	Kopavogur Institute of Education
Documentation	E-mails Template for analysing qualifications (M.O.T.O. grid – Annex 3) Draft Memorandum of Understanding	Final MoU (Annex 5) FI: 6 “Mobile Learner’s Personal Folders” = Learning Agreements with annexes (Annex 7) IS: LA Europass CV and Mobility M.O.T.O. grid	Signed Assessment sheet  IS: M.O.T.O. grid	FI: Signed Assessment sheet, Europass Mobility, Learner’s personal transcript, Skills Demonstration Certificate (if skills demonstration has taken place in Iceland)  IS: Transcript of Records

# 1. Preliminary phase

## 1.1 Analysis of qualifications and identification of 'relevant' learning outcomes

### Selection of qualifications and identification of potential partners

The preparation of a mobility project usually starts with a search for a suitable partner (for example, training provider) in another country. Mobility projects can be organised between regional or national institutions, between training providers or between training providers and companies that are not training providers.<sup>8</sup>

A preliminary judgement of the suitability of a qualification or training programme can be based on the information given in the **Europass Certificate Supplements** (<http://europass.cedefop.europa.eu>) and by taking the respective **EQF/NQF level** into account. However, **it is not a requirement that the qualifications concerned are at the same EQF level** because it is also possible that qualifications from different levels share certain learning outcomes or units of learning outcomes.

It is suggested also to request further information on the qualification or training programme offered by a training provider abroad because national requirements must be observed as well (for example, in some countries, the training provider in the host country must be accredited according to national regulations) and basic requirements or prerequisites must be cleared (for example, language requirements)<sup>9</sup>.

The length of this phase, the time and resources to be invested and also the amount of information to be exchanged depends on how well the partners already know each other (respectively their national qualifications systems and the specific requirements) and on the amount of trust already existing between them.

### Approach taken by the M.O.T.O. partners for the selection of qualifications and identification of potential partners

The partners of the M.O.T.O. project had agreed to select qualifications from the field of **hotel and catering**. At the beginning, **national background analyses** focussing on **ECVET-relevant information** related to the national VET systems and a **pilot sector report** were developed. The collection and analyses of this information was used to better understand the national backgrounds of the partner countries.

Based on these analyses, the following qualifications were selected:

- **AT:** Certificate of Apprenticeship 'cook'
- **FI:** Further Qualification in Travel Services – Travel Counsellor; Vocational Qualification in Hotel and Restaurant Services - Cook; Vocational Qualification in Hotel and Restaurant Services - Waiter/Waitress;

<sup>8</sup> Potential partners can be found, for example, in the ADAM-database, the project and product portal for Leonardo da Vinci: [www.adam-europe.eu](http://www.adam-europe.eu) (some information is also available in the Pro Mobility Toolkit, question 2 - [www.pro-mobility.net](http://www.pro-mobility.net)).

<sup>9</sup> Further information about where to find information about the VET systems of other countries is available in the Pro Mobility Toolkit (question 7 - [www.pro-mobility.net](http://www.pro-mobility.net)).

Vocational Qualification in the Tourism Industry – Tourism Activities Organiser

- **IS:** Certificate of Apprenticeship – chef, waiter; Diploma in Tourism Studies (travel consultant)

- **IT:** Vocational Qualification in Catering - Cook (last year of 3 years training programme); Vocational diploma in Hotel and Restaurant Services (after a 5 years education programme)

The testing partners (AT-IT and FI-IS) exchanged Europass Certificate Supplements for these qualifications. Since the NQFs in the partner countries are still under development and national qualifications levels have not been referenced to the EQF, a tentative assignment of each selected qualification to an EQF level was made.

## Analysis of qualifications in terms of units of learning outcomes

The description of qualifications in terms of **units of learning outcomes** is one of the main elements of ECVET. This approach is supposed to enhance transparency and comparability of qualifications and to facilitate the transfer, recognition and accumulation of knowledge, skills and competence (learning outcomes) acquired in different learning contexts. In many countries qualifications are not (yet) designed in terms of units of learning outcomes, and among the countries involved in the M.O.T.O. project, only Finnish VET qualifications are already structured in units of learning outcomes. Therefore, the M.O.T.O. partners decided that some preparatory work is needed.

The approach for **analysing qualifications in terms of units of learning outcomes** proposed by the M.O.T.O. project is based on the assumption that **identifying core work processes or core activity areas** that can be associated with a certain qualification can support the comparison of qualifications acquired in different countries, contexts and training programmes.<sup>10</sup> Therefore, it is suggested to identify the core work processes and analyse how these are reflected in terms of learning outcomes in the selected qualifications. It is assumed that the results of this exercise will help to identify common and different parts or elements of the qualifications and to identify relevant (units of) learning outcomes that can be subject of the mobility projects.

Please note that the aim of the M.O.T.O. project was not to develop a common qualifications description as a reference for the selected national qualifications, but to use a **common method for analysing and describing the selected qualifications**. Therefore, it was not necessary to agree on common core work processes or core activity areas. The most important issue was to transparently describe the learning outcomes related to the qualifications.

A template has been prepared for this exercise: the ‘M.O.T.O. grid for analysing qualifications’. In the following section, the template as well as the guidelines for using it are presented.<sup>11</sup> Concrete examples from Finland and Italy are included in the Annex (Annex 3 and Annex 4).

<sup>10</sup> Similar approaches have been and are taken by other projects. For example, by the VQTS and VQTS II projects ([www.VocationalQualification.net](http://www.VocationalQualification.net)), the projects SME Master and SME Master Plus ([www.sme-master.eu](http://www.sme-master.eu)) or by the EQF projects TransEQFrame ([www.transeqframe.net](http://www.transeqframe.net)) and AMOR ([www.amor-project.eu](http://www.amor-project.eu)). This approach was also used in the testing phase of the German NQF (DQR) development process ([www.deutscherqualifikationsrahmen.de](http://www.deutscherqualifikationsrahmen.de)).

<sup>11</sup> The template is also included in the Annex – see Annex 1.

## M.O.T.O. grid for analysing qualifications

Country: \_\_\_\_\_

Title of the Qualification: \_\_\_\_\_  
 \_\_\_\_\_

Training provider preparing learners for this qualification  
 (if applicable) \_\_\_\_\_

Level of the qualification\*: EQF: \_\_\_\_\_ NQF: \_\_\_\_\_

Core work processes or core activity areas (units)**	Learning outcomes (Knowledge, Skills, Competence)	ECVET-Points (if applicable)***
1.	■ ■	
2.	■ ■ ...	
...		
...		
...		
<b>Total</b>		

\* Tentative assignment if NQF not yet in place

\*\* Please provide the list of sources used for analysing qualifications (for example, training plan, curriculum, Certificate Supplement)

\*\*\* Please specify the method used for calculating ECVET points

## Guidelines for filling in the M.O.T.O. grid for analysing qualifications

### Units of learning outcomes as used in national qualification descriptions

If available (as for example in Finland), units of learning outcomes as described at national level should be used for filling in the left column of the grid. In those cases in which they are not available (for example, in Austria, Iceland or Italy), their identification should be based on ‘core work processes’ or ‘core activity areas’:

### Identification of ‘core work processes’ or ‘core activity areas’

On the basis of the description of qualifications in available documents, components of qualifications (**sub entities**) have to be identified. Such documents might include, for example, qualification specific descriptions of profiles, Certificate Supplements, framework curricula, training profiles, examination regulations, and - where available - official documents on levels, qualifications, learning outcomes, knowledge, skills, competence (information on the **source** should also be included in the template).

The sub entities are to be identified on the basis of the ‘**core activity areas**’ the qualifications are related to – respectively the ‘**core work tasks**’ (in the sense of **complex work processes**) a person with this qualification is able to fulfil. The term ‘core’ means that these activity areas should really be those which are central to a qualification. It might be possible to identify ‘**core activity areas**’ in the national qualification descriptions (but the structure could still be different).

The **number** of such ‘core activity areas’ is not fixed. However, it can be assumed that it will be possible to differentiate between **5-15** ‘core activity areas’.

These sub entities can also be understood and used as ‘**units of learning outcomes**’ in the sense of ECVET. But please note that these ‘core activity areas’ can also be different from the units as components of the qualifications that are described in national documents.

### Description of learning outcomes

The **learning outcomes** related to the qualification have to be described for each ‘core activity area’ by referring to the three dimensions: **knowledge, skills, competence**. This can be done either by using **holistic** or **integrated descriptions** across the three dimensions (this approach is used, for example, in the Finnish case – see Annex 1) or by describing the knowledge, skills and competence that are related to one of the ‘core activity areas’ individually (this approach is used, for example, in the Italian case – see Annex 1). The first approach is a more ‘holistic’ one, in which learning outcomes are described through one statement and the knowledge, skills and competence are implicit in the statement. Which approach to choose will probably depend on the structure of the available documents and both approaches require to a certain extent a translation of the national documents.

The **amount of detail** of these descriptions also depends on what is available already. However, for the purpose of this exercise (enhancing transparency and facilitating comparison of qualifications and identification of learning outcomes that could be developed during mobility periods) it is sufficient to provide a more general overview for each ‘core activity area’. More detailed descriptions of relevant learning outcomes will be included in the Memorandum of Understanding or in the Learning Agreement (and could be developed with the help of experts in the field).

The description of a qualification or of parts of it should – as far as possible – also include information on ‘**steps of competence development**’.<sup>12</sup> Of course, this depends on the documents available which, in many cases, only provide information about the level of knowledge, skills, and competence at the end of a training programme but not at different stages. However, this information would be needed when it comes to the selection of learning outcomes for the mobility phase of a certain person in training. The respective level of knowledge, skills and competence of the learner is needed as information for the hosting institution and to identify the appropriate learning outcomes for the mobility period in terms of content and complexity etc. There are different possibilities for providing such kind of information. In the Finnish case, for example, the qualification descriptions do not include ‘steps of competence development’ but in the Learning Agreement different colours are used to differentiate the already acquired knowledge, skills and competence of a learner, the learning outcomes to be addressed during the mobility phase and the learning outcomes to be addressed after the mobility phase.

### **Allocation of ECVET points to qualifications and units**

According to the ECVET principles, ECVET points will be first allocated to the whole qualification according to the ECVET convention which allocates 60 points to the learning outcomes expected to be achieved in a year of formal full time VET. In the next step, ECVET points should be allocated to each unit and the method of how the total number of ECVET points is distributed between the units should be described (for example, on the basis of the units’ weight in relation to the whole qualification or on learners workload).

So far, no common solutions have been developed for allocating ECVET points. Furthermore, many national VET systems do not use credit points at all, and also the partners in the M.O.T.O. project have different experiences with credit points. Therefore, it was decided that ECVET points should only be included in the template if appropriate for the national context concerned.

### **Approaches taken by the M.O.T.O. partners for filling in the ‘M.O.T.O. grid for analysing qualifications’**

#### **AT:**

The following sources were used for analysing the qualification ‘cook’ (Certificate of Apprenticeship): training regulation, Certificate Supplement, and vocational school curriculum for the qualification ‘cook’.

The Austrian NQF is currently being developed and a tentative allocation to an NQF/EQF level has been made for the purpose of the project.

It was not easy to describe the qualification according to ECVET requirements. Curricula of vocational schools in Austria are not formulated in terms of learning outcomes although there is an ongoing development towards competence-based descriptions. The training regulation for the qualification ‘cook’ (Certificate of Apprenticeship) refers to the company-based part of the apprenticeship training (80% of their time apprentices work in the companies, the school-based part is 20%). The training regulation lists the tasks apprentices should be able to fulfil, and respectively the knowledge they should have, but it is quite imprecise regarding abilities at a cer-

<sup>12</sup> Such a description is, for example, available in the Competence Matrix developed by the VQTS projects – see: [www.vocationalqualification.net](http://www.vocationalqualification.net).



tain stage. The M.O.T.O. grid for the qualification 'cook' focuses on core work tasks or processes and describes which tasks a holder of this qualification should be able to fulfil. Formulations in terms of learning outcomes on different levels or stages of learning are not available. Since the preparation of such descriptions requires quite a lot of resources, it was not possible to develop them within this project. To deal with this issue and to avoid any possible problems during the placements abroad, it was decided to carry out an initial assessment after two days of observing the apprentices during the placement abroad. The tutor at the hosting institution or the trainer in the company of the hosting country and the learner should reflect together on the level of knowledge, skills and competence of the learner. This is supposed to provide a better basis for assigning tasks to the apprentices and to better understand what kind of support is needed to achieve the agreed learning outcomes (see also: Austrian experience in the implementation phase).

The second challenge was the definition of units: as work tasks are very much connected to each other, it was very difficult to draw lines between them, as some learning outcomes/competences are the basis of all units. Therefore, some 'transversal' learning outcomes were also described (see also: Austrian experiences concerning 'identification of relevant learning outcomes').

ECVET points were not allocated because they have not been implemented on national level and have currently no relevance in the Austrian system.

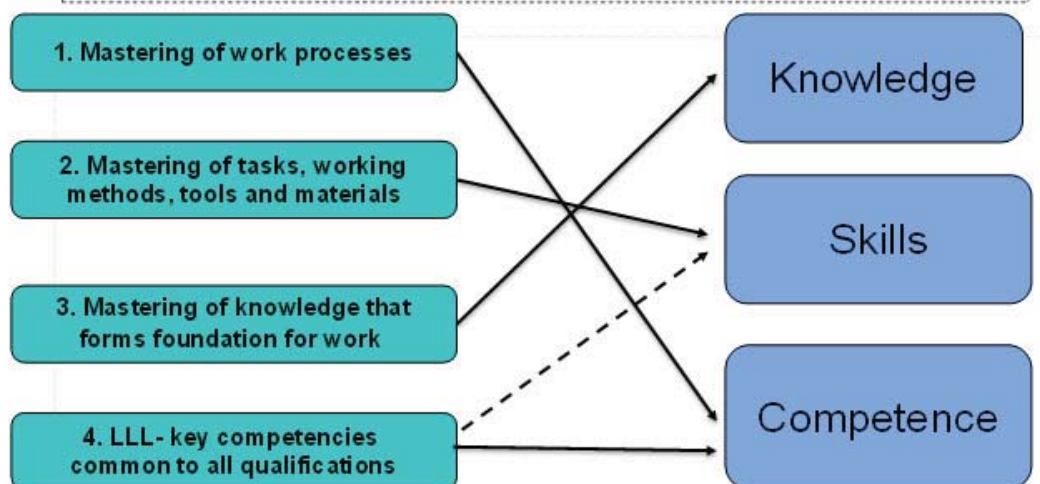
Despite these difficulties, the M.O.T.O. grid served as a useful tool to describe and compare learning outcomes and to detect learning outcomes for a learner's mobility period.

#### **FI:**

The Finnish partners filled in the M.O.T.O. grid by using the National Qualification Requirements. The Finnish vocational qualifications are already based on units of learning outcomes. The Finnish upper secondary vocational qualifications use credits to quantify the volume of learning in a unit. Vocational units are composed on the basis of functions in working life and they are named according to activities in working life. Units are nationally decided and defined by the FNBE in the national qualification requirements.

All vocational education and training in Finland is based on learning outcomes. The units within a vocational qualification are formed in order to produce a competence for a set of task in the working life. The units can also be assessed and demonstrated independently. Vocational competences are defined as concrete working tasks describing what a student is able to do. Nevertheless, the terms knowledge, skills and competence are not used in the National Requirements. Instead the learning outcomes (Finnish targets of assessments) are defined as 1. Mastering of work processes, 2. Mastering of tasks, working methods, tools and materials, 3. Mastering of knowledge that forms the foundation for work and 4. Life-long learning key competences common to all qualifications. The M.O.T.O. grid was filled in by using the picture below and the assessment criteria of the national qualification requirements. The assessment criteria of each unit of the National Requirements are defined at three levels: satisfactory (T1), good (H2) and excellent (E3). These assessment criteria are qualitative and are based on achieved learning outcomes. The level good (H2) assessment criterion was used to fill in the M.O.T.O. grid.

### Finnish targets of assessments vs. learning outcomes described in terms of "KSC"



For education and learning

The allocation of ECVET points to qualifications and units of qualification was based on the *Proposals of the Finnish national Board of Education for the Implementation of the ECVET*. In the FNBE paper, it is proposed that the total number of points assigned to a three-year upper secondary vocational qualification would be 180 credit points. The paper also recommends that the starting point for defining credit points for individual qualification units is an assessment of the relative weight of a unit within the qualification. The weight depends on the importance of the knowledge, skills and competences (learning outcomes) provided by the unit for employment in the field and transition to further studies, as well as on the complexity and volume of the qualification.

The piloted qualifications are at EQF level 4. Definition of the EQF level was based on the Ministry of Education memorandum on the *National Framework for Qualifications and Other Learning*, which was published on 20.8.2009.

An example is included in the Annex (see Annex 3): The Finnish example of the M.O.T.O. grid concerns the Vocational Qualification in the Tourism Industry. It describes learning outcomes of the unit of Implementation of Tourism Service in terms of knowledge, skills and competence. The learning outcomes of the other compulsory vocational unit of this Vocational Qualification, namely Customer Service in Tourism Industry, are described at a more general level. The ten specialising study units are only listed in the M.O.T.O. grid.

#### IS:

The sources for describing the students qualification was the national educational plans of vocational qualification (chefs, waiters and tourism) and the MESC Curriculum. Then we compared





the knowledge, skills and competence to be acquired by the students at the end of their studies to what they already had gained.

The grid can be useful and informative but the qualifications are different between countries and it can be hard for the hosting partner to understand the sending partners' qualifications structure and vice versa. The grid would definitely be more informative and useful to the students if they were involved in the development of it. The students would know how to use it and the language and criteria would be simpler.

#### **IT:**

The description of qualifications in terms of units of learning outcomes has been realized identifying the core work processes and analysing how these are reflected in terms of learning outcomes in the selected qualifications. In other words, starting from the reference documents such as the National Qualification standards, VET providers have identified the main fields of activities (prepare the services, kitchen service, lounge service, restaurant customer management, etc) and have detailed the units of learning outcomes in terms of knowledge, skills and competences. The allocation of credit points has not been possible, because there is no National credit points system yet<sup>13</sup>. In the grid for the description of the qualification the workload of each unit has been indicated in terms of training hours.

Two examples are included in the Annex (see Annex 4): The M.O.T.O. grids concern the qualification Diploma of “Enogastronomy chef” and the vocational qualification “Catering operator: professional qualification Cook”.

### **Identification of ‘relevant’ learning outcomes**

The templates presenting the qualifications in the way described above should be exchanged between the potential partners for mobility projects. A detailed comparison of qualifications is not needed because the main aim is to identify ‘relevant’ knowledge, skills and competence that could be acquired in the potential hosting country. In case the potential partners are able to

<sup>13</sup> A part from a credit system established for assigning the student score at the final examination for awarding the qualification or the secondary school diploma.



**identify such ‘relevant’ learning outcomes**, partnerships between ‘competent institutions’ can be established. ‘Relevant’ learning outcomes can be learning outcomes that are common to the qualifications from the partner countries or that are interesting because they are not included in a qualification but could provide added value for the learners.

In case the selected unit of learning outcomes of a qualification in one country is related to several units in the qualification in the other country, additional explanations need to be provided in the Memorandum of Understanding or in the Learning Agreement.

### **Approaches taken by the M.O.T.O. partners for the identification of ‘relevant’ learning outcomes**

#### **AT:**

The descriptions of Austrian and one of the two Italian qualifications prepared by the M.O.T.O. partners were quite different. One of the Italian descriptions (see Annex 4 – Example 2) was much longer and structured according to subjects of the school curriculum. However, since the Italian pupils were supposed to do an internship in a company/training workshop and therefore the reference was the work process (as for the Austrian apprentices) it was not so difficult to identify ‘relevant’ learning outcomes. The partners were able to agree on task-oriented descriptions of units as presented in the M.O.T.O. grid for the Austrian qualification. The units and sub-units to be addressed by the Austrian apprentices during their stay abroad were chosen on the basis of the requirements of the training regulation for the Austrian qualification cook and the specifics of the Italian cuisine.

As mentioned above, the Austrian partners also identified some competences that can be considered as the basis for all units because they are needed for the daily working routine (for example, keeping clean the workplace, personal hygiene, preparing raw materials). The partners decided not to repeat these ‘transversal’ learning outcomes in all units (for example, preparing fish or starters) but to describe them separately. They were also the same for the Austrian apprentices and the Italian pupils.

#### **FI:**

The identification process for the relevant learning outcomes was based on the use of M.O.T.O. grid, which was the starting point for the discussion with students on their personal learning

objectives for the M.O.T.O. mobility. In Finland, the identification process was rather straightforward.

The Finnish partners wanted to further develop the M.O.T.O. grid in order to make the student's skills and learning objectives clearly visible for both parties. Therefore, the Finnish VET provider decided to use colour codes for clarification. Green text marked those competences the student already has, blue text marked the competence he/she is going to acquire during the mobility period, and red text what competences still need to be acquired after the mobility period (see Annex 3).

#### IS:

The students and the teachers jointly wrote down what they precisely expected from their mobility period. The conclusion was exactly the same elements as the students were supposed to go through in their study at the same time in Iceland. They completed a part of their studies (in job training) according to their curriculum.

#### IT:

In the M.O.T.O. project the learners' mobility experience has been focused on the work experience. The general approach in the AT-IT mobility was to insert students in the kitchen area and to give them the opportunity to participate to the whole working processes that characterize the job of a cook, within the organization. But in particular the internship was focused on the unit of learning outcomes '*Preparation, cooking and display of meals completed*', and, more in detail, to specific sub-units referred to the preparation of typical national food.

Particular attention has been paid to the Italian students training in the following units:

- Prepare main courses of meat (focus on local dishes)
- prepare dessert (focus on local dishes).

Particular attention has been paid to the training of the Austrian apprentices in the following units;

- hot and cold appetizers;
- pasta, doughs and fillings;
- fish.

### Analysis of qualifications and identification of 'relevant' learning outcomes – Lessons learned

- ◆ **EQF level:** As assumed at the beginning of the project, experience shows that it is not important that the qualifications from different countries selected for mobility partnerships belong to the same EQF level. First of all, in mobility projects only selected units of learning outcomes or sometimes only parts of a unit are in the focus and not the whole qualification. Furthermore, in case of work placements abroad, the most important issue is to describe the level of knowledge, skills and competence to be acquired during the stay abroad in a transparent manner in order to plan the tasks for the mobile learner accordingly.
- ◆ **Europass Certificate Supplements:** The exchange of Europass Certificate Supplements is very useful for providing a first overview of the qualifications for the potential partners. They are also important sources that can be used for completing the 'M.O.T.O. grid for analysing qualifications'.





- ◆ **Learning Outcomes:** The transparent description of learning outcomes is the most important element in the context of identifying the partners for mobility projects. However, at this stage only a general description is needed. More detailed descriptions of selected units or sub-units of learning outcomes are necessary for the preparation of Memoranda of Understanding or Learning Agreements. Experience also shows that for the purpose of transparency in this context there are no differences whether learning outcomes are described in a holistic, integrated way or separately as knowledge, skills and competence.
- ◆ **ECVET points:** Whether and how ECVET points are used or not depends on national regulations. In those cases where they are not used on national level, ECVET points included in documents used for mobility will have no meaning in the national context. The most important element is the description of (units of) learning outcomes. However, ECVET points can be used to provide additional information. Furthermore, they can or should be translated into something that is meaningful at national level (for example, into the national credit points system).
- ◆ **Who should fill in the M.O.T.O. grid?** In general, the analyses of qualifications should be done by the competent institutions in the partner countries. It is recommended to involve or consult experts for the selected qualification in this exercise. They should provide support in or give feedback to the definition of 'core work processes' related to the qualification and to the description of learning outcomes. For the purpose of the M.O.T.O. project, the templates were filled in by the training providers that are preparing learners for the selected qualifications and that were involved in the testing phase (mobility projects) supported by M.O.T.O. partners. This kind of analyses of qualifications could also be done by training providers themselves but since certain expertise, experience and resources are needed, it is recommended to ask for support (for example, from qualifications experts). Such support could also be provided or organised by the responsible competent bodies at national or regional levels. It is also recommended to make documents such as filled-in templates available for use to other providers that are preparing learners for the same qualification.



## 1.2 Development of a Memorandum of Understanding (MoU)

A Memorandum of Understanding (MoU) provides a **general framework of cooperation and networking** and specifies the **conditions for international VET placements** between ‘competent institutions’ from different countries. In the context of ECVET, ‘**competent institutions**’ can have different functions depending on the regulations in the national context.<sup>14</sup> The following table provides an overview of the competent institutions in the partner countries that concluded the MoU for the testing partnerships of the M.O.T.O. project as well as their functions:

<sup>14</sup> In the ECVET Recommendation ‘competent institution’ is defined as an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries.

**Table 4: Competent institutions involved in the M.O.T.O. testing partnerships**

Country	Type of institution	Functions						
		Design of qualifications	Awarding qualifications	Allocation of ECVET points	Assessment of learning outcomes	Validation of learning outcomes	Recognition of learning outcomes	Other
AT	Zobaeck – VET provider / apprenticeship training (supra-company training centre, work-based learning)				Continuous observation at the work place			Validation of learning outcomes for the recognition of time spent at work-place-ment in Italy (instead of at Zobaeck)
FI	Finnish National Board of Education	X		X (for the Vocational Qualifications and their units)				
	VET Provider for upper secondary qualifications		X	X (for upper secondary qualifications allocates points to sub-units)	X	X	X	
	Qualification Committee for competence-based qualifications		X			X	X	
IS	Ministry of Education	X						
	Kopavogur Institute of Education VET school		X	X	X	X	X	
IT	Ministry Of Education	X	X					
	Veneto Region – Regional Government	X	X		X	X	X	
	IPSSAR Alberini – Secondary school		X	X	X	X	X	
	ENAIP – Vocational Training centre			X	X			

The MoU should **contain relevant elements** that are necessary to establish a partnership and to develop the **framework for international VET placements based on ECVET principles**. The M.O.T.O. proposes a structure for the MoU.<sup>15</sup> This structure also includes some elements that are not just relevant for ECVET-based VET placements abroad. It is suggested that only those elements will be used that are considered as relevant by the partners involved (for example, there might be differences related to the objectives and it also depends on how well the partners know each other already). The MoU-templates that were used in the M.O.T.O. project by the testing partnerships are included in the Annex (Annex 5: Memorandum of Understanding – Finland-Iceland, Annex 6: Memorandum of Understanding – Austria-Italy)

## Proposed structure for the MoU

### ◆ *Information about the partners concluding the MoU:*

The MoU should include relevant contact information from all the institutions involved as well as information on their functions and roles (type of organisation – for example: ministry, regional authority, school, company, etc.).

### ◆ *General objectives of the MoU:*

The MoU sets out a general framework of cooperation and networking and specifies the conditions for international VET placements between ‘competent institutions’ from different countries. If the partners have agreed upon further objectives, they should also be stated in the document.

### ◆ *Period of eligibility of the MoU:*

Information should be given on the period of eligibility of the agreements set down in the MoU. For example, in some cases, it makes sense to agree on a period of a few years; in others cases, more years are more appropriate. However, it is suggested to agree on a period of several years.

### ◆ *Information about the training programme(s) or qualification(s) concerned:*

Transparent and sufficient information about the relevant training programme(s) or qualification(s) should be shared by including the template presenting the qualification in units of learning outcomes and the corresponding ECVET points (if applicable), the Europass Certificate Supplement and the annual calendar.

### ◆ *General agreement on the relevant part(s) of the qualification(s) that can be the object of the international training periods:*

In some cases it will be possible that the whole qualification or selected units can be considered for mobility phases, in other cases (in particular for mobility projects of a rather short duration) it might be necessary to identify sub-units and to allocate ECVET points to these sub-units.

### ◆ *Agreement on responsibilities:*

Information should be provided on the responsibilities of the stakeholders involved: the competent institutions, the sending and hosting institution or any other intermediate organisation and the person in training. The aspects to be clarified could include, for example, financial aspects (it should be clarified whether the mobile learner will be paid for his or her international training and if yes, how much and what kind of responsibili-

<sup>15</sup> The structure is based on the MoU developed in the VQTS II project – [www.vocationalqualification.net](http://www.vocationalqualification.net) and in the FI-NECVET project – [www.finecvet.fi](http://www.finecvet.fi) and was further developed in the M.O.T.O. project.



ties might result from this, for example, taxes and social insurance) and responsibilities for preparatory activities. Information should be provided regarding which (organisational) activities the hosting organisation takes responsibility for and which activities are the responsibilities of the home organisation or the person in training. These preparatory activities might be related to arranging accommodation in the host country, providing working clothes, arranging travel to work, health insurance, work accident insurance and costs of living. In particular, the training provider in the hosting country should send an information package to the specific mobile learner before the international placement (including information about the requirements in the host country for a permit to stay, information about financial matters, insurance, accommodation, etc.). Furthermore, the documents to be provided before and/or after the international training period should be specified (for example, Learning Agreement, documentation of the acquired knowledge, skills and competence, reference letter to confirm that the training has taken place).

◆ ***Quality assurance:***

Information about quality assurance of the training programme(s) and, in particular, the quality assurance activities and measures relevant for the international training periods should be included in the MoU. This information could be related to the quality of the planning and realisation of the training process, the training environment, the qualifications and coaching and supervising activities of the trainer, the assessment procedures. For example, the minimum quality standards expected to be fulfilled by the hosting provider during the mobility period could be described. These standards could be supplemented with specific criteria and/or standards required by the sending country.

◆ ***Assessment:***

It should be described how and when the hosting institution will assess the mobile learner. The method(s) to be used should be agreed upon in cooperation with the sending organisation that has the final responsibility for the whole competence development of the person in training. Assessment methods could include examination/test, skills demonstration, observations, portfolio, learner's diary, evaluation interview etc. The methods, procedures, instruments used as well as the assessment criteria and indicators and the documents for recording the results should also be specified.

◆ ***Validation and recognition of results:***

The concrete procedures and criteria should be described, specifying the responsibilities as well as methods and processes used for:

- Validation: to confirm that certain assessed learning outcomes achieved or competences developed by the person in training during the stay abroad correspond to specific learning outcomes or steps of competence development that are required for the specific training programme or qualification;
- Recognition: officially attesting achieved learning outcomes (for example, by issuing a certificate).

◆ ***Issuing of learners' personal transcript:***

The ways and responsibilities for documenting the acquired knowledge, skills and competence (progress of competence development) during the stay abroad should be described.

◆ ***Signatures:***

By signing the MoU, the partners confirm the accuracy of all statements made in the



agreement and thereby accept all principles and articles expressed therein. Names and functions of the representative of the competent institutions should be included.

◆ **Annexes:**

Required und agreed documents, such as the Europass Certificate Supplement(s) should be included.

◆ **Further information about the partners:**

It is recommended to provide further information about the partners and the training programmes (if appropriate). This information could be included in the annex of the MoU and could be related to the following aspects:

- Background of the institutions
- Organisation of training
- Methods and context of training
- Qualification of trainers
- Assessment procedures

### Approaches taken by the M.O.T.O. partners when developing the MoU

#### AT-IT:

The first draft of the MoU for the M.O.T.O. project was produced starting from a template developed in the VQTS II project. The institutions involved in the AT-IT mobility, supported by Isfol and 3s, adapted this template according to their own needs.

The MoU has been conceived as a general framework of cooperation and networking that specifies the conditions for international VET placements between VET providers and other competent institutions in Italy and Austria. The MoU provides general information about the partners, the conditions and the responsibilities for mobility phases, the quality assurance issues and the conditions which allow the acknowledgement and recognition of credits achieved in the other country.

A debate has been developed concerning the concept of competent institution. In the Italian case, schools were considered the main competent institutions for releasing the qualifications; therefore they signed the MoU in the first place. The other institutions involved (ministries, regional authorities etc.) signed as project partners. In the Austrian case, the VET provider involved was considered as competent institution for signing the MoU. The M.O.T.O. partners, the Ministry of Education, Arts and Culture (responsible for the school part of the apprenticeship training) and 3s, who supported the mobility project, also signed the MoU.

Specific arrangements for each mobility period (training contents, units of learning outcomes, placements abroad, etc.) have been described into the Learning Agreement).

### FI-IS:

Both in Finland and Iceland the VET provider/school signs the MoU. It is important to agree on responsibilities, division of work and information on the assessment methods with both sending and hosting institutions, e.g. assessment scale. MoU benefits all participants, the students, teachers, mentors, companies and especially the hosting and sending partners (the schools). It includes useful information, responsibilities and tasks of all participants. It increases the credibility between the partners, and everyone understands better the respective role. The contract between the Icelandic and the Finnish schools is valid until the year 2015.

It is worth including in the MoU the recommendable periods for mobility taking into account the annual calendar. In the tourism industry there are peak seasons and low seasons, and it would be better to organise mobility periods in between, but not during the low seasons when there isn't much to do or learn. On the contrary, during the peak season, the instructors would not have the time to guide the learners.

### Development of a Memorandum of Understanding – Lessons learned

- ◆ **Preparation of mobility:** The MoU is a useful document to prepare mobility partnerships because it lists elements that need to be considered and agreed upon.
- ◆ **Competent institutions:** In some cases, those responsible authorities or institutions that are in charge of qualifications on a 'higher' (i.e. national or regional) level are considered as competent institutions. In such cases, a broader area of application is possible: for example, the MoU could be eligible for all training providers preparing learners for a certain qualification. In some countries, training providers could also be considered as competent 'institutions'. In those cases where training providers are concluding a MoU, the focus of the MoU is narrower: it is just eligible for them and not for any other training providers preparing learners for the same qualification. In some cases there could be a rather 'unbalanced' situation, for example, when one partner represents a national or regional authority (such as a ministry) whereas the other partner represents a training provider. However, it is important to identify the relevant institutions that are 'competent institutions' in the national contexts of the partner countries.
- ◆ **Establishment of MoU is not always necessary:** The establishment of MoUs is recommended for cases of organised mobility. However, if the institutions concerned (e.g. VET providers) already have trust in each other's procedures and they are competent to recognise credit without the agreement of another institution (e.g. ministry, employers' representatives or regional authority), they can put in place exchanges directly using the Learning Agreement (LA).
- ◆ **Decision on what information to be included in the MoU and which in the LA:** In those cases in which both documents are established, it has to be decided what kind of information should be included in the MoU and what kind of information in the LA, because it is not necessary to provide the same kind of information twice. In order to come to a decision, the following considerations seem to be useful: The MoU includes information and agreements that are stable and valid for the whole duration of its eligibility period; the LA builds on a MoU and includes only information and agreements related to a specific mobility project and a specific mobile learner.

## 2. Preparation phase: Conclusion of a Learning Agreement

The main aim of the second phase is **to prepare the stay abroad of a certain mobile learner** by concluding a Learning Agreement (LA) in the framework of a MoU. Whereas the MoU serves as the general framework for an international VET placement (describing the general conditions) and is concluded between competent institutions, the LA specifies the particular conditions for an international training period of a specific mobile learner and will be concluded between the relevant institutions (for example, training providers in the home and hosting country or other organisations), in the framework of a MoU, and the mobile learner.

For the preparation of the LA for the mobility periods in the M.O.T.O. project, meetings of representatives of the training providers involved were organised. In some cases, training providers were also supported by M.O.T.O. partners from the same country.

The M.O.T.O. project proposes a structure for the LA and has also developed templates.<sup>16</sup> Examples of LAs used by the M.O.T.O. field testing partnerships are included in the Annex (Annex 7: Learning Agreement - prepared for a Finnish student: Rosa; Annex 8: Learning Agreement - prepared for Italian students). On the basis of the experiences in the testing phase, a template was developed including the LA, an assessment sheet and the Learners Personal Transcript: 'The Mobile Learner's Personal Folder' (see Annex 9).

### Proposed structure for the LA

- ◆ **Information about the partners:**

The LA should include relevant contact information on the person in training as well as on representatives from the partners involved, for example training providers in the home and hosting countries, companies or any other competent or intermediate institution.

- ◆ **General objectives of the LA – framework of the mobility phase:**

In the LA, specific arrangements for an international placement of a concrete mobile learner are described and agreed upon. In case the partners have agreed upon further objectives, they should also be stated in the LA.

- ◆ **Period of international placement covered by this LA:**

The date of arrival/departure as well as the date starting/ending the work placement or the participation in the training programme abroad should be specified.

- ◆ **Contact and communication:**

Arrangements about the types and means of contact and communication (between the home organisation and the person in training and the home organisation and the hosting organisation) during the international placement could be described in the LA (it is recommended that contact and communication should take place on a pre-defined reg-

<sup>16</sup> The structure is based on the LA developed in the VQTS II project – [www.vocationalqualification.net](http://www.vocationalqualification.net), in the FINECVET project – [www.finecvet.fi](http://www.finecvet.fi) and in the "ECVET Questions and Answers" (first edition), and was further developed in the M.O.T.O. project. The template has been developed through the experience achieved in the M.O.T.O. project.

ular basis and whenever there is specific need for it). The language for communication should also be clarified.

◆ ***Competences of the person in training:***

Sufficient information should be provided about the knowledge, skills and competence already acquired by the person in training (self-assessment by the mobile learner could also be included, in particular related to the units of learning outcomes addressed during the mobility phase). If possible, relevant documents should be sent to the hosting institution (for example, information about already achieved units of learning outcomes). Representatives of the hosting institution should analyse these documents and, if necessary, obtain additional information from the training institution in the home country. This should ensure that the person in training is neither under- nor over-challenged during his or her stay abroad.

To provide further information, additional documents such as a Europass CV, the Europass Mobility, the European Language Passport or any other internationally recognised certificates (for example, ECDL – European Computer Driving Licence – [www.ecdl.com](http://www.ecdl.com)) could be added to the annexes of the LA. The training provider in the home country should help the person in training to collect all relevant documents and certificates.

◆ ***Competences to be developed by the person in training during the international placement:***

The relevant unit(s) or sub-unit(s) of learning outcomes that are to be handled during the mobility phase of the specific learner as well as the corresponding ECVET points – if appropriate – should be fixed<sup>17</sup>. This specification has to be based on the general agreement on the part(s) of the training programme(s) that can, in principle, be considered for the competence development during the international training period (see MoU). It might be necessary to provide more detailed and concrete information on the relevant knowledge, skills and competence to be acquired during the stay abroad or the level of performance expected.

◆ ***Training plan, learning and/or working hours:***

It is recommended to describe how the learning outcomes will be achieved during the stay abroad, for example, the LA could include a description of what kind of tasks the person in training will perform/practice, and/or which classes the person in training will attend in order to acquire the agreed-upon learning outcomes. Furthermore, the daily and weekly learning and/or working hours should be specified.

◆ ***Assessment:***

The criteria and the concrete methods, procedures and instruments for assessing whether the agreed knowledge, skills and competence have actually been acquired by the mobile learner should be described. It is recommended to describe what will be assessed, how, by whom and when and how the results will be documented (for example, in a learner's personal transcript).

◆ ***Issuing of learners' personal transcript:***

If possible, the LA, the information on the knowledge, skills and competence to be acquired, the assessment sheet (including assessment results and grading scale, if appropriate) and the learners' personal transcript (LPT) should be integrated into one single

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17 Where a national credit points system exists, national points may be used.

document (see Annex 9). The LPT should also include some space for recording any additionally acquired knowledge, skills and competence that were not planned beforehand and for the signature of the representatives of the competent institutions in the hosting and home country. Furthermore, if applicable, some space for specifying the number of ECVET points should also be included.

◆ ***Validation and recognition of results in the home country:***

The achievement of the learning outcomes could be attested with the signature by a representative of the competent institution in the home country under the LPT issued abroad and, if applicable, by including the respective amount of ECVET points.

◆ ***Signatures:***

With the signing of the LA the signatories (sending and hosting institutions, mobile learner and legal representative, if appropriate) confirm the accuracy of all statements made on this form and agree to all principles and articles expressed therein. Names and functions of the signatories should be included.

◆ ***Annexes:***

Required und agreed documents (such as the EUROPASS CV, European Language Passport, etc.) should be presented in the annex.

## **Approaches taken by the M.O.T.O. partners for the conclusion of the LA**

### **AT-IT:**

The first draft of the LA for the M.O.T.O. project was based on the templates developed in the VQTS II project and provided by the European Commission<sup>18</sup> but the institutions involved in the field testing phase, supported by Isfol and 3s, decided to add a description of the framework of the mobility where general conditions and general aims of the mobility were also summarized.

The LA comprises the general conditions as well as the agreed learning outcomes, the number of ECVET points (if applicable) and the assessment procedure. To make sure that learners are not limited just to tasks related to the listed learning outcomes it is stated in the general framework that learners shall take part in the whole working process in the company. Nevertheless they shall get the chance to work thoroughly on the agreed main learning outcomes. Furthermore, a line was added (called ‘requirements/learning outcomes’) where could be summarised those transversal learning outcomes which were not described in the selected units of learning outcomes, but are needed to carry out daily working routines (for example, language and communication skills, keeping the workplace clean, knowledge about characteristics of food stuff, etc.)

The M.O.T.O. grid for analysing qualifications was very helpful to compare and understand the Austrian and Italian qualifications. But this grid contains descriptions of learning outcomes of holders of the respective qualifications and not of apprentices or pupils in training. To make sure that the learners will be assigned appropriate tasks during their internship, taking into account their individual level of competence development, the assessment procedure was specified in the following way: it was recommended to carry out an initial feedback discussion with the mobile learner after two days. During these two days the tutor or trainer in the hosting in-

18 The template was attached to ‘ECVET Questions and Answers’ (first edition).

stitution could observe the mobile learner at the work place so that they would be able to discuss together the already acquired competences of the learner and specify his/her further tasks and activities to be carried out during the work placement. Apart from permanent observation and support there was a second assessment app. at half time during the training period abroad. The final assessment was carried out as skills demonstration at the end of the work placement. Furthermore, the importance of giving permanent feedback and keeping working diaries by the learners was stressed.

An assessment sheet was developed referring to the learning outcomes stated in the LA but which also gives the possibility to describe additional learning outcomes acquired during the work placement abroad. The assessment criteria were specified according to the level of mastery in relation to the learning outcomes listed in the LA.

In general, it was not difficult to agree on assessment procedures. In this process the Italian schools, Isfol, 3s and Zobaec were involved. Despite the fact that apprenticeship training in Austria does not require formal assessment during the training, the approach taken was also seen as useful. The transparent description of the assessment mode as well as of the process of instructing, guiding and supporting learners assured the quality of the training period abroad and facilitated the development of trust.

For the preparation of the LA, meetings of representatives of the VET providers involved were organised. In some cases, VET providers were also supported by M.O.T.O. partners from the same country. A proposal has been sent from the Italian school to the Austrian VET provider for validation. The Austrian partner asked for some clarifications and amendments regarding the terminology used to define the assessment.

Thanks to the LA, the aims of the mobility and the knowledge, skills and competences to be achieved during the stay abroad were quite clear to the mobile learners, according to the questionnaire filled in after their internship.

#### **FI:**

Each of the six Finnish students participating in the MOTO mobility signed the personalised LA together with the sending and hosting institutions and the company representative in Iceland. The LAs were prepared by the sending and hosting institutions and students.

LA should work as a tool for everyone taking part in the mobility periods. Mentors/job instructors/teachers/students know their responsibilities but also their rights. Our proposal is, that the LA would include the following attachments:

- Memorandum of Understanding
- MOTO grid
- Certificate supplement
- Assessment form
- Europass Mobility document

This package could be called Mobile Learner's personal folder.

#### **IS:**

The LA was made in cooperation between the Finnish and the Icelandic schools so they are exactly alike, which makes it easier to use. It includes all information the student needs before and during the mobility period: information, such as contact persons in both countries, information





about the company and the working procedure, accommodation, travel information, transportation, insurance etc.

Assessment sheet – the sending school took the responsibility for their student's assessment sheets. That means that they were totally different and in some cases it caused some difficulties for the hosting partner to go through the assessment. In our case we used self evaluation sheet and assessment sheet for the mentors/teachers.

Europass CV – important because there you can see the students work experience, education and last but not least the language skills.

Europass mobility – important for the student after the mobility period because there is a description of skills and competences acquired during the Europass Mobility and it is documented by the European Commission.

LA – makes it easier for students to complete study units in another country

### Conclusion of LA – Lessons learned

- ◆ **Make it transparent but keep it short and simple:** All agreements should be made transparent for those involved and in particular for the mobile learner. Since ECVET should not enhance bureaucracy and paper work, it is suggested to integrate – as far as possible – several documents into one. Therefore it is suggested to integrate the information on the knowledge, skills and competence to be acquired, the assessment sheet (including assessment results and grading scale, if appropriate) and the LPT in the LA (see Annex 9). There should also be enough space for adding other important information, if applicable (for example, additional knowledge, skills and competence acquired, ECVET points or any other comments). There are different ways for structuring such an integrated document. Some examples are presented in the Annex.



- ◆ **Documentation of additionally acquired knowledge, skills and competence:** During the stay abroad mobile learners do not only acquire the learning outcomes of a certain unit as specified in the LA. In particular in real working environments (for example, in the kitchen of a hotel) mobile learners will be involved in the daily work processes. Even when there is an agreement that they should focus on, for example, preparing desserts during their stay abroad, they might also be involved in the preparation of breakfast. Furthermore, they are, for example, getting acquainted with other cultures, have to deal with new situations, have to integrate themselves into a new team etc. It is recommended to provide some space in the LPT to document these additional benefits.
- ◆ **Information about the status-quo of the competence development of the mobile learner ('stage of learning'):** The experience shows (and this was an issue in particular pointed out by teachers and employers) that this information is very important for specifying the concrete educational objectives for the training period (learning outcomes to be achieved) and for ensuring that the mobile learner is given tasks and responsibilities that correspond with the level of his or her competence. The hosting provider needs to be able to determine which competences can be built upon and to find suitable areas or work tasks. Therefore it is important to provide sufficient information about the knowledge, skills and competence already acquired by the mobile learner. There are different possibilities how such kind of information can be presented. In the Finnish case, for example, different colours were used to present this kind of information. The Finnish partners wanted to further develop the M.O.T.O. grid in order to make the student's skills and learning objectives clearly visible for both parties. Therefore the Finnish VET Provider decided to use colour codes for clarification. Green text marked those competences the student already has, blue text marked the competence he/she is going to acquire during the mobility period, and red text what competence still need to be acquired after the mobility period. This approach also ensures the involvement of the learner and supports his or her reflection on the learning process.



### 3. Implementation phase

The implementation phase comprises the **actual training period (VET placement) abroad** of a certain mobile learner. In the M.O.T.O. project, we were able to organise mobility periods for **17 students or apprentices: three Austrian, two Italian, six Icelandic and six Finnish** students. The Austrian and Italian students were accompanied by one trainer or teacher during the whole mobility period, in the other cases teachers visited the students for a short period during their stay abroad. This was the decision of the testing partners because of certain reasons (for example, in some cases the students were underage or for the first time abroad) and it was found quite helpful by those involved (especially when it came to the evaluation of the mobility phase, the tutors could give very useful feedback). But of course this is not the procedure that is recommended by the M.O.T.O. project for the future ECVET-related mobility. In some cases it might make sense to accompany students during their stay abroad but if this were a requirement, it would probably be much more difficult to organise mobility projects.

During the international training period, the mobile learner fulfils the training plan at the hosting institution, which was agreed upon in the LA, to acquire the targeted learning outcomes. In the M.O.T.O. project, all mobility periods were organised as work-placements abroad:

- ◆ The **Austrian** students (cooks) were working for four weeks in Italian hotels.
- ◆ The **Italian** students, cooks, were working for three weeks in an Austrian supra-company training centre offering work-based learning in the kitchen and the restaurant.
- ◆ Four **Finnish** students (two cooks and two waiters) worked in a hotel for three weeks in Reykjavik; one Finnish student (tourism activities organiser) worked at Ishestar with Icelandic horses and tourists; one Finnish student (tourism counsellor) worked at a Travel Agency in Reykjavik.
- ◆ Four of the **Icelandic** students (two chefs and two waiters) were working for two weeks in Finnish restaurants and two of the students (tourism study) were working for 1 ½ week in a hotel and 1 ½ week in a travel agency.

If necessary, the training provider in the home country stays in touch with the hosting institution (for further enquiries, etc.). The person in training should also stay in regular contact with the training provider in the home country.

The hosting institution is responsible for providing guidance, coaching and training during the mobility period, is responsible for assessment (Assessment sheet) and for documenting the knowledge, skills and competence acquired by the mobile learner during the international training period (Learners' Personal Transcript). As mentioned above, it is recommended to integrate the learners' Personal Transcript into the LA. At the end of the stay, this document is sent to the competent institution (for example, training provider) in the home country.

After the designated international training period, the mobile learner returns to the training provider in the home country.

## Approaches taken by the M.O.T.O. partners during the implementation phase

### **AT:**

The assessment procedure was specified in the LA and, for example, it was recommended to carry out initial assessment after two days of observation. Tutor and learner were asked to reflect together how far the learner's abilities had already been developed to get a better basis for assigning tasks to the apprentices and to better understand what kind of support was needed to achieve the agreed learning outcomes. However, it has to be taken into consideration that the first days (or even weeks) are needed to adjust to the new working environment, to get acquainted with new colleagues, the different working cultures and – as it was the case for the Austrian apprentices – with another language and different cooking techniques. In the case of short-time geographic mobility there is not much time available for this adjustment process. In particular, for the assessment procedure it is important to take different working cultures and different ways of doing something into account: what is right in one context can be seen as wrong in another context.

In order to meet these challenges, the tutor and colleagues in the hosting company play an important role. If they are willing to cooperate a lot of problems can be solved easily. For example, in one case a 'common language' was found by the Italian colleagues of a mobile learner from Austria: instead of explaining something verbally, they demonstrated it and observed the apprentice in order to see whether they were understood properly. Sometimes they also used French technical terms (that are commonly used by cooks) or by involving colleagues from other departments (e.g. waiters) who were able to speak German.

Also the Austrian tutor who accompanied the Austrian apprentices during their work placement abroad was very important. He was very helpful in explaining the relevant documents (LA, assessment sheet) to the Italian chefs and was able to explain working techniques that were used differently in Austria. In two hotels the chefs also organized special events where Italian cooks, the Austrian tutor and the apprentices showed how things are done in Austria or in Italy in order to learn from each other.

The Austrian tutor also continuously checked if the focus of the work tasks carried out by the mobile learners was on the agreed learning outcomes and he supported the assessment process by encouraging constant oral feedback by chefs and head chefs and by pointing out different work techniques (to avoid inappropriate assessment results at the end).

### **FI:**

Assessment was carried out by the Icelandic partners. Assessment sheet with criteria was attached to the LA. The most critical success factor of the whole ECVET process is assessment. Assessment should be based on the description of the learning outcomes.

Assessment and feedback should be continuous in order to support the learning process.

### **IS:**

Assessment was carried out during the mobility period and at the end by the hosting school and the mentors at the companies.

### **IT:**

Assessment as defined in the MOU was carried out by the hosting Country following the logic of mutual trust.



An assessment sheet has been prepared and discussed between Italian and Austrian partners. During the mobility period the students have been assessed twice: at the beginning and at the end of the internship. In particular, they have been assessed in relation both to the transversal competences and to the technical competences with reference to each unit or sub unit developed during the work experience.

### Implementation phase – Lessons learned

- ◆ **Preparation of companies:** If companies are involved and are expected to assess the mobile learners – as it was the case in the M.O.T.O. mobility –, the responsible persons should be carefully prepared for doing it. For example, he or she should be informed what kind of assessment is required, how to give feedback to the students, how the assessment sheet should be used, how the criteria and indicators should be interpreted etc.
- ◆ **Involvement of intermediary organisations:** In case of work-placements abroad it is also recommended to involve intermediary organisations to support companies.
- ◆ **Importance of assessment:** In order to validate and recognize knowledge, skills and competence acquired abroad, to ensure the quality of the learning process abroad and to establish mutual trust, assessment plays an important role. It is therefore recommended to take the following principles into account:
  - Assessment methods, procedures and criteria need to be carefully prepared and transparent for the learners. Experience shows that one should also be aware of any possible intercultural misunderstandings that might influence the assessment procedures or results. For example, when certain tasks are carried out in different ways in the home and in the hosting countries, the people involved should take these differences into account when assessing the mobile learner.
  - It is recommended to adopt – as far as possible – a certain kind of flexibility and to use and accept different kinds of assessment methods. But of course the possibility for that depends on national regulations and requirements.



- Assessment should be used to support the learning process; therefore it is recommended to use formative ways of assessment and not just summative assessment at the end of the training period abroad. Final assessment would be sufficient for the purpose of ECVET but is not always sufficient for supporting the learning process. Particularly in those cases in which it is not possible to recognise units of learning outcomes acquired abroad, so that the mobile learner would not have to be assessed again in the home country (as it is the case, for example, of the Austrian apprenticeship training in which students cannot be exempted from any part of the holistic final apprenticeship exam), it is really important to support the learning process by constantly giving feedback to the learners and ensure therefore the quality of the learning process abroad.
- Assessment at the beginning of the work-placement abroad (for example, by observing the student carrying out agreed tasks) and discussion with the student also help to understand the level of his or her already acquired knowledge, skills and competence and therefore supports the concrete planning of the stay abroad.
- Students should be encouraged to carry out self-assessment and to reflect on their learning process. Therefore it is recommended that they write learning diaries, document their activities and their learning progress. This also helps identifying and documenting those learning outcomes that were not explicitly stated in the LA as targeted learning outcomes for the mobility period.



## 4. Final phase

### Validation and recognition

After completion of the international training period, the competent institution in the home country verifies whether all formal requirements, as well as the stipulations stated in the LA, have been met. 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.

### Approaches taken by the M.O.T.O. partners for validation and recognition

#### AT:

In the Austrian case, the internship of the apprentices in Italy was a replacement of their work experience at Zobaack. Instead of working at the training workshop the apprentices worked in Italian hotels. After their stay abroad, they were able to demonstrate in their daily work what they had learnt in Italy. Furthermore, the Austrian tutor had accompanied them and was able to observe them during their work placement abroad.

Describing the learning outcomes to be addressed in the LA helped to ensure that the work tasks they had to carry out in the Italian hotels focused on work tasks stated in the training regulation for the qualification. There was no need for an official recognition based on assessment of knowledge, skills and competences acquired abroad because there is no formal assessment during apprenticeship training in Austria. Apprentices have to demonstrate their knowledge, skills and competence only at the end of training, after the third year, to receive the apprenticeship leave certificate. However, they received their LPT where the achieved learning outcomes are documented and confirmed.

The apprentices taking part in the mobility project benefited very much from their work placements in Italy and their learning achievements were even more extensive than the learning outcomes described in the LA. After the stay abroad, they were either able to perform their tasks better or more independently and they knew more about Italian specifics. They improved their cooking abilities, their knowledge – not only related to the agreed learning outcomes, got familiar with daily routines in four-star-hotels in Italy, with different working techniques and cultures, and improved their ability in dealing with stress and challenges. They also improved their self-confidence and got even more interested in their profession.

This is seen as an important added value of the internship – carried out according to ECVET principles – which is not described or validated in any document.

**FI:**

The achieved learning outcomes were validated with the targeted learning outcomes set in the National Requirements for Vocational Qualifications. The learning outcomes achieved during mobility period were validated and recognized as part of sub-unit of a compulsory study unit. Both the Finnish credit points and ECVET points were allocated to the sub-unit. The recognition was made by the Head of Education, Group Leader and International Affairs Contact Person of the VET Provider based on the documentation including the signed assessment sheet, Europass Mobility and Learner's personal transcript. In case a skills demonstration took place during M.O.T.O. mobility this information would be included in the Skills Demonstration Certificate.

**IS:**

The three weeks mobility experience in Finland has been recognized as equal to three weeks of on- the- job learning in Iceland. After the mobility, teachers and students went through all the papers together with the assessment sheets and their diaries. For three weeks mobility students completed 6 ECVET credits and the grades that were given are successfully passed or failed.

**IT:**

The learning experience abroad has been recognized as a replacement of the work experience to be realized at home, and it will be properly considered when the students will pass the final examination. Therefore the experience abroad has been assigned national credit points which will form part of the overall student score at the final examination



## Validation and recognition – Lessons learned

- ◆ **The process of recognising learning outcomes achieved abroad depends on the national regulations and legislations:** For example, it depends on national requirements how knowledge, skills and competence acquired abroad will be documented and taken into account for the award of a qualification, whether a certificate will be issued or not etc. The most important issue for mobile learners is that they will have guarantee that the knowledge, skills and competence acquired during the VET placement abroad will be recognised and that they will not have to be tested again. However, in some cases there is no assessment during the training programme, but just a final assessment (for example, in the case of the Austrian apprenticeship training). In these cases, the student cannot be exempted from this examination or from parts of it.

The possible scenarios include:

- The learning outcomes achieved abroad are recognised as part of the qualification that is being acquired in the home country.
  - The learning outcomes achieved abroad are not recognised as part of the qualification that is being acquired in the home country, but are seen as additionally acquired competences that might enhance the chances of finding a job after graduation.
  - The learning experience abroad realized as internship can replace the compulsory work placement that is part of the training programme in the country. For example, in the Italian case, students received national credit points for their work experience in Austria, and that will form part of the overall score at the final examination.
- ◆ **Importance of learning outcomes:** Experience shows that the most important aspects ensuring validation and recognition are transparent descriptions of targeted knowledge, skills and competence and the assurance that they have actually been acquired abroad. If possible, also the levels of knowledge, skills and competence achieved at home and to be achieved during mobility should be identified in order to assess properly the added value of the learning process abroad. An initial assessment made at the beginning of the mobility period could support this process. This is of particular importance to ensure the quality of the whole mobility project and to establish mutual trust.



## IV. Conclusions

**What is the impact of using ECVET in international VET placements? What are the main benefits when using ECVET?**

Mobility projects have been and are being carried out also without using ECVET. ECVET is expected to support and enhance international mobility in VET. But what is actually the benefit of using ECVET and what are the concrete changes that can be observed when using ECVET for this purpose?

The experience from the M.O.T.O. project shows that **ECVET brings learning outcomes more in the focus**. They support the process of analysing and understanding qualifications from different countries and to identify relevant knowledge, skills and competence that can in principle be acquired in another country. They also **support the transparent planning** of the mobility period and agreement on the tasks to be carried out by the mobile learner in the hosting country. Furthermore, they are important for the definition of **assessment methods, criteria and procedures** and to ensure **recognition**. Those involved in mobility projects (for example, VET providers, companies, learners) are better prepared for the mobility period and can get clearer information about what is expected from them. For example, the learner is informed what kind and what level of knowledge, skills and competence he or she is supposed to acquire during the stay abroad and can reflect on his or her learning progress. The mentor or trainer in the hosting institution is also informed what kind and what level of knowledge, skills and competence the mobile learner should acquire and can plan the assignments for him or her accordingly and can also give feedback on the learning progress. Thus, transparent learning outcomes that are meaningful and useful for those involved are crucial to ensure the quality of the VET placement abroad and to establish mutual trust.

**What are the main challenges when using ECVET in international VET placements?**

First of all, using ECVET means introducing **new terms, concepts, and procedures**. These, their background, the issues they raise, and their potential benefits need to be explained in order to have successful ECVET international VET placements, and that requires **time and resources**. Those who are already organising mobility projects need to change or adjust their procedures and will only do so if they **see the benefit** for them and in particular for learners.

ECVET also suggests using **new or additional types of documents**. Such ECVET-related documents were developed and tested in the M.O.T.O. project, i.e. the MoU and the LA (integrating also the PTA) and their potential for supporting the planning and documentation process in international placements came quite clear. However, depending on relevant regulations and requirements, those involved in mobility projects have to fill in and use also other documents, such as the Europass documents (CV, mobility pass). In order to **reduce bureaucracy**, the **documents to be filled in should be reduced to a necessary minimum**. For example, different documents could be integrated into one that is filled in at different stages during the mobility phases (see Annex 9).

The main benefit described above is also one of the main challenges: the **description and use of (units of) learning outcomes**. In those cases in which such descriptions are not available and there is no tradition or experience in using them, the **stakeholders involved need to be carefully prepared and supported**. There are several challenges related to the formulation and use of learning outcomes that need to be considered. These include, for example:

- ◆ Formulating clear and meaningful (for those involved in the mobility project) learning outcomes;
- ◆ Providing the appropriate amount of detail in the formulation of learning outcomes;
- ◆ Expressing the relevant level of knowledge, skills and competence the learners already possess and/or need to achieve; this requires particular effort, but it is necessary to identify the actual added value of the learning process abroad;
- ◆ Identifying relevant and concrete knowledge, skills and competence to be acquired; during the stay abroad and taking into account that their acquisition in real working environments is usually embedded in carrying out complex work tasks and will probably also lead to additional learning attainments;
- ◆ Differentiating between already acquired and to be acquired knowledge, skills and competence;
- ◆ Defining appropriate methods, criteria and indicators for assessing knowledge, skills and competence.

Another challenge is related to the **differences** between how **qualifications** are or can be structured in units of learning outcomes and how **curricula of training programmes** are structured. In VET programmes in which teaching is organised according to subjects it is rather difficult to organise mobility periods during the school year or placements in VET schools abroad. The only possibility is to organise work placements abroad during holidays or in certain periods that are dedicated to on-the-job learning experiences.

Another principle of ECVET that is a challenge for many countries is the definition and use of **ECVET points**. Some of the partners involved in the M.O.T.O. project had more experience with credit points in VET, others less or none at all. The usefulness of credit points in those contexts where they have no meaning on national level is an issue that was raised frequently. Credit points **can give additional information** but seem to be much **less relevant** for some countries **than the transparent descriptions of learning outcomes**.

The possibilities and ways of **recognising** knowledge, skills and competence acquired abroad depend on national regulations and requirements.

- ◆ In those systems where units of learning outcomes are used as building blocks of qualifications (for example, in Finnish VET qualifications) it is possible to recognise units or at least parts of units of learning outcomes also in case the knowledge, skills and competence have been assessed abroad.
- ◆ In systems that use units for designing the curriculum but not for actually organising the teaching process, the ECVET approach can be used for documenting and recognizing the work placement abroad or the added value for the mobile learner provided by the learning experience abroad.<sup>19</sup>

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<sup>19</sup> It is also possible to use national credit points, if they exist.



- In systems that do not use units and only have holistic final assessments at the end of a training programme (for example, the Austrian apprenticeship training) the learner will have to be assessed again during the overall final assessment. In such cases, only the time spent abroad will be recognised. But such recognition would probably not be possible if the quality of the VET placement was not ensured. When mobile learners acquire knowledge, skills and competence during their VET placement abroad that are not part of the qualification they are aiming at in the national context, recognition can again have another meaning. In such cases, it is important to transparently **document these learning outcomes** and to **certify them** so that the learners can use them as additional information to their competence profile when applying for a job or study course.

The **length of a VET placement** abroad also depends on the **national regulations** (what is acceptable at national level) as well as on the **age** of the learners and their **stage of learning**. In particular, for work placements abroad and in those cases where **whole units** of learning outcomes should be addressed, two to three weeks seem to be a rather short period for mobility.

The following table gives an overview of the lessons learned in the M.O.T.O. project and presented in the previous chapters.

## Table 5: Lessons learned

1. Preliminary phase	2. Preparation phase	3. Implementation phase	4. Final phase
ECVET before mobility		ECVET during mobility	ECVET after mobility
Establishment of partnerships	Design of mobility period	Mobility and assessment	Validation and recognition
<p><b>EQF level</b> Experience shows that it is not important that the qualifications from different countries selected for mobility partnerships belong to the same EQF level. First of all, in mobility projects only selected units of learning outcomes or sometimes only parts of a unit are in the focus and not the whole qualification. Furthermore, in case of work placements abroad the most important issue is to describe the level of knowledge, skills and competence to be acquired during the stay abroad in a transparent manner in order to plan the tasks for the mobile learner accordingly.</p> <p><b>Europass Certificate Supplements</b> The exchange of Europass Certificate Supplements is very useful for providing a first overview over the qualifications for the potential partners.</p> <p><b>Learning Outcomes</b> The transparent description of learning outcomes is the most important element in the context of identifying the partners for mobility projects. However, at this stage only a general description is needed. More detailed descriptions of selected units or sub-units of learning outcomes are necessary for the preparation of Memoranda of Understanding or Learning Agreements. Experience also shows that for the purpose of transparency in this context there are no differences whether learning outcomes are described in a holistic integrated way or separately as knowledge, skills and competence.</p> <p><b>ECVET points</b> Whether and how ECVET points are used or not depends on national regulations. In those cases in which they are not used at a national level, ECVET points included in documents used for mobility will have no meaning in the national context. The most important element is the description of (units of) learning outcomes. However, ECVET points can be used to provide additional information. Furthermore, they can or should be translated into something that is meaningful for the national context (for example, credit points used at a certain national level).</p> <p><b>Filling the grid for describing the qualification</b> In general, the analyses of qualifications should be done by the competent institutions in the partner countries. This kind of analyses of qualifications could be done by training providers themselves but since certain expertise is needed, it is recommended to ask for support. Such support could also be provided or organised by the responsible competent bodies on national or regional levels.</p>	<p><b>Preparation of mobility</b> The MoU is a useful document for the preparation of mobility partnerships because it lists elements that need to be considered and agreed upon.</p> <p><b>Competent institutions</b> In some cases, those responsible authorities or institutions that are in charge of qualifications at a 'higher' (i.e. national or regional) level are considered as competent institutions. In such cases, a broader area of application is possible: for example, the MoU could be eligible for all training providers preparing learners for a certain qualification. In some countries, training providers could also be considered as competent 'institutions'. In those cases, the focus of the MoU is narrower: it is just eligible for them</p> <p><b>Establishment of MoU is not always necessary:</b> The establishment of MoUs is recommended for cases of organised mobility. However, if the institutions concerned (e.g. VET providers) already have trust in each other's procedures and they are competent to recognise credits without the agreement of another institution (e.g. ministry, employers' representatives or regional authority), they can put in place exchanges directly using the Learning Agreement (LA).</p> <p><b>Decision on what information to be included in the MoU and which in the LA:</b> In those cases where both documents are established, it has to be decided what kind of information should be included in the MoU and what kind of information in the LA because it is not necessary to provide the same kind of information twice. In order to come to a decision, the following consideration seems to be useful: The MoU includes information and agreements that are stable and valid for the whole duration of its eligibility period; the LA builds on a MoU and includes only information and agreements related to a specific mobility project and a specific mobile learner.</p>	<p><b>Make Learning agreement transparent but keep it short and simple</b> All agreements should be made transparent for those involved and in particular for the mobile learner. It is suggested to integrate several documents into one, presenting the information on the knowledge, skills and competence to be acquired, the assessment sheet (including assessment results and grading scale, if appropriate) and the LPT in the LA</p> <p><b>Documentation of additionally acquired knowledge, skills and competence</b> During the stay abroad mobile learners do not only acquire the learning outcomes of a certain unit as specified in the LA. In particular in real working environments (for example, in the kitchen of a hotel) mobile learners will be involved in the daily work processes. Furthermore, they will, for example, get acquainted with other cultures, have to deal with new situations, have to integrate themselves into a new team etc. It is recommended to provide some space in the LPT to document these additional benefits.</p> <p><b>Information about the status-quo of the competence development of the mobile learner ('stage of learning')</b> The hosting provider needs to be able to determine which competences can be built upon and to find suitable areas or work tasks. There are different possibilities to present such kind of information. In the Finnish case different colours were used to present this kind of information</p> <p><b>Preparation of companies</b> If companies are involved and are expected to assess the mobile learners, the responsible persons should be carefully prepared for doing it. He or she should be informed about what kind of assessment is required, how to give feedback to the students, how assessment sheet should be used, how the criteria and indicators should be interpreted, etc.</p> <p><b>Importance of assessment</b> It is recommended to take the following principles into account: - <i>Assessment methods, procedures and criteria need to be carefully prepared</i> and transparent for the learners. Experience shows that one should also be aware of any possible intercultural misunderstandings that might influence the assessment procedures or results.- <i>Assessment should be used to support the learning process</i>; therefore it is recommended to use formative ways of assessment and not just summative assessment at the end of the training period abroad. - <i>Assessment at the beginning of the work-placement abroad</i> and discussion with the student also helps understand the level of his or her already acquired knowledge, skills and competence and therefore supports the concrete planning of the stay abroad. - <i>Students should be encouraged to carry out self-assessment and to reflect on their learning process.</i> It is recommended that they write learning diaries, document their activities and their learning progress.</p>	<p><b>The process of recognising learning outcomes achieved abroad depends on the national regulations and legislations</b> For example, it depends on national requirements how knowledge, skills and competence acquired abroad will be documented and taken into account for the award of a qualification, whether a certificate will be issued or not etc. The most important issue for mobile learners is that they will have guarantee that the knowledge, skills and competence acquired during the VET placement abroad will be recognised and that they will not have to be tested again. However, in some cases there is no assessment during the training programme and just final assessments is given (for example, in the case of the Austrian apprenticeship training). In these cases, the student cannot be exempted from this examination or from parts of it. The possible scenarios include - The learning outcomes achieved abroad are recognised as part of the qualification that is being acquired in the home country. - The learning outcomes achieved abroad are not recognised as part of the qualification that is being acquired in the home country but are seen as additionally acquired competences that might enhance chances for finding a job after graduation. - The learning experience abroad realized as internship can replace the compulsory work placement that is part of the training programme in the country. For example, in the Italian case, for the work experience in Austria students received national credit points that will form part of the overall score at the final examination.</p> <p><b>Importance of learning outcomes</b> Experience shows that the most important aspect for ensuring validation and recognition are transparent descriptions of targeted knowledge, skills and competence and the assurance that they have actually been acquired abroad. If possible also the levels of knowledge, skills and competence achieved at home and to be achieved during the mobility should be identified to assess properly the added value of the learning process abroad. An initial assessment made at the beginning of the mobility period could support this process. This is of particular importance to ensure the quality of the whole mobility project and to establish mutual trust.</p>

# Annexes



## Annex 1: M.O.T.O. grid for analysing qualifications

Country: \_\_\_\_\_

Title of the Qualification: \_\_\_\_\_  
\_\_\_\_\_

Training provider preparing learners for this qualification  
(if applicable) \_\_\_\_\_

Level of the qualification\*: EQF: \_\_\_\_\_ NQF: \_\_\_\_\_

Core work processes or core activity areas (units)**	Learning outcomes (Knowledge, Skills, Competence)	ECVET-Points (if applicable)***
1.	■ ■	
2.	■ ■ ...	
...		
...		
...		
Total		

\* Tentative assignment if NQF not yet in place

\*\* Please provide the list of sources used for analysing qualifications (for example, training plan, curriculum, Certificate Supplement)

\*\*\* Please specify the method used for calculating ECVET points



## Annex 2: Rosa's Mobility Phase and Learning Pathway

### Rosa's mobility phase

Mobility phase	1. Preliminary phase	2. Preparation phase	3. Implementation phase	4. Final phase
ECVET-related issues	ECVET before mobility		ECVET during mobility	ECVET after mobility
	Establishment of partnerships	Design of mobility period	Mobility and assessment	Validation and recognition
What?	Rosa, a Finnish student, is interested in acquiring competence abroad.	Assignments focusing on Iceland and its culture, tourism sector in Iceland and companies producing services with Icelandic horses. Agreement on personal learning objectives for the mobility based on analyses of the already existing competences and competences still to be acquired.	Work placement at Ishestar Informal learning Feedback and final assessment	Rosa forwarded the signed LA, assessment sheet, Euro-pass Mobility document and certificate given by Ishestar to the sending institution.  Dissemination activities Discussion and feedback to the sending institution Rosa was offered a summer job at Ishestar
How?	Rosa participated in selection process for the M.O.T.O. mobility organized by the sending institution: interview and phase and status of studies checked.	Use of color codes in describing Rosa's learning objectives for the M.O.T.O. mobility: green = I can do blue = What I want to learn in Iceland red = What I still need to learn after coming back from Iceland  Rosa filled in personal data in the Learning Agreement and signed the document.	Orientation to work and learning environment Working Feedback and evaluation, discussion  Living social life (free time)	Discussion, registration of learning outcomes to personal transcript. Rosa told both teachers and students about experiences in Iceland.
Who?	Rosa, VET teacher and International Relations' Coordinator	Rosa, VET teacher, Head of Education	Rosa, Contact person of the hosting institution, staff at work, Icelandic students	Rosa, other students and staff of the sending institution
Documentation	Interview questionnaire, Learner's personal transcript, international CV	The Mobile Learners Personal Folder (LA – see Annex 7, M.O.T.O. grid with color codes – see Annex 3) MoU (see Annex 5)	Learning Diary in Finnish, Rosa's Mobile Learner's Personal Folder, Assessment sheet	Rosa's personal transcript (recording of credits to "Winha" student administration program)

## Rosa's Learning Pathway

The learning pathway presented in the picture below was drawn by Rosa, a Finnish student, as part of her **preparatory assignments before the mobility period in Iceland**.

Rosa is studying to become a **tourism activities organizer**. During her second school year she participated in M.O.T.O. mobility and had work-placement in Iceland in order to acquire part of the competences required by the Vocational Qualification in the Tourism industry in Iceland.

One of Rosa's hobbies is horse riding. Therefore the work-placement took place in a company, **Ishestar, which organizes tourism activities with Icelandic horses**. It is useful to learn about the activities with horses in Iceland, since the horse programs differ greatly from the ones organized in Finland.

The **VET school** presented the **main road in Rosa's learning pathway**. The school has also organised a few **projects with tourism companies**, in which Rosa has participated. She has had her **on-the-job-learning periods at companies**, such as Levi Ski Resort and Kids' Land, where Rosa built many programs for children. The on-the-job-learning periods provided Rosa with valuable work experience. All these lessons, projects, work-placements and experiences will give her that diverse know-how that will make her a professional after school.



Rosa P.

## Annex 3: M.O.T.O. grid for analysing qualifications – Example from Finland

Country: Finland

Institution: Finnish National Board of Education / Rovaniemi Municipal Federation of Education

Qualification: VOCATIONAL QUALIFICATION IN THE TOURISM INDUSTRY

Level of the qualification: NQF level: 4 / EQF Level: 4

Source: - National Requirements for Vocational Qualification in the Tourism Industry - Units of Vocational Qualification in the Tourism Industry defining the national competence requirements	Learning Outcomes			Number of ECVET credits:  180 for VQ  (Proposals of the Finnish National Board of Education to Ministry of Education) and Culture for Implementation of ECVET in Finland (10.11.2010)	EQF level (The National Framework for Qualifications and Other Learning by Finnish Ministry of Education refers the Finnish qualifications to the EQF levels [20.8.2009])
Core fields of activity / core work tasks (units of LO)	Knowledge theoretical and/or factual knowledge	Skills cognitive (involving the use of logical, intuitive and creative thinking) and practical skills (involving manual dexterity and the use of methods, materials, tools and instruments)	Competence responsibility and autonomy		
Customer Service in the Tourism Industry  The student or candidate • prepares for the different customer service situations that might occur in the travel environment and in the course of undertaking different tasks • receives customers and finds out about their needs and wishes • serves both domestic and international customers, in compliance with the practices and business idea of the tourism enterprise • utilizes branch-specific language in the customer service • utilizes information and communication technology in his/her work • concludes a customer service situation and carries out possible follow-through work and measures • co-operates with other tourism enterprises or organisation				30	4

<p>The Implementation of Tourism Service</p> <p>The student or candidate</p> <ul style="list-style-type: none"> <li>prepares for the implementation of tourism services takes responsibility for the customers' guidance, programs activities and safety</li> <li>utilizes branch-specific language skills in the customer service</li> <li>uses appropriate tools and equipment in different situations</li> <li>takes care of, services and maintains equipment, machines, tools and venues</li> <li>ensures customer satisfaction</li> <li>assess his/her own work and actions</li> </ul>	<p>answers the travellers' questions and informs them about the central tourism package and service supply in the area</p> <p>seeks, in co-operation, information about the need for development in tourism packages and services</p> <p>subject-specific language skills</p> <p>(attends to customers in Finnish and copes with services situation in Swedish and one other foreign language)</p> <p>acts according to instructions and the safety plan for the entire duration of the service</p> <p>acts economically, taking into account the available resources, in a sales-and-marketing spirited manner and according to the business idea of the enterprise</p> <p>finds out about the quality requirements for his/her work</p> <p>assesses sustainable economic and environmental aspects as a competitive factor in the enterprise or organization</p> <p>acts in an environmentally responsible way and respects natural values</p> <p>acts cost-efficiently in his/her work, taking into account the available resources or animals</p> <p>serves customers in a sales-and-marketing spirited manner, takes into account the customers' cultural background</p> <p>handles and uses different resources in tourism services</p> <p>stores or maintains the resources, and, when needed, takes care of the animals according to instructions</p> <p>dresses according to the occasion and to the rules of the enterprise or organisation</p> <p>gets acquainted with work and customer service situations, takes care of the cleanliness of the service environment, plans his/her own work and makes the required preparations for the implementation of tourism services, in accordance with instructions</p> <p>receive customers in a friendly manner, according to the instructions of the workplace, smoothly progresses to the following step</p> <p>guides, according to instructions, customers in an activity appropriate to the situation, and instructs them in the safe use of the required resources</p> <p>performs tourism services in a team or according to the situation</p> <p>listen to and inquires after customers' experiences, forwards the feedback within the enterprise</p> <p>maintains the utilised resources or animals, keeps the operational environments clean in an unprompted manner</p> <p>assesses the success of his/her own actions and works at the different stages of the activity, assesses his/her strengths and possibilities</p>	60	4
<p>Tourism Industry VQ</p> <p>Specialising study units inside 130 ECVET points - learner has to choose minimum 40 ECVET points from the following:</p>	<ul style="list-style-type: none"> <li>Accommodation Services (10 ecvet points)</li> <li>Management of Tourism Property and Environment (10 ecvet points)</li> <li>Marketing Communications in Tourism Services (10 ecvet points)</li> <li>Productisation of Tourism Services (10 ecvet points)</li> <li>Tourism and Travel Agency Services (10 ecvet points)</li> <li>The Use of Booking Systems in a Tourist Agency (10 ecvet points)</li> <li>Guiding (10 ecvet points)</li> <li>Cleaning at the Destination (10 ecvet points)</li> <li>Building and Maintaining Constructions in Tourism Services (10 ecvet points)</li> <li>Catering Services in Excursion, Wilderness and Nature Hikes (10 ecvet points)</li> </ul>		

## Annex 4:

### M.O.T.O. grid for analysing qualifications – Examples from Italy

#### Example 1:

Country: ITALY

Institution: IPSSAR M. Alberini – Villorba (TV) – Upper secondary vocational school for catering and hotel management

Qualification: Diploma of “Enogastronomy chef” (including internship experience on the 4<sup>th</sup> and 5<sup>th</sup> year at restaurants regularly offering enogastronomic events to their clients)

EQF Level: Level 4 (tentative)

Source: Certificate Supplement, Training regulation, Curriculum of the vocational school for apprentices	Learning Outcomes		Number of ECVET credits:	EQF level Level 4 (tentative)
Core field=activity / core work tasks (units of LO)	Knowledge theoretical and/or factual knowledge	Skills cognitive (involving the use of logical, intuitive and creative thinking) and practical skills (involving manual dexterity and the use of methods, materials, tools and instruments)		
Purchase	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>identifying the demand for goods, with a particular reference to regional and typical products according to the menu needs</li> <li>calculating the proper amount of goods (for a menu, for a dish, for the restaurant/ events)</li> <li>calculating costs of food - after preset recipes - for menus, à la carte dishes and events</li> <li>carrying out simple purchase orders and the purchase itself</li> <li>accepting and examining goods</li> <li>adopting the proper operative strategies taking into account local and EU regulations concerning food, hygiene (HACCP etc.) and safety at the workplace</li> <li>communicating and acting on behalf of the company (in English)</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>storage (of fresh and conserved (frozen/ canned / preserved food) and preservation of food</li> <li>national and EU laws concerning food hygiene and safety at work</li> <li>basic English</li> </ul>			
Planning and compilation of menus	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>planning and compiling typical menu with reference to specific (local, regional, or international) contexts or festive days.</li> <li>properly planning a menu based on the typical products of a territory.</li> <li>wine and food pairing and sequencing</li> <li>explaining one's menu choices.</li> <li>Giving advice to clients and recommendations for food and wine pairing</li> <li>understanding the correlation between balanced diet and health</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>regional products and cuisine (in particular Veneto Region) with a particular attention to regional recipes and wines</li> <li>the enogastronomic areas of the Veneto Region</li> <li>foods, their characteristics, quality/quality control and applicability</li> <li>local, European and international cuisine</li> <li>order of menus and related appropriate drinks</li> <li>calculation of needed material, body's energy requirements and nutrition facts</li> <li>recipe-register</li> <li>menu devising considering seasonal offers and different occasions</li> <li>nutrition science and different forms of diet (e.g. uncooked vegetarian food, light diet and wholefoods)</li> <li>needs of different guest target groups</li> <li>psychological and aesthetic aspects of food presentation</li> </ul>			

<p>Preparation, cooking and arrangement of products and dishes</p> <p><i>This core field of activity comprises 8 sub-units.</i></p> <p><i>Sub-unit 1 is fully described.</i></p> <p><i>Sub-unit 2-8 look the same but (a) is replaced by (b) to (h)</i></p>	<p>Elaborating foodstuffs</p> <p>Preparation, cooking and arrangement of the following products and dishes with particular attention to regional cuisine, traditions and habits:</p> <p>1 salads, fruit, vegetables, mushrooms, potatoes, pulses and cereal products</p> <p>Skills</p> <p>communicating with colleagues and supervisors properly (in German and in English language)</p> <p>preparing raw goods for cooking and baking autonomously</p> <p>portioning the goods</p> <p>carrying out all applications of cooking techniques, especially baking, frying, steaming, broiling, roasting, to sauté, stewing, boiling, simmering</p> <p>cooking autonomously</p> <p>operating and maintaining of kitchen devices and equipment processing and serving of ready cooked dishes</p> <p>arranging buffets and banquets and collaborating in the serving of dishes</p> <p>applying relevant terms from the field of gastronomy and catering in two languages</p> <p>keeping clean the work place and the kitchen devices</p> <p>Knowledge</p> <p>kitchen divisions and the most important activities within</p> <p>variances of foodstuffs during preparation</p> <p>environmental protection measures, especially concerning used oil and fats, and waste separation</p> <p>personal hygiene</p> <p>safety instructions, food laws and basics in first aid</p> <p>2 Pasta, soups and sauces</p>		
<p>Preparation, cooking and arrangement of products and dishes</p>	<p>3 Doughs, batters and fillings</p> <p>4 Cold and hot hors d'oeuvres</p> <p>5 Fish</p> <p>6 Meat for human consumption, sausage and meat products, offal, game and poultry</p> <p>7 Cheese and egg dishes</p> <p>8 Hot, cold and frozen sweets and desserts</p>		

### General subjects:

In addition to the subjects directly related to vocational competences there are some more general subjects included in the curriculum of the vocational school for the catering services technician and the specialization of enogastronomy chef. The learning outcomes provided by these subjects are not directly related to the core fields of activity.

### Economics and accounting:

- choosing and applying the proper operative strategies to organize and manage food and beverage events.
- business philosophy and the different opportunities offered by management.
- properly operating on the phone and by mail for fund raising/sponsorship/ patronage procedures
- main procedures for fund raising/sponsorship/patronage, including communication skills
- using ICT for cost calculation and food storage
- ICT for cost calculation and food storage



### **HR management**

- managing human resources in order to effectively plan and carry out an event in a restaurant
- the kitchen brigade duties and specificities
- basics of human resources management

### **Communication skills**

- applying and contextualizing communication rules
- main communication techniques
- talking about one's catering service in English
- English micro-language (catering and tourism)
- using ITC for menu planning and creation.
- ICT for menu planning and creation

### **Marketing of the territorial catering services**

- designing a marketing plan for catering services according to a pre-set scheme
- drawing and starting a specific marketing survey for catering companies.
- marketing plans
- marketing surveys

### **Planning of special enogastronomic events**

- organizing and managing special events in catering companies
- managing an event, working both alone and in a team
- organizing autonomously one's working process.
- documenting the phases of the event showing capacity for critical analysis and thinking

## Example 2:

Country: Italy

Institution: ENAIP Veneto

Qualification: Catering operator: professional qualification COOK

EQF Level: 3 (Tentative)

Catering operator: professional qualification COOK					
Reference Documents: National Repertoire of Qualifications	Learning Outcomes			ECVET Credits	EQF Level Level 3 (Tentative)
Standard: Prepare the work area and equipment Field of activity: Prepare the service	Knowledge	Skills	Competences		
Unit of learning outcomes: Make cleaning and reorganization of departments, by applying the rules HACCP	Types of soil and related products for cleaning Chemical composition and arrangements for safe use of various cleaning products Sequencing cleansing The system of self-control: general principles Personal hygiene and hygiene in the workplace The structure and equipment of a kitchen and a lounge bar Machines supplied in the kitchen dining and bar areas: use cleaning and maintenance Hygiene, food preservation and safety Techniques for the production Personal hygiene and environment	Applying the rules of personal hygiene. Using appropriate and hygienically clean clothing. Identifying the various stages of cleaning and logical sequence of the cleansing department of room Discriminating between different products and tools necessary for cleaning. Identifying procedures for a safe operation of major equipment. Properly and safely using the machines and work tools. Cleaning the machines, kitchen and dining bar Cleaning and reorganization of the working area Treating personal hygiene, equipment and foodstuffs. Making sanitation of the workplace, equipment with the use of special tools and machinery products	Autonomously perform the cleaning department, adopting HACCP procedures, the maintenance of machines and instruments related departments kitchen lounge and bar, detecting anomalies and the necessity of maintaining and evaluating the risks and responsibilities deriving from not adopting the required procedures	Hrs tot. 95	
Standard: Prepare simple gastronomic proposals respecting the quantity, quality and cost required Field of activity: Kitchen service	Knowledge	Skills	Competences	N. Credits	EQF Level Level 3 (Tentative)
Unit of learning outcomes: Linking the proposed menu to the state of physical well-being of the client	Calories and metabolism Tables RDAs and chemical composition of food How to contact customers and suppliers Price lists and catalogs advertising and gadgets	Calculating caloric needs for basal metabolism and physical activity of different types of people Reading and interpreting tables LARN and chemical composition of food Transforming the calories in measurable quantities of nutrients Changing the diet in relation to certain pathological situations Analyzing a recipe from the perspective of the guidelines for healthy eating, calorie counting, nutrition charts Calculating calories for a single dish and a menu	Recognize and describe the relationship between individual proper diet and physical and mental well-being of every single person and thus of the whole community, assessing the responsibility of the public information provided	Hrs tot 65 h	

<i>Standard: Prepare complete menu</i> <b>Field of activity:</b> <i>Kitchen service</i>	Knowledge	Skills	Competences		EQF Level Level 3 (Tentative)
Unit of learning outcomes: Prepare appetizers	Analysis and interpretation of common menu Foodstuffs for the production of hot and cold appetizers The hot and cold appetizers of classic cuisine Creams for hot and cold appetizers Decorations for buffet and reception	Preparing ingredients, equipment and tools needed. Using safe equipment for the manufacture of hot and cold appetizers. Preparing hot and cold appetizers suitable for different occasions. Applying the techniques of preparation, garnish, decoration and presentation of dishes. Producing hot and cold appetizers for ordinary and extraordinary occasions, according to the specific requests by the head of the service. Preparing decorations and frames for buffets and exhibitions	Prepare, in full autonomy, hot and cold appetizers by controlling the product quality	Tot hrs 80	
Unit of learning outcomes: Prepare Pasta	Dried and fresh pasta for condiments Risotto. Vegetable-based meat and fish Creams and velvety soups, clear soups Pies filled pasta, soufflés, and garnish egg-based Preparation, garnish, decoration and presentation of dishes.	Preparing ingredients, equipment and tools needed. Using safety equipment in the preparation of main dishes. Preparing pasta dishes suitable for different occasions. Prepare pasta. Prepare risotto. Preparing creams and velvety Preparing casseroles and soufflés Applying the techniques of preparation, garnish, decoration and presentation of dishes. Identifying areas for features and nutrition products	Prepare dishes with pasta, rice, cream, terrines and pasta baked in accordance with the requirements of the kitchen responsible, checking the quality of the product	Tot hrs 100	
Unit of learning outcomes: Prepare main courses of meat	Commodities Preparation time Equine, beef, lamb, pork, poultry meat organoleptic characteristics before and after cooking Use of white and red meat and game in the composition of menu Features of vegetables and legumes menu preparation techniques and cooking a side dish, cooked and raw	Using equipment and tools Setting procedures to prepare hot meals, according to the a defined procedure and check of the result Preparing meat recipes tailored to the dietary needs and cost, including them in the context of a menu	Prepare main courses according to the requirements of the controller of the kitchen, including main courses of meat; prepare recipes with regional, national and international side dishes, check the quality of the end product	Tot hrs 210	
Unit of learning outcomes: Prepare main courses of fish	Commodities Execution time Cleaning, preparation and cooking of fish and shellfish Product quality both fresh and frozen Trimings and decorations Frames in Bellavista for buffets	Planning the menu and the requirements of the service manager Taking the ingredients and commodities necessary Checking the cleanliness of equipment and utensils Setting procedures for cooking pots of fish according to above operation and checking the results obtained Checking the quality of commodities and their conservation status Dealing with the choreography of fish dishes Preparing fish and shellfish in Bellavista and frames for buffet	Prepare, according to the requirements of the controller of the kitchen, dishes of fish, crustaceans and shellfish of the national, regional and international cuisine, monitoring the quality of the product	Tot hrs 70	
Unit of learning outcomes: Prepare dessert	The ingredients for the manufacture of fresh pastry goods and dry Prepare dough basic puff pastry, choux pastry, sponge cake and cream puffs Spoon desserts, Bavarian cream, parfaits, pastries and sweet dry biscuits Large size cakes for receptions and buffets	Preparing all materials needed for the realization of the dish. Making the selected dish. Checking the quality of commodities and finished products and their conservation status.	Prepare, according to the requirements of responsible regional gourmet cuisine, desserts, regional, national and international, monitoring the quality of the product	Tot hrs 70	
Unit of learning outcomes: Prepare and display foodstuff for a catering service	Catering: programming of an event The organizational aspects of catering The preparation of agreements and their distribution Specific equipment for catering and gastronomy The existing law	Under the instructions given by chef, preparing dishes for the catering service Preparing and decorating the various courses after the instructions of the controller with special attention to scenery Applying preparation procedures with the aid of special equipment Using various specifications of catering equipment Properly relating to the customer on occasions required (barbeque, outdoor parties, etc ...)	Prepare food according to the instructions given by the chef, and take care of the appearance of theatrical presentations at banquets even outside the usual structure	Tot hrs 100	

## Annex 5: Memorandum of Understanding – Finland-Iceland



### MEMORANDUM OF UNDERSTANDING

#### MoU

#### 1. Name, address and the status

Kópavogur Institute of Education

Digranesvegur 51,  
200 Kópavogur  
ICELAND

Margrét Friðriksdóttir, Principal  
margret.fridriksdottir@mk.is

Contact persons in ECVET project

Helene H. Pedersen; helene.pedersen@mk.is tel. +354 594 4020

Kópavogur Institute of Education was established on 22. September 1973 and is an educational institution operating in accordance with legislation pertaining to secondary education passed by the Icelandic parliament in 2008. This legislation defines the terms of the contract entered into between the Icelandic Ministry of Education and Kópavogur Institution of Education. The terms of this agreement are as follows: the school's defined role is to provide education leading to the matriculation exam and entry to university, to provide vocational education, particularly in the culinary field, and, in addition, to offer education in the field of tourism, both in its day and evening school courses. All of these educational programmes should be offered within the module system.

The school is a State institution and is the only institution specialising in Tourism and Hospitality and Culinary instruction in Iceland.

The school has seen many changes since its foundation over thirty five years ago. Today there are over 1400 students studying in three major areas of study. Approximately 850 students are pursuing the four-year academic programme that

concludes with the university matriculation exam; 300 student are in the culinary school, and there are around 250 students enrolled in tourism studies, another specialized area of education offered by the school.

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Rovaniemi Municipal Federation of Education  
Lapland Vocational College

Toripuistikko 5-7, 3 krs  
96200 Rovaniemi  
FINLAND

Arto Ylitalo, Director of Municipal Federation  
arto.ylitalo@redu.fi

Taisto Arkko, Principal  
taisto.arkko@lao.fi

Contact persons in ECVET project

Päivi Niska; paivi.niska@lao.fi tel. +358 20 798 4615

Riitta Karusaari; riitta.karusaari@lao.fi tel. +358 20 798 4418

Lapland Vocational College was established 1. January, 2006. At that time the six separate educational establishments of Rovaniemi Municipal Federation of Education were united into one vocational college, which is ran by the principal of vocational college. The college is owned by Rovaniemi Municipal Federation of Education. The counties that own Municipal federation of education are Rovaniemi, Ranua, Kittilä and Sodankylä.

Lapland Vocational College is Upper Secondary Education, and it is run by a foundation and supervised by the Finnish Ministry of Education and the Finnish National Board of Education. The different departments of Lapland Vocational College have annually about 7000 students. About 3000 of them are young students taking part in vocational upper secondary education training. The rest are adults. Education available: Humanities and Education, Culture, Social Sciences, Business and Administration, Natural Sciences, Social Services, Health and Sports, Technology and Transport Sector and Tourism, Catering and Home Economics.

## 2. Collaboration agreement

Within this agreement it is agreed as follows:

- to continue mutual cooperation in educational functions
- to recognize special cooperation between staff members and students in both institutions

- to encourage cooperation between the staff members of institutions and to offer support for their exchanges
- to explore other areas where both institutions will benefit from cooperation
- both institutions accept student's work activities and studies in the other institute or on the job learning within local companies
- both institutions offer studies to each other's students free of tuition or other charge
- both institutions will continue this cooperation and have possibilities for developing to find out ECVET credits and realise crediting
- both institutions agree to inform their students and staff members of the many opportunities at institutions and student's future.

### **2.1) Period of eligibility of the MoU**

The period of eligibility of the agreements set down in the MoU is from January 2010 to December 2015.

### **2.2) Information about the training programmes**

The present MoU deals with the kitchen chef/waiter profile and the tourism activities organiser/travel consultant profile. The description of learning outcomes associated with the training programmes and qualifications, the ECVET points or any other related information are included in the Learning Agreement.

## **3. Annual calendar**

### **Kópavogur Institute of Education**

Basic structure of the year 2010-2011:

- autumn and spring semesters
- teachings starts 23 August 2010
- Christmas holiday from 20 December to 5 January, 2011
- Winter holiday week 8/2011 (21-22.2)
- Summer holiday for students begins 21 May 2011

### **Lapland Vocational College**

Basic structure of the year 2010-2011:

- autumn and spring semesters
- 5 periods within a school year; 8 weeks in each period
- School starts 11 August 2010
- Holiday of autumn will be week 42 / 2010 (18-22.10)
- Christmas holiday from 23 December to 7 January, 2011
- Winter holiday week 10 / 2011 (7-11.3)
- Summer holiday for students begins 2 June, 2011

## **4. Methods of Learning**

Learning is arranged within contact lessons, self-directed learning, on the job –learning, and learning experiences with co-operation companies. Learning is based on the personal study



plans and the studies are mostly organised during days. All of these methods are in use in both institutions.

## **5. Assessment (= national level)**

### ***Iceland:***

The national curriculum guidelines for the further education system in Iceland outlines the number of courses to be taken by students preparing for the different vocations as well as the number of course credits required in order to graduate. Final examinations and assessments are the responsibility of individual schools and, for vocational courses, professional examination boards comprised of representatives from the different trades.

On-the-job learning abroad is set up as an optional course module which can either replace a compulsory elective subject or be seen as an addition to the courses completed by the student before graduation.

For each week on the job, a total of one (1) course credit will be given. (An average course lasting for a whole semester normally yields two or three credits. In order to graduate, a student needs to have completed around 140 course credits).

### ***Finland:***

Targets of assessment set in national requirements of vocational qualifications.

The objective of assessing learning is that the student knows what he can do and what he still has to learn. When assessing learning, a teacher or job instructor is expected to use methods that motivate and activate the student. These methods support the student to accomplish professional skills requirements and to reach goals as well as develop his own assessment skills. A student assesses his own learning on the basis of the professional skills requirements of study units.

When assessing learning the assessment methods are chosen so that they measure how the given professional skills requirements have been accomplished or how goals have been reached and they are suitable for the used study methods. Students are supposed to have an opportunity to show their competence variedly and also do self-evaluation.

When doing on-the-job learning in another country, the teacher in the destination country:

- arranges a joint orientation meeting for the students
- accompanies the student when going to the workplace for the first time
- arranges a meeting between the student and the destination country contact person at least once a week, more often if needed
- provides the student with the contact person's contact information
- arranges an assessment discussion at the end of the on-the-job learning period with the student, workplace representative or job instructor and destination country contact person or vocational teacher.

## Grading scale between Iceland and Finland

	<i>Iceland</i>	<i>Finland</i>
<i>failproof</i>	1-4	0
<i>satisfactory</i>	5-6	1
<i>good</i>	7-8	2
<i>excellent</i>	9-10	3

## 6. Responsibilities for both institutions

<i>Responsibility for</i>	<i>Sending institution Vocational training centre</i>	<i>Hosting institution Vocational training centre</i>
Memorandum of Understanding	Vocational schools together	Vocational schools together
MOTO – Grid for analysing qualifications	Vocational schools	
Learning agreements	Vocational schools	Vocational schools
Information and welcoming package (info about host country, maps, timetable, working manners, activity after work, school, ect. )		Vocational schools
Health and travel insurance for the time abroad	Vocational schools	
Accommodation		Vocational schools
Meals		Vocational schools
Transfer		Vocational schools
Working clothes	Vocational schools	
Costs of living (currency)	Vocational schools	
Evaluation		Vocational schools

Special requirements: hygiene, health and safety

### 6.1) Validation and recognition of results

#### *Kópavogur Institute of Education*

Prior to embarking on the learning visit, the student's teachers will have specified what kind of learning goals and learning outcomes are required for the student. These can vary depending on the field of education and year of study. The student also has the opportunity to express his/her wishes concerning the learning content.

During the learning visit, the student will be required to keep a journal or logbook of learning activities and present this journal to his teaching supervisor at home as part of his/her report of the on the job training period. Supervisors in the host country are expected to sign this journal and also fill out an assessment form that is attached to the journal. Included in the student's report is also self- evaluation of the learning process and its outcomes.

The assessment of the on-the-job training will thus be based on the evaluation of the student's report by teachers at the home school, the evaluation of the supervisors in the host country and the student's own evaluation.

It may vary between the vocational fields whether the grade awarded is numerical or simply one of "pass" or "fail". The appropriate grade will be entered on the student's qualification certificate.

All students undergoing on-the-job training abroad will be issued with a Europass to certify their participation in such a programme.

### ***Lapland Vocational College***

Competence and professional skills are acquired not only at school, but also in working life, through hobbies and activities in spare time. Validated studies or competence gained in some other way are supposed to respond to the essential professional requirements or objectives defined in core curriculum. Student's competence is compared with professional requirements or objectives of a study unit. Professional skills are recognized, assessed and accepted in compulsory, optional or free selected study units that are included in the vocational qualification. This is called validation and recognition of competence. With the help of validation of competence overlapping of studies can be avoided. Validation of competence may concern a whole study unit or a sub-unit.

A unit can be validated without a grade if it is assured that the competence has enhanced gaining the professional requirements or objectives of the unit. Grades are given according to the units. If there is no grade of the competence of a unit, the assessment of the unit is arranged according to the curriculum of the qualification, e.g. vocational skills demonstration.

Studies abroad are equated with studies in Finland. Decision of validation of competence is made by director of studies with the statement from group leader or study counsellor. Statement is also requested from expert teacher if needed. If the competence is assured with skills demonstration, the competence is assessed and grades are given primarily together with working life representatives.

## **6.2) Quality assurance**

### ***Kópavogur Institute of Education***

Kopavogur Institution of Education places particular emphasis on knowledge, maturity and development in all school activities involving both students and staff. In order to better achieve this aim, a quality control board has been set up within the school having responsibility for

steering those activities aimed at bringing about improvements. The board is comprised of both members of the school's administration and teachers. One of the board's function is to define a board policy.

Kopavogur Institute of Education has been certified as operating in accordance with the ISO 9001 Quality Control System. All major activities are regulated by the institution's ISO 9001 quality manual that has been adapted to the functions of the school.

According to legislation for senior secondary schools in Iceland, all secondary level institutions are required to introduce a system for internal evaluation of the school, including teaching and management and interaction both within the school and with those outside. Every five years an independent source outside the school is required to evaluate the school's internal system of quality control.

In Kopavogur Institution of Education a system of evaluation of all modules, both in the academic and vocational sectors, has been in place since 1999. In addition there has been an evaluation of the school's working environment, school management and the service provided by the school's library and secretarial staff. All evaluations are followed up with an interview with the school's principal. The school has also put in place a system for critically evaluating term exams and introduced a standardized layout for exam papers. The aim of having an internal quality control system is to identify the strengths and weaknesses within the school's system and thereby be constantly working towards improvements.

### ***Lapland Vocational College***

Quality management is an essential part of a comprehensive operating system in Lapland Vocational College. According to the framework of CQAF-quality assurance, quality management has been divided into planning, implementation, assessment and feedback and modification procedures. In the joint part of quality management of vocational college, implementation principles of quality management have been described on the basis of excellence features of the EFQM-model and views of working life and interest groups.

This agreement signed by the official persons from each partner.

Place \_\_\_\_\_

Date \_\_\_\_ of \_\_\_\_\_ 2010

Signature \_\_\_\_\_

Status and organisation \_\_\_\_\_

Stamp

Place \_\_\_\_\_

Date \_\_\_\_ of \_\_\_\_\_ 2010

Signature \_\_\_\_\_

Status and organisation \_\_\_\_\_

Stamp

Annexes: EUROPASS Certificate Supplement

*(Made in two copies, one for each partner)*

## Annex 6: Memorandum of Understanding – Austria-Italy



### MEMORANDUM OF UNDERSTANDING

#### MOTO Project

The Memorandum of Understanding (MoU) is a voluntary partnership agreement in which conditions for an international VET mobility are concluded between 'competent bodies' from different countries. The MoU sets the framework for credit transfer and establishes partnership's procedures for cooperation.

In this agreement, produced in the framework of the MOTO Project, the Italian Ministry of Education, - Veneto Region and Austrian Institutions/organisations accept each other's status as competent bodies and accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purpose of transferring credits at the end of a training period abroad. They agree on the general conditions such as objectives and duration and identify other actors and further institutions that may be involved.

The present MoU contains the following elements:

- a. General objectives of the MoU
- b. Period of eligibility of the MoU
- c. Information about the partners
- d. Information about the training programme(s) or qualification(s) concerned
- e. General agreement on the relevant part(s) of the training programme(s) or qualification(s)



that can be considered for the competence development during international training periods

- f. Agreement on Responsibilities
- g. Quality assurance
- h. Assessment
- i. Validation and recognition of results
- j. Signatures
- k. Annexes

#### **a) Objectives of the MoU**

This MoU sets out the general framework of cooperation and networking between the National competent bodies. It defines the general conditions under which credits achieved in partner systems can be achieved.

To design specific arrangements for credit transfer for learners for each specific mobility period (training contents, ULO, placements abroad, mobility projects) partners must prepare a Learning Agreement (involving two or more partners and the mobile learners).

#### **b) Period of eligibility of the MoU**

The period of eligibility of the agreements set down in the MoU is from January 2010 to December 2012.

#### **c) Information about the partners**

The MOTO Project MoU is concluded by National competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation. In particular:

- 1) ENAIP Veneto (Vocational Training centre)
- 2) Zobaeck (Vocational Training centre)
- 3) Istituto Professionale Alberini di Treviso (Vocational Training school)

#### **d) Information about the training programme(s) or qualification(s) concerned**

The present MoU deals with the cook/waiter profile (see Annex: Moto grid for description of qualification).

Title of the qualification in Austria:

- **apprenticeship cook.**

Title of the qualification in Italy:

- **Catering operator: professional qualification COOK (Enaip)**
- **Diploma of “Enogastronomy chef”(Istituto Alberini)**

The description of learning outcomes associated with the training programme(s) or qualification(s), the ECVET points or any other related information are included in the Learning Agreement.

**e) General agreement on the relevant part(s) of the training programme(s) or qualification(s) that can be considered for the competence development during international training periods**

Students will perform an internship of at least 3 weeks at hotel/restaurant companies or similar Institutions.

During the internship period each student will be regularly involved within the production processes, covering, from the specific organization operating within the working environment, a role consistent with his/her initial competences.

Learning outcomes can concern one or more units or sub-units connected to the competence development regarding:

*Preparation, cooking and display of meals completed*

**f) Responsibilities**

<i>Responsibility for</i>	<i>Sending country</i>	<i>Hosting country</i>
Signature of learning agreements	Vocational and Technical schools/Vocational training centre	Vocational and Technical schools/Vocational training centre
Sending information package		Vocational and Technical schools/Vocational training centre
Health insurance and travel insurance for the time abroad	Vocational and Technical schools/Vocational training centre	
Arrangements on employment (government regulations, taxes etc.) related to the legal framework of both countries		Vocational and Technical schools/Vocational training centre
Payment for the mobile learner (travel and subsistence)	Austrian Ministry of Education and/or IFA-Veneto Region	
Accident insurance at the workplace and during commuting to the workplace for the time abroad		Vocational and Technical schools/Vocational training centre
Arrangement of accommodation for the training period abroad		Vocational and Technical schools/Vocational training centre
Providing working clothes or protection equipment during the training period abroad	Vocational and Technical schools/Vocational training centre	
Arranging travel during the training period abroad	Vocational and Technical schools/Vocational training centre	
Costs of living	Austrian Ministry of Education and /or IFA-Veneto Region	
Assessment		Vocational and Technical schools/Vocational training centre
Accompanying Tutorship	Vocational and Technical schools/Vocational training centre	

### **g) Quality assurance**

The hosting provider-company during the mobility period will assure the following minimum quality-standards:

1. The hosting organisation provides a safe training environment for the mobile learner in which he/she can develop and learn;
2. The hosting organisation takes into consideration the level of competence development of the mobile learner (the years of training/work experience);
3. The hosting organisation allows enough time, room, means and resources for the training and coaching the mobile learner;
4. The mobile learner can practise (when necessary under guidance) the daily company activities in relation to the education of the student;
5. The hosting organisation appoints a person who will be the representative of the working place, coaching and supervising the mobile learner;
6. The hosting organisation provides a detailed programme/plan including an introduction programme, evaluation interviews with the mobile learner on the progress of the placement and the final assessment of the mobile learner;
7. The hosting organisation cooperates with the sending organisation and makes the appropriate training agreements as described further on in the Learning Agreement;
8. The hosting organisation gives the necessary information on the conditions and equipment concerning the work itself and the work environment (in case the hosting organisation is a company) and concerning the training to be attended (in case the hosting organisation is a training institute).
9. A representative of the hosting organisation, on behalf of the sending organisation, monitors and evaluates the achievement of the learning objectives.
10. The mobile learner works under the supervision and responsibility of the hosting organisation, following the specific working hours.
11. The mobile learner attends/fulfils the tasks that are part of the agreed training plan.
12. The mobile learner follows the discipline and working / schools hours, and respects the rules in force and legal provisions concerning professional confidentiality.

### **h) Assessment**

Assessment will be done as follows:

Through an observation grid the company tutor (with the support and the supervision of the school/training centre's tutor) evaluates the mastery of the trainee and the capability to ensure an adequate standard of quality of expected results within the training/work process.

After an initial sharing of methodology and evaluation tools, using the observation grid, an initial training evaluation takes place at about halfway of the path, to support the learning process of the participant.

An overall assessment will take place during the whole internship period (for details see the Learning Agreement).

### **i) Validation and recognition**

Validation: the sending institution will be in charge of the validation process, and will confirm that 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;

Recognition: ENAIP, Istituto Professionale Alberini and ZOBAECK will be in charge of the recognition for officially attesting achieved learning outcomes.

### **j) Signatures**

The signatories confirm the accuracy of all statements made on this form and agree to all principles and articles expressed therein.

Date and place:

-----

- Name and title of the representative of the *ENAIP Center*

-----

Position in organisation: -----

Signature: -----

Stamp:

- Name and title of the representative of Istituto Professionale Alberini-

-----

Position in organisation: -----

Signature: -----

Stamp:

- Name and title of the representative of the *Zobaeck-*

-----

Position in organisation: -----

Signature: -----

Stamp:

MOTO partners:

- Name and title of the representative of the *Austrian Ministry of Education -*

-----

Position in organisation: -----

Signature: -----

Stamp:

- Name and title of the representative of the *Italian Ministry of Education – Veneto Education Authority (USR Veneto)*

-----

Position in organisation: -----

Signature: -----

Stamp:



- Name and title of the representative of *Veneto Region – Department for employment – Unit for ESF Planning and assessment*

-----

Position in organisation: \_\_\_\_\_

Signature: \_\_\_\_\_

Stamp:

- Name and title of representative of the intermediary organisation *3s*:

-----

Position in organisation: \_\_\_\_\_

Signature: \_\_\_\_\_

Stamp:

- Name and title of representative of the intermediary organisation *Isfol*:

-----

Position in organisation: \_\_\_\_\_

Signature: \_\_\_\_\_

Stamp:

#### **k) Annexes for the first application**

Learning Agreements (template)

M.O.T.O. grid: descriptions of the qualifications

Certificate supplements

## Annex 7: Learning Agreement - prepared for a Finnish student: Rosa (incl. assessment sheet)

School year 2010 - 2011

### STUDENT / LEARNER

Photo of the student/learner
------------------------------

Student's name Rosa	Date of birth	Tel.	E-Mail:
Address		Post Code	Postal Town
Contact person at home:		Tel.	E-mail
Stage of studies 2. year			
Beginning of mobility (date) 5.9.2010		End of mobility (date) 24.9.2010	

### HOME INSTITUTION

Sending partner's name Lapin ammattiopisto		
Contact person Riitta Karusaari	Tel. +358 20 798 4418	Email Riitta.karusaari@lao.fi
Other information about institutions and roles will be at Memorandum of Understanding		

### HOST INSTITUTION

Receiving partner's name Kópavogur Institute of Education		
Contact person Helene Pedersen	Tel. +354 8244120	Email helene.pedersen@mk.is
Other information about institutions and roles will be at Memorandum of Understanding		

## PARTNER COMPANY

Company's name and address Ishestar, Sörlaskeio 26, 220 Hafnarfjörður, ICELAND		
Contact person	Tel.	Email

## INSURANCE FOR STUDENT DURING THE MOBILITY

Rovaniemi Municipal Federation of Education.
--

## INFORMATION ON ACCOMMODATION FOR STUDENTS

Name of hotel/hostel/B&B:	<i>Ishestar</i>
Phone number:	
Email:	

## TRANSPORTATION TO WORK PLACEMENT

Transport to work placement (bus, walking, bicycle, other) and travel time:
---

## INFORMATION – ON THE JOB TRAINING

Working hours (should not exceed 40 hours per week):	From:
Procedure regarding working clothes (uniform):	To:
Type of business:	
Number of employees in the company:	
Activity list:	
Time schedule:	

## FRAMEWORK OF THE MOBILITY

The targeted learning outcomes during the mobility phase are presented in blue text in Attachment 3 of this Learning Agreement.

### Attachments to the of the Learning Agreement

1. Memorandum of Understanding (attachment)
  - information on assessment
  - responsibilities of the partners
  - validation and recognition of results

## 2. Description of the qualification and of the targeted learning outcomes

### - learning outcomes

- green text = student already have those skills, knowledge and competences
- blue text = student learn those skills, knowledge and competences during the mobility phase
- red text = students have to learn those skills, knowledge and competences after mobility

## 3. MOTO grid

- green text = student already have those skills, knowledge and competences
- blue text= student learn those skills, knowledge and competences in other country
- red text = students have to learn those skills, knowledge and competences after mobility

## 4. Assessment form

## 5. Certificate Supplement

Student
Date.....Signature.....

<b>Home Institution</b>
We confirm that the Learning Agreement is accepted
Date.....Signature.....

<b>Hosting Institution</b>
We confirm that the Learning Agreement is accepted
Date.....Signature.....

<b>Partner Company</b>
We confirm that the Learning Agreement is accepted
Date.....Signature.....



## ASSESSMENT SHEET FOR FINNISH STUDENTS IN ICELAND

### Qualification: Tourism Industry / Tourism activities organizer

Student \_\_\_\_\_  
 Company \_\_\_\_\_  
 Company representative \_\_\_\_\_  
 Work period \_\_\_\_\_

<b>EVALUATOR AND GRADE</b> 1 = satisfactory 2 = good 3 = excellent				
<b>Core field of activity, core work tasks</b> <b>IMPLEMENTING TOURISM SERVICES</b> Student -prepares him/herself for implementing tourism services -takes responsibility for his/her part for guiding and instructing customers, program activities and customer safety -uses subject-specific language skills in customer service -uses needed equipment and gear according to the situation -services and maintains equipment, machinery, gear and activity facilities -ensures customer satisfaction -evaluates his own work and action				
<b>Knowledge</b>	<b>EVALUATION CRITERIA</b>	<b>Student</b>	<b>Teacher</b>	<b>Company representative</b>
Offering tourism services of the company and the area and information acquisition	Answers to the questions of customers and tells about the main products and services of the area  Cooperatively collects information about the need of development of tourism products and services			
Subject-specific language skills	Guides and instructs customers in Finnish and also in Swedish and one foreign language			



Skills	EVALUATION CRITERIA	Student	Teacher	Company representative
Complying with the safety plan	Acts according to instructions and safety plan for the whole duration of the service			
Economical action in different stages of a tourism service	Acts economically and takes the usable resources into account, is sales oriented and acts in accordance with the company's business idea			
Acting in accordance with quality requirements	Gets familiar with the quality requirements involved in his/her work  Evaluates the sustainable economic and environmental solutions as part of the company's competitive factors  Acts responsibly appreciating nature and environment			
Using and maintaining resources needed in tourism service and functioning environment	Acts cost-consciously taking the usable resources and animals into account  Serves customers sales spiritedly and takes the cultural backgrounds of customers into account  Handles and uses the different resources of travel services  Stores and maintains resources and if necessary, takes care of animals according to instructions			

Competence	EVALUATION CRITERIA	Student	Teacher	Company representative
Preparing to implement tourism services	Dresses according to the rules of the organization and considering the circumstances			
Implementing tourism services	Is familiar with the work and customer conditions, takes care of tidiness of the work environment, plans his/her work, and according to instructions does preparation work for implementing travel services			
	Receives and welcomes customers in a friendly way according to the company's customs and smoothly proceeds in the situation			
	According to instructions, instructs the customers to action required by the situation and to the safe use of resources required			
Ensuring customer satisfaction	Implements travel services in a work group or taking the situation into account			
	Listens and inquires customers' experiences and forwards the feedback to be dealt with in the company			
	Maintains and takes care of used resources or animals, and independently takes care of his/her work environment			
Self-evaluation	Evaluates his/her work's and actions' success in the different stages of implementing services and evaluates strengths and possibilities			
<b>Total grade:</b>				

Date \_\_\_\_\_.\_\_\_\_\_.2010

Place \_\_\_\_\_

\_\_\_\_\_  
Company's representative

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Student

## Annex 8: Learning Agreement - prepared for Italian students



### LEARNING AGREEMENT FOR THE ITALIAN STUDENTS INVOLVED IN THE TRANSNATIONAL MOBILITY WITHIN THE MOTO PROJECT

#### 1. STUDENT / LEARNER

Student's name	Date of birth	Tel.	E-mail
Address		Post Code	Postal Town
Contact person at home (parents):		Tel.	E-mail
Name of the school/company			
Vocational qualification to be obtained / stage of studies			

#### 2. SENDING PARTNER / HOME INSTITUTION

Partner's name	Contact person	Tel.
Address		E-mail
The role of the partner:		

#### 2a. RECEIVING PARTNER / HOST INSTITUTION

Partner's name	Contact person	Tel.
Address		E-mail
The role of the partner:		

### 3. ARRANGEMENTS FOR THE PROPOSED STUDY/WORKING PROGRAMME

Date of arrival	Date of departure	
Beginning of mobility	End of mobility	Weekly / daily working times
Supervising teacher/on-the-job instructor if not the contact person in the sending/home institute	Tel.	E-mail
Supervising teacher/on-the-job instructor if not the contact person in the receiving/host institute	Tel.	E-mail

### 4. SIGNATURES

Student's signature ..... Date and place .....
Sending/Home institution I confirm that this proposed study programme and learning agreement are approved: Authorised signature: ..... Position: ..... Date and place: .....
Receiving/Host institution/organisation: I confirm that this proposed study programme and learning agreement are approved: Authorised signature: ..... Position: ..... Date and place: .....

## The framework of the mobility

Student will perform an internship of 3 weeks at the Zobaec Centre in Vienna.

During the internship period he/she will be regularly involved in the production processes, covering, from the specific organization operating within the working environment, a role consistent with his/her initial competences.

While staying within the company he/she will be followed by a tutor to support his/her training.

A tutor will oversee the process of involvement, to ensure that the experience of work placement can be developed in terms of acquisition of the expected learning outcomes. Insertion will be parallel to training in order to achieve the basic knowledge and behaviour related to issues of health and safety in Austrian working environments

The type of internship in which student will be placed is designed to enhance the ability to play the professional role of reference in a real production environment. Therefore, consistent with the specific characteristics of the organization where production will be included, participants will be offered the chance to have a comprehensive view of all the processes at work in which the professional is involved.

Internship will be oriented, in particular, towards further developing knowledge, skills and competences of the following Units of Learning Outcome:

- *Prepare main courses of meat (focus on local dishes);*
- *Prepare dessert (focus on local dishes).*

*The detailed Learning Outcomes are marked in the MOTO grid for the description of the qualification.*

Assessment of the level of KSC acquisition will be carried out at the end of the internship period.

## Details of the Learning Agreement

Setting, main Learning Outcomes	Requirements/ Learning Outcomes	Unit and ECVET (credit) points	Assessment (mode of assessment, timing)	Other information (if required)
<p>3 weeks Stage within Zobaack (Rasumofskygasse 3, 1030 Vienna, vocational programme/training workshop, selected clients).</p> <p>Student will be inserted in kitchen area and he/she will have the opportunity to participate to the whole working processes that characterize the job of cook, within the organization.</p> <p>Particular concern will be paid to his/her participation to (the units):</p> <ul style="list-style-type: none"> <li>- Prepare main courses of meat (focus on local dishes)</li> <li>-prepare dessert (focus on local dishes) .</li> </ul> <p>Insertion in the company will be parallel to the training. In order to achieve the basic knowledge and behaviour related to issues of health and safety in Austrian working environments.</p> <p>During his/her period within the organization the participant will be followed by a tutor.</p>	<ul style="list-style-type: none"> <li>• knowledge of all the kitchen departments and the most relevant internal activities;</li> <li>• ability to communicate with colleagues and supervisors properly (in German and English);</li> <li>• ability to use of proper terminology concerning gastronomy and catering in two languages;</li> <li>• ability to keep clean the workplace and the kitchen equipment;</li> <li>• knowledge of personal hygiene;</li> <li>• knowledge of safety instruction, food regulation and main principles of first aid.</li> <li>• knowledge of environmental protection measures, especially with regard to oils and fats, oils and waste separation;</li> <li>• ability to prepare raw materials necessary for cooking autonomously;</li> <li>• division of raw materials;</li> <li>• ability to carry out all the cooking techniques, in particular baking, frying, steaming, grilling, roasting, fry, stewing, boiling, simmering;</li> <li>• knowledge about modification of food stuff during the preparation;</li> <li>• ability to cook autonomously</li> <li>• use and maintenance of kitchen equipment and equipment for handling and serving pre-cooked dishes</li> </ul>	<p>Prepare main courses of meat (focus on local dishes)</p> <p>Prepare dessert (focus on local dishes)</p>	<p>Observation grid with which the company tutor (with support and supervision of the tutor's training facility) evaluate the autonomy of the trainee to master each of the clusters of two sub-units and to ensure an adequate standard of quality of expected results within the work process.</p> <p>After about two days a first evaluation of the student takes place. The tutor gives feedback on the students cooking abilities and work behaviour and discusses (specific) work tasks to assure the achievement of learning outcomes.</p> <p>At about halfway of the path, after an initial sharing of methodology and evaluation tools, using the observation grid, an initial training evaluation takes place, to support the learning process of the participant .</p> <p>In the final stage a specific allocation of tasks takes place to test the autonomy of the participant in relation to cluster content of each of the two sub-unit (<i>summative assessment</i>)</p> <p>The students are encouraged to keep a working diary (experiences with cooking, work organisation, language, intercultural environment, ...). This could be an additional basis for feedback and holistic evaluation of the internship.</p>	



## Assessment sheet for Italian students in Austria

Assessment of student's skills

name \_\_\_\_\_

surname \_\_\_\_\_

Company:
Company Tutor:

Training Tutor:	Dates	1°	2°
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### Presentation of the grid

The grid is a tool for assessing the professional skills of the student in internship within your company.

In particular you will be asked to assess:

- ◆ **His/her technical competences with reference to each unit or sub unit** that have been evaluated within the specific stage.
- ◆ **His/her transversal competences with reference to each unit or sub unit** that have been evaluated within the specific stage.

The observation schedule is defined by reference to each unit or sub-units that have been evaluated within the specific stage.

It has to be validated by the company tutor.

Cluster of transversal knowledge/skills/competences	Mastery							
Transversal knowledge/skills/competences	1° step				final			
	0	1	2	3	0	1	2	3
<b>Communication</b>								
• ability to communicate with colleagues and supervisors properly (in German and English);								
• use of proper terminology concerning gastronomy and catering in two languages;								
<b>Hygiene and safety</b>								
• ability to keep clean the workplace and the kitchen equipment;								
• knowledge of personal hygiene								
• knowledge of safety instruction, food regulation and main principles of first aid								
• knowledge of environmental protection measures, especially with regard to oils and fats, oils and waste separation;								
<b>Service organization</b>								
• knowledge of all the kitchen departments and the most relevant internal activities								
<b>Unit of Learning Outcome: Preparation, cooking and display of meat main courses (focus on local dishes)</b>	1° step				final			
	0	1	2	3	0	1	2	3
• preparing raw materials necessary for cooking autonomously;								
• distribution of raw materials								
• use and maintenance of kitchen equipment and equipment for handling and serving pre-cooked dishes								
• ability to carry out all the cooking techniques, in particular baking, frying, steaming, grilling, roasting, fry, stewing, boiling, simmering								
• cooking autonomously								
• knowledge about modification of food stuff during the preparation								
<b>Overall Mastery of the cluster of knowledge/skills/competences referred to the Unit</b>								
<b>Unit of Learning Outcome Preparation, cooking and display of dessert (focus on local dishes)</b>	1° step				final			
	0	1	2	3	0	1	2	3
• prepare raw materials necessary for cooking autonomously;								
• distribution of raw materials								
• use and maintenance of kitchen equipment and equipment for handling and serving pre-cooked dishes								
• ability to carry on all the cooking techniques, in particular baking, frying, steaming, grilling, roasting, fry, stewing, boiling, simmering								
• cooking autonomously								
• knowledge about modification of food stuff during the preparation								
<b>Overall Mastery of the cluster of knowledge/skills/competences referred to the Unit</b>								
Additional information								
<b>Legenda Mastery:</b> 0= not satisfactory 1= less than satisfactory 2=satisfactory 3=more than satisfactory								

## Annex 9: The Mobile Learner's Personal Folder

### THE MOBILE LEARNER'S PERSONAL FOLDER

#### A) Learning agreement

##### Learner

Name	Date of birth	Tel.	E-mail
Full Address:			
Contact person at home (parents): Tel. E-mail			
Vocational qualification to be obtained / stage of studies			

##### Home Institution

Name	Contact person:	Tel.
Address		E-mail
Partner's role:		

##### Hosting Institution

Name	Contact person:	Tel.
Address		E-mail
Partner's role:		

##### Partner Company (if applicable)

Name	Contact person:	Tel.
Address		E-mail
Partner's role:		

**Intermediary organisation (if applicable)**

Name	Contact person:	Tel.
Address		E-mail
Partner's role:		

**General framework of the mobility**

General description of the mobility: <ul style="list-style-type: none"> <li>• duration</li> <li>• units of learning outcomes covered during the mobility period</li> <li>• main objectives</li> <li>• main activities, tasks to be carried out</li> <li>• tutorial support</li> <li>• Intermediate and final assessment</li> </ul>
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**Specific Arrangements**

Date of arrival:	Date of departure:	
Beginning of the mobility period:	End of the mobility period:	Weekly and daily learning/working schedule:
Supervising teacher/on-the-job instructor (if different from the contact person) in the sending/home institute	Tel.	E-mail
Supervising teacher/on-the-job instructor (if different from the contact person in the receiving/host institute)	Tel.	E-mail

**Details of the Learning Agreement**

General objectives of the LA	Knowledge, skills and competence already acquired	Knowledge, skills and competence to be achieved	Unit and max. ECVET (or national) credit points foreseen	Mode(s) of assessment
	Sufficient information should be provided about the knowledge, skills and competence already acquired by the person in training in particular related to the units of learning outcomes addressed during the mobility phase.	The relevant unit(s) or sub-unit(s) of learning outcomes that are to be handled during the mobility phase of the specific learner	The achievement of the learning outcomes could be attested assigning the respective amount of ECVET points. Countries which use a different system for assigning credit point may use their national points but need to explain the way of calculation	The criteria and the concrete methods, procedures and instruments for assessing whether the agreed knowledge, skills and competence have actually been acquired by the mobile learner should be described. It is recommended to describe what will be assessed, how, by whom and when and how the results will be documented

**Signatures**

Learner's signature .....  Date and place .....
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Sending/Home institution .....

We confirm that the learning agreement is accepted

Authorised signature: .....

Position: .....

Date and place: .....

Receiving/Host institution/organisation:.....

We confirm that the learning agreement is accepted

Authorised signature: .....

Position: .....

Date and place: .....

Partner company:.....

We confirm that the learning agreement is accepted

Authorised signature: .....

Position: .....

Date and place: .....

## B) Assessment Sheet

Transversal knowledge/skills/competences	Initial Assessment			Final Assessment		
	Learner	Company Trainer	Teacher/trainer	Learner	Company Trainer	Teacher/trainer
(Sub)Unit of Learning Outcomes: knowledge/skills/competences to be achieved	Learner	Company Trainer	Teacher/trainer	Learner	Company Trainer	Teacher/trainer
Overall assessment						

### Additional information regarding other Knowledge, skills and competences achieved

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### Signatures

Hosting institution:	
Company:	
Company trainer:	
Hosting institution – teacher/trainer:	



## C) Personal Transcript

### A) Final Assessment<sup>20</sup>

(Sub) Unit	Final Assessment	Additional knowledge, skills and competences acquired

#### Signature of the hosting institution

Authorised signature:.....

Date/Place.....

Stamp

### B) Award of ECVET (national) points<sup>21</sup>

(Sub) Unit	ECVET (or national) <sup>22</sup> points	Other information (if required)

#### Signature of the sending institution

Authorised signature:.....

Date/Place.....

Stamp

## D) Other information

<sup>20</sup> Section A to be filled by the hosting institution.

<sup>21</sup> Section b to be filled by the sending institution

<sup>22</sup> Countries which use a different system of assigning point may use their national points