IoT4SMEs
INTERNET OF THINGS FOR EUROPEAN SMALL AND MEDIUM ENTERPRISES
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ECVET Guidelines
for Mobility and Lifelong Learning

INTERNET OF THINGS FOR EUROPEAN
SMALL AND MEDIUM ENTERPRISES

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Contents

1. ECVET definition and implementation

The **European Credit system for Vocational Education and Training (ECVET)**[1] is a common methodological framework designed to support individuals' lifelong learning, mobility and flexibility of learning pathways.

This voluntary framework facilitates the learning credits accumulation and transfer from one certification system to others.

ECVET belongs to a series of European initiatives aimed to support the mobility of European citizens, facilitating the validation, recognition and accumulation of skills and knowledge acquired during learning experiences in another country or in different contexts.

The system intent to recognize learning experiences across different countries and different types of institutions, including the European Credit Transfer and Accumulation System (ECTS) in Higher Education, Europass, the European Quality Charter for Mobility (EQCM), the European principles for the identification and validation of non-formal and informal learning and the European Qualification Framework for lifelong learning (EQF).

Lifelong learning and mobility for learning take place increasingly in a wide variety of contexts: formal, non-formal and informal and in different countries.

One of the key solutions to attract more interest in transnational mobility for vocational training and education (VET) and to support individuals' lifelong learning paths, is to facilitate the validation, recognition and accumulation of learning outcomes acquired during the stay in another country or in different learning contexts, and leading to the award of the qualification.

ECVET aims for better compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications.

This technical framework requires that qualifications are described in terms of units of learning outcomes and are adequately assessed, thus allowing and facilitating the assessment, transfer, accumulation and recognition procedure.

ECVET is based on:

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[1] Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit system for Vocational Education and Training (ECVET)

Learning Outcomes (LOs): statements of what a learner knows, understands and is able to do on completion of a learning process. For ECVET purposes the European Qualifications Framework (EQF) is used as a reference for levels.

LOs are developed in the process of designing qualifications and 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).

Units of Learning Outcomes: components of a Qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated.

Units enable progressive achievement of Qualifications through transfer and accumulation of LOs. Assessment and validation verify and record that the learner has achieved the learning outcomes expected. Depending on the existing regulations, units may be common to several qualifications or specific to one particular qualification. Units are accumulated based on the requirements to achieve qualifications.

ECVET points: provide additional information about units and qualifications in a numerical form, representing the overall weight of LOs in a Qualification and the relative weight of units in relation to the qualification.

The number of ECVET points allocated to a qualification, together with other specifications, can indicate for example, that the scope of the qualification is narrow or broad. The number of ECVET points allocated to a unit provides the learner with information concerning the relative weight of what s/he has accumulated already. It also provides the learner with information concerning what remains to be achieved.

According to the EU Recommendation each Unit will be associated with a certain number of ECVET points developed on the basis of common European standards: 60 ECVET points are allocated to the learning outcomes achieved in a year of full time VET.

Credit for assessed Units designates individuals' LOs which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.

Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript. Based on this documentation, other institutions can recognise learners' credit.

Credit is a different concept than ECVET points. While credit designates the LOs the learner has achieved, ECVET points provide information about the qualification and the units

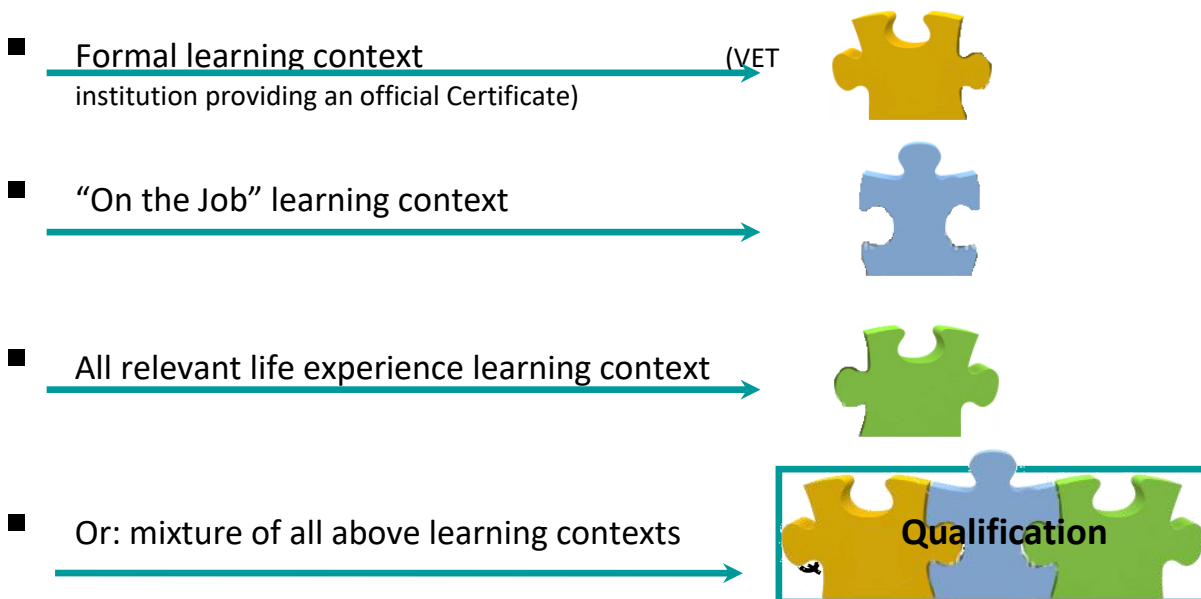Credit can be transferred and accumulated if the competent institution recognises that what the learner has achieved is relevant and can be taken into account as part of the qualification the learner is preparing (or seeks recognition) for. ECVET points provide information about the credit the learner has transferred and accumulated (e.g. what is the relative weight of units the learner has already achieved).

Considering ECVET implementation there is a significant amount of work to be done about the comparison between qualifications and the understanding of the different systems of qualifications adopted in the different Member States.

A common language and definitions are required to describe competences and to relate the competence descriptions to the competences obtained by training. Therefore the description of competences concerning the core work tasks can be considered as a way to fill the gap between the educational and working world (i.e. translating theory into practice).

The competence areas should be described in a balanced way between general and specific information. They should be able to promote mutual understanding and recognition between experts in each occupational field. The descriptions of occupational competences must refer to the context (i.e. the objects of skilled work, tools, methods and organization of skilled work, technology) and should be related to actions that can be carried out.

A qualification can be achieved through diverse learning contexts:

- Formal learning context   (VET
  institution providing an official Certificate)

- "On the Job" learning context

- All relevant life experience learning context

- Or: mixture of all above learning contexts   **Qualification**

Irrespective of which form of learning and how much time is utilised, ECVET points can be viewed as common currency of VET inherent to:
• Individuals ("portable" ECVET points); as well as
• Qualifications ("resident" ECVET points).
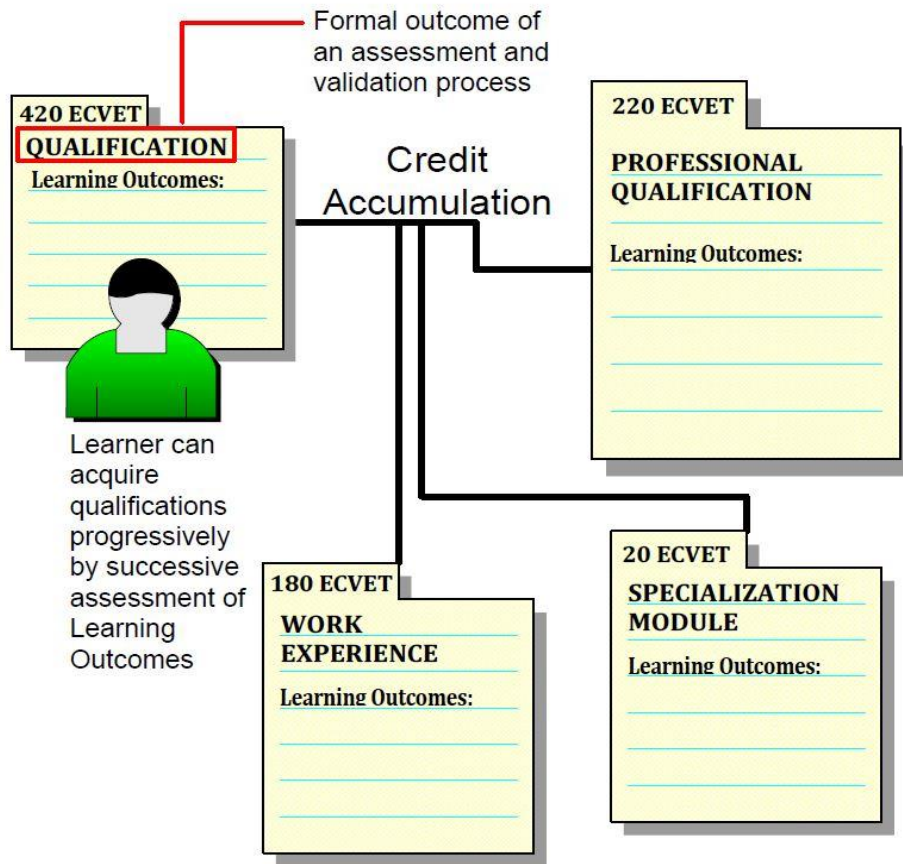
The ECVET System aims at promoting the awareness of individual learning experiences and allowing the mobility between the countries and learning environments.

1.1 Getting Ready for ECVET Implementation

The crucial elements of the ECVET System are Learning Outcomes and Learning Units.
For the process of ECVET points allocation and/or for the interpretation of points already allocated it is necessary to understand better what Learning Outcomes and Learning Units are and how to work with them.

The Identification and Description of Learning Outcomes (LO)
Learning Outcomes (LOs) are statements of what the learner knows, understands and is able to do on the completion of a learning process. These are represented in terms of knowledge, skills and competences.

The description of a key activity / task does not yet constitute a unit of learning outcomes.
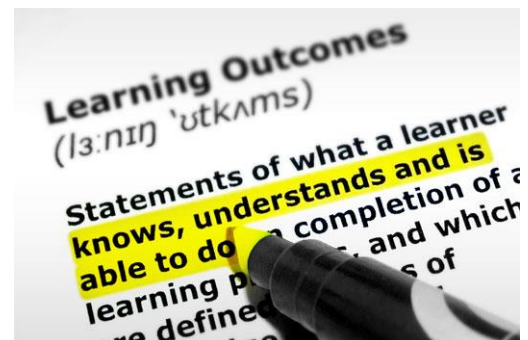
Once the activities / tasks that constitute working processes are identified, the knowledge, skills, competences that learners need to master in order to execute them is then described.

The steps in defining Units of Learning Outcomes are:

1. Analyse and classify the typical professional tasks;
2. Select concrete, representative tasks which enable describing knowledge, skills and competences;
3. Define the necessary steps of thinking and action within each task;
4. Define the necessary fact-knowledge (expertise) for each of those steps;
5. Identify the basic skills, based on the steps identified, and the necessary fact-knowledge;
6. Differentiate competence levels of autonomy necessary for completing the tasks.

The LO may be acquired through a variety of learning pathways, ways of delivery, and in different learning contexts or settings.

The Identification and Description of Learning Units (LU)

Units provide information on the contents of a qualification to the institutions involved, to employers and to learners. Therefore, as components of a qualification, units determine the content and possibly the structure of a learning programme.
Units are a step on the route to achieving a qualification by the accumulation of learning outcomes.

A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competences achieved in different Member States and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

The units that create a qualification should be:
- Built and organised in a coherent way having in consideration the overall qualification;
- Described in legible and understandable terms, using Learning Outcomes which include the knowledge, skills and competences contained in them;
- Set up in a way that allows assessment and validation of learning outcomes covered by a unit so that the institutions involved can be able to recognise the learner's level of achievement, or lack thereof.

A fundamental principle is that, after the total amount of ECVET points is allocated to a qualification, we should allocate an appropriate amount of ECVET points to each unit, based on the relative weight the unit has in the whole qualification.

This way, units enable the transfer and accumulation of learning outcomes and, ultimately, the progressive achievement of qualifications.

The value of the units, concerning their number, size, EQF level, characteristics and credit points are defined at national level by competent bodies.

2. Guidelines for Assessment and Validation of Learning Outcomes

If the assessment criteria refers to activities/tasks related to the LOs then, it is more understandable to assessors from different backgrounds and Member States and facilitates at the same time the assessment in the workplace which may be one context for a mobility period.

It can also be easier to design assessment approaches based on methods such as observation or simulation able to be more adapted to assessment abroad where the learner does not always have the domain over the language of the country.

The content of the units is independent from learning approaches and training methods.
Units can facilitate access to a qualification for learners by enabling them to accumulate learning outcomes achieved through mobility but also those achieved in another learning context (non-formal, informal or different institution).
The units can also play an important role concerning the information of various parties (employers, training centers and also partners in the mobility partnership) about the content of the qualification.

In case of large units or if the unit contains a great number of learning outcomes, it may be necessary to use a more complex assessment approach or even several assessment methods.
To ensure validation and recognition of the unit, the unit designed/described in the partnership and the standards in the different qualifications systems will have to be matched.
The assessment criteria for IoT4SMEs Qualifications are properly defined.

For similar qualifications the recommended procedures for exams include:
a. Validity: exam conforms with the exam profile;
b. Reliability: exam gives the same results, if repeated;
c. Acceptability: exam is fair to examinees;
d. Transparency: examinee knows what is expected and what the certificate stands for.

The exam's questions should have a positive discrimination factor.
Validity and reliability should be measured after each examination, and can be the reason to:
Adapt the standard scoring definition or pass rate of the individual exam; and ▯▯Correct the exam question for future use.
The exam profile should be based on a division of the exam objectives in clusters, according to the qualification's units. The questions are based on the exam objectives.

ASSESSMENT TOOLS

The following graph summarises a proposed process of certification, and it includes the assessment components and it articulates them into:
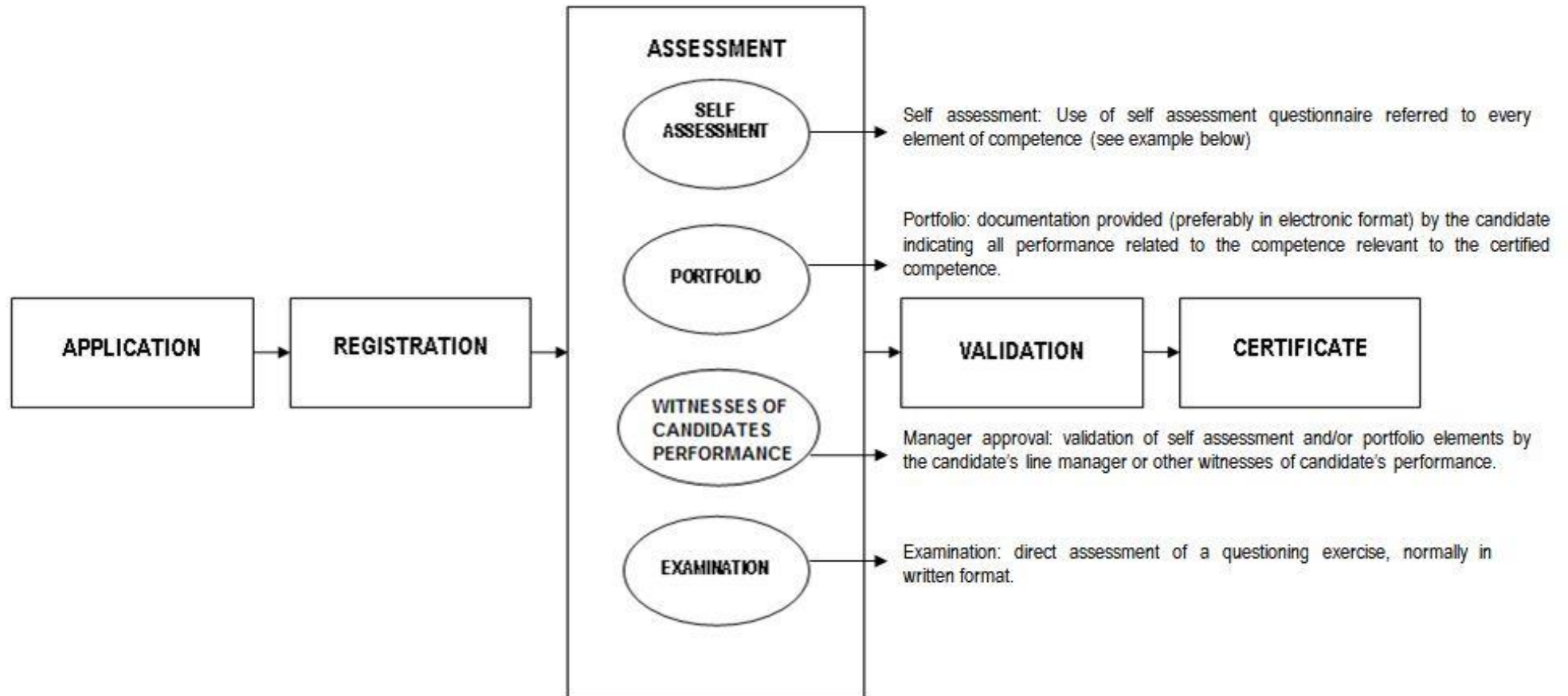
3. Guidelines for Mobility

3.1 Recommendation about "Memoranda of Understanding", "Learning Agreements" and "Personal Transcript"

When talking about mobility in VET, the training providers must follow some directives and regulations concerning requirements about institutional, regional or national legal bases referring to mobility in VET and recognition of competences acquired abroad.

After having these requirements clearly defined, can be asked some questions, for example:

- How can the competences acquired be internationally validated and recognized?
- How can learners who participate in VET placements abroad prevent unnecessary redundancies inside their individual learning path?

First and foremost it is necessary to plan and organize steps for international VET placements.

Secondly, but not less important, the mobile learner should be involved in all the steps of the procedure, from the beginning.

The mobility period should last three months at least; shorter international study periods usually do not require elaborate procedures.

3.2 The Mobility Procedure

The mobility procedure describes the planning and the organisational steps considered necessary for an international VET placement and also provides recommendations concerning the most relevant subjects to be considered by several institutions / persons such as:

- **Mobile learner** – An individual attending learning willing to take part in a VET placement abroad;
- **Training provider in the host country** or **hosting provider/organisation** – The VET provider in the host country (educational institution or company) selected for the training abroad;
- **Training provider in the home country** or **sending provider/organisation** – The VET provider in the home country (educational institution or company) offering the training programme for the person in training who wants to get training experiences abroad;
- **Competent bodies** – Institutions responsible for the definition of qualifications, methods for assessing and validating learning, setting training objectives, setting the content of learning outcomes, implementing training programmes, validating and recognising credits.

The mobility procedure describes only the most important aspects of the process.

Phases of the Mobility Procedure

The mobility structure is divided into four phases:

1. Preliminary phase: Establishment of partnership between competent bodies/institutions and development of a Memorandum of Understanding (MoU):

- ➢ Look for a suitable training provider in another Member State and request information on its training programme(s);
- ➢ National requirements must be observed (for example, in some Member States, the training provider in the host Member State must be accredited according to national regulations) and basic requirements or prerequisites must be cleared (for example, language requirements);
- ➢ If appropriate, send a statement of purpose or intent declaring the intent to establish a partnership for mobility of persons in training;
- ➢ Conceive a Memorandum of Understanding (MoU) where a general framework of cooperation and networking between the partners can be built through a climate of mutual trust;
- ➢ The MoU should enable the partners to design specific arrangements for credit transfer for learners.

2. Preparation phase: Conclusion of a Learning Agreement (LA) in the framework of a MoU:

- ➢ Establish a Learning Agreement between the institutions (for example, training providers in the home and hosting country or other organisations), in the framework of a MoU, and the mobile learner to specify the conditions for an international training time;
- ➢ Offer information to the person in training who wants to participate in the international VET placement (including information about the requirements in the host country for an authorization to stay, information about insurance, accommodation, financial matters, etc.);
- ➢ Support the person in training to prepare for his/her training period in the other country and culture, for example, by organising a preparatory course (to practice the language of the hosting country, to become acquainted with the culture of and habits in the hosting country, etc.);
- ➢ The mobile learner begins his/her international training period.

3. Implementation Phase (VET placement):

- ➢ While the international training period is active, the mobile learner must follow the training plan at the training provider in the host country, in agreement with the Learning Agreement;
- ➢ The training provider in the home country can stays in touch with the training provider in the host country and the person in training can also be in periodical contact with the training provider in the home country;
- ➢ The competent institution (for example, training provider) in the host country is responsible for updating the Competence Profile Certificate after the international training period. Once the training period is finished, the enlarged Competence Profile Certificate goes to the competent institution (for example, training provider) in the home country, together with a letter of reference to confirm that the person in training has really taken part in the VET placement abroad;
- ➢ After the designated international training period, the mobile learner returns to the training provider in the home country.

4. Last phase or follow-up phase (of the VET placement abroad):

- ➢ At the end of the international training period, the competent institution in the home country, verifies whether all formal requirements and the stipulations stated in the Learning Agreement, are achieved.

The Competence Profile Certificate updated by the competent institution in the host country is verified by the mobile learner for competences achieved.

In case everything is correct, the updated Competence Profile Certificate can be validated and awarded to the mobile learner. If the acquisition of certain competences must be reformulated, then it will be done by following the annex set up for Learning Agreement.

3.3 Memorandum of Understanding (MoU)

The Memorandum of Understanding (MoU) represents a voluntary agreement between partners where conditions for an international VET placement are set between 'competent bodies' from different countries.

To establish such an agreement, information must be provided to the partners involved and to establish a Memorandum of Understanding (MoU) to build a general framework of cooperation and networking between the partners while a climate of mutual trust must be established.

The MoU should be formulated before the international VET placements.

In this agreement, organizations accept each other's status as competent institutions and accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the aim of transferring credits at the end of a training period abroad.

There is agreement on the general conditions such as objectives and duration, comparability of qualifications concerned for the purpose of credit transfer and in identifying other actors and institutions that may be involved. (*Appendix I*)

3.4 Learning Agreement (LA)

A Learning Agreement (LA) is signed by the authorized institutions such as training providers in the home and host country or other competent body, in a MoU framework, and a concrete mobile learner.

It should define the particular conditions for an international training period (mobility project), such as the:
- Information about the person in training;

- Duration of the mobility period and the learning outcomes expected to be obtained or competences to be developed;
- Credit points to be attributed.

The LA should also clarify the responsibilities of the stakeholders involved. In particular, it should clarify that, if the expected learning outcomes have been achieved or the specified competences have been developed by the mobile learner and positively assessed according to agreed criteria by the host country, the home institution will validate and recognise them as part of the requirements for a qualification. (***Appendix II***).

3.5 Personal transcript

In many cases assessment results and related documentation will be used to inform the process of developing a *Personal Transcript* of the candidate.

This document confirms the positive assessment of the learning outcomes and skills acquired during a (short or long-duration) mobility period by the individual learner in formal, non-formal or informal learning, including possible VET credits. (***Appendix III***)

GLOSSARY

Assessment of learning outcomes
Methods and processes used to establish the extent to which a learner has attained particular knowledge, skills and competences.
(ECVET Q&A)

Competence(s)
The proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional personal development.
(ECVET Q&A)
The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompassed functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and ethical values.
(CEDEFOP, 2004, European Commission, 2006a.)

Continuing professional development
Education and training after initial education and training – or after entry into working life aimed at helping individuals to:
improve or update their knowledge and/or skills;
acquire new skills for a career move or retraining;
continue their personal or professional development.
(CEDEFOP, 2008)

cVET
The same as continuing professional development.

Credit system
An instrument designed to enable accumulation of learning outcomes in formal, non-formal and/or informal settings, and facilitate their transfer from one setting to another for validation and recognition. A credit system can be designed:
— By describing an education or training programme and attaching points (credits) to its components (modules, courses, placements, dissertation work, etc.); or
— By describing a qualification using learning outcomes units and attaching credit points to every unit.
(CEDEFOP, 2004, European Commission, 2006c.)

Credit accumulation
Process through which learners can acquire qualifications progressively by successive assessments of learning outcomes.
(ECVET Q&A)

Credit transfer

Process through which learning outcomes achieved in one context can be taken into account in another context. Credit transfer is based on the processes of assessment, validation and recognition.
(ECVET Q&A)

ECTS European Credit Transfer and Accumulation System.

A learner-centred system for credit accumulation and transfer, based on the principle of transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.
(http://ec.europa.eu/education/ects/users-guide/glossary_en.htm#ectsTop)

ECVET European Credit System for Vocational Education and Training.

Is a methodological framework for describing qualifications in terms of learning outcomes using units, allowing to allocate transferable points for Member States with different education and qualification frameworks.
(http://www.ecvet-team.eu/)

ECVET points

Means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.
(Recommendation of the EP and of the Council on the establishment of ECVET dated 17 April 2009)

Education or training path The sum of learning sequences followed by an individual to acquire knowledge, skills or competences. A learning path may combine formal and non-formal learning sequences which validation leads to certification.
(CEDEFOP 2004)

EFQM model he EFQM Excellence Model provides an holistic view of the organisation and it can be used to determine how these different methods fit together and complement each other.
The EFQM Excellence Model allows people to understand the cause and effect relationships between what their organisation does and the Results it achieves.
The EFQM Foundation was formed to recognise and promote sustainable success and to provide guidance to those seeking to achieve it. This is realised through a set of three integrated components which comprise the EFQM Excellence Model :

- The Fundamental Concepts of Excellence
- The Model Criteria
- The RADAR Logic

http://www.efqm.org/the-efqm-excellence-model

EQAVET European Quality Assurance Reference Framework.

Adopted by EU Member States in June 2009, is a reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance.
(http://ec.europa.eu/)

EQF European Qualification Framework. It aims to relate different countries' national qualifications systems to a common European reference framework.

The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.
(http://ec.europa.eu/)

Formal learning
Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designed as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.
(CEDEFOP 2004)

Initial education and training
General or vocational education and training carried out in the initial education system, usually before entering working life. It can be carried out at any level in general or vocational education (full-time school based or alternance training) pathways or apprenticeship.
(CEDEFOP, 2008)

iVET
The same as initial education and training

Non-formal learning
Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non formal learning is intentional from the learner's point of view.
(CEDEFOP 2004)

Informal learning
Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.
(CEDEFOP 2004)

Learning

Process by which an individual assimilates information, ideas and values and thus acquires knowledge, Know-how, skills and/or competences.
(Cedefop 2008c; European Commission 2006a.)

Learning outcomes
The set of knowledge, skills and competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal
(CEDEFOP 2004)

Recognition of Learning Outcomes
The process of attesting officially achieved learning outcomes through the awarding of units or qualifications.
(ECVET Q&A).

Skills
The ability to perform tasks and solve problems.
(CEDEFOP 2006a)
The ability to apply knowledge and to use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, 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, tolls and instruments).
(Recommendation of the EP and of the Council on the establishment of ECVET dated 17.4.2009).

Unit
Unit means a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated.
(Recommendation of the EP and of the Council on the establishment of ECVET dated 17.4.2009).

Unit of learning outcomes
A set of knowledge, skills, and/or competence which constitute a coherent part of a qualification. A unit can be the smallest part of a qualification that can be assessed, transferred, validated and, possibly certified. A unit can be specific to a single qualification or common to several qualifications. The characteristics of units (content, size, total number of units composing a qualification, etc.) are defined by the competent body responsible for the qualification at the appropriate level.
The definition and description of units can vary according to the qualification system and the procedures of the competent body.
However, ECVET system proposes to provide for every unit:
— the generic title of the unit;
— the knowledge, skills and competence which are contained in the unit;
— the criteria for assessment of the corresponding learning outcomes.
(European Commission, 2006c.)

VET Vocational Education and Training.

Education and Training which aim to equip people with Knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labor market.
(Cedefop 2008c, based on ETF. 1997)

REFERENCES

- [Recommendation of the European Parliament and of the Council (2009)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32009H0708%2801%29)

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32009H0708%2801%29

- [Monitoring ECVET implementation strategies in Europe (2013)](http://www.cedefop.europa.eu/en/publications-and-resources/publications/6122)

http://www.cedefop.europa.eu/en/publications-and-resources/publications/6122

- www.ecvet-toolkit.eu

(Appendix I)

Memorandum of Understanding

Draft version

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

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1. Objectives of the Memorandum of Understanding

The Memorandum of Understanding[2] (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

Are other objectives agreed on? Please tick as appropriate	☐ No ☐ Yes – these are: please specify here

2. Organisations signing the Memorandum of Understanding

Organisation 1

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

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

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

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

Organisation 3 (remove table if not necessary)	
Country	text here
Name of organisation	text here
Address	text here
Telephone/fax	text here
E-mail	text here
Website	text here
Contact person	Name: text here Position: text here
Telephone/fax	text here
E-mail	text here

Organisation 4 (remove table if not necessary)	
Country	text here
Name of organisation	text here
Address	text here
Telephone/fax	text here
E-mail	text here
Website	text here
Contact person	Name: text here Position: text here
Telephone/fax	text here
E-mail	text here

Organisation 5 (remove table if not necessary)

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

Organisation 6 (remove table if not necessary)

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

add more tables if necessary – remove page if not necessary

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

Explanatory note:

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

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4. The qualification(s) covered by this Memorandum of Understanding

Qualification 1

Country	text here
Title of qualification	text here
EQF level (if appropriate)	text here
NQF level (if appropriate)	text here
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	text here

Enclosures in annex - please tick as appropriate	☐ Europass Certificate Supplement ☐ The learning outcomes associated with the qualification ☐ Description of the unit(s) of learning outcomes for the mobility ☐ Other: please specify here

Qualification 2

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

Qualification 3 (remove table if not necessary)

Country	text here
Title of qualification	text here
EQF level (if appropriate)	text here
NQF level (if appropriate)	text here
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	text here

Enclosures in annex - please tick as appropriate	☐ Europass Certificate Supplement ☐ The learning outcomes associated with the qualification ☐ Description of the unit(s) of learning outcomes for the mobility ☐ Other: please specify here

Qualification 4 (remove table if not necessary)

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

Qualification 5 (remove table if not necessary)

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

Qualification 6 (remove table if not necessary)	
Country	text here
Title of qualification	text here
EQF level (if appropriate)	text here
NQF level (if appropriate)	text here
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	text here
Enclosures in annex - please tick as appropriate	☐ Europass Certificate Supplement ☐ The learning outcomes associated with the qualification ☐ Description of the unit(s) of learning outcomes for the mobility ☐ Other: please specify here

add more tables if necessary – remove page if not necessary

5. Assessment, documentation, validation and recognition

By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.

6. Validity of this Memorandum of Understanding

This Memorandum of Understanding is valid until: text here

7. Evaluation and review process

The work of the partnership will be evaluated and reviewed by: dd/mm/yyyy, person(s)/organisation(s)

8. Signatures

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

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

Name, role	Name, role
Place, date	Place, date

add more tables if necessary

9. Additional information

text here

10. Annexes

text here

(Appendix II)

<u>Learning Agreement</u>

ECVET
European Credit system for
Vocational Education & Training

1. Information about the participants	
Contact details of the home organisation	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	
Contact details of the host organisation	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Tutor/mentor	

Telephone/fax	
E-mail	

Contact details of the learner	
Name	
Address	
Telephone/fax	
E-mail	
Date of birth	(dd/mm/yyyy)
Please tick	☐ Male ☐ Female

Contact details of parents or legal guardian of the learner, if applicable	
Name	
Address	
Telephone	
E-mail	

If an intermediary organisation is involved, please provide contact details	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	

2. Duration of the learning period abroad	
Start date of the training abroad	(dd/mm/yyyy)
End date of the training abroad	(dd/mm/yyyy)
Length of time abroad	(number of weeks)

3. The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired)	
Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate)	
EQF level (if appropriate)	
NQF level (if appropriate)	
Information on the learner's progress in relation to the learning pathway (Information to indicate acquired knowledge, skills, competence could be included in an annex)	
Enclosures in annex - please tick as appropriate	☐ Europass Certificate Supplement ☐ Europass CV ☐ Europass Mobility ☐ Europass Language Passport ☐ European Skills Passport ☐ (Unit[s] of) learning outcomes already acquired by the learner ☐ Other: please specify

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

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

5. Assessment and documentation

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

6. Validation and recognition

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

7. Signatures

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

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

8. Additional information

9. Annexes

(Appendix III)

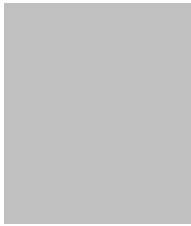**europass**

Curriculum Vitae   Replace with First name(s) Surname(s)

PERSONAL INFORMATION	Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings.]

📍 Replace with house number, street name, city, postcode, country

📞 Replace with telephone number   📱 Replace with mobile number

✉ State e-mail address

🌐 State personal website(s)

💬 Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

JOB APPLIED FOR POSITION PREFERRED JOB STUDIES APPLIED FOR PERSONAL STATEMENT	Replace with job applied for / position / preferred job / studies applied for / personal statement (delete non relevant headings in left column)

WORK EXPERIENCE

[Add separate entries for each experience. Start from the most recent.]

Replace with dates (from - to) — **Replace with occupation or position held**

Replace with employer's name and locality (if relevant, full address and website)

▪ Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

EDUCATION AND TRAINING

[Add separate entries for each course. Start from the most recent.]

Replace with dates (from - to) — **Replace with qualification awarded**   Replace with EQF (or other) level if relevant

Replace with education or training organisation's name and locality (if relevant, country)

▪ Replace with a list of principal subjects covered or skills acquired

PERSONAL SKILLS

[Remove any headings left empty.]

Mother tongue(s)   Replace with mother tongue(s)

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				

Replace with language (row 1)
Replace with language (row 2)

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user
Common European Framework of Reference for Languages

Communication skills

Replace with your communication skills. Specify in what context they were acquired. Example:
▪ good communication skills gained through my experience as sales manager

Organisational / managerial skills

Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:
▪ leadership (currently responsible for a team of 10 people)

Job-related skills

Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example:
▪ good command of quality control processes (currently responsible for quality audit)

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Enter level	Enter level	Enter level	Enter level	Enter level

Levels: Basic user - Independent user - Proficient user
Digital competences - Self-assessment grid

Replace with name of ICT-certificate(s)

Replace with your other computer skills. Specify in what context they were acquired. Example:
▪ good command of office suite (word processor, spread sheet, presentation software)
▪ good command of photo editing software gained as an amateur photographer

Other skills

Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example:
▪ carpentry

Driving licence

Replace with driving licence category/-ies. Example:
B

ADDITIONAL INFORMATION

**Publications
Presentations
Projects
Conferences
Seminars
Honours and awards
Memberships
References
Citations
Courses
Certifications**

Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column.
Example of publication:
▪ How to write a successful CV, New Associated Publishers, London, 2002.
Example of project:
▪ Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).

ANNEXES

Replace with list of documents annexed to your CV. Examples:

- copies of degrees and qualifications;
- testimonial of employment or work placement;
- publications or research.