



WP 8

Test implementation of the ECVET Model: Mobility

Report

provided by



P3 - IHK-Projektgesellschaft mbH
Frankfurt (Oder)/Germany

«LEO quali-TC»

«LEarning Outcome-oriented quality mobility placements to gain transparency and recognition of qualifications within
the Tourism and Catering field»

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Introduction: Work package aims

After the LEO quali-TC Model and its instruments were developed and agreed on the next step was to get further concrete results on the products. The Consortium tested the developed approaches, instruments and documents on genuine mobility programmes. At the stage of the pilot test all the developments were undertaken on a practical assessment and implementation to receive valuable feedback from all involved organisations and parties on the quality of instruments, feasibility as well as practicality of tools. Since the ECVET process of mutual recognition and acquisition of competences is based on a multi stakeholder co-operation it was particularly important that different kind of organisations (training institutions, technical and vocational schools, companies from the tourism sector, associations etc.) had the chance to test the instruments on mobility programmes and provide feedback for further adaptation and revision.

To collect their feedback the Austrian partner Auxilium developed a questionnaire. The responsible partner organizations defined certain mobility experiences in the field of tourism and catering as test objects.

Description of activities

According to the test plan a number of at least 10 students/learners per partner organization should have been involved in the mobility test implementation. Finally there were much more students/learners involved:

- 1) LDV IVT project "AST-ECVET" promoted by Provincia di Campobasso (IT) ▶ 57 learners

- 2) Erasmus+ KA1 for VET Learners project "The European Experience for Improving and Validating the Vocational skills in Touristic Area" promoted by P5 – Vocational High School of Tourism "Dr. V. Beron" (BG) (IT) ▶ 20 learners

- 3) LDV IVT project "Azubi-Mobil" promoted by P3 – IHK-Projektgesellschaft mbH (DE) ▶ 36 learners

- 4) Erasmus+ KA1 for VET Learners project "LEO quali-TC Mobility" promoted by P0-IPSSAR "Saffi" (IT) ▶ 94 learners

That is how in total the consortium was able to test the LEO quali-TC model on 207 learners from different VET systems – school based as well as work-based.

We developed an evaluation questionnaire for both managers and trainers/tutors involved before, during and after mobility activities. Based on the multi-stakeholder approach we asked relevant actors in the

sending and intermediary organizations. The procedures of testing were introduced to them in detail before the testing. After the testing phase from July 2014 to August 2015 they were invited to have a look at the following documents and give feedback on those in the given questionnaire:

- 01_Competence Grid
- 02_Memorandum of Understanding
- 03_Learning Agreement
- 04_Certificate
- 05_Handbook

Since actors in sending and intermediary organizations of different countries were involved, the questionnaire was translated to their national language were necessary. After the testing period the answers were summarized in one document per mobility project 1) to 4).

Description of methodology

Description of the questionnaire (see annex A)

Part A: Technical Data

In this part relevant information were collected concerning the organisation which implemented the mobility activities - usually one of the partner organisations of the project. If the mobility activities beds were implemented in cooperation with some external partner organisation (e.g. a public body, a training centre, a school, etc.) it was asked to make clear why this organisation was chosen/needed for the test phase and how the cooperation finally worked out. Furthermore data in connection with the test phase were documented, such as the duration of the test phase and the efforts shown in preparation and implementation work.

Part B: Evaluation by mobility activities managers/trainers

In this part we tried to obtain opinions and feedback from managers, trainers and responsables of the mobility activities and their experiences, observations, concerns, recommendations etc. It was asked to the interviewees to use the spaces for narrative feedback as good as possible, because those comments and feedback were thought to be extremely valuable for the review of the products. Basically four different groups were invited to answer the questions:

Sending organizations	Intermediary organizations
Managers	Managers
Trainers/Tutors	Trainers/Tutors

The developed approaches, instruments and documents were tested according to the following methodology:



Identifying students/learners who were wishing to get a mobility experience and their learning outcomes achieved abroad in formal, informal and non formal learning evaluated, validated, recognised, accumulated and transferred.



Identifying professional training programmes/learning agreements for the students/learners in relation to the job profiles defined in the project.



Filling out and completing the Memorandum of Understanding document for the own organisation with own requirements and preconditions.



Testing the practicality of the document directly on the mobility programmes for the students/learners



Evaluate learning outcomes achieved abroad.



Customizing and filling the ECVET Certificate (together with the Europass Certificate) as additional document for students/learners after completion of training programmes. Testing the practicality with issuing ECVET certificates from an employers and corporate training perspective.



**Allocate ECVET credits according to the regulations and systems elaborated in the project.
Validate, recognise and transfer learning outcomes achieved abroad according to the National/Regional VET regulations and systems**

Results

In the following paragraph the results of the testing are presented for each mobility project 1) to 4). A summary over all projects will be given in the last chapter “Conclusions and recommendations”. The results are described as tendencies. Special outliers (negative evaluation) deserved a closer look and were taken into account for a review of the LEO quali-TC model and instruments.

1) LDV IVT project "AST-ECVET" promoted by Provincia di Campobasso (IT)

“AST-ECVET” project involved 57 learners attending the 4th classes of Tourism and Catering VET Schools of the Province of Campobasso. They took part in a mobility experience abroad (UK, Malta, France, Portugal and Spain) during a period of 5 months from July to November 2014. Most of the time and personnel resources were spent at the sending organization for preparation, explanation and advice to learners and intermediary organisations. All persons asked had a positive or very positive opinion about the LEO quali-TC model and instruments with a tendency to very positive. The group of trainers/tutors at the intermediary organization was a little less optimistic. Most of them thought the toolbox and templates to be useful, concrete and appropriate for the implementation of the ECVET approach. Regarding the content of the Handbook, Memorandum of Understanding (MoU), Learning Agreement (LA) and Certificate all participants rated them on a high scale saying that they were again useful and strongly related to the Tourism and Catering field. When asked about their experiences during the implementation and effects, the answer was: everything worked out very well: “Most of participants already had some experiences with the implementation of the ECVET system on mobility programmes. They showed interest and willing to use all the instruments and tools of the LEO quali-TC ECVET Model for Tourism and Catering also after the end of the “AST-ECVET” project on which the Model was tested. Most of participants answered that the most positive outcomes are the Competence Grid, the Memorandum of Understanding, the Learning Agreements and the LEO quali-TC Certificate templates as all together allow a full transparency and recognition of learning outcomes achieved by the participants to the mobility programmes. Asked about the learners and their reactions to the LEO quali-TC model the conclusion was: it is important to involve learners on the implementation of the ECVET process since the preparation phase of the mobility, before the departure and all over the duration of the mobility programme. This allows them to be fully aware about the importance of the recognition and validation of learning outcomes and the step-by-step process that lead to this recognition and validation. As for the hosting companies a great commitment was observed regarding identification of learning outcomes, evaluation together with the intermediary organization and issuing of the LEO quali-TC Certificate. All organizations involved (sending, intermediary and hosting companies) showed the will and commitment to implement the LEO quali-TC ECVET Model in Tourism and Catering also after the end of the “AST-ECVET” Mobility project and in other mobility programmes in the Tourism and Catering fields.

2) **Erasmus+ KA1 for VET Learners project “The European Experience for Improving and Validating the Vocational skills in Touristic Area”** promoted by P5 – Vocational High School of Tourism “Dr. V. Beron” (BG)

Within the framework of the this mobility project, promoted by P5 – Vocational High School of Tourism “Dr. V. Beron”, a total number of 20 VET learners for a training period of 3 weeks were sent to Florence, in Italy, from 29/06/2015 to 20/07/2015. Most of the time and personnel resources were spent at the intermediary organization especially for the training of the students. All of the participants thought positive or very positive about the LEO quali-TC model and instruments. The following answer describes their feedback exemplarily: “The full model is however clear and brings a real added value to mobility programmes.” Regarding the content of Handbook, MoU, Learning Agreement and Certificate many participants like the Competence Grid (part of the Handbook), probably because it gives orientation, is easy to handle and directs the focus to learning outcomes - which are not always easy to define. When asked about their experiences during the implementation and effects, the answer was: everything worked out very well. The developed Competence Grid, Memorandum of Understanding, Learning Agreement and ECVET Certificate were considered very market orientated, target group specific and included all important competences, documents etc. The test phase was evaluated as very successful, because all persons involved were motivated in taking part in all implementing phases. The ECVET Certificate was also rated as a valuable instrument because it indicates the real level of the competences and can increase the job chances, especially due to the transparency and possibility of recognition. Concerning the learners their feedback was very positive: students showed a high motivation to take part in the testing and said that the products were suitable to learners needs and even supportive to find a job EU-wide. On the other hand also teachers confirmed the necessity of transparency in the education of the Tourism and Catering sector. The host companies were described as “surprised” about the easy handling of the templates and documents. Nevertheless they suggested changes not in content but layout, e.g. to provide pre-printed certificates maybe in the students’ national language. The host companies asked for more guidance with assessing and allocating credit points. Here it is up to the intermediary organization to give advice and support. But also the national regulations and competent bodies play an important role, since they provide basic principles for the modularization of training courses and delivering credits. All organizations involved confirmed that they will adapt their learning objectives referred to LEO quali-TC outcomes. They did not see any problem in realizing the ECVET learning outcomes in their institutions. Involved partners, training institutions and tourism companies confirmed also that LEO quali-TC results are useful, necessary and market-orientated and will influence the tourism and catering education in their respective local and regional context.

3) **LDV IVT project “Azubi-Mobil”** promoted by P3 - IHK-Projektgesellschaft mbH (DE)

This project “Azubi-Mobil” involved 36 apprentices of the German Dual VET system where ECVET instruments such as the learning agreement, the certificate of achievement, the MoU and a competence

grid of LEO quali-TC were adapted for. Other training organizations – 4 from Germany and 1 from Italy – were also involved. They did not directly test the LEO quali-TC tools but studied them intensely and gave feedback on them. They also organize mobility experiences in the field of catering and tourism, some even provide own training restaurants. They are partly experienced in the implementation of ECVET, some processed less know-how regarding the topic. Due to involving quite different training centers focusing on different target groups (same sector but some focused on apprentices, others on disadvantaged VET students) we received different, constructive input and perspectives on the feasibility of the developed LEO quali-TC handbook and instruments. The estimated time and personnel resources differed among the participating organizations. In general the sending and intermediary needed quite a lot of resources for preparing the documents and implementing the learning experience. The opinion of the sending organizations' staff about the LEO quali-TC model was positive. They liked the MoU and the Learning Agreement the most. For the intermediary organizations one can find a different perspective as described further below. Most of them thought very positive or positive about the model and its' instruments: they pointed out that the MoU was quite informative and detailed, the Learning Agreement detailed and easy to understand also for the learner and the Grid also very detailed and structured in a comprehensive way. On the other hand they also gave suggestions for improvement. Concerning the content of the given documents and tools again the sending organization had nothing to suggest for improvement. The intermediary organizations described advantages of the products:

Handbook: detailed description, informative, clearly structured, main points brought out;

MoU: nicely structured, comprehensive and covers all topics;

LA: useful if learning outcomes can be agreed on with all involved parties;

Certificate: gives a good overview regarding all criterias for assessment.

Nevertheless they also described critical points and suggestions for adaptation regarding general opinion and content of model and tools:

1) Grid:

- Quality differs for different occupations;
- Activities described quite general, suggests to use verbs that describe how activities should be carried out;
- As instrument very extensive – maybe divide in different documents (e.g. divide between analytic part and competence grid itself), who will use it?
- Provide it in national languages.

2) MoU:

- Role of signing parties not clear, who are authorized to give credit points, who could that be in Germany?
- How concrete can MoU be if it describes cooperation for a long-term period?
- As regards feasibility too extensive, e.g. leave out repetitions, maybe to provide as online tool to simplify access;
- More practice examples would be useful.

3) LA (Learning Agreement):

- partly repetitions of MoU;

- Would also try to reduce number of pages;
- Layout design could be more attractive;
- Time-consuming requirements;
- Suggestion to stress competences even more.

4) Certificate:

- Again avoid similarities to other documents and raise recognition value;
- Keep one page;
- Not all parties involved might be familiar with EQF levels;
- Focused on VET institutions, less on training companies;
- Maybe useful to provide in national languages.

5) Handbook:

- Editorial work: streamline the text and avoid repetitions, take into account target group who is supposed to read handbook (sounds quite abstract at some points).

When asked about the implementation process only arguments not mentioned yet are described in the following table:

Worked out well	Space for improvement
<ul style="list-style-type: none"> • Indicators of quality 	<ul style="list-style-type: none"> • Need for information on how to award credits
<ul style="list-style-type: none"> • Instruments foster transparency and systematic integration in VET training process 	<ul style="list-style-type: none"> • Take into consideration that not all competences may be assessed and learners must be made aware of this and not feel that they have failed just because they didn't complete everything defined before
<ul style="list-style-type: none"> • Useful for long-terms internships 	<ul style="list-style-type: none"> • Contradictions between defined learning outcomes/tasks and real activities – some host companies do not like to tie themselves down too much
<ul style="list-style-type: none"> • Useful templates for cooperation at different levels 	<ul style="list-style-type: none"> • This model works well for very small groups and when CVs are received well in advance. One has to consider that most companies will need to discuss tasks with intermediary organisations and clarifications about any queries before committing themselves thus it will become more time consuming -> Might reduce will of host companies to provide internships.
<ul style="list-style-type: none"> • Fosters target-oriented implementation of internships, reduces arbitrariness 	<ul style="list-style-type: none"> • Might scare off those training companies, that do not have lot of training experiences but still

	a lot of practical experiences to offer to the learner
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For the learners a lot of benefits were expressed such as they get a realistic picture of what is expected of them (by defined learning outcomes) and also receive valuable documents for a later job application. For the host companies the advantages were seen in a better structuring of internships (supports planning and allocating tasks to the learner). Risks were seen for companies: because of too many documents, resources spent were not proportional to efforts – especially in the sector Tourism and Catering where the operational daily is focused on the guest and not on administration. Some documents were thought to be only comprehensible when the host company is familiar with EQF and ECVET approach. Nevertheless the participating organization can imagine using the LEO quali-TC method and tools if certain adaptations would be done and the different needs would be taken into account - mainly of intermediary organisations and host companies.

4) Erasmus+ KA1 for VET Learners project “LEO quali-TC Mobility” promoted by P0-IPSSAR “Saffi” (IT)

IPSSAR “Saffi” and IPSSEOA “Buontalenti” – as associated partner of the project – represent 100% of the VET schools in Tourism and Catering of the city of Florence and all together educate and train more than 3000 learners per school year. Within the framework of the “LEO quali-TC Mobility” project IPSSAR “Saffi” sent abroad 60 VET learners; IPSSEOA “Buontalenti” sent abroad 34 learners, both for a training period of 3 weeks in the timeframe between February 2015 and July 2015. Both VET schools spent the most resources of time and personnel in comparison to the intermediary and hosting organizations – roughly 200 hours with 6 people. Regarding the LEO quali-TC model and instruments there were slightly more very positive opinions than positive – so the concept was very well received. Most of them like all instruments and thought they would be suitable to implement ECVET principles - also for person not being experts in the topic ECVET. In this sense the project made the users understand that they can raise the quality of mobility experiences without using complicated instruments but a few documents and a thoughtful choice of learning outcomes and assessment methods. Also the content itself of Handbook, MoU, Learning Agreement and Certificate was evaluated mainly very positive. Especially the MoU and the Learning Agreement were pointed out. Some said they like all contents, in detail that the documents are complete and supportive on the way to a proper implementation of ECVET. When asked about how their experiences during the implementation and effects the answer was: everything worked out very well. In summary most of participants agreed that Learning Agreement and ECVET Certificate can easily be used for identifying the competence units and the specific areas for further training. The ECVET Model can be used for different purposes, where the transparency of competence grids is very important. The ECVET Model is specific for the Tourism and Catering industry where most of the training programmes are undertaken at the workplace, through corporate training and apprenticeship systems. The feedback of the learners was also quite positive. They see the added value of the LEO quali-TC model and especially the certificate for them: it secures transparency. Learning outcomes achieved during their mobility experiences were fully recognized. And the given instruments can provide a better orientation on the

labour market after finishing the school and a better integration in the working environment. As for the hosting companies again a great commitment was observed regarding identification of learning outcomes, evaluation together with the intermediary organization and issuing the LEO quali-TC certificate. Some of the hosting companies commented that ECVET credits will have a great impact on training providers, in hospitality and tourism schools, because the ECVET Model for the mutual recognition and accreditation will help improving the planning of training activities. ECVET credits can be easily used for planning further training for specific areas. P0-IPSSAR “Saffi” as promoting organisation of both the projects – “LEO quali-TC” TOI and “LEO quali-TC Mobility” – is fully committed to use the Model in other mobility programmes which will be implemented on the next future. The partners (sending and intermediary organisations) shown also the willing to work together in a spirit of partnership and continuous quality improvement in relation to learning programmes design and delivery. They expressed their interest in:

- Mutually recognize and agree quality assurance procedures and policies;
- Provide to each other copies of their approved quality assurance procedures;
- Agree that in implementing its quality assurance procedures, it shall have regard to specific requirements of the partner in relation with the learning programmes.

Conclusions

In summary nearly all participants were convinced by the usefulness of a proper system for internships following ECVET criteria and instruments. The developed LEO quali-TC model and instruments seem to be an appropriate tool to reach this goal. All organizations understood the developed tools and thought them to be complete, comprehensive and detailed. The participants asked by P3 – IHK-PG provided a lot of suggestions for improvement, especially the intermediary organizations. An explanation therefore could be that in some countries or organizations the focus is more on how to get the ECVET system running properly – the motivation to implement it could be higher than risking its loss by too much critique. In other countries and organization a kind of ECVET system is already in place so they can afford to look at the details much more. For the German speaking organizations the questionnaire had to be translated – maybe here some information or intentions got lost or questions were misunderstood. In general the perception of ECVET instruments, their use and what outcome they should generate also differs from country to country and from type of organization (sending, receiving, hosting) to the next. Also the priorities of the different stakeholders involved play quite a big role in the process. The sending organizations' interest is more on the quality of placement, that learning outcomes are define and met and that the documentation is carried out properly. For the receiving organization, especially hosting companies, daily business counts. They tend to reduce administrative efforts, also because the training of interns is not their key competence and service they get paid for.

In summary the ideas for adaptation were:

- Instruments should be applicable to internships integrated in real daily working routines -> efforts for receiving (intermediaries and hosting companies) organizations should be kept as low as possible;
- Some instruments be provided in national languages, e.g. Certificate;
- Stream-lining of documents;
- Intensify logical correlation between instruments;
- Allow a certain flexibility between the sending country and hosting organisation as not all competences may be assessed during the mobility period;
- Hosting organizations would be requiring more assistance from intermediary organizations to implement and to complete the documents;
- Provide more information on how to award credits, taking into account legal regulations for this process;
- Take into consideration the experience of host companies with practical training (planning, implementation, evaluation) and their know-how reg. EQF and ECVET.

Annex A - Mobility Evaluation questionnaire template



Test beds of the LEO quali-TC Model on Mobility programmes Ex-post Evaluation Questionnaire

provided by



«LEO quali-TC»

«LEarning Outcome-oriented quality mobility placements to gain transparency and recognition of qualifications within
the Tourism and Catering field»

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Introduction and Guidelines

Objectives of the test implementation of the LEO quali-TC Model on Mobility programmes

The main aim of the test implementation of the LEO quali-TC Model on Mobility programmes is to test the practical features of the whole instruments and developed approaches of the LEO quali-TC project and receive valuable feedback from all involved organisations and parties on the quality of instruments, feasibility as well as practicality of tools. Since the ECVET process of mutual recognition and acquisition of competences is based on a multi stakeholder co-operation it is particularly important that different kind of organisations (training institutions, technical and vocational schools, companies from the tourism sector, associations etc.) have the chance to test the instruments on mobility programmes and provide feedback for further adaptation and revision.

Before commencing work

Before starting with your evaluation and documentation work, please go through the following guidelines and pages carefully!

Background and users

- ❗ The following tool was developed for the evaluation and documentation of the *LEO quali-TC Model on mobility programmes*.
- ❗ It should be mainly used by those persons who are responsible for the organisation and implementation of the mobility programmes. They should also distribute and collect the individual parts of the evaluation tool.

Part A: Technical Data

- ❗ In *Section 1*, relevant information should be collected concerning the organisation which implemented the mobility activities. Since this is usually one of the partner organisations of the project there is no need for detailed partner profiles. However, if the mobility activities beds were implemented in cooperation with some external partner organisation (e.g. a public body, a training centre, a school, etc.) please make clear why this organisation was chosen/needed for the test phase and how the cooperation finally worked out.
- ❗ In *Sections 2-3-4-5*, some technical data in connection with the test phase should be documented and evaluated (such as the duration of the test phase and the efforts shown in preparation and implementation work).

Part B: Evaluation by mobility activities managers/trainers

- ! Sections 6-7 are the main question series to obtain opinions and feedback from managers, trainers and responsables of the mobility activities and express their experiences, observations, concerns, recommendations etc. Please provide each single participant with a copy of this questionnaire – if possible in electronic format. However, the individual evaluation forms should be returned to the WP Leader (**P3 - IHK Projektgesellschaft Ostbrandenburg**) in **electronic word format only** (this means, if you distribute the questionnaire in hard copy, please make sure somebody from your organisation transfers the collected data into an electronic format). Please use the spaces for narrative feedback as good as possible, because these persons are usually the most professional and experienced stakeholders involved in the mobility activities - therefore their comments and feedback is extremely valuable.
- ! Please collect all feedback and responses and summarise the outcomes and results into one evaluation report, where each participant is supposed to prepare individual evaluation report.

General comment

We know evaluation is not always easy to implement, however in the end it requires less effort than it may seem at the beginning. Please see this evaluation activity as pragmatically as possible! Use the tool according to your needs and frameworks, and in case of any questions, please do not hesitate to contact leoqualitc@formazionenet.eu

Please return the questionnaire **within 2 weeks after finishing the mobility activities!**

And please note: type in your comments and answers **electronically** (not written by hand!) for reducing our workload and for speeding up the evaluation process.

Thank you very much in advance for your support in this evaluation activity and GOOD LUCK!

2. Duration	
2.1. Start of the preparation work for the test phase implementation:	DD/MM/YYYY
2.2. Start of the test phase:	DD/MM/YYYY
2.3. End of the test phase:	DD/MM/YYYY

3. Required resources for the SENDING ORGANISATION		
Please state below total personnel and time resources by the Sending Organisation required for the implementation of the test phase: (rough estimation is totally sufficient!)		
Category	Number of people	Time expended in hours (estimation)
3.1. Management:		
3.2. Training:		
3.3. Administration / organisation:		
3.4. Any kind of support:		
3.5. Other (please state _____):		
3.6. Total:		

4. Required resources for the INTERMEDIARY ORGANISATION		
Please state below total personnel and time resources required by the Intermediary Organisation for the implementation of the test phase: (rough estimation is totally sufficient!)		
Category	Number of people	Time expended in hours (estimation)
4.1. Management:		
4.2. Training:		
4.3. Administration / organisation:		
4.4. Any kind of support:		
4.5. Other (please state _____):		
4.6. Total:		

5. Required resources for the HOSTING ORGANISATION		
Please state below total personnel and time resources required by the Hosting Organisation for the implementation of the test phase: (rough estimation is totally sufficient!)		
Category	Number of people	Time expended in hours (estimation)
5.1. Management:		
5.2. Training:		
5.3. Administration / organisation:		
5.4. Any kind of support:		
5.5. Other (please state _____):		
5.6. Total:		

Thank you very much for your efforts!

Part B) Evaluation by Mobility activities managers/trainers

Evaluation by Mobility activities managers/trainers

Dear Ladies and Gentlemen!
 We would like to thank you very much for kindly taking part in the test phase of the LLP-Leonardo da Vinci TOI Project "LEO quali-TC". In order to further improve the quality of the whole instruments and tools developed within the project and provide feedback for further adaptation and revision, we endeavour to address strengths and weaknesses as quickly as possible and to further strengthen the project. For this reason your opinion about the whole instruments and tools developed is extremely valuable. We would therefore be very grateful if you could comment on your personal experience with the implementation of the LEO quali-TC Model, tools and instruments on Mobility programmes by answering the questions below. Your answers will be kept in strictest confidence. **Thank you very much for your contribution!**

The LEO quali-TC Project Group

6. Please give your opinion about the LEO quali-TC Model, tools and instruments referring to following criteria: (☺☺ = very positive; ☺ = positive; ☹ = negative; ☹☹ = very negative)						
Criteria	☺☺	☺	☹	☹☹	What did you like best?	What would you change?
6.1. Competences and learning outcomes for tourism and catering (the Competence Grid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.2. Documents for the ECVET process: the Memorandum of Mutual Understanding (MoU)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.3. Documents for the ECVET process: the Learning Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.4. Documents for the ECVET process: the LEO quali-TC ECVET Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

7.1. What do you in general think of ... (☺☺ = very positive; ☺ = positive; ☹ = negative; ☹☹ = very negative)						
	☺☺	☺	☹	☹☹	What did you like best?	What would you change?
7.1.1. ... contents of the LEO quali-TC Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.1.2. ... contents of the Memorandum of Mutual Understanding (MoU)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.1.3. ... contents of the Learning Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.1.4. ... contents of the LEO quali-TC ECVET Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

7.2. What kind of adaption work did you have to do to make LEO quali-TC Model, tools and instruments usable for your needs and situation?

Please describe briefly electronically:

none

7.3. Please describe briefly the experiences gained during the implementation of the test phase. What have been the effects of the use of the LEO quali-TC Model, tools and instruments? What were the most positive outcomes? Where is space for improvement? What did not work out at all? (please type electronically)

 <p>(very positive; worked out well)</p>	<ul style="list-style-type: none"> • • •
 <p>(was ok but still space for improvement)</p>	<ul style="list-style-type: none"> • • •
 <p>(did not work out properly)</p>	<ul style="list-style-type: none"> • • •

7.4. How did your learners and hosting companies react to the LEO quali-TC Model, tools and instruments? Were they convinced by the approaches and contents? Did they have any suggestions for improvements?
 (Please summarise briefly electronically your experiences, observations and the feedback you received in your own words)

	LEARNERS	HOSTING COMPANIES
 (was received well and liked very much)	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
 (was seen with pros and cons)	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
 (was not received well and not liked very much)	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

7.5. Has your organisation thought about or does it intend to implement the LEO quali-TC Model and its contents, tools and instruments in its daily work after the LEO quali-TC project has ended?

	Comments
<input type="checkbox"/> yes, fully	<ul style="list-style-type: none"> •
<input type="checkbox"/> Yes, partly	<ul style="list-style-type: none"> •
<input type="checkbox"/> no, not at all	<ul style="list-style-type: none"> •
<input type="checkbox"/> other	<ul style="list-style-type: none"> •

Thank you very much for your efforts!