

**Be-TWIN 2 ECTS-ECVET:
BUILDING BRIDGES AND OVERCOMING DIFFERENCES**

2012-1-IT1-LEO05-02819
CUP G32F12000070006

**BUILDING
BRIDGES
AND
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**Work Package 4
Pilot Testing Phase**

**Result 21: Baseline documents for ECVET process
(Memorandum of Understanding: remarks and
considerations)**

November 2014

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Work Package 4 Leader:



Partners involved:



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Colophon

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MEMORANDUM OF UNDERSTANDING: REMARKS AND CONSIDERATIONS

The Veneto Region, in particular the Directorate for Education, is responsible for approving the three-year plan for higher technical education and, every year, for designing the courses, establishing, in agreement with the Ufficio Scolastico Regionale Veneto, the share of funding. It is also responsible for coordinating the various training activities – especially the design and implementation of both courses and final exams, the assessment procedures and the establishment of specific boards and finally the issuing of final certificates.

Both USRV and Veneto Region as partners played an active role in promoting the testing phase in the Be-TWIN 2 project. The testing involved the six I.T.S. Veneto foundations who have used the methodology (adapted from Be-TWIN to Be-TWIN 2).

Specifically, not only the matrix, which allow to match the units with the learning activities and to make an equivalence between ECVET credits and points with ECTS ones, but also the procedure to fill in the standard of the Senior Technician concerning the ITS three-year plan (2013-2017).

This procedure was previously designed in the DRIVING project and it is described in the final publication; it has been reviewed over time, in such a way that the various components could be included in a reasonable and functional way in the matrix re-adapted in the Be-TWIN 2 project. The need to fill in the has encouraged the consortium to find a key based on learning outcomes to match the units and the training units.

This methodology has the following strengths, weaknesses, risks and opportunities.

Strengths

1. Excellent tool to consider the professional needs by the labour market
2. Useful instrument for the design as it allows to
 - gather and express the needs of the labour market;
 - make a summary in the design phase;
 - ensure transparency for users and teachers;
 - facilitate the teaching coordination;
 - support the assessment phase and the allocation of credits
3. Useful tool for geographical and labour market mobility
4. Useful tool in the assessment of WBL (almost half of hours in ITS courses correspond to the internship).

Weaknesses

1. The need for a special training of designers, the group of teachers responsible for coordination and mentoring

2. Industriousness of the initial design and the need for a continuous review and adaptation.

Threats

1. Professional resources are unmotivated and don't understand the reason of the work
2. Filling in performed in a superficial way.

Opportunities

1. The tool is useful in an innovative pathway
2. The instrument is flexible to innovation and area changes as well as progressive changes of professional needs
3. Excellent tool to support the coordination of the course
4. The tool can facilitate the re-design of the training offer
5. Definition of learning activities, that is the balance between the workload and the weight given to the unit
6. Evaluation of the training carried out in the company.

In Be-TWIN 2 project the implementation or simulation of a transnational mobility to verify the matrix pertinence were initially planned. These activities have not carried out (see the amendment) due to a lack of economic resources. However, thanks to a project funded by the Veneto Region (DGR 875 – 06.04.2013) Percorsi di mobilità transnazionale e interregionale professionalizzante - POR FSE 2007-2013 – Asse V Transnazionalità e Interregionalità – Sezione Lavoro - in February 2014, the Fondazione Centro Produttività Veneto could send abroad a young graduate in "Tecnico per il coordinamento dei processi di progettazione, produzione e marketing del prodotto moda" managed by the Foundation ITS COSMO in Padua.

The project was developed by CPV that promotes transnational mobility experiences specifically addressed to ITS graduates making use of relations with Dutch, Belgian, Italian, Turkish, English foreign partners, thanks to the European "EUrFASHION" Network in the textile and fashion sector. The student spent 12 weeks of internship in a Dutch company (Arnhem Fashion Factory) performing specific activities in the following professional areas: monitoring product development; Planning procedures and logistics of the fashion product; Coaching in collection briefing and development; analysis of fashion trends. Back in Italy, the student has participated in meetings dealing with the definition of the individual file and the Europass Mobility.

This experience has confirmed that Be-TWIN 2 project can contribute to greatly improve the possibility to implement a training period in another education system.

In the testing phase the matrix was particularly useful for the internship experience in one Italian or foreign company. It was a great transparency tool because it combines two different languages: the one of the labour market based on

the activities and performances provided and the one of the education that is often linked to disciplines/modules.

This type of approach has always led to consider the two experiences in time sequence (first you study and learn, then you apply) and not as interactive, that is, in a logic of implementation and mutual enrichment (from the experience you cannot only apply, but also learn new knowledge, find and implement new skills, find new opportunities).

It is therefore a fundamental integration for the learning, generally recognized in the world of education, but hard to implement because there is not the tool that allows to evaluate the different experiences. The tools developed in the Be-TWIN 2 project were fundamental, not only for the mobility experience mentioned above, but also for the testing phase carried out by the six ITS foundations in Veneto.

The results achieved in Be-TWIN 2 project enable to appropriately fill in the sections of the Memorandum of Understanding (the template has been downloaded from the ECVET User's Guide), as described below:

[Section 1](#)

In this section the institutions could indicate whether the MoU serves to the geographical mobility or among educational systems: vertical mobility (recognition in a different EQF level) or horizontal mobility (transitions).

[Section 2](#)

This section deals with data of the organizations that sign the MoU.

[Section 3](#)

This section contain a list of organizations who are able to operate in the framework of the MoU.

[Section 4](#)

From paragraph 1 to 4 the institutions have to report the information on their national and regional legislation.

To fill in paragraph 5, it is necessary to use the materials developed by ITS foundations in the testing phase. Here institutions don't have to list the modules (learning activities) but the units of learning outcomes or parts of them.

In completing paragraph 6, in addition to what is described in the Diploma Supplement, institutions should attach a document with the learning outcomes associated with the qualification and the description of the units of learning outcomes for mobility.

Section 5

Assessment

- procedures for assessment, already officially declared in the Diploma Supplement

Documentation

- attachment or description of any documentation

Validation

- declaration and motivation for ECTS credits and, possibly, for ECVET credits and points allocated by the hosting organisation.

Recognition

- The procedures to recognise and possibly integrate credits and points allocated to units or parts of them and then the corresponding parts of the training unit already carried out and to be recognized by the sending organisation.

Agree on how it is done.

The attached documentation is fundamental.

Section 6

The section deals with the validity of the MoU.

Section 7

The section deals with the evaluation and review process and the responsible persons within the organisations.



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