

# ECVET: Before Mobility

THIS IS THE FIRST OF THREE FACTSHEETS WHICH TOGETHER EXPLAIN WHAT NEEDS TO BE IN PLACE AT THE THREE CORE STAGES OF MOBILITY (BEFORE, DURING AND AFTER) AND WHICH WILL BE OF USE TO ORGANISATIONS PLANNING TO IMPLEMENT ONE OR MORE ECVET PRINCIPLES WITHIN A PROGRAMME OF GEOGRAPHICAL MOBILITY.



## EQUIPPING YOUR PARTNERSHIP FOR ECVET

- ☞ If new to using ECVET, choose a partner you know well or have worked with before;
- ☞ Try to have face-to-face preparatory meetings with partners;
- ☞ Ensure that your partners have the authority to carry out the agreed processes;
- ☞ Be aware of cultural differences;
- ☞ Be aware that applying ECVET principles may require more time, energy and commitment.

## AGREEING LOs AND HOW THEY WILL BE DELIVERED

- ☞ Review the learner's programme or qualification to identify potential learning outcomes (LOs);
- ☞ Take into account differences in curriculum, pedagogy and/or workplace practices;
- ☞ Consider the timing of the mobility in terms of delivering a learning experience which supports achievement of the identified LOs;
- ☞ Consider the development of bespoke LOs (i.e. other than those within the main programme or qualification) to reflect additional competences (e.g. personal, social, linguistic).
- ☞ Ensure that LOs are described in a clear and mutually acceptable manner.

### POINTS TO NOTE

You might find that you are already implementing some of the tasks associated with "Before Mobility"

ECVET principles can be introduced gradually: you don't need to do everything at once.

Learning outcomes which look the same on paper might mean different things in different countries, so it is important to work together to analyse exactly what is meant.

The assessment standards put in place by an Awarding Organisation apply equally to assessments undertaken during a period of mobility.

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## AGREEING ASSESSMENT, VALIDATION AND RECOGNITION PROCEDURES

- ☞ Have a clear understanding of what is needed to evidence assessment and communicate this clearly to the host partner;
- ☞ Ensure that learners are aware of how they are to be assessed (especially where different from home assessment practices) and what evidence they and the host partner must provide;
- ☞ Be realistic about what sort of evidence you and your partners can or cannot provide;
- ☞ Discuss arrangements with awarding organisations to see whether there are any potential issues about accepting evidence of assessment from the host partner.

## PREPARING THE NECESSARY DOCUMENTATION

- ☞ Consider any documentation that you are currently using to see if it can be extended for wider use, including for a mobility period in another country;
- ☞ Produce a Memorandum of Understanding (MoU), at the level of the partnership, which sets out responsibilities for the identification and/or development of LOs, and for assessment, validation and recognition;
- ☞ Produce a Learning Agreement (LA), for each mobile individual, which sets out the purpose of their mobility programme, confirms LOs and describes how the individual will be assessed, what evidence must be kept and how their learning achievement will be recognised;
- ☞ Agree how to document the successful achievement of LOs (e.g. Personal Transcript).