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## WP WORK PACKAGE 5 Transnational Training Provisions of the PaintingSkillsAcademy

### R5.6 – Mobility Advisor

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## Introduction

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

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

The practical parts of the handbook are directly related to the developments of EQF<sup>1</sup> and ECVET<sup>2</sup> as basic transparency tools and methodological approaches, but also to experiences from ECVET oriented mobility activities. For the different craft sectors the SME-Master projects and CredChem (2007-2011) were piloting initiatives in the first phases of the testing, experimentation and implementation of ECVET at Commission level. Experiences and outcomes of the SME Master projects have to a high extent been transposed into this handbook for textual input, systematic organisation of the roles and responsibilities in mobility activities, as well as for document templates and the integration in the web based Skillsbank<sup>3</sup> platform as a multilingual source for placements and exchanges. Experiences from other recently finished projects with mobility elements are also taken into account and integrated in this handbook.

Developments, especially the Council Recommendation presented in May 2018<sup>4</sup>, where the European Commission published a proposal promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad. The objective behind this recommendation is to ensure that every student, apprentice or pupil with a completed learning experience abroad, whether for a full or partial qualification or as a learning mobility, could have that experience automatically recognised.

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

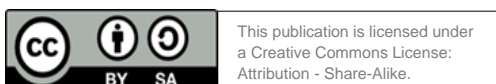
The need for such an approach is directly aired in the mid-term evaluation of the Erasmus+ programme and is clearly stated in the Commission information:

<sup>1</sup> European Qualification Framework

<sup>2</sup> European Credit system for Vocational Education and Training

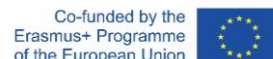
<sup>3</sup> <https://skillstools.eu/skillsbank/>

<sup>4</sup> Proposal for a Council Recommendation on the Automatic Mutual Recognition of Diplomas and learning periods abroad



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

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

## A revival of the Wandergesell – the Journeyman?

Learning mobility is not a new phenomenon or an “invention” of the European Union. Formally it has a very long historical tradition – and informally even longer. A learning craftsperson – an apprentice, had to visit other workshops – in other countries – to be accepted as a skilled craft worker – and work as a master. Best known is the German tradition of the “Wandergesell” – the Journeyman of crafts – dating back 1.000 years and also named the “Walz” – when working in other companies around Europe. The Journeyman tradition was defined as a UNESCO Cultural Heritage in 2015

## Real or virtual mobilities?

One side-effect of the Covid pandemic since 2020 has been travel restrictions with an immediate closedown of learner mobilities, paralleled by closed training institutions and with digital means as a substitute for real attendance. This shock transformed mobility activities and with effects on how mobilities are planned also after the Covid-related restrictions were lifted.

A virtual mobility will imply a set of information and communication technologies (ICT) supported activities, organized at institutional level, that realise or facilitate international, collaborative experiences in a context of teaching and/or learning. Most of the general mobility requirements – as described below - are valid regardless of being a real physical exercise, a virtual implementation of an exchange – or a combination of both<sup>5</sup>. A recommendation together with an example of a Europass document from a virtual mobility have been presented by the German National Agency for Erasmus<sup>67</sup>.

An additional aspect of a virtual mobility is the environmental effects of travelling, and where virtual exchanges can reduce the negative effects of transport.

## Tacit skills towards mastery

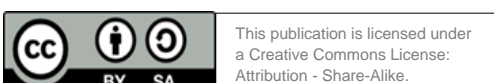
However, in settings where physical exercises and tasks are required, especially in the crafts, chemistry or in health, a virtual mobility cannot fully replace the need for hands-on experiences and learning. A practical setting may be partially substituted by video recordings<sup>8</sup>, possible as an alternative, but lots of “contextual competence”

<sup>5</sup> [https://youth.europa.eu/erasmusvirtual\\_en](https://youth.europa.eu/erasmusvirtual_en)

<sup>6</sup> <https://www.europass-info.de/aktuelles/news/newsdetail/news/eurppass-mobilitaet-fuer-virtuelle-zusammenarbeit>

<sup>7</sup> [https://www.europass-info.de/fileadmin/user\\_upload/europass-info.de/PDF/ep-virtuelle-zusammenarbeit.pdf](https://www.europass-info.de/fileadmin/user_upload/europass-info.de/PDF/ep-virtuelle-zusammenarbeit.pdf)

<sup>8</sup> Ziegler, P.; Müller Riedhuber, H.; Aslaksrud Kristiansen, R. (2016): Skills documentation of tacit knowledge through video recordings. Skillstube IO1-A1, EUROMASC/WIAB: Oslo/Wien





will be lacking. This applies directly to the take-up of tacit skills and knowledge as a process of transfer and acquisition of competence towards mastery.

The acquisition of practical knowledge requires learning by doing, shifting the emphasis of “expertise in verbalising” to “expertise in doing”. This supports the view that “what we need is not so much theories, articles, books and other conceptual matters, but, first and foremost, concrete situations to be perceived, experiences to be had, persons to be met, plans to be exerted, and their consequences to be reflected upon”<sup>9</sup>

Experts always know more than they can tell and even more than anyone could ever formalise, it seems clear that expert knowledge cannot be transferred by prescription alone. Therefore, tacit knowledge has to be learned implicitly. What is left unspoken can be attained through personal experience and transmitted within master-apprentice relationships and cultures of expert practice<sup>10</sup>.

This paradox of learning a new competence lies in the fact that “a student cannot at first understand what he needs to learn, can learn it only by educating himself, can educate himself only by beginning to do what he does not yet understand” (Schön 1987, 93).

The ability to utilise tacit knowledge can therefore be seen as a primary criterion of mastery in a profession. Interesting developments on this are now collected with emerging technologies as virtual and augmented realities where parts of the hands-on requirements may be substituted by AR/VR-solutions. However, it has to be seen how the “contextual competences” are taken care of.

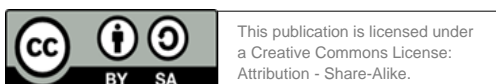
## Preparation of mobility activities

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

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

<sup>9</sup> Kessel, J.K.; Kothagen, F. (1996): The Relationship between Theory and Practice. Back to the Classics. In: Educational Researcher 25, No 3, 1996, 17-22.

<sup>10</sup> Neuweg, G.H. (2004): Tacit Knowledge and Implicit Learning. In: Martin Fischer, Nicolas Boreham, Barry N yhan (eds.): European Perspectives on Learning at Work. The Acquisition of Work Process Knowledge. Cedefop Reference Series; 56; 130-147



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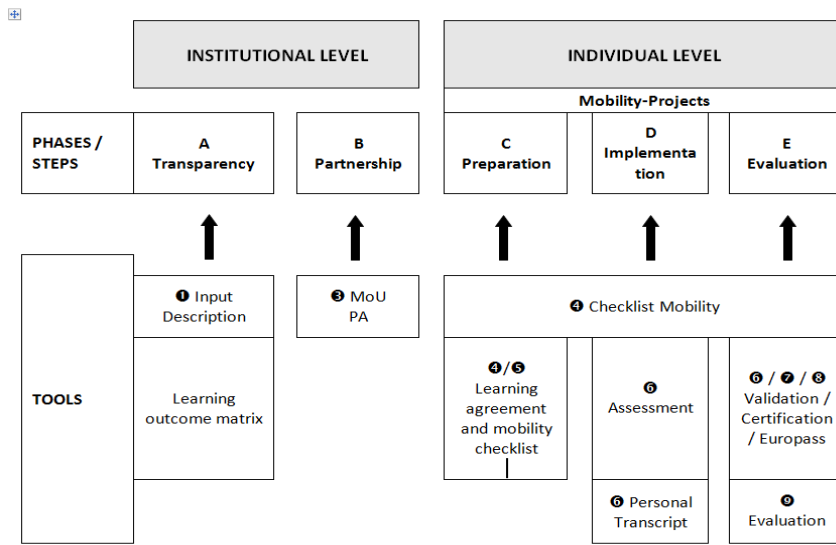


Figure 1: ECVET tools as part of the mobility process. Source SME Master

## Institutional Level

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

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

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

## Partnership set-up

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

## Memorandum of Understanding - MoU

At the upper level the agreement between partners could be a Memorandum of Understanding, MoU, arranged at institutional level between so-called competent institutions, which *"are empowered, in their own setting, to award*



*qualifications or units or to give credit for achieved learning outcomes for transfer and validation*<sup>11</sup>. This may apply to national or regional authorities or sectoral organisations at national or international level.

One part of setting up this sort of agreements is to establish sufficient quality, transparency, trust and understanding concerning the qualification as indicated in the Erasmus quality standards<sup>12</sup>. The **partnership [B]** could then be formalised between the cooperating institutions by signing a memorandum of understanding, **MoU [B]**, which is of a general institutional nature. Similarly a partnership agreement, **PA**, which may target more specifically defined mobility activities should be set up. These are framework agreements in which the sending and host institution mutually accept the applicable criteria and procedures for quality assurance, appraisal, validation and recognition of learning outcomes for transferring them into the respective other learning context. For a well-functioning mobility process there must be a clear distinction between the sending roles and the hosting roles of the participating organisations.

The Memorandum of Understanding – and/or the Partner Agreement - should be easily accessible to the individual learner to give the best possible understanding of the context and scope of the mobility action. The practical implementation of a mobility project will be based on specific agreements and procedures and pass through several phases. (Example documents are annexed.)

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

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

### **Partner search and validation**

The partner search is a critical phase in the project as it defines the cooperation context for the whole mobility. Different partner search engines exist<sup>13,14</sup>, but if existing networks can be used, they will add value to the knowledge of the partners already known. When using a partner search engine, a quick googling and possible reference checks should be part of the process.

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

<sup>11</sup>) Recommendation on ECVET, June 2009, 2009/c155/02 – Annex 1 – definitions - and “Get to know ECVET better – Questions and answers- EQARF-ECVET Launching Conference” page 25

<sup>12</sup> <https://erasmus-plus.ec.europa.eu/document/erasmus-quality-standards-mobility-projects-vet-adults-schools>

<sup>13</sup> <https://www.eupartnersearch.com/Default.aspx>

<sup>14</sup> <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/how-to-participate/partner-search>



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## Partner agreement

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

What are the objectives of partners (promotion of lifelong learning, transnational mobility, mutual trust, partnership, recognition of learning outcomes...)?
Are there any specific goals of mobility for individuals, professions, sector (acquisition of technical competences, intercultural and key competence) which can be identified and agreed upon?
Should the partnership be based on the principle of reciprocity of hosting and sending or not – or just a one-way exercise?
Do the partners have all the information they need about the competent institutions' roles, the qualification and training system, etc.?
Do the partners foresee the duration of the agreement and a possible renewal process?
Is the qualification concerned clearly identified? Can, where actual, the EQF, NQF <sup>15</sup> or SQF <sup>16</sup> level be specified?
Is the information about the assessment and validation procedures and quality assurance measures used by the partners complete and clear for all?
Is there an agreement about the use of common methods and tools (common learning outcome matrix, learning agreement and personal transcript)?
Are the contact points for the mobility organisation identified and appointed?
Do the partners need to specify the general / specific duties and responsibilities of the partners for the organisation of the placements?
Is there an agreement about using other tools as EUROPASS mobility?
Are the GDPR requirements met, documented and available to the beneficiaries?

(Example document annexed)

## Context and objectives of the cooperation

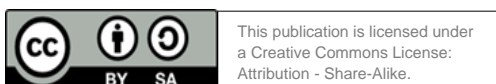
The partnership agreement provides information about the general context and objectives of the cooperation. Competent institutions could express their support to the partnerships of (potential) sending and host institutions and specify the assessment, validation and recognition of learning outcomes acquired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

## Duration and renewal of the agreement

Partners agree on the eligibility period and duration where the time frame for spending project funding is clearly stated. Possible foreseen procedures for renewal of the agreement could be specified here.

<sup>15</sup> National Qualification Framework

<sup>16</sup> Sector Qualification Framework



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## Information about the partners

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

## Information about the qualification concerned

The qualifications(s) concerned are clearly identified and described. Indications about the ISCED or EQF/NQF/SQF level should be included as useful information. In a similar way an ESCO referencing of the qualification components, e.g. the structured logical units of learning outcomes, should be secured. This would facilitate the future employability of the individual beneficiary.

## Information about the assessment procedures

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

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

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


## Additional agreements about responsibilities for organising mobility (insurance etc)

The partnership agreement could also help to specify the roles and responsibilities of the partners in the practical organisation of transnational mobility, such as logistical organisation of mobility projects, administrative aspects and financial arrangements etc. Furthermore, the partnership agreement can specify the cooperation between partners (agreement on common rules of the partnership, evaluation methods for mobility projects, dissemination of project results etc.). In any case, the partnership agreement should refer to the quality standards necessary for the organisation of training pathways as defined in the Europass mobility documents and related requirements.

## The Individual Level

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

### Learning agreement

In the **preparation phase [C]** a specific **learning agreement (LA)** , must be concluded between the participants in the mobility stay (the people responsible for the mobility stay in the two training institutions, the learner and his/her parents if appropriate). These agreements include details about the individual mobile learner, the duration of the stays abroad and information about the stakeholders' spheres of competence. It is also important that the



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learning agreement specifies the learning outcomes the mobile learner already has achieved and those which he/she wants to acquire in the host institution. Identifying the relevant parts of the qualification and the multilingual learning outcome matrix, prepared beforehand, can make communication on this point considerably easier.

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

(Example document annexed)

## Mobility checklists

The partnership agreement forms the basis for the organisation of individual mobility stays. Every mobility project consists of three phases: preparation, implementation and follow-up including the evaluation of the mobility project. To obtain an overview of all the steps in a mobility process it can be very helpful to use **mobility checklists** (⑩) with precise task descriptions to ensure that all parts in the cooperation are fully aware of their responsibilities, obligations and rights. An example is attached to this document.

## Implementation of a mobility

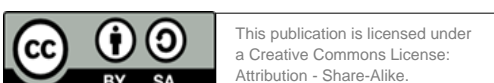
### Transparency instruments

Mutual recognition of VET programmes and their learning contents represents a major obstacle in the implementation of transnational mobility. It is, for example, difficult to identify common denominators for mobility projects only by comparing national curricula. Therefore, mobility requires the use of different **transparency instruments** because transparency, mutual trust and confidence constitute key prerequisites for transnational mobility – and the later accreditation of learning experiences.

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

### Learning outcome matrices

In this process the **learning outcome matrix**, prepared within the framework of a project or already defined by competent authorities, forms the basis for the 'common language' for the organising and the realisation and follow-up of the mobility stay. An example of a learning outcome matrix structure with learning outcomes organised in logical units is seen in Fig. 2, representing the Painting Skills Academy qualification descriptions.



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QUALIFICATION TITLE	Foreman in the painting trade (sector)	
TITLE	Overview of the qualification units	
EQF LEVEL	5	
UNITS OF LEARNING OUTCOMES	L5_U1	<b>Business Administration and Marketing</b>
		L5_U1-1 Order processing
		L5_U1-2 Contract law
		L5_U1-3 Marketing
		L5_U1-4 Handling information and communication technologies (ICT)
	L5_U2	<b>Business organization</b>
		L5_U2-1 Measurement (Mass determination)
		L5_U2-2 Construction law, quality assurance and human resource
		L5_U2-3 Correspondence
		L5_U2-4 Logistics
		L5_U2-5 Health, safety and environment
	L5_U3	<b>Vocational and work education</b>
		L5_U3-1 Vocational and work education
	L5_U4	<b>Technology</b>
		L5_U4-1 Building protection
		L5_U4-2 Materials
		L5_U4-3 Machine technology
	L5_U5	<b>Design (rooms, buildings)</b>
		L5_U5-1 Form and color theory
		L5_U5-2 Architectural styles

Figur 2: PSA qualification matrix “Foreman in the painting trade” EQF-5, overview with Units of Learning Outcomes EN-version

The first part of this PSA matrix, foreman in the painting trade, gives an overview of the main units of learning outcomes, is covering five different logically composed aggregations of learning outcomes, each one with an internal familiarity.

Earlier ECVET contributions of learning outcome matrices had general, global, outcome descriptions. Later on these broad learning outcome descriptions were elaborated according to the EQF breakdown in Knowledge, Skills and Competence with the latter also described as Responsibility and Autonomy according to the updated EQF Recommendation<sup>17</sup>. In a workplace context the competence, the ability to perform a task, will be the more relevant expression.

In PSA the main structure of the units of learning outcomes is a composed matrix structure through six levels, covering EQF 1-6. It is broken down in separate units covering different learning outcomes aspects according to the ECVET and EQF principles - that is: knowledge, skills and competence – relevant for the defined qualification and in a logically structured format.

<sup>17</sup> Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (OJ C, C/189, 15.06.2017, p. 15, CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32017H0615\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32017H0615(01)))



QUALIFICATION TITLE	Foreman in the painting trade (sector)		
UNIT TITLE	UNIT 4 – Technology		
EQR LEVEL	5		
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCE RESPONSIBILITY AND AUTONOMY
	DESCRIPTION The learning outcomes relevant for level 5 are (source: <a href="https://europa.eu/europass/de/description-eight-efq-levels">https://europa.eu/europass/de/description-eight-efq-levels</a> ):		
	Comprehensive, specialized theoretical and factual knowledge in a field of work or study as well as awareness of the limits of this knowledge.	Comprehensive cognitive and practical skills required to develop creative solutions to abstract problems.	Directing and supervising in work or study contexts in which unforeseeable changes occur; Review and develop your own performance and that of other people.
L5_U4-1 Building protection	<p>He / she knows</p> <ul style="list-style-type: none"> <li>scientific contexts, can explain and evaluate them.</li> <li>building physical conditions on buildings in the interior and exterior.</li> <li>the job-specific work processes, can present and compare them and use them in a situation-appropriate manner.</li> </ul>	<p>He / she is can</p> <ul style="list-style-type: none"> <li>explain aggregate states, differentiate between adhesion and cohesion as well as heterogeneous and homogeneous mixtures as well as describe the origin / production of alkalies, acids and neutralization.</li> <li>name, identify and judge possible defects (damage) in mineral, wood, metal and plastic substrates.</li> <li>use extensive methods and procedures for measuring, testing, calculating and assessing as well as for preparing the substrates (technology and materials / auxiliary materials - workshop laboratory).</li> <li>physics calculations (e.g. thermal conductivity, water vapor permeability).</li> </ul>	<p>He / she is able to</p> <ul style="list-style-type: none"> <li>apply special knowledge and skills in the design of objects (e.g. rooms, facades).</li> <li>to create damage diagnoses.</li> </ul>

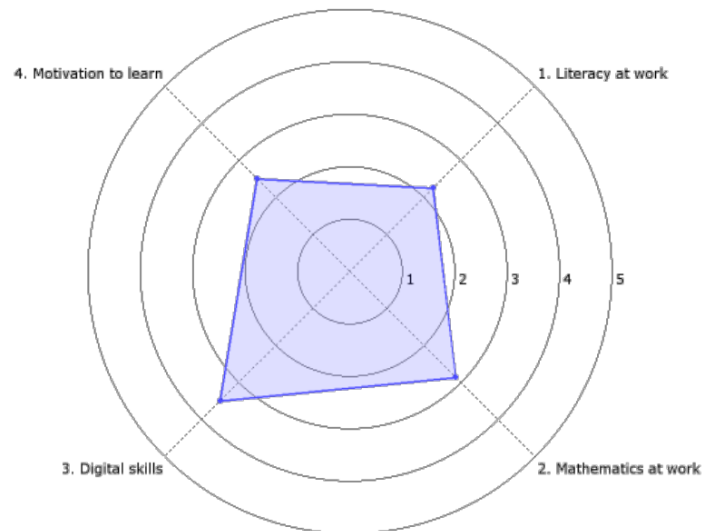
Figur 3: PSA matrix “Foreman in the painting trade” EQF-5, Unit 4.1 of Learning Outcomes – Building protection

**Multilingual database platform: Skillsbank**

The Skillsbank system aims at bridging between descriptions of qualifications and occupational profiles and career guidance. A web-based service is developed where descriptions and definitions of qualifications are made according to ECVET and EQF principles with learning outcomes organized in structured matrices of knowledge, skills, and competences (autonomy/responsibility).

Learner participants, trainees, students, apprentices or other persons that search for career guidance in a lifelong learning perspective, will have access to Skillsbank as End Users. They are given access details by the institution they belong to. They have the option to add all attended courses and training and work experience, as well as uploading supporting documents as part of their personal transcript and basis for a CV.

As part of competence mapping of users, they will also have the option of assessing their own competences through the Recognition of Prior Learning (RPL) Assessments module. In practice this means that both an Assessor and an End User are assigned to Skillsbank. The user assesses own competences according to questions that are directly related to a qualification matrix that is already added into the system. The Assessor then evaluates the self-assessment profile / spider graph of the End User and provides a report on the user’s actual competence.



Spider graph from self-assessment

Skillsbank is developed as a multilingual service, presently targeting AR, BG, CZ, DE, DK, EE, EL, EN, ES, FR, IS, IT, NO, NL, PL, PT, RO, SE, SI and SK, and with several new languages in preparation. To further facilitate the use of Skillsbank an indexing service also facilitates the bridging between ESCO<sup>18</sup> descriptions and the Skillsbank structure and guidance options.

The multilingual Skillsbank toolkit serves as the basis with the newly developed extension for video recordings linked to the performance of the individual learning outcomes – the Skillstube. Similarly, it links directly into the YOMTOOL<sup>19</sup> options for mobility where parallel language versions covering targeted learning outcomes can be easily exchanged from plurilingual matrices.

## The multilingual Learning outcome matrix as “Common language”

The learning outcomes are organised in logical **units of learning outcomes** with multilingual options as seen in Figure 2 representing one of many units in the qualification. A unit is therefore a component of a qualification which consists of a coherent set of learning outcomes described with knowledge, skills and competence. The unit makes up different competences necessary to carry out core tasks in an activity field. The scope of a unit depends on the activity field’s complexity.

The main matrix in German version looks like this:

<sup>18</sup> European Classification of Skills/Competences, Qualifications and Occupations

<sup>19</sup> <https://skillstools.eu/yomtool/>

TITEL DER QUALIFIKATION QUALIFICATION TITLE	Vorarbeiter*in im Maler- und Lackiererhandwerk		
TITEL TITLE	Übersicht		
EQR NIVEAUSTUFE EQF LEVEL	5		
EINHEITEN VON LERNER- GEBNISSEN	L5_U1	<b>Betriebswirtschaft und Marketing</b>	
		L5_U1-1	Auftragsabwicklung
		L5_U1-2	Vertragsrecht
		L5_U1-3	Marketing
		L5_U1-4	Umgang mit Informations- und Kommunikationstechnologien (IKT)
	L5_U2	<b>Betriebsorganisation</b>	
		L5_U2-1	Aufmaß (Massenermittlung)
		L5_U2-2	Baurecht, Qualitätssicherung und Personalwesen
		L5_U2-3	Schriftverkehr
		L5_U2-4	Logistik
		L5_U2-5	Gesundheit, Sicherheit und Umwelt
	L5_U3	<b>Berufs- und Arbeitspädagogik</b>	
		L5_U3-1	Berufs- und Arbeitspädagogik
	L5_U4	<b>Technik</b>	
		L5_U4-1	Bautenschutz
		L5_U4-2	Werkstoffe
	L5_U4-3	Maschinenteknik	
L5_U5	<b>Gestaltung</b>		
	L5_U5-1	Formen- und Farbenlehre	
	L5_U5-2	Baustile	

Figure 4 PSA qualification matrix “Foreman in the painting trade” EQF-5, overview with Units of Learning Outcomes– DE version

TITEL DER QUALIFIKATION QUALIFICATION TITLE	Vorarbeiter*in im Maler- und Lackiererhandwerk (Baustellenleitung)		
TITEL DER LERNEINHEIT UNIT TITLE	UNIT 4 – Technik		
EQR NIVEAUSTUFE EQF LEVEL	5		
LEARNING OUTCOMES	<b>KENNTNISSE KNOWLEDGE</b>	<b>FERTIGKEITEN SKILLS</b>	<b>KOMPETENZ VERANTWORTUNG UND SELBSTÄNDIGKEIT RESPONSIBILITY AND AUTONOMY</b>
	<b>BESCHREIBUNG</b> Die für Level 5 relevanten Lernergebnisse sind (Quelle: <a href="https://europa.eu/europass/de/description-eight-eqf-levels/">https://europa.eu/europass/de/description-eight-eqf-levels/</a> ):		
	Umfassendes, spezialisiertes Theorie- und Faktenwissen in einem Arbeits- oder Lernbereich sowie Bewusstsein für die Grenzen dieser Kenntnisse.	Umfassende kognitive und praktische Fertigkeiten die erforderlich sind, um kreative Lösungen für abstrakte Probleme zu erarbeiten.	Leiten und Beaufsichtigen in Arbeits- oder Lernkontexten, in denen nicht vorhersehbare Änderungen auftreten; Überprüfung und Entwicklung der eigenen Leistung und der Leistung anderer Personen.
L5_U4-1 Bautenschutz	Sie/er kennt <ul style="list-style-type: none"> <li>kennt naturwissenschaftliche Zusammenhänge, kann sie erklären und bewerten.</li> <li>bauphysikalische Gegebenheiten an Bauwerken im Innen- und Außenbereich.</li> <li>die berufsspezifischen Arbeitsverfahren, kann sie präsentieren und vergleichen sowie situationsgerecht einsetzen.</li> </ul>	Sie/er kann <ul style="list-style-type: none"> <li>Aggregatzustände erklären, Adhäsion und Kohäsion sowie heterogene und homogene Gemische unterscheiden sowie die Entstehung/Herstellung von Laugen, Säuren und Neutralisation beschreiben.</li> <li>mögliche Mängel (Schäden) von mineralischen, Holz-, Metall- und Kunststoff-Untergründen nennen, erkennen und beurteilen.</li> <li>umfangreiche Methoden und Verfahren zum Messen, Prüfen, Berechnen und Beurteilen sowie zum Vorbereiten der Untergründe einsetzen (Technologie und Werkstoffe/Hilfsstoffe – <a href="#">Werkstättenlabor</a>).</li> </ul>	Sie/er ist in der Lage, <ul style="list-style-type: none"> <li>besonderes Wissen und Können bei der Gestaltung von Objekten (z. B. Räume, Fassaden) anzuwenden.</li> <li>Schadensdiagnosen zu erstellen.</li> </ul>



Figur 5 PSA matrix “Foreman in the painting trade” EQF-, Unit 4.1 of Learning Outcomes – Building protection – DE Version

For international mobility actions the value of multilingual matrix versions is of utmost importance.

**A trilingual example of Learning outcomes as “Common language”**

In Figure 6 an example with selected learning outcomes from the main unit of Gestaltung (DE), Design (EN), and Stilistikk (NO) with ECVET/EQF descriptors for Knowledge, Skills and Competence.

The Unit is broken down in several subunits: Stilkunde, Stylistics, and Stilistikk.

<p>U4.7 Stilkunde</p>	<p>Sie/Er</p> <ul style="list-style-type: none"> <li>• hat ein erweitertes Wissen zu typischen Baustilen und deren Merkmale:                     <ul style="list-style-type: none"> <li>→ Altertum (Sumerer, Ägypter, Griechen, Römer)</li> <li>→ Mittelalter (Romanik, Gotik)</li> <li>→ Neuzeit (Renaissance, Barock, Rokoko, Klassizismus, Biedermeier, Jugendstil, Bauhaus, Moderne, Postmoderne).</li> </ul> </li> <li>• hat vertieftes Fachwissen zu passendem Blumenschmuck.</li> </ul>	<p>Sie/Er</p> <ul style="list-style-type: none"> <li>• kann Eigenschaften und Merkmale aufzählen, erklären und Anhand von Fotos oder am Beispiel zuordnen.</li> <li>• kann passenden Blumenschmuck in unterschiedlichen Techniken und Gestaltungen arbeiten.</li> <li>• wählt passenden Werkstoff und Materialien aus.</li> <li>• wählt passende Farben aus.</li> <li>• transferiert Bekanntes auf unbekannte Räume.</li> </ul>	<p>Sie/Er</p> <ul style="list-style-type: none"> <li>• erarbeitet Gestaltungsvorschläge für Raumschmuck in und an Gebäuden angepasst an den Baustil.</li> <li>• ist in der Lage, auf Änderungen adäquat zu reagieren, auf Kundenwünsche zu reagieren.</li> <li>• achtet auf bauliche Vorgaben, Statik, Denkmalschutz.</li> </ul>
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Figure 6 VocFlo ECVET qualification matrix – Unit 4.7 DE-version

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

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

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





<p>U4.7 stilstikk</p>	<p>Han/hun</p> <ul style="list-style-type: none"> <li>• har en utvidet kunnskap om typiske arkitektoniske stiler og deres egenskaper:             <ul style="list-style-type: none"> <li>→ Gamle tider (sumerere, egyptere, greker, romere)</li> <li>→ Middelalderen (romansk, gotisk)</li> <li>→ Moderne tider (renessanse, barokk, rokokko, klassisisme, Biedermeier, jugendstil, Bauhaus, moderne, postmodernisme).</li> </ul> </li> <li>• har inngående kunnskap om passende blomster.</li> </ul>	<p>Han/hun</p> <ul style="list-style-type: none"> <li>• kan telle karakteristika og egenskaper, forklare og tilordne på grunnlag av bilder eller eksempel.</li> <li>• kan jobbe med matchende blomsterarrangementer i ulike teknikker og design.</li> <li>• Velger egnet materiale og materialer.</li> <li>• Velger passende farger.</li> <li>• overfører kjente til ukjente mellomrom.</li> </ul>	<p>Han/hun</p> <ul style="list-style-type: none"> <li>• utvikler designforslag for romdekorasjon i og på bygninger tilpasset arkitektonisk stil.</li> <li>• er i stand til å reagere på endringer tilstrekkelig, for å svare på kunde forespørsler.</li> <li>• tar hensyn til strukturelle krav, statikk, monument beskyttelse.</li> </ul>
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Figure 9 VocFlo ECVET qualification matrix – Unit 4.7 NO-version

These languages will be the basis for a practical example in the next chapters on the preparation of a mobility with a Norwegian sending partner and host organisations in Germany and the UK.

**ECVET credit points**

According to the 2009 ECVET Recommendation, ECVET credit points or learning credits should aim to give additional information in numeric form about a learning unit's relative weight in relation to the entire qualification. However, the 2020 Council Recommendation on VET<sup>20</sup> stated that the concept of ECVET points was generally not applied and ECVET did not lead to the development of a European credit system in vocational education and training. The development of a classification of how credit points in an ECVET setting should be allocated is therefore considered to be compared to ECTS credits in Higher Education. The VET Recommendation indicated that “For vocational qualifications at post-secondary and tertiary level, the European Credit Transfer and Accumulation System already in use may be applied”. In that context credit points should only be considered case by case.

**Practical aspects of a mobility**

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

Usually, transnational placement projects are organised in three phases: before the mobility project starts, during, and after the mobility project. Put differently, one can distinguish between the preparation phase, followed by the implementation and the follow-up phase. A **mobility checklist** (5) can deliver details about each step within these three phases. The learning agreement (4) has an overarching role stretching from the preparation of the mobility project until the final evaluation of the project.

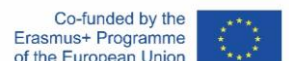
**Who is concerned?**

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

<sup>20</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1606987593071&uri=CELEX%3A32020H1202%2801%29>



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**Steps in the preparation and contents of the learning agreement**

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

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

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

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

**Identification and description of the contact points (sending / host)**

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

**Positioning of the learner and her/his background and present competences**

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

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

- Learner’s professional aim and her/his motivation concerning participation



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- Learner’s expectations about the mobility project
- Sending company’s background (e. g. number of employees, specialisation etc.)
- A Europass CV should be added for further information

**Identification of the time period, duration of mobility and the training places**

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

**Agreement on learning outcomes expected to be achieved**

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

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

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

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



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

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

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

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

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



## Introduction letter with portfolio and profile

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

## Agreement about assessment procedures used

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

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

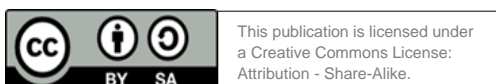
It may be decided not to implement a standardised procedure for the assessment and appraisal of learning outcomes achieved within transnational mobility. Every partner country has its own principles, methods and instruments, which can also be applied within the framework of ECVET. The **personal transcript**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

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

- The learning outcome assessment methods, instruments and criteria which an institution wants to apply within the framework of a mobility partnership should be made transparent to the partner institution (e.g. during a peer learning visit) and accepted by it.
- The partner institutions’ agreements relating to assessment should be laid down in writing in the partnership agreement / memorandum of understanding as well as in the learning agreement.
- The principles of proportionality should be observed regarding the complexity. Short-term mobility projects (of up to two weeks) will maybe not need any detailed assessment procedure whereas mid- and long-term mobility projects will need a more intensive assessment.
- The assessment procedure should be understandable and clear to all people involved in mobility, especially the learners.
- The assessment should focus on the learning outcomes specified in the learning agreement but may also include soft skills and transversal skills where relevant.
- The results of the assessment should be documented accordingly (in the personal transcript) to enable the validation of learning outcomes by the sending institution.

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

- **Written assignments**





Candidates work on written tasks that are typical for their occupational tasks. The assessment can cover the subject-related correctness of solutions, the candidates' understanding of subject-specific connections, as well as formal aspects where appropriate.

- **Practical tests / work samples**

Candidates carry out an activity that is typical for their occupation, such as design, production, service, etc. The assessment can cover their working method and the result of their work.

- **Computer simulation**

Candidates carry out an activity that is typical for their occupation by virtual means using a specialist examination program. The assessment can cover their working methods and the result of their work. Interesting examples of this are the emerging experiences from AR/VR technologies.

- **Interview**

Interviews focus on subject-specific issues, situations, problems and their solutions.

- **Presentation**

In a presentation, using technical aids if appropriate, candidates present situations and connections which are typical for their occupation or the solution to a task they were set before. Where necessary, they answer comprehension questions related to their presentation. The assessment can cover subject-related and communicative competences as well as the form and technique of presentation.

- **Simulated conversation – role play**

The simulated conversation is in the form of a role play. Here candidates act out their future professional position while the examiner takes on the role of a client, a business partner, colleague, etc. The assessment can cover the learners' customer orientation, communicative competences, sales behaviour and subject-specific competences, for example.

- **Portfolio method**

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

## Wrap-up and evaluation of a mobility

### Validation and documentation of learning outcomes

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

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

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



stays it is very decisive that the collected feedback is considered in future exchange projects. Only in this way can quality be assured on a lasting basis.

## Mobility reporting

At the end of a mobility, real/physical or virtual, the different funding mechanisms will require an individual report on the experiences and outcomes. Similarly, the sending organisation, and optionally the hosting organisation, will have to deliver a structured report, depending upon the funding organisations regulations.

The Europass documents should also be filled in, but they are usually not substituting the request for a formal report.

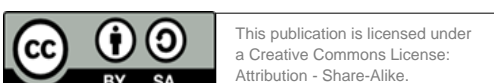
## Mobility scoreboard indicators

As an overall assessment of how well a mobility project contributes to EU-policies as well as national ambitions, a mobility scoreboard for initial VET has been set up within Cedefop’s department for VET systems and institutions (DSI)<sup>21</sup>. It is primarily based on country information provided by ReferNet and validated by country representatives but can also serve as a checkpoint for mobility activities at local level. The scoreboard was designed in cooperation with the European Commission, EACEA/Eurydice, and the expert group on a mobility scoreboard for IVET. It can support mutual recognition of higher education as well as upper secondary education and training qualifications including the outcomes of learning periods abroad<sup>22</sup>.

Key action areas for learner mobility in Europe:	
Indicator 1	Information and guidance
Indicator 2	Administrative and institutional issues
Indicator 3	Recognition of learning outcomes
Indicator 4	Partnerships and funding
Indicator 5	Motivating for mobility
Indicator 6	Long-term preparation for mobility
Indicator 7	Quality of mobility
Indicator 8	Portability of grants and loans
Indicator 9	Specific support to disadvantaged learners
Indicator 10	Involving multipliers

<sup>21</sup> <https://national-policies.eacea.ec.europa.eu/mobility-scoreboard/ivet/scoreboard-indicators>

<sup>22</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H1210\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H1210(01)&from=EN)



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## List of Annexes

### Annexes - Examples/Templates for ....

- Memorandum of Understanding
- Partner agreement
- Learning agreement
- Mobility checklist
- Reference schools and mobility training provision

### List of abbreviations

Cedefop	European Centre for the Development of Vocational Training
CV	Curriculum Vitae
CVET	Continuous Vocational Education and Training
EACEA	European Education and Culture Executive Agency
EC	European Commission
ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit system for Vocational Education and Training
EDCI	Europass Digital Credentials Infrastructure
ENIC/NARIC	European Network of Information Centres in the European Region / National Academic Recognition Information Centres in the European Region
EQAVET	European Quality Assurance for Vocational Education and Training
EQF	European Qualifications Framework for Lifelong Learning
ESCO	European Classification of Skills, Competences, Qualifications and Occupations
EU	European Union
EURES	European network of Employment Services
Eurydice	European Commission-funded education information network
GDPR	General Data Protection Regulation
ISCED	International Standard Classification of Education
IVET	Initial Vocational Education and Training
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
SQF	Sector Qualifications Framework
VET	Vocational Education and Training
VNIL	Validation of non- and/or informal learning





## List of sources

- <sup>1</sup> European Qualification Framework
- <sup>2</sup> European Credit system for Vocational Education and Training
- <sup>3</sup> <https://skillstools.eu/skillsbank/>
- <sup>4</sup> Proposal for a Council Recommendation on the Automatic Mutual Recognition of Diplomas and learning periods abroad
- <sup>5</sup> [https://youth.europa.eu/erasmusvirtual\\_en](https://youth.europa.eu/erasmusvirtual_en)
- <sup>6</sup> <https://www.europass-info.de/aktuelles/news/newsdetail/news/eurppass-mobilitaet-fuer-virtuelle-zusammenarbeit>
- <sup>7</sup> [https://www.europass-info.de/fileadmin/user\\_upload/europass-info.de/PDF/ep-virtuelle-zusammenarbeit.pdf](https://www.europass-info.de/fileadmin/user_upload/europass-info.de/PDF/ep-virtuelle-zusammenarbeit.pdf)
- <sup>8</sup> Ziegler, P.; Müller Riedlhuber, H.; Aslaksrud Kristiansen, R. (2016): Skills documentation of tacit knowledge through video recordings. Skillstube IO1-A1, EUROMASC/WIAB: Oslo/Wien
- <sup>9</sup> Kessel, J.K.; Kothagen, F. (1996): The Relationship between Theory and Practice. Back to the Classics. In: Educational Researcher 25, No 3, 1996, 17-22.
- <sup>10</sup> Neuweg, G.H. (2004): Tacit Knowledge and Implicit Learning. In: Martin Fischer, Nicolas Boreham, Barry N yhan (eds.): European Perspectives on Learning at Work. The Acquisition of Work Process Knowledge. Cedefop Reference Series; 56; 130-147
- <sup>11</sup> Recommendation on ECVET, June 2009, 2009/c155/02 – Annex 1 – definitions - and “Get to know ECVET better – Questions and answers- EQARF-ECVET Launching Conference” page 25
- <sup>12</sup> <https://erasmus-plus.ec.europa.eu/document/erasmus-quality-standards-mobility-projects-vet-adults-schools>
- <sup>13</sup> <https://www.eupartnersearch.com/Default.aspx>
- <sup>14</sup> <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/how-to-participate/partner-search>
- <sup>15</sup> National Qualification Framework
- <sup>16</sup> Sector Qualification Framework
- <sup>17</sup> Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (OJ C, C/189, 15.06.2017, p. 15, CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32017H0615\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32017H0615(01)))
- <sup>18</sup> European Classification of Skills/Competences, Qualifications and Occupations
- <sup>19</sup> <https://skillstools.eu/yomtool/>
- <sup>20</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1606987593071&uri=CELEX%3A32020H1202%2801%29>
- <sup>21</sup> <https://national-policies.eacea.ec.europa.eu/mobility-scoreboard/ivet/scoreboard-indicators>
- <sup>22</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H1210\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H1210(01)&from=EN)
- <sup>23</sup> Circulating papers with original signatures is not compulsory. Scanned copies of signatures or electronic signatures may be accepted, depending on the national legislation of the country of the sending institution (in the case of mobility with third countries not associated to the programme: the national legislation of the EU Member State or third country associated to the programme). Certificates of attendance can be provided electronically or through any other means accessible to the staff member and the sending institution.
- <sup>24</sup> <https://epale.ec.europa.eu/en>
- <sup>25</sup> <https://school-education.ec.europa.eu/nb/etwinning>



## ANNEXES – Document examples/Templates

### Memorandum of Understanding

#### Introduction / Objectives

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

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

This following agreement is signed between

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

And

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

The following agreement shall govern

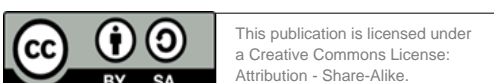
- the conditions of assessment and recognition of competences acquired during transnational mobility pathways in the framework of .... (agreed activity) between the partners
- general conditions of the organisation of the mobility project and partner cooperation

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

#### Duration of MoU / conditions of renewal:

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

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



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## Identification of targets

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

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

## Information about assessment and recognition procedures used in the partner countries

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

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



**Mutual engagements about organisation of sending and hosting/ general duties**

<b>Country / organisation : A</b>
Actors involved for organising mobility (companies, Vet provider):
Contact persons (name, function, phone number e-mail):

<b>Country / organisation : B</b>
Actors involved for organising mobility (companies, VETprovider):
Contact persons (name, function, phone number e-mail):

Preparation:
Follow-up:
Logistical organisation (accommodation, transport):
Contractual / legal issues:
Insurance matters:
Costs for training, resources used by the partners:
Financial issues / salary
Evaluation of the partnership and of placement results:

Reciprocity of hosting and sending (yes / no):
--

**Signatures**

**Organisation A**

**Name**  
**Function**  
**Place, date**

**Organisation B**

**Name**  
**Function**  
**Place, date**



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**Pro Europass – Apprentice Across the Border**

**MODEL**

**Partnership Agreement**

between

**Sending organisation:**

Name of organisation	
Address	
Contact person	
Telephone	
Fax	
E-mail	

and

**Hosting organisation:**

Name of organisation	
Address	
Contact person	
Telephone	
Fax	
E-mail	

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

- Negotiating the content of each placement and finding suitable work placements for each participating apprentice
- Making the agreement of each work placement
- Providing the apprentice with the Europass Training document (sending organisation)
- Providing preparation for the beneficiaries if necessary



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# PAINTING SKILLS ACADEMY

Project ID 612288-EPP-1-2019-1-DE-EPPKA2-SSA



- Arranging accommodation
- Supervising the apprentices during the placements (hosting organisation)
- Ensuring communication between all parties involved
- Fulfilling the Europass Training document together with the work place (hosting organisation)
- Evaluating the work placements

Form of implementation: Europass Training

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

-----  
Date and place

-----  
Signature of representative of sending organisation

-----  
Name in print

-----  
Signature of representative of hosting organisation

-----  
Name in print



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**Template Learning Agreement**

**Learning Agreement**

Planned period of the physical mobility: from [day/month/year] to [day/month/year]  
 Duration of physical mobility (days) – excluding travel days: .....  
 If applicable, planned period of the virtual component: from [day/month/year] to [day/month/year]

**The Learner/ Participant**

Last name (s)		First name (s)	
Category (student, apprentice staff,..)		Nationality	
Sex [M/F/Undefined]		Year of birth	
E-mail			
Phone			

**The Sending Institution**

Name			
Type of institution		Department	
Address		Country/ Country code	
Contact person name and position		Contact person e-mail / phone	

**The Hosting Institution**

Name			
Type of institution		Department	
Address		Country/ Country code	
Contact person, name and position		Contact person e-mail / phone	



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Section to be *completed* **BEFORE THE MOBILITY**

**I. PROPOSED MOBILITY PROGRAMME**

Language of training: .....

<b>Overall objectives of the mobility:</b>
<b>Learning outcomes to be addressed during the mobility:</b>
<b>Activities to be carried out (including the virtual component, if applicable):</b>
<b>Expected outcomes and impact (e.g. on the personal and professional development of the participant and on both institutions):</b>

**II. COMMITMENT OF THE THREE PARTIES**

By signing<sup>23</sup> this document, the participant, the sending institution and the hosting institution confirm that they approve the proposed mobility agreement.  
 The sending institution supports the mobility as part of its strategic development and the responsibility for training learners and staff and will recognise it as a component in any evaluation or assessment of the participant.  
 The participant will share his/her experience, in particular its impact on his/her professional development as a source of inspiration to others.  
 The participant and the beneficiary institution commit to the requirements set out in the funding/grant agreement signed between them.  
 The participant and the hosting institution will communicate to the sending institution any problems or changes regarding the proposed mobility programme or mobility period.

<b>The Learner/ Participant</b>	
Name:	
Signature:	Date:

<b>The sending institution</b>	
Name of the responsible person:	
Signature:	Date:

<b>The hosting institution</b>	
Name of the responsible person:	
Signature:	Date:

<sup>23</sup> Circulating papers with original signatures is not compulsory. Scanned copies of signatures or electronic signatures may be accepted, depending on the national legislation of the country of the sending institution (in the case of mobility with third countries not associated to the programme: the national legislation of the EU Member State or third country associated to the programme). Certificates of attendance can be provided electronically or through any other means accessible to the staff member and the sending institution.



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**Mobility checklist**

**Checklist for the Implementation of transnational Mobility Projects**



The following checklist is established for institutions involved in the implementation of transnational mobility projects under the framework of ECVET.

Usually, the steps to implement the transnational mobility projects are organized in 3 phases: **before, during and after**, even if the different steps are not necessary to achieve in a strict chronological order, but more linked to steps of activities (preparation, implementation and debriefing/ evaluation). Of course, steps of activities need also to be adapted to the different target groups and type of placements, such as incoming mobility or outgoing mobility. The following checklist follows the phases and sub phases selected from different mobility projects.

**BEFORE – Preparation**

Step of organisation	Activities and SME MASTER Plus tools	
<b>Promotion –communication of the project</b>	Before searching suitable hosting partners, essential elements of the mobility projects should be agreed on within your organisation, such as aims of the project, targets concerned (sectors, qualifications etc.), numbers of participants and period planned for mobility, goals and content of placements etc. A brief presentation of the mobility project allows first negotiation with potential partners. Don't forget to present briefly your institution.	
<b>Search / identify suitable hosting institutions, such as companies, training centres and VET schools etc.</b>	If you need support in finding potential partners for transnational mobility projects, contact: DE: Berufsbildung ohne Grenzen / Training without Borders FR: Initiative Europe Métiers AT: IFA Internationaler Fachkräfteaustausch EU: EPAL <sup>24</sup> EU: eTwinning <sup>25</sup> It is highly recommended to meet potential hosting partners before the project takes place in order to agree on the feasibility. You could participate at ErasmusPlus contact seminars – or organise an ErasmusPlus preparatory visit.	
<b>Funding</b>	European, national or regional funding might have different deadlines and conditions to take into account. For information about possible funding on European level you can contact the National Agencies.	
<b>Identification of participants</b>	A presentation, adapted to potential participants, sending institutions, trainers and teaching staff at home is necessary. For this purpose different means can be used, such as Power point, flyers, information meetings or individual interviews etc.	

<sup>24</sup> <https://epale.ec.europa.eu/en>

<sup>25</sup> <https://school-education.ec.europa.eu/nb/etwinning>



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<p><b>Selection and matching of participants</b></p>	<p>In order to allow the selection of candidates and to dispose as much as information possible for the hosting institution to find potential training facilities, a “<b>learner application</b>” is useful. It contains</p> <ul style="list-style-type: none"> <li>• personal identification of the learner (age, address, sending company etc),</li> <li>• the learners professional background and project,</li> <li>• the learners personal motivation for participation,</li> <li>• the learners stand concerning competences and aptitudes he/she has already acquired.</li> </ul> <p>A CV Europass can be attached.</p>	
<p><b>Exchange of information among actors</b></p>	<p>It is necessary to collect and exchange relevant information between all parties involved in the mobility project, for example concerning the content of the qualification concerned. For this reason the <b>learning outcome</b> matrix the of <b>SME MASTER Plus</b> can be used. This tool helps to determine the learning content planned for the mobility period. Moreover information about the organisation of training in the sending and hosting country, about the assessment procedures used in each country and specific sending and hosting conditions and requirements are necessary.</p> <p>Sending and hosting institution should also check the matching between the expectations of participants and the hosting company. Therefore the sending institution should communicate the application of the learner to the host institution. The hosting institution should communicate the profile of the training place (company, training centre, VET school etc.). A <b>presentation (booklet) of the training place</b> including photos of the company, information about the staff/team, clients, work places etc. was successfully tested in SME MASTER Plus.</p>	
<p><b>Agreements and contractual procedures</b></p>	<p>To formalize the partnership a <b>Partnership Agreement (MoU, Memorandum of understanding)</b> can be signed. This formal agreement is considered a self-commitment of both partners which helps to ensure the success of mobility projects. It lays down the information needed for mutual understanding and acceptance of the role of the partner organisations and sets a clear framework. Agreements about the rights and duties of each party in the process of organising the mobility could be included. This instrument is recommended, if institutions are planning regular exchanges of learners.</p> <p>A <b>Learning Agreement</b> sets the framework of an individual mobility project. Partners define training goals (selection of learning outcomes expected to be achieved during the mobility project) in order to ensure a clear benefit for the learner.</p> <p>A tutor / contact person should be nominated in order to accompany learning goals to be achieved and to monitor learning progress. Complementary contractual procedures might be necessary.</p>	
<p><b>Organisation of logistical matters</b></p>	<p>To all parties involved a program with all logistical information should be delivered, such as</p>	

	<ul style="list-style-type: none"> <li>- travelling / transport,</li> <li>- accommodation,</li> <li>- insurance matters,</li> <li>- equipment needed,</li> <li>- financial agreements,</li> <li>- cultural activities etc.</li> </ul>	
<b>Preparation of participants</b>	Professional, cultural and foreign language training is organised matching the needs of the participants in relation to the learning goals.	
<b>Preparation of mentors /tutors/ supervisors</b>	Accompanying persons (usual for group visits in initial vocational education and training) as well as teachers / tutors / trainers in the company should be informed and prepared. The hosting companies should receive all relevant information about the learner and his mobility project in due time.	
<b>Preparation of evaluation and validation</b>	<p><b>Assessment grids</b> for the teachers / tutors / trainers appointed for assessment should be handed out and explained. Assessment methods and criteria should be explained and agreed on.</p> <p>A trainee report and / or a <b>learner's daily report</b> as in SME Master Plus should be used and explained to the learner.</p> <p>Europass Mobility should be prepared.</p>	

## DURING – implementation

Steps of organisation	Activities and SME MASTER Plus tools	
<b>Organisation of monitoring</b>	<p>Planning and implementing a monitoring process should help to assure a high quality in mobility projects. This process should be feed backed with the sending institution.</p> <p>Tutoring within the training place should be organised by the hosting institution.</p>	
<b>Organisation of assessment and evaluation</b>	<p>The assessment of learning outcomes fixed in the <b>Learning Agreement</b> should be organised by the hosting partner corresponding to the conditions laid down in the <b>Partnership Agreement (MoU)</b>. The result of the assessment is transferred in the <b>Personal transcript</b>.</p> <p>Daily's learner report, assessment grids and reports from the companies, the Europass Mobility are filled in and collected.</p> <p>In the frame of ErasmusPlus a report (questionnaire) is collected from the learner.</p>	



## AFTER – Validation and debriefing

Steps of organisation	Activities and SME MASTER PLUS tools	
Evaluation of the placement	<p>The results and impact of the mobility project should be evaluated. Different types of evaluation are possible: Inquiry about the satisfaction of learners and companies involved, evaluation of the project organisation itself, interviews / debriefing with participants and companies about further use of the mobility, etc.</p> <p>The daily's learner report, the assessment from the companies, the Europass Mobility is analysed.</p> <p>In the frame of ErasmusPlus a report (questionnaire) of the learner is analysed.</p>	
Validation of learning achievements / competences acquired	<p>Feedback to the sending institution is organised via the Personal transcript. Each institution has to organise the validation of competences acquired in this home context.</p> <p>Optionally a certificate is handed out to the learners and the hosting companies involved.</p> <p>A certificate of attendance should be delivered by the hosting organisation.</p> <p>Using the Europass Mobility functions is strongly recommended in placement and exchange projects.</p>	
Reporting for received funds	<p>A report to the financing organisation about organisation, budget used, results and impact is handed out.</p>	
Dissemination, communication	<p>Last but not least, don't forget to promote the project results internally in your own organisation or network and externally (press releases, articles, participants testimonies, presentation etc.)</p>	