

RECOGNITION AND VALIDATION PROCESS AFTER THE MOBILITY ABROAD

MOBILITEACH SECTORAL: Hospitality and STEM Cross disciplinary didactics



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UNISER PROCESS

1. Which educational profiles participate in the project?
 - Identify **qualifications** together with the sending organization.
 - Identify the **Learning units** described later in the LA.
2. Choose the **Technical Competences** from the [national CV](#). Students are going to work on those competences in the company abroad.
 - Identify the **Learning Outcomes** divided into skills, abilities and knowledge.
3. Choose the **Key Competences** introduced by the recommendation of the EU parliament in 2009 and updated in 2018.
4. **Recognition and validation:** understand the typology of recognition to offer to the students at their school (home country).

RECOGNITION AND VALIDATION PROCESS AFTER THE MOBILITY ABROAD

ECVET - European Credit system for Vocational Education and Training

What is the goal of ECVET?

It is a tool which enables the **recognition of learning** in an easily understandable way throughout Europe, fostering transparency and comparability in VET.

The most important aspect is the focus on learning outcomes to show what a learner knows, understands and is able to do upon completion of a learning process.

AIM → to facilitate the **recognition of learning outcomes** in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.

Why is ECVET useful?

- ECVET provides a framework for the **assessment, validation and recognition of learning outcomes**;
- ECVET promotes the **integration of mobility** into existing learning pathways;
- ECVET supports the **valorisation of key competences**;
- ECVET contributes to the **development of a common language** to be used by different VET stakeholders and promotes mutual trust within the wider VET community;
- ECVET supports the design of individualised, tailored and flexible training programmes.

How does ECVET work?

STUDENT → LEARNING EXPERIENCE (PROCESS) → LEARNING OUTCOMES (PRODUCT)

→ Using **LEARNING OUTCOMES** to describe the expected goals of the learning process which the student will go through while abroad.

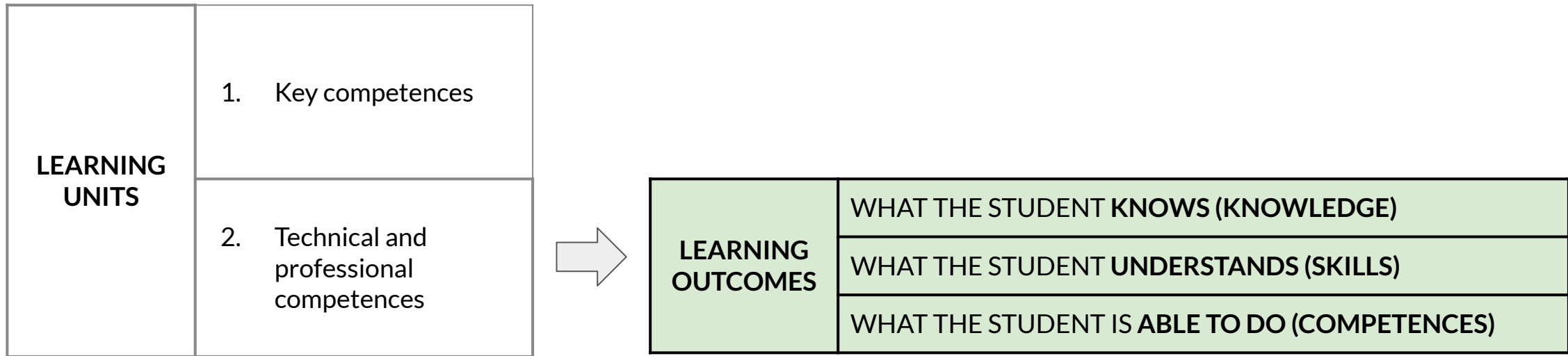
The learning process can be formal, non formal or informal.

During his/her internship abroad the student is expected to work on both hard and soft skills. In other words, the student is going to work on:

- technical and professional skills;
- key competences.



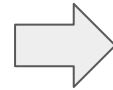
What are Learning Outcomes?



1. Key competences, see the European Reference Framework.
2. **Technical and professional competences** are listed in the national curriculum.

Example of learning outcomes definition (IT):

2. TECHNICAL AND PROFESSIONAL COMPETENCES
Configure, install and manage data processing systems and networks
Analyse and compare the operation of electronic and telecommunication devices and instruments
Manage projects according to the procedures and standards set by the company quality and safety management systems



LEARNING OUTCOMES
Know how to develop computer applications for local networks or remote services.
Understand the life cycle of applications that can turn to management software, oriented to services and for dedicated or embedded systems.
Analyse, design, install and manage computer systems, databases, computer systems networks, multimedia systems, signal transmission and reception equipment.

Example of Key Competences definition: The European Reference Framework

Choose the Key Competences on which your consortia would like to work on!

The EU Parliament has introduced two sets of recommendations in the last two decades.

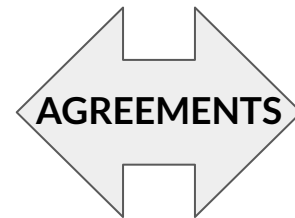
Most precisely, the so called [Reference Framework \(click here\)](#) sets out **8 KEY COMPETENCES**:

- Literacy competence;	- Personal, social and learning to learn competence;
- Multilingual competence;	- Citizenship competence;
- Mathematical competence and competence in science, technology and engineering;	- Entrepreneurship competence;
- Digital competence;	- Cultural awareness and expression competence.

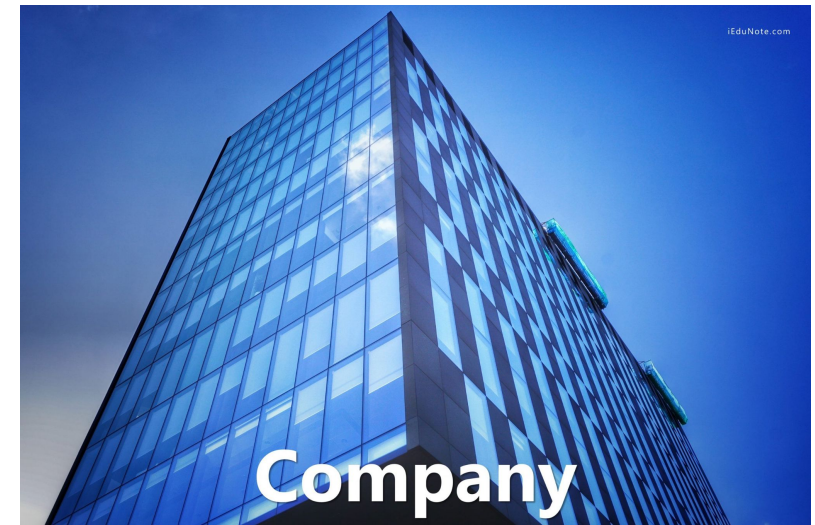
VALIDATION AND RECOGNITION in a mobility project

HOW TO VALIDATE AND RECOGNISE THE LEARNING OUTCOMES ACQUIRED ABROAD
(IN A COMPANY) FOR THE HOME COUNTRY QUALIFICATION (AT THE SCHOOL)?

Sending organisation



Host organisation



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ECVET 3 PHASES PROCESS

PHASE 1 - BEFORE MOBILITY

Preparing a Memorandum of Understanding;

Identifying units of learning outcomes;

Discussing assessment and agreeing on **how to document learners' achievements**;

Clarifying validation and recognition;

Signing a Learning Agreement.

- In the [Memorandum of Understanding](#) partner organizations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence.

- The preparation of the training contract ([LA](#)). This document should specify the learning outcomes expected at the end of the mobility period.



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ECVET 3 PHASES PROCESS

PHASE 2 - DURING MOBILITY

Learners participate in different activities;

Learners demonstrate achievement of the targeted learning outcomes.

Person(s) responsible for assessing the learner's performance	COMPANY TUTOR
Assessment of learning outcomes	During the international mobility the company tutor will evaluate the activities carried out by each student.
How and when the assessment be recorded	Learning outcomes will be assessed during the 3rd week of internship according to the procedure agreed on the Memorandum of Understanding.

ASSESSMENT OF LEARNING OUTCOMES:

Company Evaluation Form filled by the company tutor

Assessment Table 2: Key Competences

Key Competence	Learning Outcome to be assessed	Level Achieved				
		1	2	3	4	5
Communication in foreign language	He/she learnt new words and expressions in foreign languages					
	He/she learnt new concept, approaches, methods coming from different country					
	He/she learnt new things about different cultures					
	He/she become more confident when speaking foreign language					
Learning to learn	He /she was able to integrate himself/herself into new working groups					
	He/she was able to cope with stress and frustration and to express it in a constructive way					
	He/she spoke frankly with his/her supervisors					
	He/she showed a proper professional curiosity					
	He/she accepted with ease new tasks					
	He/she knew how to tackle multiple tasks simultaneously					
Social and civic competences	He/she was able to understand a culture different from his/her native one					
	He/she spoke frankly with his/her supervisors					
	He/she was able to manage conflicts successfully					



ASSESSMENT OF LEARNING OUTCOMES:

Company Evaluation Form filled by the company tutor

	He/she was able to value diversity, to respect others, to overcome prejudices and to compromise						
	He/she understood the concepts of democracy, citizenship, civil rights and awareness of their practical applications						
Sense of initiative and entrepreneurship	He/she arranged his/her own work autonomously						
	He/she is able to recognize the structure and the organization of the company						
	After he/she completed a task, he/she has was available for other activities						
	During the internship, he/she has improved his/her ability to handle problems						
	He/she took charge of his/her own actions						

Level

Your assessment on the **LEVEL** reached by the student in each skill listed in the table must be expressed by choosing from one of the following items:

1 = Not assessed: the student did not have the opportunity to carry out this activity

2 = Not achieved: the student did not reach the basic level

3 = Basic level: the student carried out simple tasks in known situations, showing that he/she possesses only essential knowledge and skills and he/she is able to apply basic rules and procedures

4 = Intermediate level: the student carried out complex tasks and solved difficult problems in known situations, making aware choices and showing he/she is able to use the acquired skills.

5 = Advanced level: The student carried out complex tasks in known and unknown situations, showing mastery in the use of knowledge and skills. He/she is able to suggest and support his/her own opinions and to take decisions independently.

Please explain the reasons for your evaluation in case of low rating (1 or 2):



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ECVET 3 PHASES PROCESS

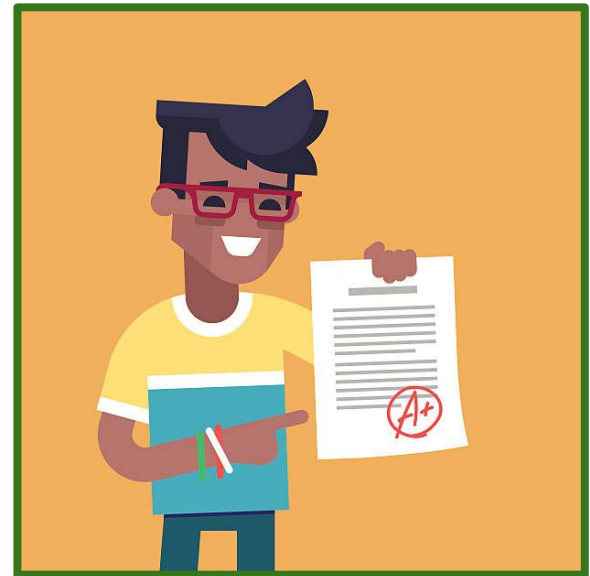
PHASE 3 - AFTER MOBILITY

→ **VALIDATION:** the institution in the home country is responsible for verifying whether all the documents and formal requirements listed in the MoU have been met or not.

The board of teachers **validates the assessment** carried out by the tutor in the company abroad.

→ **RECOGNITION:** the institution in the home country implements the the typology of recognition defined in the MoU.

The board of teachers **recognizes the learning outcomes** achieved by exempting the participant from the mandatory internship foreseen by his study programme. Otherwise the schools decide to give to participants additional credits useful for their final exams.



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Further information and readings

RECOGNITION AND VALIDATION PROCESS AFTER THE MOBILITY ABROAD

ECVET Toolkit

[Introduction to ECVET \(click here\):](#)

What is ECVET?

Why use ECVET?

How does ECVET work?

Mobility Documents

[Learning Agreement](#)

[Stage register](#)

[Company evaluation](#)

[Certificate](#)

[Europass](#)