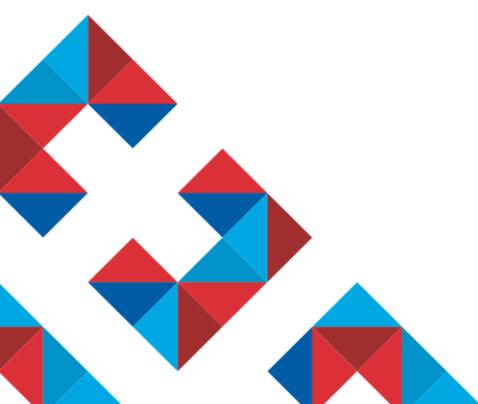




# Getting the credit your learners deserve

How to recognise achievements during European mobility periods

Version 6: May 2017



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This document reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

## 1. What's the purpose of this Guide?

This Guide is designed to help practitioners ensure that learners maximize the value of time spent abroad – either studying or working – by getting the credit for what they achieve. For UK practitioners working with partners in other EU countries, a set of principles exists to help achieve this: the European Credit System for Vocational Education and Training (ECVET).

This short guide:

- provides the basic essentials for incorporating the ECVET principles into the design and delivery of periods when learners study or work in other EU countries (known as 'mobility periods');
- has been written to help practitioners who are new to ECVET but who have some mobility experience and now want to deepen or further develop their partnerships;
- mainly takes the perspective of colleges and training providers. Non-governmental organisations and small and medium-sized enterprises can get more information, and free help and support, from the UK National Team of ECVET Experts;
- is written mainly from the perspective of providers sending learners abroad, i.e. acting as the home institution. However, you may also be involved in receiving learners from other countries, acting as the host institution and this guide will help with this too.

If you are getting involved in European partnerships for the first time you will find useful information on the Erasmus+ website on how to manage your project successfully and be inspired by what others have done in the past: [www.erasmusplus.org.uk](http://www.erasmusplus.org.uk).

### What is ECVET?

ECVET is a set of principles, and tools, which support the recognition of learning in one country, so that it counts towards a qualification in another.

- It provides a set of principles that can be applied flexibly in different countries and in different educational contexts.
- These principles act as a common language through which vocational education and training providers can better understand provision in other EU countries for the benefit of their learners.
- Many of the principles of ECVET are already familiar to UK practitioners since they are based on describing provision and qualifications in terms of learning outcomes. You may find that much of what you are already doing in your mobility periods is consistent with ECVET.

ECVET can be used to enhance the value of mobility periods and can help to demonstrate provider commitment to getting the most out of cross-border mobility placements.

## What ECVET isn't:

ECVET does not exist as an organization; neither is it an award or quality standard like Investors In People (IIP); nor is it a system for accrediting a qualification or its units.

## How can ECVET be applied to mobility periods in Europe?

ECVET principles can be:

- applied to all types of vocational mobility periods, ranging from two weeks to six months, twelve months, or more;
- implemented progressively within a learning programme so that partners can learn from their experiences as they develop trusting relationships with each other;
- applied to learning that is in the form of units which are validly offered in the country of origin.

You can trial some of the principles on shorter term mobility periods and/or focus on one or two units of learning outcomes during a longer mobility period.

## What are the benefits of ECVET?

ECVET can bring a range of benefits:

- Mobility becomes more attractive to learners as it leads to tangible outcomes.
- Learners save time through the recognition of the learning completed abroad as they may no longer have to repeat the learning and associated assessment (where assessment has taken place abroad), or catch up on periods of learning.
- Learners who acquire part of their qualification abroad have something extra to offer potential employers.
- The clarity and design of mobility periods is improved through the focus on learning outcomes and can help to reduce administration.
- Institutions can develop more productive long-term partnerships with their overseas counterparts to support learners in gaining credit for learning abroad.

- Practitioners in different countries can learn from one another in respect of the structure and design of learning outcomes, assessment methods etc.

Of course, ECVET also has some limitations. For example, it cannot tackle all of the obstacles of cross-border mobility, such as language barriers. It also requires greater commitment between partner institutions to make it work effectively. However, the use of ECVET principles can deliver greater rewards for learners and more fruitful collaboration between providers.

## How does ECVET fit with EU and UK policy?

ECVET is one of a number of tools being adopted by EU countries in order to enable learning programmes and qualifications to be better understood and recognised across borders. You can find out more information on the Erasmus+ website: <https://dev.erasmusplus.org.uk/how-you-can-use-ecvet>.

UK government policy on ECVET is that it should be used to add value to work or study periods abroad. Other countries are also using ECVET as part of wider changes introduced to strengthen the use of learning outcomes and credits in their education and training systems.

## 2. The ECVET essentials

There are two sets of principles at the heart of ECVET:

- the use of learning outcomes;
- the use of agreed assessment, validation and recognition procedures.

These sets of principles provide the added value of ECVET as they enable learning in one country to count towards a qualification in another.

### Top tip: a head start for UK practitioners

UK providers are well positioned to apply the ECVET principles to mobility periods: they have been using learning outcomes, units and credits for many years, and have much experience of forging partnerships. These factors also make UK practitioners valuable partners for providers in other European countries seeking to add value to their learners' mobility periods.

## Learning outcomes

### Why are learning outcomes important?

- Learning outcomes make it much clearer to learners what they will learn during their time abroad.
- Using learning outcomes shifts the focus onto what is learned and away from how it is learned.
- Learning outcomes provide the ‘common language’ between partners, avoiding the need to understand in detail the complexities of curriculum and pedagogy in different countries.
- If your learners are already studying towards qualifications, you can work out which learning outcomes might be achieved during their mobility period. You can then discuss this with your partners and see what is possible in light of their timetable, curriculum and pedagogy.

### Defining learning outcomes

Across Europe there are different ways of defining learning outcomes.

- In EU policy learning outcomes are defined as statements of what a learner knows, understands and is able to do after completing a learning process. This will be familiar in the UK.
- In the European Qualifications Framework they are defined as knowledge, skills and ‘competence’ where the latter means attitudes and behaviour, which is slightly different and may not match the UK approach. Many EU countries have adopted the EU definitions, and so you may come across them.
- It is important that you reach a common understanding with your partners of what you mean by the terms used in your project and what you intend the learning to cover during the mobility period.

### Organising learning outcomes

Within ECVET the way in which learning outcomes are grouped together into what are termed ‘units’ plays an important role. Providers involved in mobility periods need to agree which ‘units’ are to be the subject of mobility periods. These ‘units’ may not match a unit or units within a UK qualification.

The ways in which learning outcomes are formulated and structured vary substantially from country to country. Most EU countries are working towards adopting a learning outcomes approach within their qualifications, if they do not already have one in place. Implementation in some countries and sectors is slow and patchy. In addition not all countries use units or credits within their qualifications system. Clearly, if learning outcomes are structured in different ways in different countries providers will have to reconcile the differences.

## The official ECVET definition of a unit of learning outcomes:

‘A component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated’.

ECVET points are similar, but not identical, to ‘credit value’ used in UK credit and qualifications frameworks. Your partners, in some European countries, may use ECVET points to indicate the relative size and/or importance of a given group (or ‘unit’) of learning outcomes within a learning programme or qualification or to assist in the grouping of learning outcomes into meaningful ‘units’. If you want further advice on this topic, you can follow the links in the ‘Useful Resources’ section.

## Assessment, validation and recognition

A key issue to be determined in mobility periods is how learning is to be assessed, validated and recognised. If you are sending learners abroad, assessment should ideally be carried out in your foreign partner’s institution/country and validated/recognised as part of a qualification in the UK. It is vital that these processes fit together so that a learner does not need to be reassessed once back at their home institution. This is the aim of the ECVET process.

In particular:

- You need to make sure that, whatever assessment methods are used, the evidence gathered will be sufficient to satisfy the validation and recognition processes of UK awarding organisations, known as ‘competent institutions’ in ECVET documentation;
- Recognised centres that wish to assess achievement gained abroad so that it can count as evidence towards a qualification in the UK will need approval from their awarding organisation as part of the planning they undertake before signing the Memoranda of Understanding. A separate guidance note for awarding organisations is available from the ECVET Experts website and deals with the regulatory aspects of accepting assessments carried out abroad. Contact the awarding organisation for the relevant qualification being undertaken by the learner prior to agreeing whether overseas assessment may be recognised towards the award of the UK qualification.

## Top tip:

UK organisations that are just starting to use ECVET principles often send their own assessors to their foreign partners. This can avoid trying to work out how to use your partner's assessment methods, and is simpler in terms of satisfying the requirements of awarding organisations. However, if you want to strengthen your partnership, you should involve your partners in the assessment process, using their personnel and working with them to devise assessment tools which may draw on their own practices as well as yours.

## Useful definitions

Validation is the process by which the home institution confirms that what has been achieved meets the expectations in terms of learning outcomes.

Recognition is the formal process of issuing certification to state that the learning outcomes achieved are accepted as part of (or additional to) the target qualification.

## 3. Designing ECVET into mobility periods

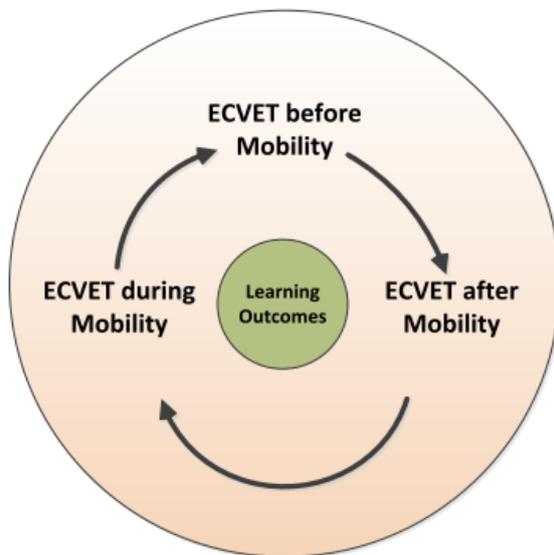
### Getting started ...

Designing mobility periods using ECVET is essentially about extending what is already happening in your mobility periods:

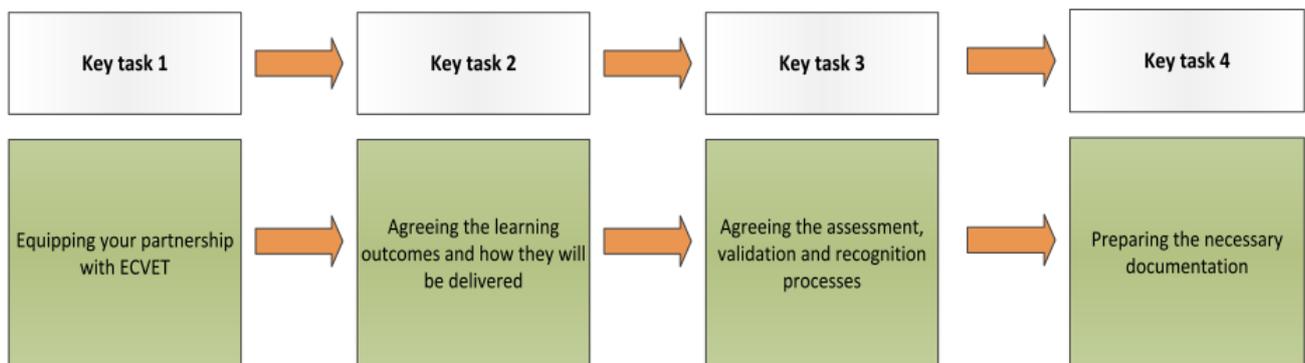
- You may find that you are already doing some of the tasks.
- You can introduce ECVET gradually, in small steps.
- Some of the documents you will already have as part of your mobility programme can provide the basis for the documentation you will need.

### Keep calm and carry on ...

To apply the ECVET principles in full, there are a number of tasks you can carry out - before, during and after the mobility period. But, don't panic! You don't need to implement them all at once. A handy checklist of the tasks is provided in Annex A.



## Before the mobility period



### Key task 1: Equipping your partnership for ECVET

The first task is to make sure that your partnership is well-equipped to apply the ECVET principles.

Applying the ECVET principles requires more time, energy and commitment than other partnership arrangements where mobility periods are not accredited.

- Some technical work is needed at the outset around learning outcomes, the content of the mobility period (i.e. the curriculum), evidence requirements for the outcomes, and the assessment process to ensure the mobility period is able to deliver the desired learning outcomes.

- It is important to discuss, plan and agree how anything that is missed by a learner during their time abroad can be picked up at a later date. This should form part of the learning agreements between learners and the partners (see below).
- If you are receiving learners, you will need to discuss with your partners how you can accommodate the needs of their learners in terms of curriculum, pedagogy and assessment. Some countries' qualifications have quite strict requirements in terms of assessment methods, whilst others allow local flexibility.

## Top Tip:

Although forging a partnership that delivers accredited mobility periods can be hard work, it also provides many learning opportunities. Partners can learn a lot about another country's approach to many aspects of teaching and learning. It is an important chance to learn, adopt and adapt good practice.

## Do you have all the partners you need?

Organisations are required to perform a number of functions in the use of ECVET, e.g. describing learning outcomes, designing assessment and validation methods. Your partnership needs to include those organisations with the appropriate responsibilities and authority to make sure the requisite functions can be carried out. In ECVET these are known as ‘competent institutions’.

Many EU Member States have a range of competent institutions with various responsibilities relevant to ECVET. In the UK, the position is comparatively straightforward. It's important that you and your partners understand where responsibilities lie. You will need to agree with your partners which organisations perform which of the key roles shown in the table below, and this should be set out in the Memorandum of Understanding.

### The roles required in ECVET

#### Design of ECVET elements:

- description of qualifications in terms of units of learning outcomes;
- allocation of ECVET points to qualifications and units (if applicable);
- link between the learning outcomes to be acquired abroad and those in the qualification as a whole;
- link between assessment/validation processes, learning outcomes, credits and ECVET points (where applicable).

#### Use of ECVET for accumulation and transfer:

- practical use of learning outcomes for mobility;
- establishment of learning agreements;
- assessment of learning outcomes;
- recording of assessed learning outcomes in personal transcripts;
- validation of learning outcomes;
- recognition of learning outcomes;
- award of corresponding credit to the learner.

## The role of awarding organisations

In the UK an awarding organisation (AO) is an organisation recognised by the qualifications regulators for the purpose of developing regulated qualifications and awarding qualifications and credits for learner achievements. They approve and monitor centres to provide units and qualifications to the standards required by the qualifications regulators and ensure assessment is carried out in a way that is fair, valid, reliable and conforms to regulatory requirements. The

standards required for assessment apply to any assessment/s undertaken during a learner's mobility period if they are to be used towards achievement of a UK qualification.

## Key task 2: Agreeing the learning outcomes and how they will be delivered

Whether you are sending or receiving learners, you will need to identify which learning outcomes could be addressed through the mobility period.

This will mean considering with your partners:

- the structure of the qualification which learners are working towards;
- differences in curriculum and pedagogy or workplace practices;
- the timing of the mobility period to see if it will be possible to achieve the proposed/targeted learning outcomes during the mobility period.

To allow for differences between you and your partner, you may need to adjust either:

- the timing of the mobility period;
- and/or the learning outcomes to be achieved;
- and/or the teaching and learning methods to be used.

## Don't be completely guided by qualifications

When sending learners abroad, don't be completely guided by the qualifications they are working towards. Experience of studying or working in a foreign country develops many valuable competences not necessarily covered by UK vocational qualifications.

This is especially true of personal and social competences which might not be fully reflected in a learner's vocational qualification, as well as language skills and inter-cultural competences. You can develop learning outcomes specifically for the mobility period to cover such competences. Their achievement can be recorded using Europass documentation. Coupled with references or endorsements from employers or providers in the countries where learners have carried out their mobility period, such documentation can be a valuable asset in the labour market.

Additionally, learners can be awarded credit for additional learning through the Quality Assured Lifelong Learning (QALL) pillar of the CQFW or through similar mechanisms in the SCQF.

### Top Tip:

Taking written descriptions of learning outcomes for granted is not a good idea! What may look the same on paper may actually mean different things in different countries. You will need to work with your partner to analyse in detail what is actually meant.

## Describing learning outcomes

Learning outcomes need to be described in a clear and mutually acceptable way. The use of active verbs in the UK to describe learning outcomes is increasingly common in other European countries. To make sure that learning outcomes mesh well with what happens in the workplace, it is a good idea to involve employers in describing them.

## Key task 3: Agreeing the assessment, validation and recognition processes

Alongside the agreement of learning outcomes, you will need to agree the assessment, validation and recognition processes. Of these tasks, most discussion will probably be around assessment since there tends to be more flexibility in how assessment is carried out at local level. Inevitably, the assessment methods are likely to be orientated around those of the host (receiving) institution, whilst the validation and recognition processes will be those of the home (sending) institution/country.

Assessment arrangements should be discussed and agreed with your partners and learners through an **assessment planning process**:

- Who will assess the learner?
- How will learning outcomes be assessed and in what context?
- When will the assessment take place?
- What evidence will be generated to show that the qualification learning outcomes have been met?
- What procedures will be used to ensure the quality of assessment?
- How will the results of the assessment be recorded?

## Gathering the right evidence

Of vital importance is the issue of how necessary assessment evidence will be gathered during the course of the learning programme. Tools such as learning diaries which help learners to document and reflect on their learning and/or work experience can be useful.

## Making sure learners understand the assessment methods

Assessment methods may need to be adjusted in the host institution for visiting learners so that they are not completely different to the methods learners are used to. This will help to ensure that they are not disadvantaged.

Where different methods are used, it is important that learners are fully briefed in advance.

Indeed, learners ought to be part of the assessment planning process. Assessments may be continuous or take place at the end of a placement, in which case a refreshment session may be

needed on-site. These are matters which you will need to discuss with your partners whether you are sending learners to their institution, or receiving incoming learners and carrying out assessments for them.

## Key task 4: Preparing the necessary documentation

The agreements described above need to be recorded at two levels:

At partnership level you should draw up a Memorandum of Understanding. This sets out the roles of partners and competent institutions, agreements with respect to learning outcomes, and assessment, validation and recognition procedures. It also includes any issues related to teaching and learning that are relevant.

- At an individual level, you should draw up a Learning Agreement to form the basis for the learner's mobility period. This should set out the purpose of the mobility period in terms of learning outcomes and how it contributes to the achievement of the qualification towards which the learner is working. The Learning Agreement should also set out how the learner will be assessed and how their achievements will be recognised.

As described above, learners should be involved in the assessment planning process which sets out, for each unit, what evidence is required, how evidence for the unit can be gathered during the mobility period and how it will be assessed, thus providing a degree of ownership to the learner.

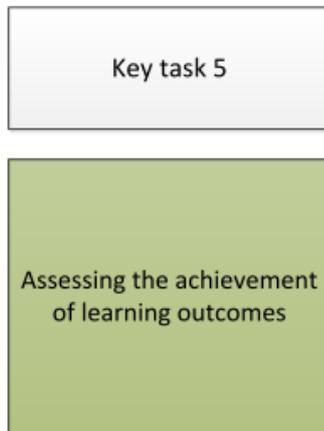
It is possible to develop/extend existing mobility documentation to deliver these requirements, as shown in Annex A.

The European Commission has produced a template Memorandum of Understanding and Learning Agreement that you can use in your projects now. You can download them from <https://www.erasmusplus.org.uk/how-you-can-use-ecvet>.

You can find examples of Learning Agreements and Memoranda of Understanding at: <http://ecvet-projects.eu/ToolBox/Methodologies.aspx>.

For examples of a completed MoU and Learning Agreements, see the annexes of the ECVET guide "Make It Count", the product of a Leonardo da Vinci – Transfer of Innovation project, "Developing ECVET in Practice (DECViP)" at <http://www.decvip.eu/documents/Make-It-Count.pdf>.

## During the mobility period



### Key task 5: Assessing and recording the achievement of learning outcomes

During the mobility period, you will need to ensure that learners' achievements against the agreed learning outcomes are adequately assessed.

It will be important for the assessment processes to be in line with those set down in the Memorandum of Understanding and individual Learning Agreements. They will also need to meet any requirements of the relevant awarding organisation and/or Sector Skills Council if the assessments are to be used towards achievement of a UK qualification.

#### Top Tip:

In order to ensure consistency in the QA arrangements between countries, you can support the receiving organisation with an introduction to the assessment methods you use. This should add to the trust and strengthen the relationship with your partners as well as giving you greater confidence in the validity of any assessment processes which are conducted by the host organisation.

Learners' achievements should be recorded in what is termed a 'personal transcript' in the ECVET guidance. There are many examples of templates available to provide the necessary assessment evidence suitable for the personal transcript.

A range of templates, including a personal transcript, is available in the Austrian ECVET guide - Let's Go Europe! [http://www.ecvet-info.at/sites/default/files/downloads/en/ECVET-Guidelines\\_March2012.pdf](http://www.ecvet-info.at/sites/default/files/downloads/en/ECVET-Guidelines_March2012.pdf).

For an example of an assessment sheet, see Annex 6 of 'FINECVET as a pioneer' at [http://www.opf.fi/english/publications/publications/2012/finecvet\\_as\\_a\\_pioneer](http://www.opf.fi/english/publications/publications/2012/finecvet_as_a_pioneer).

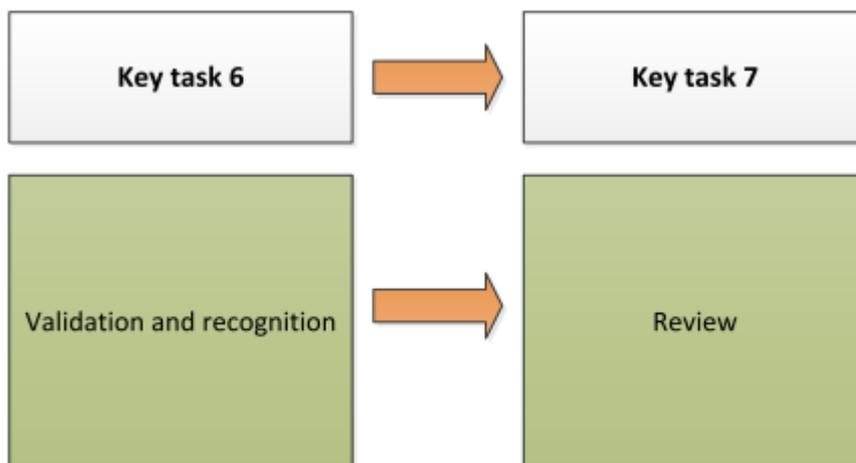
Europass documentation may also be completed by learners in conjunction with the home and host partners, including the employers involved, as appropriate. It is strongly recommended that projects funded through the Erasmus+ programme use as many of the five Europass documents as possible

to record experiences and achievements as they can make up a valuable portfolio for learners. They can ensure that all a learner's achievements during their mobility period are recorded, not just those that can be formally accredited through the qualification system. Europass documents are available here: <http://www.ecctis.co.uk/europass/Individuals/default.aspx>

## Top Tip:

To satisfy qualification requirements and to ease the validation process, the content of the personal transcript should match the learning outcomes set out in the Learning Agreement and Memorandum of Understanding.

## After the mobility period



## Key task 6: Validation and recognition

The final formal step required is to validate and recognise learners' achievements. For UK qualifications, these tasks will form part of the standard quality assurance processes required by the awarding organisation in order for them to award the qualification/unit certificate.

These will normally relate to the internal and external verification of the assessments but other approaches may be in place depending on the qualification and/or the awarding organisation.

## Key task 7: Review

Once the formal elements of conducting a mobility period according to ECVET principles have been completed, you can benefit from evaluating and reviewing the entire process in order to identify areas for improvement. Learner feedback should be an integral part of this process.

## 4. Stepping Stones towards ECVET

Ultimately, ECVET can enable you to build a strong partnership in which you both send and receive learners on the basis of common learning outcomes and reciprocal assessment methods which you have co-developed with your partners. This may seem a long way off at the moment, but it is possible to start on a small scale and gradually move towards realising the full potential of ECVET. Here are some real life examples to get you started or inspire you to do more.

### Setting out ...

A good way to start is to look at how to get credit for your own learners.

**Angus College's** Hairdressing & Beauty Exchange project involves:

- sending students on two-week mobility placements underpinned by a letter of intent between the College and its partner, a Spanish language college in Tenerife, and Learning Agreements with students.
- sending placement supervisors and tutors from Angus College to assess students in Tenerife for the work experience units of their courses using observation checklists.
- students completing relevant Europass documentation.

The college is now looking to build on these foundations by:

- improving the match between the curriculum and placements
- amending the format of students' portfolios, and the assessment grid and reflective log used in order to make it easier to provide evidence during the placements.

### Moving on ...

One way in which you can extend your use of ECVET – and deepen your partnership at the same time – is to get your partners' help with assessment.

**South West Durham Training Ltd** has a mobility partnership with Siemens Professional Education. Each year a number of first year advanced level apprentices studying towards NVQ 3 are sent to Germany to work alongside Siemens Product Designers for two weeks using a Computer Aided Design (CAD) package. In order to recognise their upskilling in CAD, the group are assessed at the end of the mobility experience by the host and accompanying persons. This enables their learning in Germany to count towards the UK QPEO2/061 qualification Producing CAD Models. The Europass Mobility document is also completed. S W Durham Training Ltd now want to move towards the use of Memorandum of Understandings and Learning Agreements.

**Foyle International**, based in Northern Ireland, acts as host for learners from Germany as part of their Erasmus+ mobility project. Foyle integrates the ECVET tools, including the competence

assessment tool that was developed for a Leonardo da Vinci Transfer of Innovation project, Mobility Excellence. The competence appraisal tool enables the project partners to assess each others' learners. Foyle currently provides German learners with 1 week of English language as part of their training and then this is followed by 3 weeks work placement with an employer.

The Europass CV is used along with the Learning Agreement from the sending organization to organize the placement in discussion with the employer. The employer agrees which units of learning outcomes are to be covered according to how many can be accommodated within 3 weeks, as some units require 1 week to complete and others 2 weeks. Employers and learners are both involved in the learner performance appraisal process, with Foyle International using the competence appraisal form as the basis for discussions with employers. Each learner also undertakes a project which is assessed by the sending organization. Learners are assessed not just against job-related tasks but also transversal skills and competences including language and social competences. Important factors underpinning the success of the project are: trust between partners; having a European perspective, which helps to focus on the wider competences acquired through mobility such as language skills and cultural awareness; and close similarities in the nature of the jobs covered between countries - office administration and hotel reception. The on-line tools are available by emailing [bronagh@foyle.eu](mailto:bronagh@foyle.eu)

## Awarding credit to learners not studying towards UK qualifications ...

Learners taking part in Leonardo Mobility People in the Labour Market (PLM) projects are often not studying for qualifications. How can the ECVET principles be applied in this context?

The programmes run by **Global Vision International** help learners aged 21-26 to build up core employability skills. They have designed their PLM project so that learners can gather evidence during their mobility period which counts towards the ASDAN Employability Award.

Learners' experiences are structured so that they contribute to the different elements of the award at different points. Hence, successful planning of the mobility period by the learner counts towards units in career exploration, research, planning and review, and self-analysis.

During the mobility period they also learn skills in communication, teamwork, and implementation. Learning goals are agreed with partners through the Memorandum of Understanding. The host organization monitors and support learners during their mobility period, and provides reports and references to feed in to learners' portfolios. Keys to success include identifying learners' needs effectively, and having strong relationships between and good communication between partners and learners.

The **European Centre for Training and Regional Cooperation**, ECTARC, runs projects and organizes placements for unemployed graduates to develop language and employability skills. Compulsory language training is included at the start of placements. ECTARC works with a number of European partners who vary in the quality and range of placements they offer and in their knowledge of and capacity for assessment. As a result, the Europass self-assessment tool and certificates of host (receiving) language schools are used where available. ECTARC is looking at the possibility of using the City & Guilds Level 4 Award in Personal and Professional Development (3519). Currently, learners provide evidence, especially of their employability skills acquired,

through a portfolio and witness statements, though the latter are not yet of sufficient quality to verify self-assessment.

## 5. Useful resources

### ECVET Experts

Ecorys UK, as the joint UK National Agency for the Erasmus+ programme, along with the four ECVET National Contact Points in the UK, coordinates a team of UK ECVET Experts to provide guidance and support to UK organisations on using ECVET for transnational mobility. You can access help and support of an ECVET Expert for free.

<https://www.erasmusplus.org.uk/how-you-can-use-ecvet>

### European Commission

The European Commission's website on ECVET includes links to useful flyers and official documents.

[http://ec.europa.eu/education/lifelong-learning-policy/ecvet\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/ecvet_en.htm)

### ECVET Support Team

The ECVET Support Team supports the European Commission to fulfil its ECVET-related obligations and allows Member States to achieve the objectives laid out in the Recommendations of the European Parliament and Council for implementing ECVET. The ECVET Team is managed by the French National Association for Automobile Training, the Chamber of Commerce, based in Paris, and the French Ministry of National Education.

[www.ecvet-team.eu](http://www.ecvet-team.eu)

### ECVET Community of Practice

You can join for free the European ECVET Community of Practice which exists to promote and support ECVET: [www.ecvet-team.eu](http://www.ecvet-team.eu). As a member of the network you will be notified first about European events and have access to their online resources.

### ECVET Pilot Project

The European Commission funded a number of pilot projects in 2008 and 2010 to test and implement ECVET. The toolbox section of the website is really useful for template Memoranda of Understanding, Learning Agreements and other documents that the projects produced.

[www.ecvet-projects.eu](http://www.ecvet-projects.eu)

### NetECVET

Under the Lifelong Learning Programme that preceded Erasmus +, 14 National Agencies across Europe worked together to help people understand and implement ECVET. The National Agency in Germany led the project which aimed to support practitioners of transnational mobility beginning to

work with ECVET. The project developed a toolbox to help apply ECVET to mobility projects. The toolbox can be accessed at: [www.netecvet.com](http://www.netecvet.com)

## Other useful websites:

### Erasmus+

The Erasmus+ programme is the new EU funding programme covering the period from 2014-2020 and replaces the previous Lifelong Learning Programme. It combines the existing sub-programmes (such as Leonardo, Grundtvig, Comenius, Erasmus etc.) to provide a variety of funding opportunities for education, training and youth.

[www.erasmusplus.org.uk](http://www.erasmusplus.org.uk)

### Europass

Europass (see section 3, “During Mobility”, above) is a European initiative which includes five documents designed to make your skills and qualifications clearly and easily understood in Europe. For more information, visit <http://www.ecctis.co.uk/europass/>.

### Learning Networks

The Erasmus+ National Agency for the UK has formed discussion groups for organisations involved in projects funded either through the Erasmus+ programme or through its predecessor programmes – the Lifelong Learning Programme and Youth in Action. They provide project organisations with a forum to meet, network and discuss topics of interest.

<https://erasmusplus.org.uk/learning-networks>

## Annex A – Checklist for Using ECVET for transnational mobility

This is useful for reviewing the use of ECVET in mobility.

Before the Mobility period:

- What are the functions, including the validation and recognition of learning outcomes that are covered by the partnership? Do you need to inform, or work with, any other organisations?
- Have you signed a Memorandum of Understanding with your partner(s)?
- Has the unit (s) of learning outcomes for the mobility been identified?
- Is it clear how this / these units relate to the learning outcomes of the qualification that the learner is preparing for?
- Does the host organisation agree with preparing and assisting the learner to achieve these learning outcomes?
- Are the learning outcomes linked to the assessment criteria?
- Is there trust that the assessment criteria will be used for the assessment to the highest possible quality standard?
- Are the assessment criteria understandable for the host and home organisation?
- Is it clear how learners' credit will be validated and recognised? Is the learner aware of how this will be done?
- Is there an agreement about how the host organisation will document the result of the assessment (assessment grid, written statement – in what languages?)
- Did the learner, home and host organisation sign a Learning Agreement? Does the Learning Agreement identify the learning outcomes to be achieved, detailing how these will be assessed and how learners' credit will be validated and recognised?

During the mobility period:

- Is the learner participating in learning activities that are relevant for the learning outcomes to be achieved?
- Are the teachers / assessors aware of the learning outcomes to be achieved by the learner?
- Are the assessors aware of the assessment criteria to be used to assess the learner?
- Do they know how to document the result of the assessment for the home organisation?
- Was the Learning Agreement respected during the assessment?

- Was the learner provided with the evidence about his/her assessment which will serve as a basis for the validation and recognition of credit?

After the mobility period:

- Based on the evidence of a learner's assessment in the host organisation, did the learner achieve the expected learning outcomes?
- If so, has his/her credit been validated (and recognised) in line with the Learning Agreement?
- Has the credit for (units of) learning outcomes achieved abroad been recorded in the learner's transcript of record?