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Employment Pathways**

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**D1.3.b Model of European-wide learning
mobility in agricultural VET**

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MoMoVET is an elaborate, harmonized **model of current processes and workflows** related to VET and VET-related mobility, covering the **perspectives of different stakeholders** across EU countries and different contexts including **formal, non-formal** and **informal VET activities**. The focus shall be on the agricultural domain and an emphasis will be put in documenting and modelling the **current approaches** and **best practices** according to the **principles of Leonardo Da Vinci mobility actions**.

According to the workplan of the ECVET STEP project, the feedback that has been collected from all consultation activities at national level (D1.2) shall be integrated into revised versions of the reports on national implementation of VET processes (D1.1). These revised versions will then serve as a basis for a report that will provide a synthesis of the analyses presented in D1.1, presenting a **“Model of European-wide learning mobility in Agricultural VET”**. Indeed, since this report will serve as the basis for the work on the “ECVET Capability Maturity Framework” (WP2), it will use a structured approach for the presentations of the model, based on documentation of the associated workflows using the Business Process Model and Notation (BPMN) approach. ***The model along with an executive summary will be translated in all seven national languages of the partners (Greek, German, Spanish, French, Dutch, Slovene, and Czech) in order to be used for early dissemination activities and raise interest around the project’s outcomes.***

This report is aimed primarily at education policy-makers and bodies responsible for developing ECVET in education and training systems. It is therefore potentially of interest to national, regional, local and sectoral organisations, depending on their remits.

1.1 Scope and Context of MoMoVET

The first Milestone of the ECVET STEP project has been the creation of **MoMoVET**, a *Model of Mobility for Vocational Education and Training actions*. The experience of the *ECOTOOL* project in VET and ECVET adoption, as well as existing models from other competence-related LLP projects has been exploited for the development of MoMoVET. European instruments like *EQF* and European standardization project outputs like *EuroLMAI*, *InLOC* and *e-CF* have been considered to align the model to established European policies.

This publication documents MoMoVET in the form of an initial modelling of European wide learning mobility in agricultural VET. A revision of the model shall take place during the next phase of the project, where the model shall be extended and elaborated according to feedback from the ECVET community.

Furthermore, MoMoVET shall be the basis for the “ECVET Capability Maturity Framework” (CMF) that is being implemented in work package WP2 of the ECVET STEP project, *“aiming to facilitate stakeholders engaged in learning mobility to better understand their current status, in relation to MoMoVET and discover the ways they can adopt efficient and effective usage of the ECVET system for implementing mobility strategies, introducing tangible quality aspects.”*

The initial stakeholder needs and the associated analysis of requirements have been communicated, discussed and validated in open stakeholder workshops that involved actors from the agricultural sector at national level in five countries (the Czech Republic, Greece, Netherlands, Slovenia, and Spain). Representatives of core stakeholders have been invited to participate, including VET organisations, national bodies, agricultural corporations, professional societies and associations. Furthermore, the ECVET STEP project reached out to the agricultural community through an open requirements’ gathering survey to gather and analyse more information on needs and requirements. This survey will be continuously promoted and supported by international channels and networks, such as the FAO’s e-Agriculture virtual forum (<http://www.e-agriculture.org>) and Cedefop’s workshops and related events.

1.2 The need for MoMoVET

ECVET, the European Credit system for Vocational Education and Training, 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 ECVET users’ guides.”*²

There are two broader objectives in terms of the implementation of ECVET:

1. to promote transnational mobility primarily within the European Union; and
2. to facilitate lifelong learning.

MoMoVET focuses on the use of ECVET for mobility.

As documented in the Cedefop publication *“Necessary Conditions for ECVET implementation”*, the European credit system for vocational education and training (ECVET) is a powerful tool of the strategic framework for European cooperation in education and

¹ Food and Agriculture Organisation of the United Nations, www.fao.org

² Recommendation of the European Parliament and of the Council

training (ET 2020) for increasing cross-border cooperation in education and training. It should lead to portable qualifications and transferable learning outcomes, thereby making learning mobility and lifelong learning a reality for young and adult learners. ECVET benefits from the development of national qualifications frameworks and validation mechanisms in Europe. EU Member States have started implementing ECVET, as Cedefop's 2010, 2011 and 2012 monitoring reports show. However, there was a widespread feeling among ECVET working groups and officials in charge of ECVET in Member States that **common guidelines are needed to support the strategy formulation and peer learning**.

ECVET implementation is essential for the development of VET and qualifications systems, but it is also a complex and challenging process. There is therefore a growing need, especially in the current climate of budgetary restraint, for guidance on how to develop ECVET and cultivate a sense of shared ownership during the implementation process.

Towards this need, MoMoVET aims to be an elaborate, harmonized model of current processes and workflows related to VET and VET-related mobility, covering the perspectives of different stakeholders across EU countries and different contexts including formal, non-formal and informal VET activities. The focus has been on the agricultural domain and an emphasis has been put in documenting and modelling the current approaches and best practices according to the principles of Leonardo Da Vinci mobility actions.

1.3 The goals of MoMoVET

MoMoVET's main goals follow that (goals) of any process model³, aspiring to be:

1. Descriptive

- (a) Track what actually happens during a process.
- (b) Take the point of view of an external observer who looks at the way a process has been performed and determines the improvements that must be made to make it perform more effectively or efficiently.

2. Prescriptive

- (a) Define the desired processes and how they should/could/might be performed.
- (b) Establish rules, guidelines and behaviour patterns, which, if followed, would lead to the desired process performance.

3. Explanatory

- (a) Provide explanations about the rationale of processes.
- (b) Explore and evaluate the several possible courses of action based on rational arguments.
- (c) Establish an explicit link between processes and the requirements that the model needs to fulfil.
- (d) Pre-defines points at which data can be extracted for reporting purposes.

1.4 Sources of information

Towards the creation of MoMoVET, the partners of the ECVET STEP project have taken into consideration an extensive list of associated specifications, initiatives, recommendations, projects, organisations, mainly with a European perspective. This list includes (but is not limited to) the following:

³ http://en.wikipedia.org/wiki/Process_modelling

1. The ECOTOOL project – <http://www.competencetools.eu/>
2. The EQAVET projects – <http://eqavetprojects.eu/>
3. The FLINEVET project – <http://www.flinevet.eu/>
4. The European Training Foundation (ETF) – <http://www.etf.europa.eu>
5. EQAVET indicators – <http://www.eqavet.eu/qa/tns/monitoring-your-system/evaluation/indicators.aspx>
6. Cedefop's report "The development of ECVET in Europe (2010)" – http://www.cedefop.europa.eu/EN/Files/6110_en.pdf
7. Cedefop's report "The development of ECVET in Europe (2011)" – http://www.cedefop.europa.eu/EN/Files/6114_en.pdf
8. Cedefop's report "Monitoring ECVET implementation strategies in Europe" (2013) – http://www.cedefop.europa.eu/EN/Files/6118_en.pdf
9. Cedefop's briefing note "Developing Apprenticeships", May 2014 – http://qualityplacements.eu/wp-content/uploads/2014/02/Cedefop_Apprenticeships_May2014.pdf
10. Q-Placements network - The European host companies network for the promotion of international workplace training for IVET students and apprentices – <http://www.q-placements.eu>
11. The Q-Placements handbook "For the Quality of International Workplace Training for Initial Vocational Training Students" – available from the Q-Placements network website
12. Evaluation of implementation of the ECVET (2014) – http://ec.europa.eu/dgs/education_culture/more_info/evaluations/docs/education/ecvet14_en.pdf
13. The ECVET Toolkit – <http://www.ecvet-toolkit.eu/>
14. The ECVET Experts project – <http://www.ecvetexperts.org.uk>
15. The FINECVET project – <http://www.finecvet.fi>

1.5 Audience and License

This deliverable is targeted mainly for training organisations that participate in ECVET training activities involving mobility, in the form of a home and/or host institution. Moreover, all stakeholders interested in ECVET may be interested in the presented approach of MoMoVET. The model itself, along with an executive summary, will be translated in all seven national languages of the partners (Greek, German, Spanish, French, Dutch, Slovene and Czech) and will formally reported to National Consultations. Moreover, it will also serve as the basis for the online toolkit for ECVET adoption, which is being deployed at <http://ecvet-step.eu/>.

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1.6 Glossary

- **Competence:** The proven ability to use knowledge, skills and personal, social and/or methodical abilities in work or study situations to pursue professional or personal development (EQF⁶).
- **Competent Institution:** An institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries.
- **Credit:** The use of credit in ECVET means evidence that learning achieved abroad can be recognised towards the award of a qualification or unit(s). It is not the same as the definition of credit used in the QCF, the CQFW or the SCQF.
- **ECVET points:** A numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.
- **Host institution:** The company or college receiving the mobile learner.
- **Home institution:** The company or college in the learner's home country which usually employs or educates him or her.
- **Knowledge:** The outcome of acquiring things through learning. Knowledge consists of a set of facts, principles, theories and practices related to one's professional field or field of study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
- **Learning agreement:** An agreement signed between each learner, the home and host institution.
- **Learning outcomes:** The skills, knowledge or understanding which a learner is expected to master as a result of successful completion of a process of learning.
- **MoU:** The Memorandum of Understanding between the Host Institution and the Home Institution provides a framework for both institutions to agree procedures for learning outcomes, assessment, quality assurance, validation and recognition.
- **Skills:** The ability to apply knowledge and use know-how to perform tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

⁶ EQF – the European Qualifications Framework (In the context of EQF, competence is described in terms of responsibility and autonomy.)

2 MoMoVET'S KEY STAKEHOLDERS AND ACTORS

The following paragraphs describe the key stakeholders, i.e. entities that hold an interest in MoMoVET. Furthermore, a short review of the main mobility actions is presented, with input from the partners' experience from past projects, as well as from relevant reports and descriptions of best practices.

2.1 Stakeholders for MoMoVET

As identified and described in project's deliverable D1.1 *"Report on national implementation of VET processes"*, there are four different categories of stakeholders who have direct interest in the modelling of ECVET actions:

1. **Learners** (Trainees, university students, post-secondary education students, etc.);
2. **VET Providers** (educational institutions including tutors, learning companies);
3. **Employers** (Corporations, companies, work placements); and
4. **VET governance** systems, authorities and intermediate organisations (ministry, accreditation agencies, learning outcomes registries).

Regarding to VET providers, our work is only focusing on those who comply to ECVET's definition of **competent institutions**: *"... an institution that is responsible for designing and awarding qualifications or recognizing units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries"*. In the context of MoMoVET, we refer to two types of ECVET competent institutions: **Home institutions** and **Host institutions**.

Regarding to VET governance, the following is a list of organisations and systems that have been identified and consulted towards the creation of MoMoVET, across the countries of the partners of the ECVET STEP consortium.

- **Greece:** EOPPEP is coordinating the mobility between the host and the home institutions in the country. <http://europass.eoppep.gr/index.php/en/>
- **Netherlands:** The Knowledge Center Aequor is involved in the development of the Qualification Structure and in the recognition of learning companies.
- **Slovenia:** the following institutions are related to VET governance: (1) National Centre of Vocational Education Research, (2) National Examination Centre Slovenia (CPI) and (3) Ministry of Labor, Family and Social Affairs
- **Germany:** The German Ministry for Education and Research (BMBF) has a working group on ECVET to pilot first applications in VET (<http://www.ecvet-info.de/>)
- **Czech Republic:** The Ministry of Education, Youth and Sports (MŠMT) and National Institute of Education (NÚV). There is a strategy for implementation of ECVET – establishment of the Coordination Centre for ECVET.

2.2 Actor Roles for VET mobility activities

The following list⁷ describes an indicative set of 28 key steps performed by the identified actors during the three main phases of VET actions based on work placement at another country.

⁷ The list is an adaptation of the analysis presented in the "Q-Placements" handbook.

Before

1. Application of the Learner to the Home institution
2. Recruitment of the Learner
3. Appointment of a school Tutor from the Home institution
4. Drawing up required documents
5. Host company's assessment (work placements)
6. Workplan proposal
7. Host company's selection
8. Appointing a Company's tutor
9. Workplan feedback
10. Validation of workplan and placement agreement
11. Practical information regarding the host country
12. Pre-departure training
13. Preparing Company's materials and facilities

During

14. Trainee's welcome session
15. Initial meeting
16. Induction meeting
17. Placement monitoring and follow-up
18. Final evaluation meeting

After

19. Certifying the placement
20. Trainee's report
21. Satisfaction questionnaire
22. Feedback meeting
23. Capitalisation of the experience
24. Final evaluation
25. Host company's Quality Certificate
26. Drawing up conclusions
27. Dissemination in home country
28. Dissemination in host country

2.3 ECVET-based mobility activities

The following is a list of the 9 key activities performed during the three main phases of ECVET-based mobility actions, as documented in the "ECVET Toolkit".

Before

1. Establish a Partnership
2. Prepare a MoU (units of Learning Outcomes able to be acquired, assessment procedures, etc.)

3. Clarify Validation and Recognition
4. Sign A Learning Agreement (for each mobile learner)

During

5. Provide learning activities
6. Carry out assessment
7. Document assessment results – Personal Transcript

After

8. Validate and recognise Learning Outcomes
9. Evaluate process and results / Added-value of ECVET for each participant

2.4 Summary of activities

According to the revision of the ECVET-STEP involved Agricultural partners it was suggested the following table that summarises the activities and groups in term of target and phase of mobility.

	LEARNER	HOME INSTUTION	HOST INSTITUTION
Before	1. The learner applies to the home institution 6. The workplan is proposed 7. They select the host company 10.b The validation of placement agreement is made 11. The learner receives practical info regarding the host country 12. The learner follows a pre-departure training	1. The home institution receives learner's application 2. Recruitment of the learner 3. An appointment of a school tutor is arranged 4. Drawing up required documents 5. Host company's assessment 6. The workplan is proposed 7. They select the host company 8. Appointing a company's tutor 10.a The validation of workplan is made 10.b The validation of placement agreement is made 11. The home institution provides practical info regarding the host country 12. The home institution provides a pre-departure training	5. Host company's assessment is conducted 6. The workplan is proposed 8. An appointing with a company's tutor is arranged 9. The host institution provides feedback on the workplan 10.b The validation of placement agreement is made 13. Preparation of materials and facilities
During	15. Initial meeting 16. Induction meeting 18. Final evaluation meeting	17. Placement monitoring and follow-up	14. Trainees welcome session 15. Initial meeting 16. Induction meeting 18. Final evaluation meeting
After	20. Trainees report is conducted 21. Satisfaction questionnaire is completed 22. A feedback meeting is organized 23. Capitalisation of the experience 24. Final evaluation 25. Host company's quality certificate	19. Certifying the placement 21. Satisfaction questionnaire is completed 22. A feedback meeting is organized 23. Capitalisation of the experience 24. Final evaluation 25. Host company's quality certificate 26. Drawing up conclusions 27. Dissemination in home country	21. Satisfaction questionnaire is completed 28. Dissemination in host country

Table 2.1 Summary Table of the activities and groups involved in a VET mobility.

Erasmus+ and LdV best practices

A useful set of case studies have been published as part of the UK ECVET Experts Project⁸ which illustrate the versatility of the ECVET model when used with one of the series of European mobility programmes, such as Leonardo da Vinci (LdV). While the case studies focus on awarding organisations based in the UK, they are easily mapped to the processes of institutions across Europe. Awarding organisations 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 MoU. Awarding organisations remain accountable for the awards they make even where learning takes place and evidence is generated overseas. Awarding organisations will need to assure themselves that they are in a position to make an award in line with the relevant regulatory requirements which apply to them.

The following is a narrative description of the processes involved in ECVET based mobility, from the project's "ECVET Explained"⁹ report.

1. A college or training provider in the UK (the **home institution**) arranges a study visit or work placement (a **mobility**) with a similar organisation in the EU (the **host institution**). These are known as the **competent institutions**. In some cases a company which specialises in organising mobility schemes may be involved (the **intermediary institution**)
2. The competent institutions agree what learning will take place (the **learning outcomes**), so that it supports the requirements of the learner's learning programme in the UK. If there is a sufficient match between the learning that will take place abroad and Learning Outcomes from one or more of the units of the qualification that is being taken in the UK, it may be possible for the learning to be assessed and the evidence produced subjected to the normal quality assurance processes for internal and external verification (**validation** is the term used in ECVET) processes so that it counts towards the award of a unit or a qualification.
3. A **Memorandum of Understanding** (MoU) is signed between host and home institutions and includes information about the learning outcomes and assessment arrangements. A **learning agreement** is signed by the home and host institutions and the learner. This confirms the exact arrangements that are in place for the learner, including the learner's progress so far. In many cases an assessor from the UK will accompany learners and undertake assessment in the same way that they would do in the UK. In some cases evidence will be collected via an e portfolio and assessed once the learner returns home. Assessment on paper or ICT, i.e. more conventional cognitive tests, can of course be undertaken in the same way as at home. When partnerships between the home and the host institution become secure, it may be possible for the host organisation to assess, providing appropriate safeguards are in place.

The description of the Memorandum of Understanding and its difference(s) from the Learning Agreement are highlighted in the publication "FINECVET as a pioneer" of the Finnish National Board of Education¹⁰:

While a Memorandum of Understanding serves as a general framework for mobility between two institutions, a Learning Agreement is prepared for **each** individual student or candidate who is preparing for a mobility period. It is signed by the learner as well as representatives of the sending and of the hosting institution (education provider or workplace or both). The Learning Agreement contains, for instance, the identity of the learner preparing for a mobility period, the duration of the mobility period, the learning outcomes expected to be achieved, the associated ECVET points or credit points, the assessment criteria and methods as well as the validation and recognition of achieved learning outcomes.

⁸ <http://www.ecvetexperts.org.uk>

⁹ "ECVET Explained: Guidance for awarding organisations and their recognised centres", Feb 2014, ECVET Experts project, <http://www.ecvetexperts.org.uk>

¹⁰ "FINECVET as a Pioneer: From Piloting to Implementation!", 2012, ISBN 978-952-13-5276-8, Finnish National Board of Education.

3 MoMoVET: A MODEL OF EUROPEAN-WIDE LEARNING MOBILITY

This part of the report presents the 1st version of MoMoVET: a Model of European-wide learning Mobility for VET actions. The phases, the key actors and the key processes are thoroughly documented and the model is presented in the form of BPMN diagrams¹¹.

3.1 MoMoVET actors

MoMoVET's goal is to provide a coherent model of activities of the key actors of ECVET-based mobility actions, as well as the interactions and outcomes of those activities. It is thus a *"process model"*, including a description of the actors and the associated processes in the form of workflows of activities.

The first step in defining MoMoVET has been the identification of the key roles. The 1st version of the model focuses on three entities:

1. **Host institutions;**
2. **Home institutions;** and
3. **Learners**

3.2 Main phases

The ECVET process is divided into a primary and three main stages:

1. ECVET **orientation** – getting to know ECVET concepts and instruments;
2. ECVET **before** mobility – planning the learning outcomes;
3. ECVET **during** mobility – assessing the learning outcomes; and
4. ECVET **after** mobility – validating and recognising the learning outcomes.

3.3 Processes for each main user category

The core of MoMoVET is the process models that present the way individuals and organisations interact with each other (rather than the workflows and interactions of *systems*). MoMoVET, therefore can be considered a *"business process model"* describing the operational processes that constitute the core business and create the primary value stream. An obvious decision towards the development of MoMoVET has been the usage of BPMN in order to create these models.

The primary goal of BPMN is to provide a standard notation readily understandable by all business stakeholders¹². These include the business analysts who create and refine the processes, the technical developers responsible for implementing them, and the

¹¹ BPMN, the Business Process Model and Notation is a standard for business process modelling that provides a graphical notation for specifying business processes in a Business Process Diagram, based on a flowcharting technique very similar to activity diagrams from Unified Modelling Language (UML).

¹² http://en.wikipedia.org/wiki/Business_Process_Model_and_Notation

business managers who monitor and manage them. Consequently, BPMN serves as a common language, bridging the communication gap that frequently occurs between business process design and implementation¹³.

The objective of BPMN is to support business process management, for both technical users and business users, by providing a notation that is intuitive to business users, yet able to represent complex process semantics. The BPMN specification also provides a mapping between the graphics of the notation and the underlying constructs of execution languages, particularly Business Process Execution Language (BPEL).

BPMN is constrained to support only the concepts of modelling applicable to business processes. Other types of modelling done by organizations for non-process purposes are out of scope for BPMN. Examples of modelling excluded from BPMN are:

- Organizational structures
- Functional breakdowns
- Data models
- In addition, while BPMN shows the flow of data (messages), and the association of data artefacts to activities, it is not a data flow diagram.

The following paragraphs present MoMoVET in the form of BPMN models for the processes of each of the three key actors.

3.4 Home Institutions

The BPMN diagram shown in Figure 3.1 models the key processes of the Home Institution. These processes are performed in 4 distinct phases:

- During the “**orientation phase**”, the Home institution is involved in all necessary activities for building partnership with other, relevant institutions and establishing an international profile describing its provisions related to ECVET and registering itself as a competent institution in international ECVET databases. As part of this phase, the Home institution signs one or more **Memorandum of Understanding (MoU)** with other ECVET competent institutions, which document the framework of potential collaboration for ECVET-related mobility. This phase is provided with feedback from any implementation of ECVET mobility, to enhance the process and assure a proper and persistent quality, drawing up conclusions of the transfer process and identifying conditions and opportunities for improving the overall ECVET experience, both for the learners as well as for the administrative and educational staff.
- As soon as a learner express a potential interest for participating in ECVET mobility, the Home Institution enters a preparation “**before mobility phase**”, during which it collaborates with relevant Host institutions, to compare the Learning Outcomes (LOs) that are offered through their programmes, with that of the learners’ expectations as well as any potential need for specific LOs linked to the course outline that the learners attend. As soon as consensus is reached, a concrete Plan for the ECVET mobility is laid out, which is documented in a **Learning Agreement** and signed by both institutions (the Home and the Host), as well as each individual Learner.
- The “**during mobility phase**” starts as soon as the Learner begins the ECVET mobility period and involves the monitoring of the implementation of the ECVET mobility. The role of the Home institution during this phase is limited, as it is the Host institution’s role to overview the Learner’s progress and the acquisition of planned knowledge, skills and competences. As soon as the mobility period reaches its end, the Home institution is expecting the agreed **Personal Transcript**, issued by the Host institution, which documents the acquired knowledge, skills and competences, according to their assessment by the Host institution. The transcript provides an elaborate overview of the mobility period as well as the specific ECVET points that are accredited to the Learner in relation to the participation in the ECVET mobility.

¹³ Grosskopf, Decker and Weske. (Feb 28, 2009). *The Process: Business Process Modeling using BPMN*. Meghan Kiffer Press. ISBN 978-0-929652-26-9.

- The last stage of the ECVET activity, is performed during the **“after mobility phase”**, which is linked to the **Certification** of the ECVET mobility and the **transfer** of the ECVET points to the national or institutional framework for documenting knowledge, skills and competences towards a possible degree or other kind of certification. This phase may involve a validation from the Home institution of the acquired knowledge, skills and competences as these are documented in the Personal Transcript.

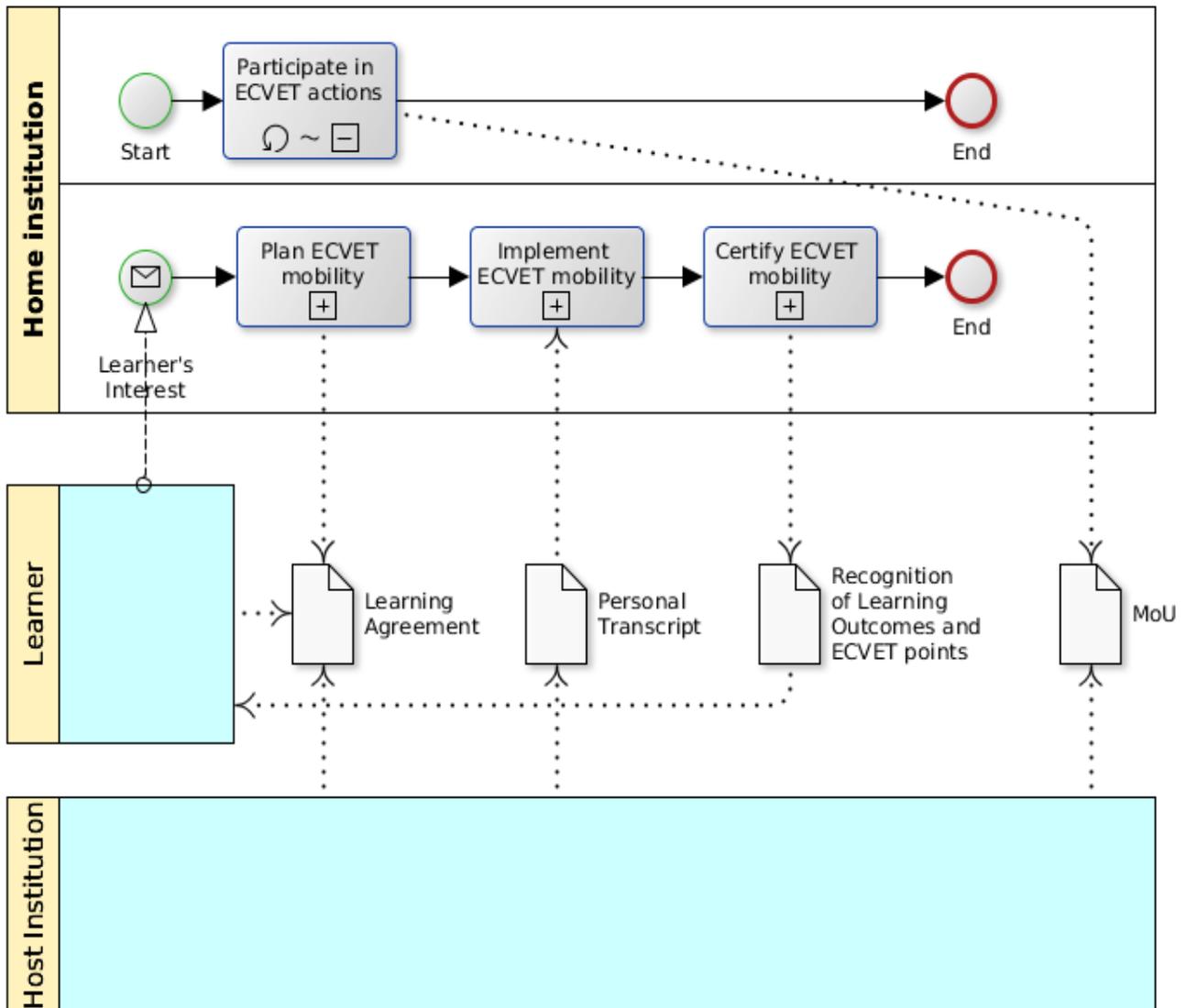


Figure 3.1: BPMN Diagram – Home Institution

3.4.1 Host Institutions

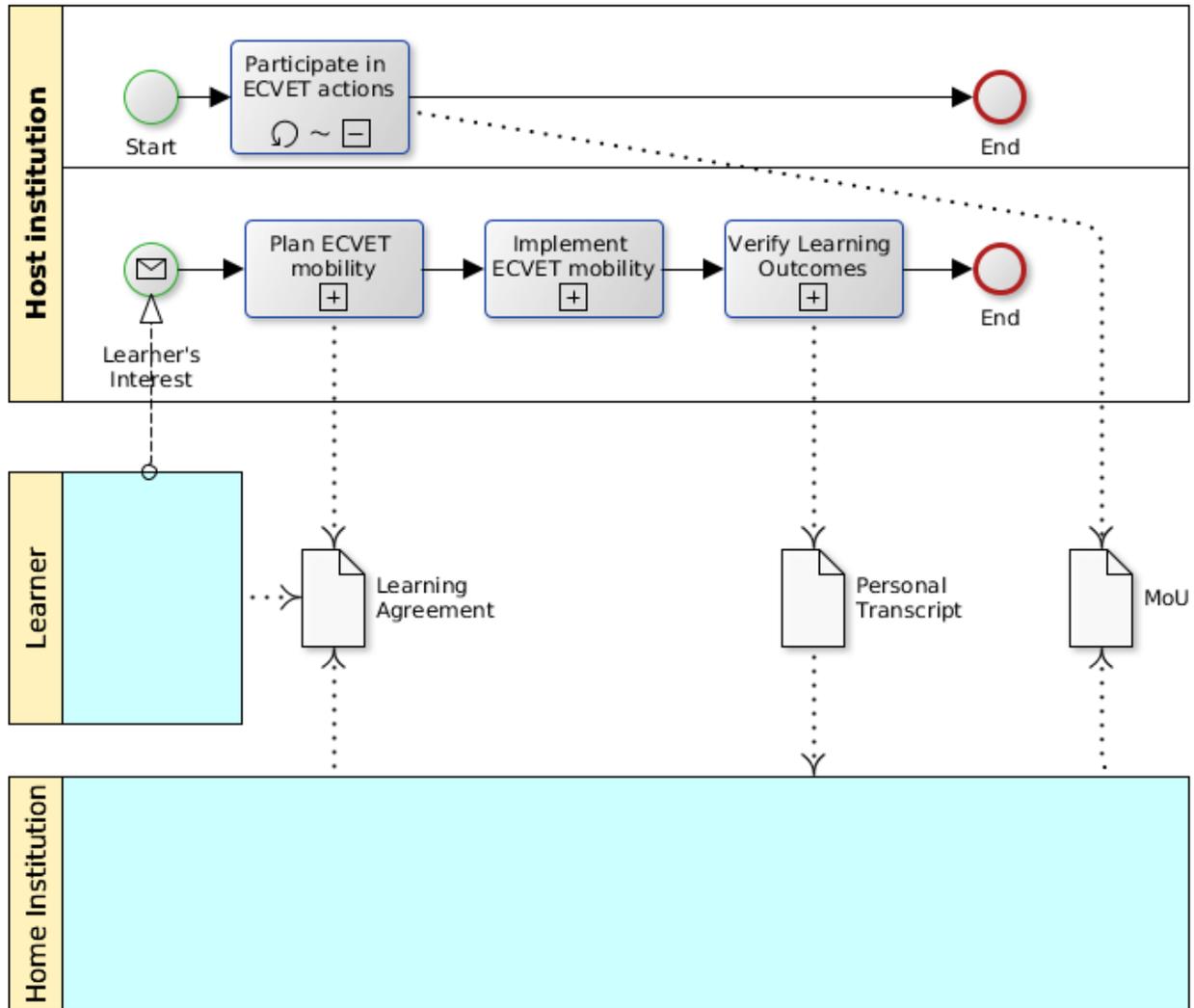


Figure 3.2: BPMN Diagram – Host Institution

The BPMN diagram shown in Figure 3.2 models the key processes of the Host Institution. These processes are performed in 4 phases, which are performed in parallel and interactively with the related phases of the associated Home Institution:

- During the **“orientation phase”**, similarly to Home institutions, the Host institution is involved in all necessary activities for building partnership with other, relevant institutions and establishing an international profile describing its provisions related to ECVET and registering itself as a competent institution in international ECVET databases. As part of this phase, the Host institution signs one or more **Memorandum of Understanding (MoU)** with other ECVET competent institutions, which document the framework of potential collaboration for ECVET-related mobility. This phase is provided with feedback from any implementation of ECVET mobility, in order to enhance the process and assure a proper and persistent quality, drawing up conclusions of the transfer process and identifying conditions and opportunities for improving the overall ECVET experience, both for the learners, and for the administrative and educational staff.
- As soon as a Home institution expresses the interest of a Learner for participating in ECVET mobility, the Host Institution enters the preparatory **“before mobility phase”**, during which it collaborates with the Home institution and the Learner to compare the Learning Outcomes (LOs) that are offered through its programme, with those of the learner’s expectations as well as any potential need for specific LOs linked to the course outline that the learner attends. As soon as

consensus is reached, a concrete Plan for the ECVET mobility is laid out, which is documented in a **Learning Agreement** and signed by both institutions (the Home and the Host), as well as each individual Learner.

- The next phase, namely the “**during mobility phase**” starts as soon as the Learner begins the ECVET mobility period and involves the monitoring of the implementation of the ECVET mobility. The role of the Host institution is to overview the Learner’s progress and the acquisition of planned knowledge, skills, and competences.
- As soon as the mobility period reaches its end, the Host institution proceeds with the tasks of the “**after mobility phase**”: it performs an assessment of the level of the acquired knowledge, skills and competences of the Learner and issues the **Personal Transcript**, which documents the results of the assessment. Furthermore, the transcript provides an elaborate overview of the mobility period as well as the specific ECVET points that are accredited to the Learner in relation to the participation in the ECVET mobility.

3.4.2 Learners

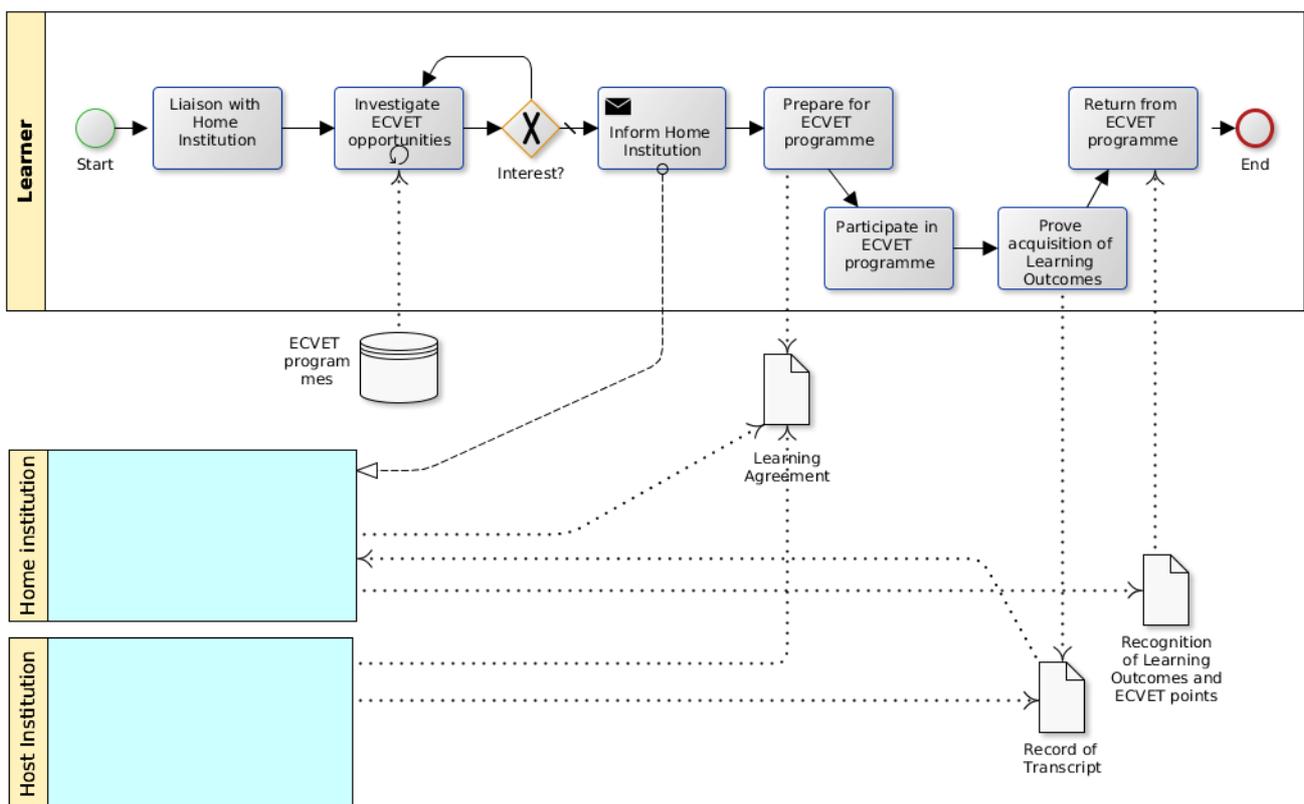


Figure 3.3: BPMN Diagram – Learner

The BPMN diagram shown in Figure 3.3 models the key processes from the Learners’ perspective. These processes are performed in 4 distinct phases:

- Initially, during the “**orientation phase**”, the Learners needs to liaison with a competent institution in their home country. In order to do so, the Learners may need to review existing offerings and descriptions of training activities from ECVET competent institutions and compare them against the desired skills, knowledge and competence, in pursuit of the completion of a training programme or the improvement of their personal profile. This activity could be assisted from the Home institution that the Learner is associated with, or could lead the Learner to seek liaison with a Home institution that is associated (through an ECVET memorandum of understanding) with the Host institution offering the ECVET action that interests the Learner.

- As soon as Learners decide to attend a particular ECVET action, they enter the “**before mobility phase**”, within which they collaborate with the Home and the Host institution to review, agree upon the terms and sign the **Learning Agreement** document.
- The main activities of the ECVET action are performed during the “**during mobility phase**” during which the Learner participates in all agreed training activities towards the acquisition of planned knowledge, skills and competences. The Learner’s performance and progress is monitored by the Host institution and an assessment validates the level of achievement at the end of the period.
- At the end of the mobility period, within the “**after mobility phase**”, the Learners return to their Home institution, where they make sure that the Personal Transcript issued by the Host institution is properly certified and validated by the Home institution and the specific **ECVET points** are accredited to them, according to the Learning Agreement.

4 REFLECTIONS IN RELATION TO ECVET STEP VISION

MoMoVET, the model described in this document shall provide the basis for part of the ongoing work of the ECVET STEP project. The emphasis for the first version of the model has been in documenting the current approaches and best practices according to the principles of ECVET and the LdV mobility actions.

The model shall be used as a basis for the “ECVET Capability Maturity Framework” (CMF) that shall be implemented in WP2, aiming to facilitate stakeholders engaged in learning mobility to better understand their current status, in relation to MoMoVET and discover the ways they can adopt efficient and effective usage of the ECVET system for implementing mobility strategies, introducing tangible quality aspects.

A future version of the model will take into account European instruments like EQF and European standardization project outputs like EuroLMAI, InLOC and e-CF will be considered in order to align the model to the already existing European policies.

4.1 Revision on MoMoVET by partner countries

The initial version of MoMoVET has been put into consultation and feedback was received from the Agricultural partners regarding the adaptability of MoMoVET to the Agricultural partner countries. This section summarizes the situation and the conditions of mobility in VET in the involved countries. According to their comments the proposed MoMoVET was representative of the general processes and workflows already followed. More specifically the feedback received is recorded below.

4.1.1 The Netherlands - AOC Raad

AOC has a long term experience in the implementation and certification of mobility VET action in Agriculture. In previous mobility related Leonardo-projects AOC Raad was involved as well. The related project websites give valuable information (www.greenplacements.eu, www.europemobility.eu, www.evta.eu, www.evta.net/eumove2/home, www.qplacement.eu).

The involved stakeholders of MoMoVET are two types of ECVET competent institutions that are described and that are used in general for every VET mobility activity: Home Institutions and Host Institutions. According to the current situation in Netherlands, it is suggested that a third one should be added (AQUAP project): that is the Intermediate Institution. A general comment for the National Agencies in Due to recent reorganisations of the systems, it is necessary to replace Aequor by SBB in the list of VET Governance organisations for The Netherlands.

4.1.2 Slovenia - CAFS

CAFS debated with the staff of the public institution Institute of the Republic of Slovenia for Vocational Education and Training about the scheme of the diagrams of Home Institutions, Host Institutions and Learners that is proposed in the MoMoVET model.

The diagram is representative from the situation in Slovenia, especially has underlined the importance of the separate presentation of the different perspectives of the involved partners (Home, Host Institution and learners). The accreditation is an important aspect

In the diagram of the Home Institution, there should be a special place for individual, adult learners, including the accreditation of learning outside the home institution.

4.1.3 Czech Republic - IAEI

IAEI has commented that the proposed Model of Mobility for Vocational Training and actions (MoMoVET) is logically arranged, is illustrative and is also well structured. Some images are sufficiently large. It is good that there is a glossary, but some words are missing, for example the explanation of the BPMN. This is explained elsewhere.

It was suggested to include some illustrative example like a summarized table, as the summarized table that is included in §2.4. The great value of this ECVET-STEP system is to facilitate the transfer, accumulation and recognition of credits. The project helps international mobility of students and is focused on international cooperation of educational institutions. These educational activities support the concept of lifelong learning that will positively affect the labour market in the conditions and situation of Czech Republic.

4.1.4 Spain - INEA

According to INEA, in Spain, VET mobility has been articulated by a national programme. The programme is followed by most of the Schools. The infrastructures have been developed and implemented. The international mobility, in case of agricultural education, has been only developed for specific cases due to a lack of demand. It was concluded that the lack of interest delays the development and implementation of the process. The BPMN diagrams, representing the proposed MoMoVET, show perfectly the outcomes and productions of the process. INEA considers the importance of a good guidance of the student by the home institution. During the internship the student and company are asked to report about the progress of the activities.

4.1.5 Greece - TEIA

In Greece, the representative of the National Accreditation Center for Continuing Vocational Training is (=EOPPEP), this is the national body that regulates the mobility activities. Greece has not completed yet all the necessary amendments for the adoption of ECVET framework; therefore is classified in the Cluster IV that includes the countries that do not use units or modules and the IVET is predominantly school-based. In the mobility activities three actors are involved: the learner, the host and the home institution proving that the proposed MoMoVET is a well-adapted and representative generic model of VET mobility activities.

4.2 Conclusion

Conclusively, the proposed model is a very good structured model that is representative and descriptive of the processes and workflows that should be followed during a mobility action. Although Greece is in a transitional stage this model would be a very useful guide for the implementation, evaluation, accreditation and certification of a mobility activity across Europe.

The current revised version of the MoMoVET has incorporated the comments and feedback that shall be collected from the involved stakeholders and they were integrated into the current revised version of the Model of Mobility for Vocational Training and actions (MoMoVET) that enables the broader implementation in Mobility VET activities across Europe according to the framework that ECVET defines.

ABOUT “ECVET STEP”

*ECVET STEP aims in making the best value of the ECVET system, facilitating the transfer, accumulation and recognition of credits and learning outcomes or competence acquired otherwise between countries, thus promoting mobility and lifelong learning. ECVET STEP's mission is to support European citizens and industry to “**take the ECVET STEP**”: adopt and use ECVET through a stepwise, quality-controlled framework and online services for building knowledge-based employment for the 21st century. And beyond!*

