

ECVET Manual for EMEU

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Rea Tuominen, Jyväskylä Educational Consortium Gradia, Finland

1. Why ECVET?

The European Credit System for Vocational Education and Training (ECVET) is a technical framework for the transfer, recognition and accumulation of individuals' learning outcomes with a view to achieving a qualification.

ECVET aims to support the mobility of European citizens, facilitating lifelong learning (formal, informal and non-formal learning) and providing greater transparency in terms of individual learning experiences and making it more attractive to participate in mobility or to move between different countries and different learning environments. An essential element of the use of ECVET during formal education is the principle of '**avoiding duplication**' and ensuring that the time spent abroad is not considered a delay to achieving current training goals or qualifications.

Although ECVET can be used in a much wider context, this manual is intended to support the EMEU network in applying some of the elements of the ECVET approach to the EMEU modules. Therefore, the sole focus of this manual is on the implementation of ECVET when used in the context of **mobility during formal education**. This manual should facilitate cooperation of EMEU partner institutions organising transnational mobility actions. These guidelines are based, on the one hand, on the terms defined in the ECVET recommendation and the joint European principles which have been described as "technical specifications" as well as on practical experiences gained in numerous mobility and transfer of innovation projects over the past decade and implemented during the piloting phase of the EMEU project.

The following information and examples are intended as an advice which can contribute towards the development of a joint understanding of transparency and quality in transnational mobility. There is no harm in developing different approaches to the implementation of ECVET as long as the principles of transparency and mutual recognition are respected. In essence ECVET is a set of tools from which the partners in the EMEU network are free to choose the ones' that work best for the network and by investing in long-term cooperation with other European VET institutions in the network the benefits of ECVET will also become apparent in the long run.

Read more about ECVET:

ECVET recommendation

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

ECVET Toolkit www.ecvet-toolkit.eu

Learning outcomes <https://www.youtube.com/watch?v=pMN7JigtUZA>

2. Technical specifications of ECVET

ECVET is intended to facilitate the recognition of learning outcomes in the framework of mobility for the purpose of achieving a qualification. Its application for a given qualification is based on the following principles and technical specifications:

Unit of learning outcomes

A unit of learning outcomes (also called “mobility unit” or “module”) is **a component of a qualification consisting of a coherent set of knowledge, skills and competence that can be assessed and validated.**

This presupposes that the units of learning outcomes are structured comprehensively and logically and that they can be assessed. Units of learning outcomes can be specific to a single qualification or common to several qualifications and may also describe so-called additional qualifications which are not part of a formal qualification or curriculum.

Transfer and accumulation of learning outcomes

Units of **learning outcomes** achieved during mobility **are assessed by the hosting institution** and after successful assessment, transferred to the home institution. In this second context, they are **validated and recognised by the competent institution** as part of the requirements (obligatory or additional) for the qualification that the person is aiming to achieve.

Competent institution or body means an institution which is responsible for designing and **awarding qualifications** or other functions linked to ECVET, such as assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries (legal framework).

Depending on the system, the same function (e.g. responsibility to design of qualifications, units, assessment criteria etc.) may be the responsibility of different types of actors (e.g. ministries, social partners, VET providers). **Users of ECVET therefore need to first clarify their role(s) with regard to their own qualifications system.** They have to reflect on their competences in their qualifications system and how these relate to the main functions of ECVET.

Documentation

Successful ECVET cooperation is based on **mutual trust based on facts and transparent agreements** on the quality assurance aspects of the mobilities. The official and documented establishment of partnerships between the hosting and the sending or home institutions aims at providing a general framework for cooperation and networking as well as accepting each other's quality assurance, assessment, validation and recognition criteria and procedures. Therefore, the minimum requirement for the individual mobilities is the use of **a learning agreement** and some form of **a transcript of records**. The documents should distinguish between (competent) home and hosting institutions and specify the particular conditions for a period of mobility, such as the

identity of the learner, the duration of the mobility period and the expected learning outcomes as well as the procedures and criteria for assessment of these learning outcomes

3. Learning outcomes

Learning outcomes are a core element of ECVET terminology. They are **statements of what a learner knows, understands and is able to do on completion of a learning process**

(Recommendation on the European Qualifications Framework - EQF, 2008). The European definition of learning outcomes, which uses the terms of **knowledge, skills and competence**, is the common denominator that fits with the diversity of approaches to describing learning outcomes.

KNOWLEDGE The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. Theoretical and/or factual.

'The student knows/ is familiar with/ is able to name or describe ...'

SKILLS The ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)

'The student can/ is able to ...'

COMPETENCES The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. Competence is described in terms of responsibility and autonomy.

'The student is responsible for/ is able to apply/evaluate...'

ECVET does not provide a template or a taxonomy concerning the format of learning outcomes descriptions. Such templates or classifications may exist at national, regional or system level and can be used in the EMEU context if they are transparent enough for both the hosting and sending partners. Otherwise, based on previous experiences, the partners are advised to formulate the learning outcomes of the EMEU mobility units by using the European definition of learning outcomes according to the following general guidelines:

Active, clearly understandable verbs: measurable or observable actions, e.g. "explain", "define", "identify", "apply", "analyse", "design", "create", "plan", etc. (see e.g. Blooms taxonomy)

Specification and contextualization of the active verb: a verb and the related object as well as an additional (part of a) sentence describing the context.

Avoiding vague, open formulations : clear (simple and unambiguous) terminology

Orientation towards minimum demands for achieving learning outcomes

Competence level is described comprehensibly: formulations (verbs and adjectives) should reflect the level of qualification/competence (EQF)

Check list for learning outcomes

Is the specified action by the learners observable?

Is the specified action by learners measurable?

Can the action be done by the learners (under supervision/guidance or independently)?

Can the action be assessed in a reliable, valid and cost effective way?

Does the learning outcome reflect the expected competence level (minimum requirement)?

The ultimate test when writing learning outcomes is **whether or not the action taken by the learners can be assessed**. If not, the learning outcome probably does not meet all required characteristics.

NOTE! Certain verbs are unclear and subject to different interpretations in terms of what action they are specifying. Such verbs call for covert behaviour which cannot be observed or measured. These types of verbs **should be used only after careful consideration** and in a specific context if they cannot be avoided entirely: know, become aware of, appreciate, learn, understand and become familiar with.

Examples of learning outcomes:

Knowledge

The learner **recognises** the key components based on electrical and/or automation designs and diagrams.

The learner **is able to acquire and use** information related to his/her vocational field and present it understandably both orally and in writing.

The learner **is aware of** the significance of earthing and equipotential bonding to a user's contact voltage protection with high-voltage devices.

The learner **knows** the most common drawing symbols on a construction site.

Skills

The learner **is able to choose and use** tools, other utensils and materials according to documents and instructions.

The learner **maintains** equipment, appliances and instruments (under instruction).

The learner **chooses** appropriate materials for the product or product ideation (under instruction) and **uses** them economically (under instruction).

The learner **uses** the most essential work equipment and materials in interior carpenter works in familiar work situations (but requires occasional guidance).

The learner **is able to perform** dismantling, support, protection and reinforcement works related to renovation

Competence

The learner **follows the instructions** provided on work safety; does not cause danger to him/herself or others.

The learner **works as an active member** of a group and adapts to the work community.

The learner **calculates** material consumption and **makes** a cost estimate of the material expenses (under instruction).

The learner **plans** his/her work (under supervision).

4. Unit of learning outcomes

The partners in the EMEU network come from different contexts when it comes to using units or modules in their national qualification systems. In some countries and systems (e.g. Finland), units of learning outcomes are an integral part of VET qualifications. In others, such as the German dual system, qualifications are not designed based on units and they do not intend to introduce this principle into their qualification design. Within the framework of transnational mobility, it is not necessary to structure the entire qualification or the entire training programme in units of learning outcomes unless the aim is to create a common European profile. The EMEU pilot mobilities have shown that these system-level differences do not make the use of ECVET impossible between countries with opposite approaches. What can differ however, are the possibilities for validation and recognition as described in chapters 5 and 6.

Even partners coming from systems where units do not exist as parts of qualifications can benefit from the transparency created by the learning outcomes approach. **A unit of learning outcomes (or a module in the EMEU context) should be designed in such a way as to provide a consistent and structured learning process, with agreed coherent learning outcomes and clear criteria for assessment.** A unit consists of a part of the knowledge, skills and competences required for a given qualification.

Units of learning outcomes can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession. There can be "overlaps" which are part of the respective vocational profile or qualification pathway in all countries, or which can be derived from the existing curricula. It is also possible to select and agree on vocational competences and work assignments which enhance or complement the national qualification profile, e.g. in the case of additional, non-compulsory parts of qualifications. **Units of learning outcomes should include all necessary learning outcomes, i.e. they should describe the intended professional competences as well as the necessary transversal (e.g. linguistic, social and personal) competences in this context if they are to be assessed during mobility.**

When creating units for mobility purposes it is recommended that the units (or mobility units which are parts of a larger unit of learning outcomes) are structured in such a way that the relevant learning outcomes can actually be achieved in the given time. Therefore, the partners must agree on **the scope** of a unit of learning outcomes in relation to the duration of the mobility phase, i.e. the "work load" in the sense of the time required to complete the unit of learning outcomes. For short exchanges from a few days to 2-3 weeks this is especially important. The modules should be derived from the regular teaching programme (obligatory or elective) of the hosting college and/or provide an opportunity for the host to enrich their offer (locally approved, additional, non-obligatory content).

5. Assessment and Documentation

5.1. Assessment

Assessment of learning outcomes means methods and processes used to establish the extent to which a learner has in fact attained the knowledge, skills and competences described in the unit of learning outcomes or the mobility unit. **Assessment is a basis for validation and recognition of learning outcomes when learners' credit is being transferred.** The fact that learners' learning outcomes have been positively assessed, in line with the learning agreement, and the result of the assessment is **documented** serves as basis for validating and recognising learners' credit. **Credit in this context means the assessed learning outcomes.** The credit may later be translated into ECVET or other points by the home institution but at this point this issue is not relevant for any of the hosting institutes in the EMEU network.

Assessment gives additional value to mobility. The fact that learners are assessed, the learning outcomes are made visible and they are aware, as well as their teachers, of the progress they made during mobility is important for identifying the added value of mobility for learners. Learners' assessment therefore contributes to valorise mobility. **Assessment methods and criteria should therefore be made available to the sending organisations prior to mobility.**

According to the ECVET recommendation **the assessment process should reflect the norms and practises of the host organisation.** The hosting partners in each EMEU team are responsible for making sure the selected procedures for assessing the learning outcomes are transparent enough for the sending partners and meet the minimum requirements for validation and recognition.

When designing the assessment process of your module consider the following:

The hosting institution organises the assessment of learning outcomes as specified in the EMEU module description. **The assessment criteria are uploaded as an annex to the module on the EMEU website when the registering is opened.** The keep it simple principle should be followed also when the host institution decides on the assessment methods and criteria while at the same time **it is important to take into consideration the minimum requirements of each sending institution.** The aim should not be to overcomplicate the assessment process, therefore, **it is necessary for every sending institute to communicate clearly to the other partners what kind of requirements for the assessment process (including criteria) their particular legal framework sets.**

Assessment criteria and indicators should be clearly related to the agreed learning outcomes and **the expected EQF level.** The assessment criteria should be transparent and reflect each learning outcome (15 expected learning outcomes in a module = 15 -30 targets for assessment). ECVET recommendation endorses **orientation towards minimum demands for assessing the learning outcomes.** Therefore, the most ECVET compliant scale for assessing would be to use only PASS/FAIL. If the host organization uses normally a different scale be it 1-10, 1-4 or any other, that scale can also be used.

An example of assessment criteria using the scale **SATISFACTORY – GOOD - EXCELLENT**:

Learning outcome - ***'The learner chooses appropriate materials for the product'***
SATISFACTORY - ***'The learner chooses appropriate materials for the product under instruction'***
GOOD - ***'The learner chooses appropriate materials for the product independently'***
EXCELLENT – ***'The learner chooses appropriate materials for the product independently and creatively and uses them economically'***

The selection of the method(s) of assessment should be appropriate to the expected learning outcomes. Assessment methods might include one or several of the following:

self-assessment
peer-assessment
simulated conversations
structured (oral or written) formal feedback
written assignments
written exam
work samples
(online) portfolio (e.g. blog, Instagram)
video, photographs, drawings
skills demonstration
presentation
observation

The profile of the assessor(s) should also reflect the norms and practices of the host organisation. Typically assessors in this context are the teachers or trainers who deliver the module, workplace trainers or tutors with sufficient experience in their sector, other relevant experts and in some cases the customers. Some form of self- or peer-assessment is also beneficial for the learners either as part of the official assessment or as a follow-up to the formal assessment.

5.2. Documentation of Assessment

In order for the home institute and/ or competent body to be able to validate and recognise the learning outcomes of individual students some documentation on assessment is required. In ECVET terminology this document is called **the personal transcript**. It is a record of learning achievements **signed and stamped after the completion of the mobility period**. **The learner should always receive at least a copy of the signed and stamped assessment document before leaving the host organisation.**

The assessment document should contain at least the following details:

- the identity of the learner
- the identity of the host organisation
- the identity and profile of persons that assessed the learner
- information on learners' assessed learning outcomes
- total grade for the module or
- a grade for each target of assessment (KSC) or
- a grade for each learning outcome
- other comments or a written summary of the assessment

As most partners will be required to use **the EUROPASS mobility certificate** for documenting the learning period abroad as well as the learning outcomes achieved there are two alternatives for documenting the assessment:

the signed and stamped assessment document can be attached to the mobility certificate
assessment is documented in sections 5a and 5b of the mobility certificate.

6. Validation and recognition

In the ECVET context both the validation and recognition of learning outcomes are the responsibility of the home institute and/or the competent body of the sending country (if the home institute is not the competent body).

Validation of learning outcomes means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.

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

The quality of assessment is essential for validation and recognition. It is therefore, important to consider the integrity of assessment which should be valid, reliable, flexible and fair and based on evidence that is valid, sufficient, current and authentic.

The transfer of credit for achieved learning outcomes has three stages:

The hosting institute assesses the learning outcomes achieved according to the transparent criteria agreed with the sending institutes prior to the mobility and records them in a learner's personal transcript.

The home institute checks that the agreed procedures have been followed and validates the credit as a suitable record of the learners' achievement. If necessary, the home institute presents the documentation to the relevant competent body in the home country which determines whether or not the agreed quality criteria have been met.

The home institute and/or the competent body of the home country then recognise the learning outcomes that have been required.

The experience from previous ECVET pilot projects shows that not all ECVET principles could be implemented immediately in practise in all European countries. There are aspects of ECVET that are difficult to apply in certain contexts. Recognition does not always automatically result in exemption from formal assessments in the home institute especially in VET systems where the award of a qualification is based on a single final assessment. The pilot projects also showed that as the concept and aims of ECVET are becoming better known and understood, the use of ECVET will become easier and the initial stages or partnership development less labour intensive and time consuming. The progressive implementation of ECVET on both European and national level takes place in parallel to other processes that eventually reinforce the use of ECVET: development of qualifications frameworks, support of individualised learning pathways, and recognition of non-formal and informal learning. These reforms within VET systems are also based on the use of learning outcomes and their assessment. The creation of a high-quality mobility network by following the ECVET principles will eventually benefit all partners even though not all principles or tools can be applied at the moment in all partner countries.

EU member states are divided into three subgroups depending on their approach to the implementation of ECVET. Group 1 consists of countries that have a credit system compatible with ECVET (Finland, Spain, UK – England). Group 2 includes countries that are either in the process of developing a credit system or are testing ECVET technical components (Denmark, Netherlands). Group 3 is formed by the countries without credit system and without system-level ECVET initiatives (Germany).

Country	Credit systems for transfer and accumulation of learning outcomes and ECVET development in 2015
Denmark	Some ECVET technical components are tested.
Finland	The system is ECVET compatible.
Germany	Some ECVET technical components are tested.
Netherlands	Some ECVET technical components are tested.
Spain	The system is ECVET compatible.
UK - England	The system is ECVET compatible.

Source: ECVET in Europe, Monitoring report 2015

Country	Current status of ECVET mobility in EMEU partner countries
Denmark	There if formal decision for using ECVET for geographic mobility actions in VET schools.
Finland	Geographic mobility is part of the development plan for education in IVET. Approximately 90% of learning outcomes acquired abroad are recognised at home institutions.
Germany	VET providers define units of learning outcomes for geographic mobility.

Netherlands	International mobility is a part of the VET system, though not compulsory. ECVET has been piloted in mobility projects where learning outcomes acquired abroad are transferred between participating countries.
Spain	Learning outcomes acquired and assessed during work placement periods abroad, and related to the workplace training module, are recognised subject to learning agreement among teachers. Learning outcomes acquired and assessed abroad, related to other training modules of IVET, are validated and recognised by a specific department of the Ministry of Education, Culture and Sport.
UK - England	International geographic mobility for VET is supported predominantly through EU funded projects. There is no legislative framework to enable automatic recognition of learning outcomes obtained abroad: awarding organisations recognise learning outcomes achieved outside their own programmes at organisational discretion, and in accordance with any applicable regulatory requirements for the qualification or sector.

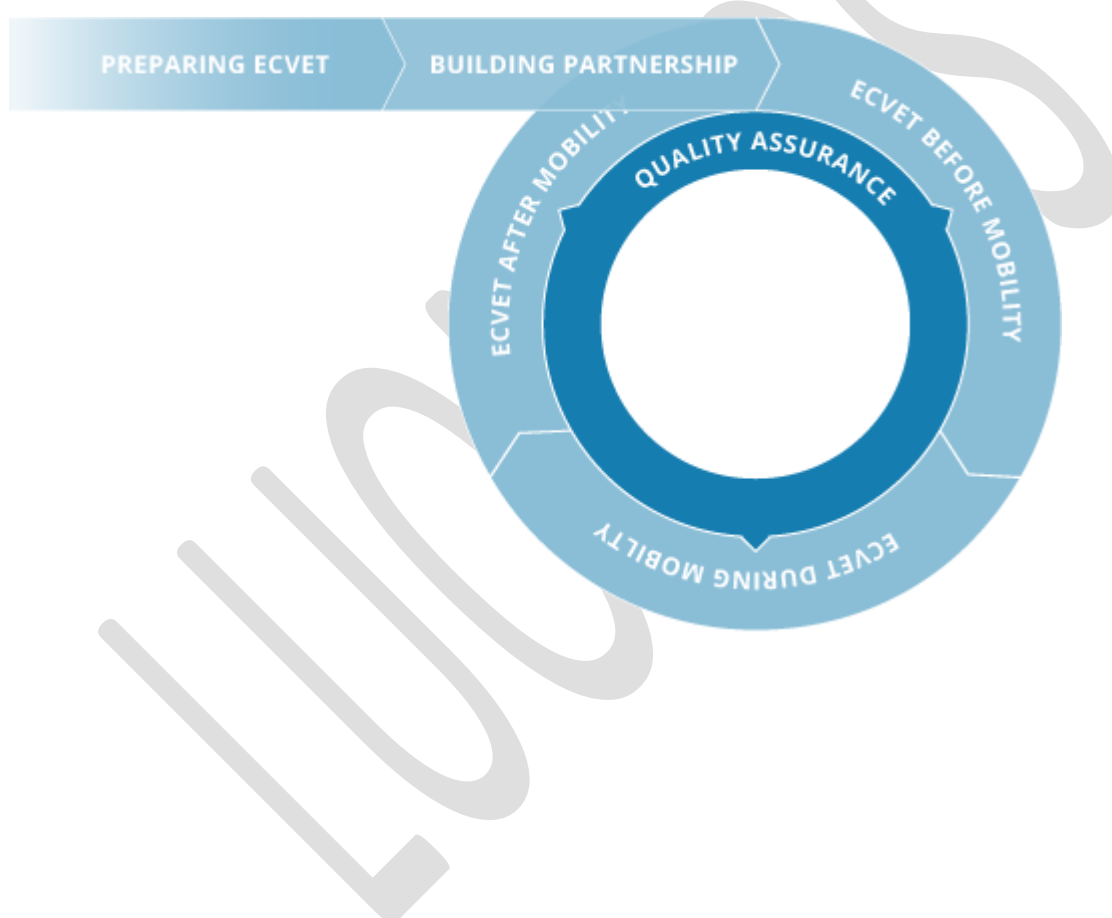
Source: ECVET in Europe, Monitoring report 2015

Country	Websites with ECVET information by country
Denmark	http://ufm.dk
Finland	www.oph.fi
Germany	http://ecvet-info.de
Netherlands	www.ecvet.nl
Spain	n/a
UK - England	www.ecvetexperts.org.uk

Source: ECVET in Europe, Monitoring report 2015

7. Quality assurance and ECVET

The EMEU hosting and sending processes have been designed so that the use of ECVET principles form a strong basis for the quality assurance of network activities. The module design and delivery process follow the traditional quality assurance cycle: defining, planning, delivering and evaluating. The quality process is continuous thus ensuring that the quality of both hosting and sending processes increase constantly.



7.1. Hosting students

When hosting students, the QA process consists of four stages:

Creating a module

Preparations for hosting the student

Delivering the module

Actions after hosting the student

A clear and transparent process will also help the student to benefit the most from the mobility and make the process easier for both the hosting and sending organisations.

7.1.1. Creating a module

The EMEU partners have a great deal of flexibility in creating the modules when it comes to content and methods. However, the following main principles should always be followed: the modules should be part of your regular teaching programme, incoming students should be integrated with host students, the contents should be attractive and enriching for a (VET) participant, the length must be a minimum of 3 weeks, the module should be offered in a way which supports the participants active participation in their learning process e.g. with a right balance of theory and practical lessons, company visits, social events and assessment.

Creating a module step-by-step:

Describe the learning outcomes in terms of *knowledge*, *skills* and *competences*. Remember to consult the [ECVET manual on Learning Outcomes](#).

[Use the template for module description](#). Remember to save the template locally first on your computer before writing in it.

Develop the assessment criteria and document: Remember to consult the [ECVET manual on Assessment](#).

Send the module description and the assessment document to your EMEU team.

Request feedback e.g. on learning outcomes, assessment and timing of the module.

Finalise and upload your module descriptions and assessment criteria.

Uploading can happen nonstop but the deadlines for uploading are:

1 May (modules between August and December)

1 September (modules starting in January or February)

1 November (modules starting between March and June)

You can find the guideline '[how to upload the module to the EMEU website](#)' on the website.

NB if you offer the module repeatedly make sure to check and adjust the description and dates before uploading the module.

7.1.2. Preparations for hosting the module

Before delivering the module the most important issue regarding quality assurance is the clear division of tasks between the sending and hosting organisations. The contact person in the hosting organisation is the key person at this stage and responsible for the following:

Confirming the acceptance of signed up students.

Facilitating accommodation arrangements. Making sure the sending institution knows how these arrangements should be done.

Sending the final programme and contact information to incoming students and contact person at the sending college a minimum 2 weeks before the start of the module.

If the module includes a work placement giving as much information on the company as possible.

Making sure that information is available for the student to organize travel and familiarise themselves with the college and town before going (e.g. via Skype, links to websites)

7.1.3. Delivering the module

The main principles for delivering the module are the following:

The student is welcomed and introduced to the host students. Preferably with a buddy-system

There is good integration of hosting and incoming students through group and/or pair work.

The tasks for the student are well-explained and that they can ask for support at any time.

The student is offered social events, organized by the school and/or host students.

Any sign of discomfort from the student is acted upon immediately and help is offered.

Regularly informing sending partner on the participation and well-being of the student.

The student has emergency contacts in case of illness or accidents and that they know what to do.

How to deliver a module step-by-step:

Make sure that you deliver the module agreed. If for some reason there are changes make sure to inform the sending partner(s) as quickly as possible.

Both the sending and the hosting partner are responsible for the well-being of the student while they are abroad.

Activate hosting students to increase the internationalisation effect at home.

Facilitate and support students to share their experiences of the module through video, photographs, interviews or other media. The hosting organisation sends the materials to the webmaster for dissemination (showcases).

Assess and document according to your assessment plan while the student is still in your college.

Complete, sign and stamp the Europass mobility certificate and add the assessment document. Make sure the sending college gets the originals and the student gets at least copies before returning.

Obtain general feedback with the hosted students before they return home.

On the last day of the module ask the student to fill in a student [satisfaction Survey Monkey](#) questionnaire.

7.1.4. Actions after hosting the student

All teachers who have participated in hosting the students fill in the staff [satisfaction Survey Monkey questionnaire](#).

The feedback for the modules will be presented to the Steering group/EMEU team leaders twice a year.

Analyse and adjust future modules based on the evaluation from students and teachers.

Evaluate the experience with hosting students and adjust appropriately

7.2. Sending students

Perhaps the most important element in the quality assurance process for sending students is the management of expectations. This is best done by transparent, constant communication with the hosting partner as well as a thorough preparation of the selected students. When sending students for an EMEU module, the quality assurance process consists of the following four stages:

Promotion and resources

Preparing the student for attending a module

Communication during the module at a partner college

Feedback

7.2.1. Promoting and resources

Stay in contact with your partners and offer them feedback on modules regarding content, level and timing before the module is uploaded to the website.

Clarify in your organization, which qualifications and levels could benefit from the module.

Clarify in your organization how the module will be validated and by whom. Please consult the [ECVET guideline on Validation and recognition](#).

Ensure you have funding to support students to go abroad. If you have an international office ask them for help and advice regarding funding and the process of sending students.

Make sure your colleagues know about EMEU. Present the EMEU website to colleagues at meetings and events.

Let former EMEU students take an active role in promoting EMEU modules

7.2.2. Preparing the student for attending a module

Ensure that the selected student has the right level, language skills and adequate social skills.

Ensure that the student has understood the content of the module and has the required prior knowledge and skills required or is willing to acquire them before going.

It is the task of the sending teacher to register the student in the [EMEU system](#), which generates a sign up log in for the student.

Guide the student when they are signing up for a module via the EMEU website: The student needs to have the information ready before starting the online process.

Contact the hosting partner to confirm the registration.

Assist the student in obtaining financial support for the mobility (usually ERASMUS+ mobility funding) following your internal college procedures.

Make sure that the student is prepared both culturally, socially and on the content of the module.

Support the student to arrange practical matters – travel, insurance, information on accommodation.

Prepare the learning agreement (usually needed) and Europass mobility document. Use these documents as part of the preparation also with the student. (in some organisations this is prepared by the international office, consult your internal procedures)

Prepare the student to share their experiences of the module through video, photographs, interview or other media at the end of the module and provide this for the hosting partner.

7.2.3. Communication during a module at a partner college

Stay in contact with the student regularly e.g. with weekly phone check-ins or via social media.

Be in touch with the host when relevant. Remember that no matter how busy you are, proactive communication is always better than reactive.

Make sure the student reports to both yourself and the host if there are any problems.

7.2.4. Feedback

Meet with the student soon after their return to discuss their experience.

Make sure they also give written feedback according to your college procedures (e.g. EU Survey)

Check that you have at least copies of the signed and stamped documents (learning agreement, Europass mobility certificate and assessment document) and anything needed for validation and recognition. Check with the student and/or host how and when you will receive the originals.

Give feedback to the hosting partner.

Appendix A – Examples of assessment forms

Finland

GRADIA College

ASSESSMENT - COMBINED MODULE AND PLACEMENT

Name of student	Simon Student
Host organization	Jyväskylä College
Name and profile of assessor(s)	Jyväskylä College: Tauno Teacher, teacher of cabinetmaking Kalle's Cabinets: Kalle Cabinetmaker, experienced (15+ years) cabinetmaker and entrepreneur (bespoke furniture manufacturing) www.kallescabinets.eu
Dates of module/placement	Module: 8 – 26 March 2016 / Placement: 29 March – 24 April 2016 (3+4 weeks)
Module	Basics of using hand tools and manufacturing of a simple product

Grading scale of the hosting institute	1 – satisfactory/pass (needs constant guidance and instruction) 2 – good (able to perform according to instructions) 3 – excellent (able to work independently and creatively)
EQF	3
Assessment method(s):	(online) learning diary or portfolio diagnostic test at the college (use of hand tools + work safety) skills demonstration during the placement/assessment discussion Vocational skills demonstrations are practical work situations planned, implemented and assessed by the host college and a representative from the company. Once the tasks forming the skills demonstration have been performed an assessment discussion with all three parties (host college, host company, student) is arranged. Before the assessment discussion the student completes first his/her self-assessment using this form. If there are significant differences in opinion regarding the grades given, the teacher has the final say. The assessment discussion should be timed in such a way that if the student does not pass the whole skills demonstration or significant parts of it, he/she can be allowed to retake the skills demonstration or a part of it.

Learning outcomes

The student is able

- to identify different kinds of Finnish timber*
- to "read the grain"*
- to use basic hand tools used for sawing, planing, chiseling and sharpening**
- to choose appropriate work methods and approaches
- to choose and acquire the materials for the tasks (taking aesthetics into consideration)
- to maintain equipment and the workshop
- to make simple technical drawings of the product made*
- to finish the product
- to apply safe work methods **
- to follow industrial safety instructions **
- to work cooperatively
- to assess their own learning and products manufactured

*denotes learning outcomes that have been assessed at the college
 ** denotes learning outcomes which have been tested at the college prior to the work placement, final assessment given during placement

Assessment criteria

KNOWLEDGE	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>	<i>Student</i>	<i>Representative of host college</i>	<i>Workplace tutor/ instructor</i>
Acquisition and use of knowledge/ Finnish timber	Student is able to identify different kinds of timber.	Student is able to identify different kinds of timber and their suitability for different uses.	Student is able to identify different kinds of timber and is able to give reasons for their suitability for different uses.			
Aesthetics	Student makes and finishes a product ready for delivery under instruction.	Student makes a product assessing its shape, proportions and production method and finalises the product ready for delivery with the help of instructions.	Student makes a product assessing its shape, proportions and production method and finalises the product ready for delivery.			

SKILLS	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>	<i>Student</i>	<i>Representative of host college</i>	<i>Workplace tutor/instructor</i>
Choosing materials	Student chooses materials and use them economically based on instructions.	Student chooses appropriate materials for the product and uses them economically under instruction.	Student chooses appropriate materials in terms of maintainability and price for the product (use and style) under instruction and uses them economically.			
Work methods	Student uses appropriate work methods, tools, equipment, and stages under instruction and works in a suitable and safe manner.	Student uses and chooses appropriate work methods, tools, equipment and stages under instruction and works in a suitable and safe manner.	Student uses and chooses appropriate work methods, tools, equipment and stages and works in a suitable and safe manner.			
Equipment maintenance	Student maintains equipment, appliances and instruments under instruction.	Student maintains equipment, appliances and instruments.	Student maintains equipment, appliances and instruments and calls in a professional when needed.			
Documenting/ drawing, (online)diary or portfolio	Student prepares written work instructions and other such illustrative materials under instruction.	Student prepares written work instructions and other such illustrative materials.	Student prepares written work instructions and other such illustrative materials when the situation requires.			

COMPETENCE	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>	<i>Student</i>	<i>Representative of host organisation</i>	<i>Workplace tutor/instructor</i>
Health, safety and ability to function	Student follows given industrial safety instructions, takes care of the tidiness of the work environment and avoids risks when working	Student follows industrial safety instructions, takes care of the tidiness of the work environment, avoids risks when working and takes other members of the work community into consideration	Student follows industrial safety instructions, notices and recognizes the dangers of his/her work and reports them, takes care of the tidiness of the work environment, avoids risks when working and takes other members of the work community into consideration			
	Student uses safe, varying work methods with a suitable work load taking ergonomics into account under instruction.	Student uses safe, varying work methods with a suitable work load with the help of instructions taking ergonomics into account.	Student uses safe, varying work methods with a suitable work load initiatively taking ergonomics into account.			
Self-assessment	Student assesses his/her work and working under instruction.	Student assesses his/her work and working	Student assesses his/her work and working and develops his/ her actions			

			according to feedback he/she receives.			
Learning and problem solving	Student tries out different kinds of solutions	Student creates and produces different kinds of solutions in his/her work	applies his/her competence flexibly in work situations and looks for new solutions			
Interaction and cooperation	Student keeps to schedules	Student works according to a schedule as agreed	Student works arranges and creates a schedule and works accordingly			
	Student works as a member of the work community and does the assignments he/she is responsible for according to given instructions	Student works as a member of the work community and promotes the work community's actions with the help of instructions	Student works cooperatively with different kinds of people and promotes the work community's actions spontaneously			
Total grade:						

SIGNATURES

Date, place

Workplace tutor/ instructor

Date, place

Representative of the host organization

Date, place

Student



Netherlands

Assessment forms

Assessment form Presentation	
Name of student	John Doe
Name of assessor	J.Hess
Profile of assessor	Teacher Mechanical engineering
Name module	3D printing
Date module	3-2-2018 till 4-3-2018
Date of assessment	3-3-2018

	0 = Fail	1 = Pass	2 = Excellent
Knowledge: The student identifies the difference between a 2D drawing and a 3D drawing specific instructions to convert the 3D Inventor drawing into printable files of a 3D printer 3D printer calibration software	X	X X	
Skills: The student can explain the difference between a 2D and a 3D drawing is able to apply specific functions in Cura to convert a 3D drawing into printable parts of a 3D printer can use a 3D printer to print parts		X X	X
Competence: The student manages work-related instructions in English; attends and interacts actively during all lessons of the module program; works actively in pairs; is able to work accurately, effectively and efficiently		X X	X X
Subtotal of collumns 0 – 1 – 2 Remark: Max. 1X score 0, 2X is Fail	12		
Justification score 0 (One time or more the score ‘0’: clearly indicate why this score has been given!)			
Total score presentation	12		
Final mark	6		



MODULE: "Finishing works: continuous and suspended laminated plasterboard ceilings and mortar and plaster coatings"		
STUDENT'S ASSESSMENT		
Student: Daniel Pennac	Assessor: Antonio Machado	
College: CFA Tours	Teacher in VET Cycle "Interior Works and Decoration"	
DESCRIPTION OF THE EXERCISE		
a- Continuous plasterboard ceilings b- Suspended plasterboard ceilings c- Mortar and plaster coatings for walls The student has executed different types of ceilings and coatings at the workshop, using the information contained in the respective plans.		
DURATION OF MODULE: 29 th April -20 th May 2016		LEVEL OF ASSESSMENT
Level : Beginner / EQF 3		<5-failed 5-pass 6- Good 7-8- very good 9-10 - Excellent
LEARNING OUTCOMES		
Knowledge	1) About laminated plasterboard ceilings:	
	Student understands plans of laminated plasterboard ceilings (1point)	
	Student knows the components of the structure and the tools used (1 point)	
	2) About mortar and plaster coatings:	
	Student knows the components and dosage of mortars and plaster (0,5 points)	
	Student knows the tools to execute these coatings (0,5 points)	
	TOTAL KNOWLEDGE	
Skills	1) About plasterboard ceilings, the student is able to:	
	organize the workplace for the execution of continuous and suspended laminated plasterboard ceilings (0,5 pts)	
	replan and plot the startup and build the metal structure for holding the laminated plasterboards, identifying needs of cutting the elements and marking, placing and fixing landmarks (1pt)	
	implement laminated plasterboard ceilings, screwing down the panels to the structure, fastening them and keeping the conditions of horizontal position, flat surface and finish (1 pt)	
	keep professional risk prevention and environmental protection in laminated plasterboard ceilings, identifying associated risks, measures and equipment to prevent accidents (0,5 pts)	

	2) About mortars and plaster coatings, student is able to:	
	organize the workplace for the execution of mortar and plaster coatings (0,5 pts)	
	prepare surfaces to fill in mortar or plaster, with the requirements of vertical and flat position (0,5 pts)	
	use the tools needed to execute mortar and plaster coatings (0,5 pts)	
	prepare the mortar and plaster (0,5pts)	
	apply the mortar and plaster to the walls keeping the standards of quality (0,5 pts)	
	keep professional risk prevention and environmental protection in coating, identifying associated risks, measures and equipment to prevent accidents (0,5 pts)	
	TOTAL SKILLS	
Competences	Student manages work-related interactive situation in foreign language (0,25 pts)	
	Student works co-operatively and in a quality conscious and service-oriented manner (0,25 pts)	
	Student assumes responsibility for his/her own work (0,25 pts)	
	Student works as a member of a team (0,25 pts)	
	TOTAL COMPETENCES	
TOTAL ASSESSMENT		

COMMENTS:		
Assessor		DATE:
		STAMP:
	Antonio Machado - Signature	

APPENDIX B – Glossary

ECVET - Key Concepts, Processes, Documents and Tools

Key concepts

ECVET	<p>ECVET stands for the "European Credit system for Vocational Education and Training". It is a set of principles and tools which supports the recognition of learning in one context, so that it counts towards a qualification in another.</p> <p>The principles can be applied flexibly in different countries and in different educational contexts. Some countries have decided only to use ECVET in connection with transnational learning mobility, whereas others also use it nationally in connection with lifelong learning strategies.</p>
Formal learning	<p>Learning that occurs in an organized and structured environment, e.g. a training institution, and it is clearly designated as learning. It is an intentional activity and it typically leads to validation and certification.</p>
Informal learning	<p>This type of learning is a result of daily activities relating to work, family life or leisure. It is not structured and usually does not lead to certification. In most cases it is unintentional.</p>
Non-formal learning	<p>Learning that is not necessarily provided by an education or training institution and typically does not lead to certification. However it is intentional on the part of the learner and has structured objectives, times and support. For instance, work-based learning could be non-formal, if it happens as part of a job or internship.</p>
Competent institution	<p>Organisation responsible for designing and awarding qualifications, recognising units or other roles regarding ECVET e.g. assessment, validation and recognition of learning outcomes according to the rules of a particular country.</p>
Learning Outcomes	<p>Learning Outcomes are statements of what a learner knows, understands and is able to do upon completion of a learning process. Usually, qualification frameworks indicate the overall level of learning outcomes in a qualification. For ECVET purposes the European Qualification Framework (EQF) is used as a reference for levels.</p> <p>Learning outcomes can be used for various purposes such as to establish descriptors of qualifications frameworks, define qualifications, design curricula, assessment, etc. Learning</p>

	<p>outcomes are set out in various levels of detail depending on their purpose and context.</p> <p>Learning outcomes are developed in the process of designing qualifications. There are different approaches to identifying and describing learning outcomes depending on the qualifications system.</p> <p>Learning outcomes may be acquired through a variety of learning pathways, modes of delivery (school-based, in-company, workplaces etc.), in different learning contexts (formal, non-formal and informal) or settings (i.e. country, education and training system ...).</p>
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Unit of Learning Outcomes	It is a component of a qualification, consisting of a coherent set of knowledge, skills and competences that can be assessed and validated.
Credit	A set of learning outcomes that an individual has achieved, and which have been assessed and recognised. They can be accumulated towards a qualification or transferred to other learning programmes/courses or qualifications.
ECVET points	Numerical representation of the overall weight of learning outcomes in a qualification, and the relative weight of units in relation to the qualification. One year's full-time VET corresponds to 60 ECVET-points. Yet, not all countries use ECVET-points.
Qualification system	All aspects of a Member State's activity related to the recognition of learning and other mechanisms that link to education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualification framework.
Qualification framework	An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications and subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society. There is a European Qualification Framework (EQF), which serves as a reference point for the comparison of National Qualification Frameworks, but the two are not necessarily identical in structure.

Processes

Credit accumulation	Process by which a learner acquires qualifications progressively by successive assessment of learning outcomes.
Credit transfer	Process by which learning outcomes achieved in one context can be taken into account in another context. It is based on the

	principles of assessment, validation and recognition.
Assessment of learning outcomes	Methods and processes used to establish the extent to which a learner has achieved particular knowledge, skills and competences.
Validation of learning outcomes	The process of confirming that certain assessed learning outcomes achieved by the learner correspond to specific outcomes which are required for a unit or a qualification.
Recognition of learning outcomes	The process of officially verifying achieved learning outcomes through the awarding of units or qualifications.

Documents and tools

Memorandum of Understanding	A document which is signed by two or more collaborating institutions (e.g., for a mobility project, the sending organisation and host partner organisation). This document establishes the credit transfer system and formalises the ECVET partnership.
Learning Agreement	An individual document, specific to each learner, which defines learning objectives and sets out conditions for their achievement. By this document the competent institutions guarantee that if the learning outcomes are achieved, they will be recognised.
Personal Transcript	A record of a learner's learning achievements. It contains information regarding: the learners assessed learning outcomes: units and ECVET points awarded (in cases where they are being used). The document belongs to the learner.
Europass	A set of five documents that aims to help European citizens make their Knowledge, skills, competences and qualifications clearly and easily understood. It comprises: Europass CV - Curriculum Vitae template Language Passport - a self-assessment tool for language skills and qualifications Certificate Supplement - describes the Knowledge and skills acquired by holders of vocational education and training certificates Diploma Supplement - describes the Knowledge and skills acquired by holders of higher education qualifications

	Europass Mobility - records the Knowledge and skills acquired in another European country
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For more information:

see the “**ECVET QUESTIONS & ANSWERS**” document on the **ECVET Secretariat website:**

www.ecvet-secretariat.eu

