



Quality of mobility projects through learning outcomes and ECVET

A self-assessment guide for vocational education and training institutions

1. Introduction

Would you like to safeguard and optimise the quality of the mobility projects offered by your institution? In order to do so, a realistic assessment must be made of whether and to what degree you are already taking relevant quality criteria into account. In this way, you can find out potential for development, and which specific steps you can take to increase quality. We would like this guide to be of support to you during the self-assessment process.

Why use ECVET for quality assurance?

Amongst providers of transnational mobility, ECVET, the “European Credit system for Vocational Education and Training” has proven its worth as a quality assurance instrument. The implementation of the ECVET principles – in particular the orientation towards learning outcomes – allows for high-quality mobility periods: the integration of the learning outcomes acquired abroad into the training path of the learners becomes achievable using ECVET. Through the use of standardised ECVET tools and documents (e.g. ECVET Learning Agreement, Europass Mobility) the mobility project is clearly structured and the commitment and common understanding between all partners is increased. It is therefore good practice to develop, alongside the ECVET principles, criteria for the quality of mobility projects in vocational training.

How does this self-assessment guide assist?

This guide is designed to assist with self-assessment of the “Quality of mobility projects through learning outcomes and ECVET” and supports you in all of the phases of a quality-assured mobility project – from the application stage to planning and implementation through to evaluation. Prior knowledge of ECVET is not required. The quality criteria are also clearly comprehensible for those new to ECVET. And you will see that even if you haven’t (yet) consciously planned your mobility projects according to ECVET principles, you will have used ECVET elements – at least in some aspects.

Where do the quality criteria originate?

The quality criteria were put together by the National Agency “Education for Europe” at the BIBB (NA-BIBB) in collaboration with the team of national ECVET experts. The foundation for the development work is the “ECVET User’s Guide for Geographical Mobility” the “Quality Agreement in Mobility Projects for Vocational Training” as well as others within the “ECVET Roadmap” ([ECVET Roadmap](#)) and in the guidelines and instruments published in the “ECVET Toolkit” (www.ecvet-toolkit.eu).

2. How can I use this self-assessment guide?

The self-assessment guide provides a checklist. It includes quality criteria on eight possible characteristics of ECVET mobility projects:

- A Formulating learning outcomes*
- B Providing units of learning outcomes*
- C Determining the concrete steps of mobility – concluding an ECVET Learning Agreement*
- D Recording, evaluating and documenting learning outcomes*
- E Validating and recognising learning outcomes*
- F Creating trust between partners – concluding an ECVET Partnership Agreement*
- G Initiating and using ECVET networks*
- H Evaluating processes and results of ECVET mobility projects*

Under each of these headings you will find a range of quality criteria which may be of relevance within the scope of ECVET-supported mobility. Do not expect each of these criteria to be of importance for your institution. In part it is a question of alternatives which may be applicable depending on the objectives, type and duration of the mobility periods. Perhaps you will discover methodological approaches in the detailed lists which you may wish to implement in future.

You can tick against a five-level scale how you see your institution from the perspective of the relevant quality criterion.

1. This is not relevant for our work
2. We would like to implement that
3. We are already doing that in part
4. We do this regularly and usually with quite good success
5. We do this regularly with great success

		This is not relevant to our work	We would like to implement that	We are already doing that in part	We do this regularly and usually with quite good success	We do this regularly with great success	Notes on the current status and future development
A	Formulating learning outcomes	1	2	3	4	5	
1	All partners understand and agree that orientation toward the "learning outcomes approach" forms the foundation.	0	0 X	0	0	0	
2	The learning outcomes that we are striving for are identified together with the learners.	0	0	0 X	0	0	
3	...	X		0	0	0	

The further to the left your cross is within the table, the more potential for development the respective quality criterion has.¹ Visualise this by linking the crosses with a coloured line!

Flexible use of the self-assessment guide

Take note of suggestions for your practice when working through the checklist. So that you can note these immediately, we have added a column for your "Notes on the current status and on future development". You can also adapt the tool creatively for your own purposes.

This self-assessment guide is not intended to flag up your shortfalls, but is there to help you to identify areas of potential for optimising your mobility project. For this reason, there are notes on almost all topic sections in the corresponding chapter of the ECVET Roadmap. In this chapter you will find both brief explanations of the ECVET elements as well as specific tips and links to examples or guidelines.

3. Where can I find support?

Your contacts at the National Agency "Education for Europe" at the BIBB (NA-BIBB) and the team of national ECVET experts will be happy to advise you on all questions concerning the quality of mobility projects with ECVET and the use of this guide for the purpose of self-assessment.

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¹ The methodical procedure was developed alongside the recommendation guide "Internationalisation in vocational training" (NA-BIBB 2015).

A	Formulating learning outcomes	1	2	3	4	5	Notes on the current status and future development
1	All partners understand and agree that orientation toward the “learning outcomes approach” forms the foundation.						
2	The learning outcomes that we are striving for are identified together with the learners.						
3	We describe the learning outcomes precisely and conclusively:						
	a) We determine what the learners know and understand and what they are in a position to do after the learning process has ended.						
	b) We retain what knowledge and skills are required in order to carry out certain tasks.						
	c) We describe both technical skills as well as personal and social skills.						
	d) We use activity verbs.						
4	When formulating learning outcomes we use a language which trainees, trainers and employers understand.						
5	We include the learner in the process of formulating the learning outcomes.						
6	Our learning outcomes can be evaluated.						
7	We discuss the learning outcomes with the institution where they have been delivered with regard to clarity and feasibility.						



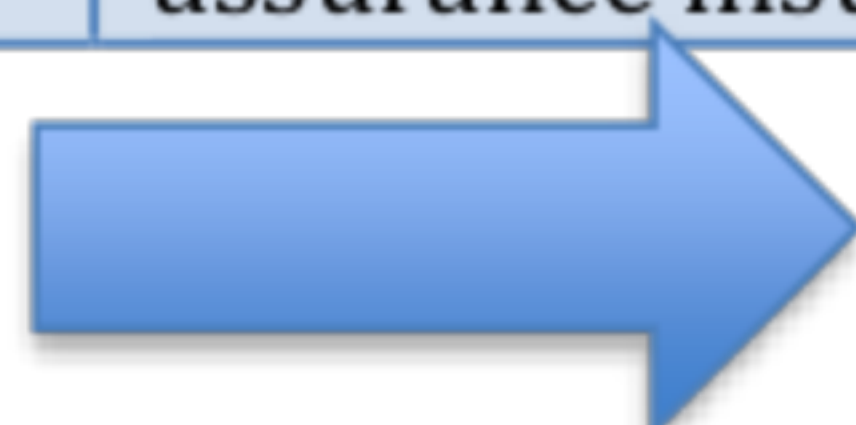
You will find support and additional links in the ECVET Roadmap, page 10 (www.ecvet-info.de)

B	Providing units of learning outcomes	1	2	3	4	5	Notes on the current status and future development
1	We ensure that all partners are familiar with the concept of “units of learning outcomes”.						
2	We involve the learners in providing the units of learning outcomes.						
3	We will select the units of learning outcomes which correspond to the training course and the type and duration of the mobility:						
	a) Units of learning outcomes which are a part of the curriculum of the respective training course						
	b) Special “units for mobility” which are tailored to the respective training course						
	c) Units of learning outcomes for additional qualifications						
	d) Units of learning outcomes which include cross-vocational knowledge and skills						
4	We use suitable processes in order to provide units of learning outcomes:						
	a) We use third-party units of learning outcomes and those of our partners; if necessary, we modify them.						
	b) We develop our own units of learning outcomes with our partners.						
	c) Our institution has a pool with piloted units of learning outcomes.						
5	It is possible to evaluate our units of learning outcomes.						
6	We ensure that the units of learning outcomes can be implemented in the hosting institution.						
7	With our partners we agree on processes to adapt units of learning outcomes to unexpected developments during the internship carried out abroad.						



You can find support and additional links in the ECVET Roadmap, page 13 (www.ecvet-info.de)

C	Determining concrete steps for mobility – concluding an ECVET Learning Agreement	1	2	3	4	5	Notes on the current status and future development
1	We agree with our partners that commitment and reliability are important foundations for collaboration.						
2	We will conclude a learning agreement with the institution where we are delivering the course and with the learners.						
3	Our learning agreement already includes elements of the ECVET Learning Agreement, as listed in the following from 4 to 11.						
4	Our learning agreement includes details on the training course which the learners are completing.						
5	Using other documentation, we inform the partner institution of the level of training of the learners:						
	a) Europass Diploma Supplement						
	b) Europass CV						
	c) Europass Mobility						
	d) Europass Languages Passport						
	e) Other.....						
6	We describe the learning outcomes/units of learning outcomes to be achieved.						
7	In our learning agreement we sketch out details of the learning process as follows:						
	a) Details on learning activities and methods (e.g. work assignments, teamwork)						
	b) Details on locations for learning (companies, VET schools, work experience companies)						
	c) Details of the training staff and their role						
8	We set out processes to gather, evaluate and document the learning outcomes.						
9	<i>Relevant for projects with partners from vocational training systems with credit points: We agree the ECVET points to be achieved during mobility.</i>						
10	We inform our partners of the planned validation of the learning outcomes.						
11	We inform our partners about the planned recognition of the learning outcomes.						
12	We use the form for the ECVET Learning Agreement and therefore cover the points above.						
13	We use the learning agreement as a quality assurance instrument.						



You will find support and other links on the ECVET Roadmap, page 15 (www.ecvet-info.de)

D	Recording, evaluating and documenting learning outcomes	1	2	3	4	5	Notes on the current status and future development
1	We agree with our partners on the recording, evaluation and documentation of the learning outcomes.						
2	Responsibilities and tasks for recording, evaluation and documentation are carefully agreed with the partner institution.						
3	The methods and instruments for recording and evaluation are transparent to all involved parties.						
4	The learning outcomes have been evaluated according to the agreed methods and criteria.						
5	In addition to professional skills, personal competencies, which have often been obtained on an informal basis, are recorded.						
6	We provide recognition of the evaluation of the learning outcome through the hosting organisation.						
7	We support learners in reflecting on the learning outcomes they have achieved.						
8	We have processes in place to involve the learners in recording, evaluating and documenting the learning outcomes (e.g. a learning diary).						
9	At the end of their internship abroad, the learners will receive a personal certificate of achievement.						
10	The personal certificate of achievement provides information about the knowledge, skills and competencies, split according to the categories:						
	a) technical,						
	b) linguistic,						
	c) personal (social, organisational, intercultural etc.),						
	d) other knowledge, skills and competencies						
11	At the end of their internship, learners receive the "Europass Mobility".						
12	Our "Europass Mobility" is filled in according to the learning outcome-oriented approach of ECVET.						



You will find support and other links in the ECVET Roadmap, page 18 (www.ecvet-info.de)

E	Validating and recognising learning outcomes	1	2	3	4	5	Notes on the current status and future development
1	The learning outcomes documented in the personal record of achievement will be validated by us; i.e., we check their validity with regard to the goals agreed and the training path of the learners.						
2	At the point of validation, we determine whether the documented learning outcomes concur with the learning outcomes we originally agreed and if there are relevant reasons for any discrepancies.						
3	At the point of validation, we determine whether the documented learning outcomes concur with the requirements of the qualifications being sought.						
4	We will involve the body which is responsible for rewarding the recognition in the validation process.						
5	In accordance with national regulations, we will have the validated learning outcomes recognised as part of the qualification.						
6	We encourage participants to highlight the validated learning outcomes in their job applications and therefore achieve "recognition" from potential employers.						
7	<i>Relevant for projects with partners from vocational training systems with credit points: At the point of validation, ECVET points are allocated which are recognised in accordance with the national regulations.</i>						



You will find support and further links in the ECVET Roadmap, page 18 (www.ecvet-info.de)

F	Creating trust between partners – concluding an ECVET Partnership Agreement	1	2	3	4	5	Notes on the current status and future development
1	We create an atmosphere of mutual trust with our partners.						
2	We agree on the following framework conditions:						
	a) Participating institutions and their function;						
	b) Units of learning outcomes that can be provided;						
	c) Qualifications/modules of qualifications that can be provided by the partners;						
	d) Allocation of the qualifications to National Qualifications Frameworks (NQF) or the European Qualification Framework (EQF);						
	e) Process of evaluating and documenting skills and competencies;						
	f) Process for validation and recognition;						
	g) Criteria and process of quality assurance in mobility;						
	h) Process for evaluating the collaboration within the partnership.						
3	Apart from the partners which are participating, other organisations (e.g. companies, chambers) are involved.						
4	For the partnership agreement we use the ECVET form “Memorandum of Understanding”, which includes the criteria listed above (2a to 2h).						
5	If we work regularly with the same partners, we will create a partnership agreement for several project cycles.						



You can find support for this in the ECVET Roadmap, Page 8 (www.ecvet-info.de)

G	Initiating and using ECVET networks	1	2	3	4	5	Notes on the current status and future development
1	We work with an ECVET network (at sectoral and/or regional/European level).						
2	We have created an ECVET network ourselves and we are responsible for its design.						
3	Where ECVET is concerned, we have agreed on a common language with our network partners.						
4	We share ideas on network good practice for using ECVET in mobility projects.						
5	We use an ECVET network to search for suitable partners for ECVET mobility projects.						
6	We use a network to receive help for the implementation of ECVET instruments.						
7	We use the network of national ECVET experts.						
8	We offer consulting and support for the implementation of ECVET instruments.						
9	Through a network, the quality of ECVET mobility projects for all participants is increased.						



You will find support and additional links in the ECVET Roadmap, page 22 (www.ecvet-info.de)

H	Evaluating processes and results of ECVET mobility projects	1	2	3	4	5	Notes on the current status and future development
1	Together with our partners, we agree processes for the ongoing and final evaluation of the mobility project.						
2	During the mobility project, we evaluate the process and the interim results at agreed intervals.						
3	The results of the interim evaluation flow into the optimisation of the ongoing mobility project (formative approach).						
4	We use suitable processes to obtain conclusive evaluation results.						
5	To determine to what extent the agreed objectives have been achieved, we look at the learning agreement at the interim and final evaluation stage.						
6	We involve all partners and learners in the interim and end evaluation stage of the mobility project.						
7	Once the final mobility stage is complete, we evaluate the overall process and results.						
8	Following the final stage of the mobility project, we reflect on the impact on the participants:						
	a) on the individual qualifications path;						
	b) on the personal development.						
9	Once the mobility project has finished, we reflect on its impact on our institution (e.g. the process in the internationalisation strategy).						
10	After several project cycles with the same partners, we can evaluate the partnership.						
11	The results of the final evaluation will be taken into account when planning future projects.						



You will find support and additional links on <http://www.ecvet-toolkit.eu/ecvet-toolkit/evaluate-process-and-results-added-value> in the ECVET Toolkit