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GOE

GROWING ON ETHICS



Developed by | 

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INTRODUCTION TO EQF AND ECVET

The European Qualifications Framework (EQF) is a common European reference system which is linking different countries national qualifications systems (NQF) and frameworks together. In practice, it works as a translation mechanism making qualifications more readable. It will help learners and workers wishing to move between countries or change jobs or move between VET providers.

As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education vocational education and training as well as higher education. The 8 levels cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training. Each level should in principle be attainable by way of a variety of education and career paths.

The primary users of the EQF will be authorities in charge of national and/or sectorial qualification systems and frameworks. Once they have related their respective systems to the EQF, the EQF will help individuals, employers and education and training providers compare individual qualifications from different countries and education and training systems.

The European Credit System for Vocational Education and Training (ECVET) technical framework will allow the transfer, recognition and where appropriate, accumulation of individuals learning outcomes with a view to achieving a qualification. In this sense, within ECVET, an individual's learning outcomes are assessed and validated in order to transfer credits from one qualification system to another or from one learning pathway to another.

According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations. The system also allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System for higher education (ECTS).

ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as Learning Agreements, transcripts of records and users guides.

Under the third work package (WP3) – ECVET training descriptor - of the Growing on Ethics project, an **ECVET Growing on Ethics training descriptor** was developed in accordance with the EQF and ECVET systems.

Moreover, the present guideline was produced with the main objective to support the future integration of the Growing on Ethics Profile in existing VET programmes and systems in partners countries and operational partnerships through a Memorandum of Understanding (MoU).

The **ECVET Growing on Ethics training descriptor** consists on:

- ✓ Growing on Ethics Profile: Qualification Descriptor and Learning Units
- ✓ Memorandum of Understanding
- ✓ Learning Agreement
- ✓ Personal Transcript
- ✓ Assessment Methodology
- ✓ Glossary

GUIDELINE WORKING METHODOLOGY

The present guideline was developed under the following operational common framework:

- i. The WP leader, ISQ, developed the **ECVET Growing on Ethics training descriptor**, based on identification of the units of learning outcomes and the associated descriptors, in terms of knowledge, skills and competences.
- ii. All incorporator partners conducted a research and analysis of their current national context related with the qualification system. A common questionnaire template was developed by ISQ and incorporated in the Profile itself.
- iii. Complementary European tools are introduced and adapted templates presented, namely:
 - a. Memorandum of Understanding
 - b. Learning Agreement
 - c. Personal Transcript
 - d. Assessment Methodology
- iv. A glossary was developed and integrated in this document to guide all interested parties.

EUROPEAN PROFILE: QUALIFICATION DESCRIPTOR AND LEARNING OUTCOMES

The goal of the qualification descriptor is to allocate a certain qualification according to the EQF and the different countries national qualifications systems, in order to create bridges between institutions and individuals.

The European VET systems are so diverse that a shift to learning outcomes was necessary to make comparison between qualifications possible based on the learning outcomes they stand for.

In the EQF a learning outcome is defined as a *statement of what a learner knows, understands and is able to do on completion of a learning process*. Learning outcomes are specified in three categories:

- Knowledge
- Skills
- Competences

The qualification descriptor provides the big picture of a qualification framework, listing the units of learning outcomes which will be detailed described in terms of contents and structure of qualifications. In this sense, the qualification descriptor is considered a helpful tool to map knowledge, skills and competences of a certain qualification, allowing the VET institutions and VET providers to understand and read the real learning outcomes involved in each qualification for further mutual recognition of learning outcomes among different VET institutions.

If all parties involved in a VET path know the expected learning outcomes inherent to a certain qualification, the level of specialised knowledge, skills and competences this qualification represents, thus making be easier to establish a Memorandum of Understanding between VET institutions, in order to provide the best and proper qualification to an individual in national or transnational mobility.

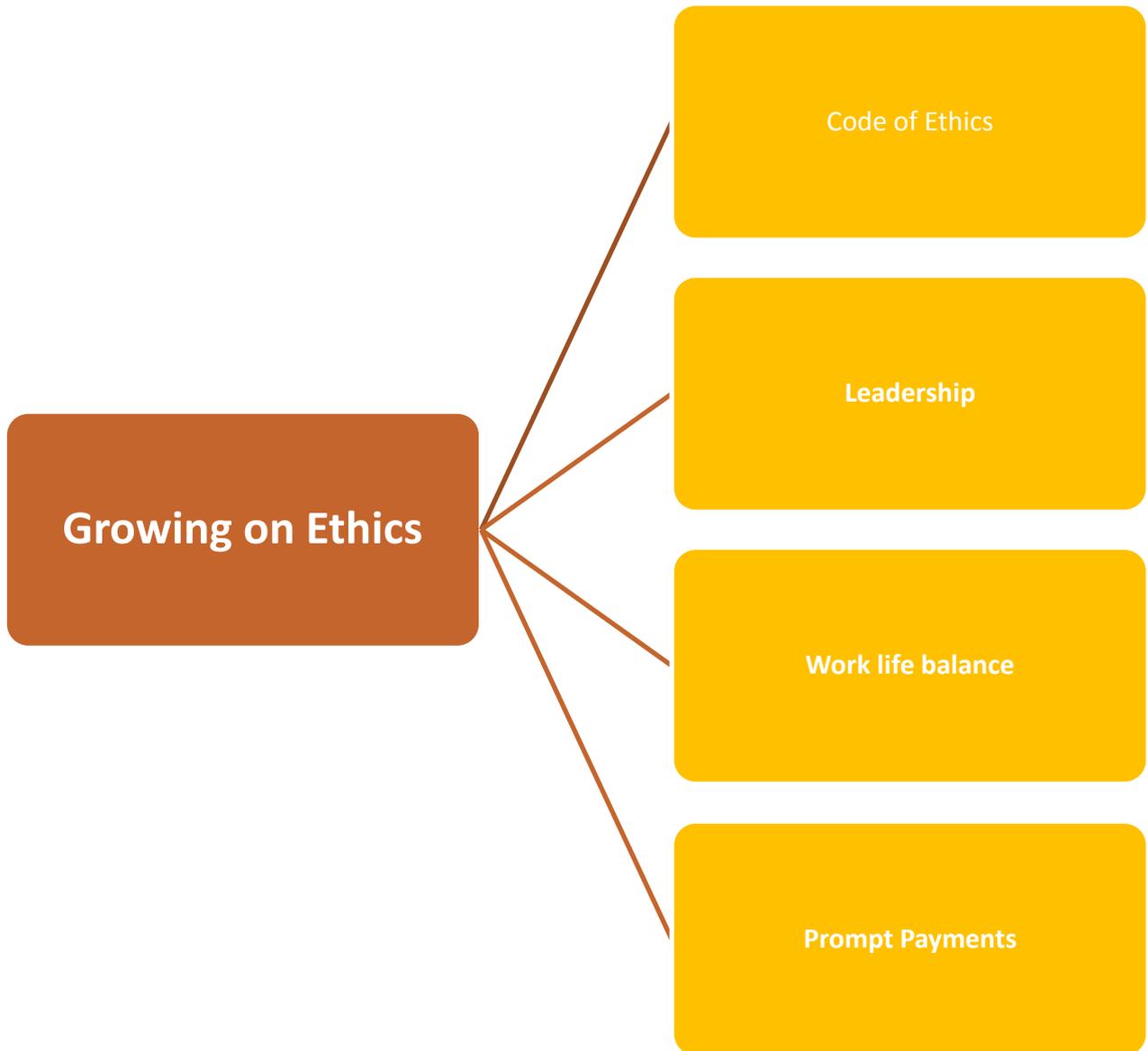
Combining a qualification with the description of the units of learning outcomes may seem in the beginning as a challenge, but it is the basis for any qualification process.

The main focuses when creating units of learning outcomes, is indeed what an individual knowledge, abilities and competences. Therefore, when describing units of learning outcomes, it is crucial to use active, clear and understandable verbs, as well as contextualise them to the specific result to be achieved in terms of knowledge, skills and competences.

By clearly understanding the units of learning outcomes to achieve within a learning process (which can be formal, informal or non-formal), the establishment of a Memorandum of Understanding, and consequently the allocation of ECVET points regarding the assessment, validation and recognition of the learning outcomes becomes less challenging.

The Growing on Ethics Profile developed under the project was designed mainly for EQF level 5, taking into account the complexity, range and the level of learning expected. In this sense it is required that a fundamental knowledge and specialized skills to manage and supervise activities, in an autonomous and responsible way exists. Additionally, the whole approach could be adopted also by individuals that already possess the knowledge, skills and competences but in other fields (mostly non-business/economic) and want to acquire the minimum level of understanding for the topics described in the training descriptor.

The Profile has allocated 60 learning hours in total, organized in 3 Units of Learning Outcomes, corresponding to 2 ECVET point. These hours encompass contact hours, hands-on practice, self-study and assessment:



EQF QUALIFICATIONS DESCRIPTOR			
	KNOWLEDGE	SKILLS	COMPETENCE
EQF Level	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i> .	In the context of EQF, skills are described as <i>cognitive</i> (involving the use of logical, intuitive and creative thinking), and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of <i>responsibility and autonomy</i> .
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5 GOE	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take

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	<p>thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>to integrate knowledge from different fields</p>	<p>responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>
<p>Level 8</p>	<p>Knowledge at the most advanced frontier of a field of work or study and at the interface between fields</p>	<p>The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</p>	<p>Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</p>

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GUIDELINE FOR THE DEFINITION OF LEARNING OUTCOMES UNDER QUALIFICATION LEVEL 5							
LEARNING OUTCOMES	KNOWLEDGE		SKILLS		COMPETENCES		
	DEPTH	UNDERSTANDING AND CRITICAL THINKING	BREADTH AND DEPTH	PURPOSE	RESPONSIBILITY		AUTONOMY
					SELF WORK	OTHERS	
	Fundamental and specialised knowledge of facts, concepts and principles	Interpret, select, relate and adapt information and apply in context; Demonstrate awareness of the boundaries of knowledge	Range of specialised skills	Generate creative solutions to accomplish specific tasks and solve specific problems, some of an abstract nature, and requiring tailored solutions (design, planning, execution and control, evaluation and improvement tasks)	Review and develop self performance	Manage and supervise the individual performance of others	On a sliding scale from less to more

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TRAINING COURSE/MODULE/QUALIFICATION: Growing on Ethics

	KEY UNITS	LEVEL		LEARNING HOURS	ECVET POINTS	GENERIC UNITS	LEVEL		LEARNING HOURS	ECVET POINTS
		EQF	NQF				EQF	NQF		
		UNITS OF LEARNING OUTCOMES								
	Unit 0 – Responsibility and Ethics	5-6		15	0.5	Not applicable	5		Classroom training hours: 32	2
	Unit 1 – Leadership	5-6		15	0.5					
	Unit 2 – Work Life Balance	5-6		15	0.5					
	Unit 3 – Prompt Payment	5-6		15	0.5					

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UNITS OF LEARNING OUTCOMES

UNIT 0: Responsibility and Ethics						
SUMMARY DESCRIPTION: Promote awareness of Ethics concept and Code of conduct.						
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCES	LEVEL		ECVET POINTS
				EQF	NQF	
		Understand the concept of Responsible Entrepreneurship through CSR and Business Ethics. Identify the main steps to elaborate an Ethic Code of Conduct	Draft an action plan to elaborate an Ethic Code of Conduct	Create an Ethic Code of Conduct in own organization	5	

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UNIT 1: Leadership
SUMMARY DESCRIPTION: Promote awareness of the integrated identity of the person as a leader

	KNOWLEDGE	SKILLS	COMPETENCES	LEVEL		ECVET POINTS
				EQF	NQF	
LEARNING OUTCOMES	Know the differences between a leader and a manager.		Distinguish between a leader and a manager.			
	Redefine the components of success, error and failure.		Recreate a context that embraces and encourages individual motivations of each person likely to be replicated in organizations.			
	Recognize the importance of business' humanization (how important people are to the companies).	Create leader's identity.	Manage diversity.			
	Identify the main steps to develop a reporting compliance programme that can develop a "tone at the top" conception in favour of CSR and Business Ethics that penetrates the whole hierarchy of the organization.	Create a leader that can act as enabler and motivator and replicate gained skills effectively within the company/organization.	Understand the governance mechanisms that set a specific framework towards organization's liability issues.	5		0.5
			Reflect on the moral challenges of leadership and power.			
			Apply critical thinking skills in solving ethical issues.			

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UNIT 2: Work Life Balance

SUMMARY DESCRIPTION: Promote awareness about the management model: reconciliation of personal, family and working life in the organizations, to lead with responsibly.

	KNOWLEDGE	SKILLS	COMPETENCES	LEVEL		ECVET POINTS
				EQF	NQF	
LEARNING OUTCOMES	<p>Meet the practices of other countries regarding the management and support for work life balance.</p> <p>Identify the advantages of managing the balance in organizations.</p> <p>Analyse the type of leadership commitment to workers, whether or not carried out activities to promote the reconciliation of personal, family and professional lives of its employees.</p>	<p>Analyse the situation in own country concerning the reconciliation of personal, family and work within the framework of activities of the European Union.</p> <p>Learn how to work within country's business & socio-economic environment.</p> <p>Understand the importance of work life Balance.</p>	<p>Determine own's organization position on life balance principles and procedures to strengthen the internal management through the implementation of EFR model.</p> <p>Bearing in mind the significance of tolerating/handling diversity to understand the importance of managing balance and its relation with "Leading with Responsibility" in organizations.</p>	5		0.5

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UNIT 3: Prompt Payment

SUMMARY DESCRIPTION: To properly frame the late payments reality into the sustainability and competitiveness of the companies and specially SME's.

To propose good cash flow management and collecting management practices, in order to improve the collections periods

	KNOWLEDGE	SKILLS	COMPETENCIES	LEVEL		ECVET POINTS
				EQF	NQF	
LEARNING OUTCOMES	<p>Recognize the global relevance of late payments issue and how the general practice of paying late the suppliers has negatively influence to the efficiency of companies.</p> <p>Identify the changes in European law and in several European countries regarding the obligation of companies and States to pay their suppliers on the time agreed, respecting the EU and/or national legislation.</p>	<p>Screen suppliers regarding their financial performance.</p> <p>Manage the organization invoice payments procedures and develop an "invoice payments" internal procedure.</p> <p>Mediate national law changes towards the EU's directive on late payments.</p> <p>Understand how to best manage cash flow problems in the context of risky clients.</p>	<p>Use arguments that can be used to "convince" companies and public authorities about the importance that on time payments have on GDP growth.</p> <p>Engage with authorities to improve the existing regulation towards the application of the on time payments European directive.</p> <p>Develop a client risk analysis.</p>	5		0.5

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ECVET EUROPEAN TOOLS

MEMORANDUM OF UNDERSTANDING

The Memorandum of Understanding (MoU) aims to establish the conditions for a national and/or transnational lifelong learning and/or VET mobility programmes between partners from different institutions and/or countries.

A MoU is an agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnerships procedures for cooperation. A MoU can be developed by networks of competent institutions from several countries and/or systems, but they can also be bilateral. This depends on the partnership needs and ambitions. While the establishment of a MoU is recommended for cases of organised mobility, if the institutions concerned already have trust in each other's procedures and they are competent to recognise credit without the agreement of another institution, they can put in place exchanges directly using the Learning Agreement.

Each MoU is a unique document, adapted to the specific conditions within the agreement between institutions, and the specific context of the mobility as well. Nevertheless, all MoU must cover the following items:

- ✓ General objective of the MoU
- ✓ Period of eligibility
- ✓ Information about the partners
- ✓ Information about the qualification concerned
- ✓ Agreement on the learning outcomes that can be considered under the MoU

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✓ Responsibilities

- ✓ Quality assurance
- ✓ Conditions for the establishment of the learning agreement
- ✓ Signatures

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MEMORANDUM OF UNDERSTANDING: *Template*

1 – General objective

This Memorandum of Understanding (MoU) aims to establish the conditions for a [...]

2 – Period of eligibility

The period of eligibility of the agreements set down in the MoU is from *[month-year]* to *[month-year]*.

3 – Information about the partners

Partner A (sending institution)	
Name of the institution	
Type of institution	
Address	
City	
Country	
Contact person	
Job title	
Phone number	
E-mail	
Homepage	
Short description of partner	

Partner B (hosting institution)	
Name of the institution	
Type of institution	
Address	
City	
Country	
Contact person	
Job title	
Phone number	
E-mail	
Homepage	
Short description of partner	

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4 – Information about the unit

Qualification A	
Name of the qualification (in original language)	
Name of the qualification (in English)	
NQF level	
EQF level	
ECVET Credit Points	

Qualification B	
Name of the qualification (in original language)	
Name of the qualification (in English)	
NQF level	
EQF level	
ECVET Credit Points	

Note: Insert a new table for each units, if needed

5 – General agreement on the units of learning outcomes that can be considered under the present MoU

Partner A				
Unit of Learning Outcomes	NQF level	EQF level	Learning hours	ECVET Points

Partner B				
Unit of Learning Outcomes	NQF level	EQF level	Learning hours	ECVET Points

Note: Details should be listed in the Learning Agreement

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6 – Responsibilities

<i>Responsibility for</i>	Partner A	Partner B
Signature of learning agreement	☒	☒
Sending information package		☒
Assessment of learning outcomes		☒
Accompanying tutorship		☒
Recognition of learning outcomes	☒	

Note: Further information should be provided when necessary (e.g., health insurance, travel insurance, arrangements on employment)

7 – Quality Assurance

- a) The hosting institution provides a safe **training environment** for the mobile learner in which he/she can develop and learn;
- b) The hosting institution takes into consideration the **level of competence** and development of the mobile learner (the years of training/work experience);
- c) The hosting institution allows **enough time, conditions and resources** for the training and coaching/tutoring of the mobile learner;
- d) The hosting institution provides a **detailed plan** including an introduction programme, evaluation interviews with the mobile learner on the progress of the placement (if applicable), and the final assessment of the mobile learner;
- e) The hosting institution cooperates with the sending institution and makes the appropriate **training agreements** as described in the Learning Agreement;
- f) The hosting institution gives the necessary **information on the conditions and equipment** concerning the work itself and the work environment (in case the hosting institution is a company) or concerning the training/units to be attended;
- g) A representative of the hosting institution (e.g., tutor, coach), in straight alignment with the sending institution, **monitors and evaluates** the achievement of the learning outcomes;
- h) The mobile learner shall **attend the needed training sessions/modules** in relation to the units selected for the present MoU, and fulfils other tasks that are part of the agreed plan;
- i) The mobile learner follows the training/ working hours, and **respects the rules in force** and legal provisions concerning professional confidentiality;
- j) If applicable, the mobile learner can **practice** (when necessary and under guidance) **the daily company activities** (in case the hosting institution is a company), in relation to the learning plan.

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8 – Conditions for the establishment of the Learning Agreement

This MoU is subject to a valid Learning Agreement signed between the above partners, and the mobile learner, prior to the mobility and includes the following points:

- a) Identification of the units concerned in the MoU;
- b) Assessment methods/tools developed by the hosting institution;
- c) Production of a Personal Transcript template in which are specified the number of ECVET points allocated to each unit in each of the partners concerned;
- d) Validation and recognition from the sending institution of the learning outcomes acquired at the hosting institution.

9 – Signatures

By using this agreement, we accept each partner's status as competent institutions, as well as each partner's quality assurance, assessment, validation, recognition criteria and procedures as appropriate for the purpose of transferring credits at the end of the training/learning period abroad.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding the day and year written above and here below.

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LEARNING AGREEMENT

If the MoU settles the framework between partners from different institutions and/or countries, the Learning Agreement (LA) brings to the main focus the most important part within the whole process: the learners. In this sense, a LA is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of a MoU.

The LA defines the conditions for the mobility of each individual learner. If the conditions for mobility are the same for a group of learners it is possible to use the same text for all the learners in the group. However, each learner should receive and sign a LA that concerns him/her individually.

The LA structures the institution of the mobility period of training, and is signed between the partners and the learner. It contains information about the learner and the partners involved in the MoU, and the framework of the mobility. Also contains as appendices, the description of the units of learning outcomes established for the mobility period, the personal transcript, in which the assessed learning outcomes are registered, and also the rules and regulations of the host institution.

Both partners and the learner must have a copy of the LA.

In this guideline is also included a template named 'Assessment Methodology', in order to facilitate the understanding and range of the assessment methodology inherent to the learning process of the other partners.

LEARNING AGREEMENT: *Template*

The aim of the present Learning Agreement is to structure the organisation of the mobility period of training/learning within the unit

1 – Learner/worker information

Family name			
First and middle names			
Date of birth	dd /mm /year	Country and city of birth	
Nationality			
Address			
		Postal code	
Mobile phone		E-mail	

2 – Partner A

Name of the institution	
Type of institution	
Address	
City	
Country	
Contact person	
Job title	
Phone number	
E-mail	
Homepage	
Short description of partner	

3 – Partner B

Name of the institution	
Type of institution	
Address	
City	
Country	
Contact person	
Job title	
Phone number	
E-mail	
Homepage	
Short description of partner	

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4 – Framework of the mobility

Name of the curriculum/profile					
Name and number of training unit		Learning hours		ECVET points	
Name and number of training unit		Learning hours		ECVET points	

Note: Insert or delete rows according to the number of units contained in the Learning Agreement

4.1 – List of Appendices

Appendix A – Units of learning outcomes

Appendix B – Assessment procedures

Appendix C – Personal transcript

Appendix D – Administrative and legal rules and procedures

5– Dates of the mobility period

The present Learning Agreement is valid from month/year to month/year.

6 – Signatures

[Learner full name]

Date:

Signature:

The Home VET Institution [name of institution] confirms that the Learning Agreement has been accepted.

[Responsible full name]

[Job title]

Date:

Signature:

The Host VET Institution [name of institution] confirms that the Learning Agreement has been accepted.

[Responsible full name]

[Job title]

Date:

Signature:

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PERSONAL TRANSCRIPT

In this guideline, the Personal Transcript is an appendix of the Learning Agreement.

The Personal Transcript consists in a document where the hosting institution states the learner's assessed learning outcomes. Its purpose is to detail the learner/worker assessed learning outcomes, units and ECVET points awarded within the partnership established.

PERSONAL TRANSCRIPT: *Template*

The aim of the present Personal Transcript is to detail the learner/worker assessed learning outcomes, units and ECVET points awarded within the unit

1 – Learner/worker information

Family name			
First and middle names			
Date of birth	dd /mm /year	Country and city of birth	
Nationality			
Address			
		Postal code	
Mobile phone		E-mail	

2 – Curriculum/profile information

Name of the qualification in the Home VET institution		Name of the qualification in the Host VET institution	
Unit	ECVET points	Unit	ECVET points
		ASSESSMENT RESULT	
Unit	ECVET points	Unit	ECVET points
		ASSESSMENT RESULT	

Note: Insert or delete rows according to the number of units contained in the Learning Agreement

Date:

Place:

Signature of the responsible in the Host VET institution:

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ASSESSMENT METHODOLOGY

As stated before, the assessment methodology template is basically a matrix for the hosting institution to fulfil, regarding their assessment methodology, the assessment techniques and instruments they will apply within the framework of the unit.

This template is also an appendix of the Learning Agreement and gives prior to the mobility process, the information to the learner, of how the achievement of the learning outcomes will be assessed by the host VET institution.

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ASSESSMENT METHODOLOGY: *Template*

The aim of filling this document is to facilitate the understanding and range of the assessment methodology within the present mobility training/learning programme.

1 – Learner information

Family name			
First and middle names			
Date of birth	dd /mm /yyyy	Country and city of birth	
Nationality			
Address			
		Postal code	
Mobile phone		E-mail	

Name of the qualification in the Home VET Institution	Name of the qualification in the Host VET Institution

2 – Assessment Methodology

The assessment methodology can be defined for each VET trainer/teacher/tutor in each learning unit, aiming always to **assess in an objective and clear way the achievement of the expected learning outcomes**. Before starting the training/learning qualification/unit the VET trainer/teacher/tutor selects the assessment instruments that will be used, the time for them application and their weighting against the criteria and evaluation parameters. The criteria and parameters to be evaluated are also defined in accordance to internal quality procedures.

Please specify which of the following assessment tools will be used in the training/learning qualification/unit:

2.1 – Regarding the moments specified for the assessment:

Before the training	During the training	After the training
---------------------	---------------------	--------------------

2.2 – Regarding the type of assessment

Diagnostic assessment	Formative assessment	Summative assessment
-----------------------	----------------------	----------------------

2.3 – Assessment techniques

Observation	Measurement	Oral	Written	Other:
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2.4 – Assessment Instruments

Observation	Observation form			
	List of events			
	Rating scale			
Measurement	Analytical and quantitative assessment sheet			
	Analytical and qualitative assessment sheet			
Oral	List of questions			
Written	Surveys		Questionnaire	
			Inventory	
			Other	
	Tests	Of production	Short answer	
			Development answer	
		Of selection	Multiple choice	
			Pairing	
			True or false	
			In completing	
			Other	
Other:	To be specified			

Date:

Place:

Signature of the VET trainer/teacher/tutor in the Host VET Institution:

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GLOSSARY

ASSESSMENT HOURS

Should include the time needed to prepare the assignment (e.g. if a student has to spend 6 hours reading a book in order to be able to work on an assignment, those 6 hours should be included). In the case of an exam, indicate only the time allocated to the exam (e.g. 2 hours).

COMPETENCE

Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In EQF context, it is described in terms of responsibility and autonomy (social competences).

CONTACT HOURS

Should refer to theoretical (non-practical hours). In case of live teleconferencing contact sessions, if it is conducted in schools setting, then it is considered as part of the contact hours.

CREDIT

Credit for learning outcomes (i.e. credit) designates individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications. Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript. Based on this documentation, other institutions can recognise learners' credit.

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CREDIT ACCUMULATION

Process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes. Accumulation of credit is decided by the competent institution responsible for the award of the qualification. When the learner has accumulated the credit required and when all the conditions for the award of the qualification are fulfilled, the learner is awarded the qualification.

CREDIT TRANSFER

Process through which learning outcomes achieved in one context can be taken into account in another context. Credit transfer is based on the processes of assessment, validation and recognition. In order to be transferred, learning outcomes have to be assessed. The outcome of the assessment is recorded in a learners' personal transcript and constitutes credit. On the basis of the assessed outcomes the credit can be validated and recognised by another competent institution.

EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET)

ECVET is a technical framework for the transfer, recognition and where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as Learning Agreements, transcripts of records and users' guides.

ECVET POINTS

Numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. Together with units, descriptions of learning outcomes and information about the level of qualifications, ECVET points can support the understanding of a qualification. The number of ECVET points allocated to a

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qualification, together with other specifications, can indicate for example, that the scope of the qualification is narrow or broad.

EUROPEAN QUALIFICATION FRAMEWORK (EQF)

EQF is a reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. The eight reference levels are described in terms of learning outcomes.

FORMAL LEARNING

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

KNOWLEDGE (K)

Outcome of the assimilation of information through learning. Is the body of facts, principles, theories and practices that is related to a field of work or study. In the EQF context, is described as theoretical and/or factual.

HANDS-ON HOURS

Should refer to practical sessions which can also be supervised. In case of site visits, if supervised, are considered as hands-on practice.

INFORMAL LEARNING

Informal learning results from daily activities related to work, family life or leisure. It is not structured and usually does not lead to certification. In most cases, it is unintentional on the part of the learner.

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LEARNING AGREEMENT (LA)

It is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of a Memorandum of Understanding (MoU). The LA defines the conditions for the mobility of each individual learner. If the conditions for mobility are the same for a group of learners it is possible to use the same text for all the learners in the group. However, each learner should receive and sign a Learning Agreement that concerns him/her individually.

LEARNING OUTCOMES (LO)

Statements of what a learner/worker knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competences.

MEMORANDUM OF UNDERSTANDING (MOU)

Agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnerships' procedures for cooperation.

NON-FORMAL LEARNING

Learning that is not provided by an education or training institution and typically does not lead to certification. However, it is intentional on the part of the learner and has structured objectives, times and support.

PERSONAL TRANSCRIPT

Record of learning achievements. It contains information on learners' assessed learning outcomes, units and ECVET points awarded. It also specifies the identity of the learner and the competent institution(s) that assessed, validated and recognised learners' credit. The personal transcript is a document that belongs to the learner.

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QUALIFICATION

Formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to a given standard.

RECOGNITION OF LEARNING OUTCOMES

The process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

SELF-STUDY HOURS

Should refer to the study of something by oneself without direct supervision or attendance in a class. In case of site visits, if not supervised, are considered as self-study.

SKILLS (S)

Ability to apply knowledge and use know-how to complete tasks and solve problems. In EQF context, are described as cognitive (use of logical, intuitive and creative thinking) and/or practical and technical (manual dexterity and the use of methods, materials, tools and instruments).

UNITS OF LEARNING OUTCOMES

Unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected.

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VALIDATION OF LEARNING OUTCOMES

The process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.

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