

ECVET GUIDE

on recognition and transfer

in RECOMFOR



RECOMFOR is a European project bringing together competent institutions from 10 countries, more specifically concerned with the sector of international trade, aiming at building a mobility network and implementing the shared reference for the “assistant in international trade” profile.

RECOMFOR builds on the results of the **COMINTER** project, which was completed in September 2007. During the COMINTER project, partners, in cooperation with sectorial organisations, produced a common reference for the for the “assistant in international trade” profile.

This profile is unit-based and its application rules are flexible to enable adaptation to country-specific contexts and requirements. This profile as well as the tools developed will be the basis of the mobility network created through RECOMFOR: **NETINVET**.

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1. Introduction

This report has been made as part of the RECOMFOR Project, Work Package 4: The European Credit System for Vocational Education and Training (ECVET).

The aim of this WP ECVET is to realize a transfer, validation and certification of Learning outcomes. In this case Transparency is the key word.

For this WP the RECOMFOR partners have filled in several questionnaires, set up an action plan, and discussed during meetings the results in progress. Each partner has uploaded the presented documents on the RECOMFOR platform. For this report an analysis has been made to deduct the relevant key questions. Each partner has produced an action plan how to implement ECVET in its own context taking in account the obstacles and solutions, and will execute this action plan. A seminar in October 2009 has brought the results of these action plans together to determine the executable mobility scenarios.

The report Questions and Answers ECVET, European Commission (November 2009) has been very useful. We agreed to use the templates Memorandum of Understanding, Learning agreement and Personal transcript for the RECOMFOR project. Also we made a summary of the essential information as introduction ECVET or this report. The results and tools built will be implemented in the NETINVET network,

This report contains the general information. The annexes provide the information from every partner in detail. For ECVET transparency on subjects as assessment and learning objectives is essential on the detailed level of the Training centres.

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Pasqualino Mare
Rob van Wezel
October 2010

1.1 WP4 – Prepare ECVET recognition and transfer

The COMINTER project established the link between certifications and the various partners through jointly developed units of reference. The purpose of the RECOMFOR project is to develop in-company and training center mobility: the NETINVET network. But to really implement the ECVET process, processes for the recognition and transfer of credits must be put in place within a multilateral framework. These processes are not currently managed by many of the members of the partnership. All the authorities capable of putting them in place, however, are present to explore them and put them in place.

Having identified the outcomes of the learning acquired during mobility, their assessment in each of the systems is central to the process of recognition and transfer after mobility. The objectives, therefore, are to:

- establish transparency regarding the processes and the methods of assessment in each system;
- identify the requirements of each so that there is recognition by the country of origin;
- define and introduce general and/or country-specific transfer mechanisms.

The description and analysis of the processes and assessment methods have been carried out using a questionnaire prepared by KCH (relevant national authority in the Netherlands) and filled in by all the relevant national authorities. Reflection on the transfer mechanisms have been based on the results of a transnational seminar involving the relevant departments of each national authority that subsequently validated and implemented the scenarios proposed by the RECOMFOR project.

The implementation is carried out during the project as, given the extensive work involved in creating these mechanisms, the objective is to introduce them for the end of the project and to apply some of them for the current exchanges during the course of the project.

2. ECVET: Questions and Answers in relation with the RECOMFOR project

ECVET is a new European instrument to support lifelong learning, the mobility of European learners and flexibility of learning pathways to achieve qualifications.

Following its adoption by the European Parliament and by the Council (18 June 2009), ECVET is now in a phase of progressive implementation.

This chapter contains essential information, taken from the European Commission publication: The European Credit System for Vocational Education and Training, Questions and Answer (Get to know ECVET better) in relation with the RECOMFOR project.

Learning outcomes

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process.

The COMINTER profile is described in Learning outcomes

Units

To implement ECVET it is necessary that qualifications are described using Learning outcomes. Learning outcomes are grouped to create units. A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated.

There are 5 common reference units in the COMINTER profile.

ECVET points and EQF

ECVET points are 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. Allocation of ECVET points to a qualification is based on using a convention according to which 60 points are allocated to the Learning outcomes expected to be achieved in a year of formal full time VET.

A guideline table for the relative allocation of credit points is available in the COMINTER profile. Furthermore, the RECOMFOR project agreed that the number of credit points is 120.

The COMINTER profile could be level 5 EQF.

Credit transfer

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

In the framework of ECVET partnerships, credit transfer is foreseen in the Learning agreement. This agreement specifies which Learning outcomes are to be achieved during the mobility and how these will be assessed.

The NETINVET network offers a template for Memorandum of Understanding (membership agreement), Learning agreement and Personal transcript.

3. Mobility tools

3.1 Which are the functions of the partners involved in the NETINVET network regarding ECVET functions in VET qualifications and VET provision?

“Competent institution” means 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.

Institutions involved in implementing and running ECVET are referred to as competent institutions.

Users of ECVET therefore need to first clarify their role(s) with regard to their own qualifications system. They have to reflect on their competences in their qualifications system and how these relate to the main functions of ECVET. It is important to note that one institution can be competent for more than one function in the qualifications system as well as in ECVET, depending on the set up of the particular qualifications system.

The RECOMFOR project agreed that every partner in NETINVET network has to fill in the template ECVET and the various functions in VET qualifications systems and VET provision as provided in Questions and Answers (see page 13).

This template is included in the Memorandum of Understanding (MoU membership agreement).

RECOMFOR project partners

Country	Competent institutions		Partner	
France		P1	French Confederation for the Wholesale and International Trade	CGI
France	French Ministry of Education (Ministère de l'Education nationale - MEN)	P2	Centre international d'études pédagogiques - Ministère de l'Education nationale	CIEP-MEN
Belgium	Ministère de la Communauté Française (Ministry of French Community Belgium)	P3	Conseil de L'Education et de la Formation (Education and training counsel in Wallonia)	CEF
Spain- Catalonia	Direcció General d'Ensenyaments Professionals, Artístics i Especialitzats (General Direction for VET)	P4	Generalitat de Catalunya, Departament d'Educació (Ministry of Education of the Government of Catalonia)	DGEPAIE
France		P5	Association de gestion des formations en alternance pour les PME	AGEFA-PME
Greece	Organization for Vocational Education and Training	P6	Organization for National Education and Training	O.E.E.K.
Italy	EQF level 4 Ministry of Education, University and Research EQF level 5 Veneto Region (Region President)	P7	UFFICIO SCOLASTICO PROVINCIALE DI VENEZIA	USP VENEZIA
Italy		P8	Veneto Productivity Centre	CPV

Netherlands	Ministry of Education	P9	Kenniscentrum Handel	KCH
Netherlands		P10	ROC Albeda	ROC Albeda (Trade and Commerce)
Portugal	National Agency for Qualifications	P12	Centro de Formação Profissional para o Comércio e Afins (PT)/ Vocational Training Centre for the Trade	CECOA
Portugal		P13	Portuguese Commerce and Services Confederation	CCP
Romania	Ministry of Education, Research, Youth and Sports	P14	National Centre for Technical and VET Development	NCTVET
Romania		P15	Chamber of Commerce and Industry	CCIB
Slovenia	CPI, up to the level EQF4 Level EQF 5 (Recomfor in Slovenia) is linked with ECTS system, which is under the Higher education system; therefore competent institution can be each TC	P16	Institute of the Republic of Slovenia for Vocational Education and Training	CPI
Slovenia		P17	Chamber of Commerce and Industry Institute of Business Education	CPU
Czech Republic	Ministry of Education, Youth and Sport	P 18	National Institute of Vocational and Technical Education	NÚOV

Participating partners NETINVET network involved in part of process ECVET functions VET qualifications and VET provision

	Conception functions			Realisation functions				Quality assurance
Qualifications system	Design of qualifications	Design of formal or non-formal programmes	Design of assessment/validation process and procedures	Carrying out the formal or non-formal programme	Assessment of learning outcomes (formal, non-formal and informal)	Validation of learning outcomes (formal, non-formal and informal)	Certification/recognition of learning outcomes (incl. the award of qualification, certificate, diploma...)	Quality Assurance and regulation
ECVET functions	Design of ECVET elements			Use of ECVET for accumulation and Transfer				Quality Assurance for all processes
	Description of qualifications in terms of units of learning outcomes Allocation of ECVET points to qualifications and to units	Link between units of Learning outcomes and the formal or non-formal programme	Link between assessment/validation processes, the achievement of units of Learning outcomes and award of associated ECET points	Practical use of Learning outcomes and credit for mobility	Establishment of Learning agreements of Learning outcomes and award of corresponding credit	Recording of assessed Learning outcomes and credit in the Personal transcript Validation of Learning outcomes and of corresponding credit	Recognition of Learning outcomes and process for taking credit into account for the award of qualification (i.e. transfer and accumulation)	
	Establishment of Memoranda of understanding (all actors may be involved in establishment of a MoU directly or by delegation)							

3.2 Memorandum of Understanding (membership agreement)

A MoU is a formal agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnership's procedures for cooperation.

Credit transfer is supported by mutual trust between the competent institutions involved. As stated in the ECVET Recommendation, this should be promoted by establishing MoUs

In order to recognise credit, the competent institution in charge needs to be confident that the required Learning outcomes have been assessed in a reliable and valid manner. It also needs to trust that learners' credit does concern the Learning outcomes expected and that these are at the appropriate level.

MoUs are concluded by competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved Learning outcomes for transfer and validation.

In the RECOMFOR project the participating partners agreed to use in the NETINVET network a template as described as membership agreement.

Template MoU (membership agreement) NETINVET network

The Memorandum of Understanding (membership agreement) in the NETINVET network for competent institutions contains the following statements and information:

- The context
- Member of the NETINVET network
- The object and objectives
 - Object of the MoU (membership agreement) COMINTER national compatible qualifications
 - Objectives of the MoU ((membership agreement) scenario's: certification versus mobility purposes
- Accept each other's status and role as participating partner
 - Clear identification of the participating partners
- Accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer
 - Responsibilities and duties of parties (quality assurance , transparency mechanisms regarding training organisation and assessment procedures, etc)
- Agree the conditions for the operation of the partnership, such as objectives, duration and arrangement for review of the MoU (membership agreement)
 - Definition of Arrangements for Review of MoU(membership agreement)
 - Definition of Monitoring Procedures
- Agree on the comparability of qualifications, related to COMINTER profile, for the purposes of credit transfer, using the reference levels established by EQF
- The participating partners certify the agreement of the competent institutions according to the national rules

Annex MoU

- Annex with COMINTER common reference (professional profile, LO, credit %)
- Annex with comparability between common reference and each national qualification
- Annex with information regarding quality assurance and assessment

NETINVET Memorandum of Understanding (membership agreement)

NETINVET MEMORANDUM OF UNDERSTANDING (MEMBERSHIP AGREEMENT)

What is it?

It is a membership agreement for the NETinVET network which sets the framework for credit transfer.

Who has to sign it?

The legal representatives of the members joining the network have to sign the MoU (MA).

Why do they have to sign it?

It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of members involved and establishes procedures for cooperation. By signing it, they declare to comply with the Quality Charter, provide information about assessment methods and procedures and certify the agreement of the competent institutions to the members of the network.

What needs to be done/ checked before?

Members agree to check the comparability of Learning Outcomes, related to the International Trade Assistant shared reference (available on the NETinVET website) and their national qualification.

What step is taken after signing the MoU (MA)?

After the MoU (MA) has been signed, a Learning Agreement (LA), signed by all the parties involved in the mobility action (the learner, the sending and hosting partners), can be completed.

Annexes to the MoU

- Annex 1: *International Trade Assistant* shared reference
- Annex 2: Comparability between shared reference and each national qualification
- Annex 3: Quality Charters

NETINVET Membership Agreement for Mobility

NETINVET NETWORK

This Membership Agreement/ MoU (Memorandum of Understanding) has been created to establish the frame for ECVET mobility actions in the European NETINVET network

Qualifications involved

France	Brevet de Technicien Supérieur (BTS) Commerce International (<i>Advanced Technician in International Trade</i>)
Belgium	Baccalauréat en Commerce Extérieur (<i>Bachelor in International Trade</i>)
Spain-Catalonia	Tècnic Superior en Comerç Internacional (<i>Advanced Technician in International Trade</i>)
Greece	(Import export sales assistant)
Italy	Tecnico superiore in commercio estero (<i>Senior technician in international trade</i>)
Netherlands	Assistant Manager Internationale Handel (<i>Assistant manager International Trade</i>)
Portugal	Técnico/a Especialista em Comércio Internacional. (<i>International Trade Specialised Technician</i>)
Romania	Tehnician Comerț Internațional (<i>International Trade Technician</i>)
Slovenia	Ekonomist (<i>Economist</i>)
Czech Republic	Obchodni Akademie, Ekonomické Lyceum (<i>Business Academy and Economic lyceum</i>)

Object and objectives

Each participating partner agrees on the comparability of learning outcomes (LO), related to *International Trade Assistant* shared reference, for the purposes of credit transfer, using the reference levels established by EQF

Object of the MoU :	<ul style="list-style-type: none"> • Annex 1 <i>International Trade Assistant</i> shared reference (professional profile, LO, credit %) • Annex 2 Comparability between shared reference and each national qualification
Shared reference versus national compatible qualifications :	

Quality assurance

Each participating partner accepts the quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer as described in the Learning Agreement.

Annex 3 Quality Charter

Monitoring of the MA

Each participating partner agrees with the conditions for becoming a NETinVET member, such as objectives, duration and arrangements for reviewing the MoU

Definition of arrangements for reviewing the MoU	The Mou has validity for one year, with automatic prolongation for the next year if no changes are necessary
Definition of Monitoring Procedures	The monitoring is the responsibility of the Scientific Committee of NETINVET network

Agreement of competent institutions

The participating partners certify the agreement of the competent institutions about this membership agreement according to the national rules

Country	
France	Ministère de l'Education nationale <i>(French Ministry of Education)</i>
Belgium	Ministère de la Communauté Française <i>(Ministry of French Community Belgium)</i>
Spain- Catalonia	Generalitat de Catalunya, Departament d'Ensenyament, Direcció General de Formació Professional Inicial i Ensenyaments de Règim Especial <i>(Ministry of Education of the Government of Catalonia. General Direction for VET)</i>
Greece	
Italy - Veneto	Regione Veneto <i>(Veneto Region)</i>
Netherlands	Ministerie van Onderwijs, Cultuur en Wetenschap <i>(Ministry of Education, Culture and Science)</i>
Portugal	Agência Nacional para a Qualificação <i>(National Agency for Qualifications)</i>
Romania	Ministerul Educației, Cercetării, Tineretului și Sportului <i>(Ministry of Education, Research, Youth and Sports)</i>
Slovenia	Centra RS za poklicno izobraževanje <i>(Institute of the Republic of Slovenia for Vocational Education and Training)</i>

	EQF level 4: CPI EQF level 5 : Competent institution can be each training centre)
Czech Republic	Ministerstvo školství, mládeže a tělovýchovy (Ministry of Education, Youth and Sport)

Annexes of the MoU (MA)

- Annex 1: *International Trade Assistant* shared reference
- Annex 2: Comparability between shared reference and each national qualification
- Annex 3: Quality Charter

**PAGE TO BE FILLED-IN AND SIGNED BY EACH
TRAINING PROVIDER MEMBER OF NETINVET NETWORK**

Member of the network's adhesion signature

Name of the organisation/training provider	
Address of the organisation	
Country	
Telephone number	
Fax number	
E-mail	
Web page	
Legal representative	
Position	
Stamp	
Signature	

Period of validity

This Memorandum of Understanding (membership agreement) has validity for the current year of signature, with automatic prolongation for the next year if no changes are necessary.

Place & Date of undersigning

3.3 Learning agreement

A Learning agreement is an individualised document which sets out the conditions for a specific mobility period. It specifies, for a particular learner, which Learning outcomes and units should be achieved together with the associated ECVET points.

The Learning agreement also lays down that, if the learner achieves the expected Learning outcomes and these are positively assessed by the hosting institution, the home institutions will validate and recognise them as part of the requirements for a qualification.

In the RECOMFOR project the participating partners agreed to use in the NETINVET network a template as described.

The partners may decide to add additional information to the template.

Template Learning agreement NETINVET network

Personal details

- Learner
 - Personal information
 - Course
- Home institution
 - Main contact person
- Hosting institution
 - Main contact person

Definition of Learning outcomes

- Course/module
 - The language which will be used in the lessons
 - The learner's linguistic and psychological preparation
- Learning outcomes
- Unit and ECVET points
 - A list of the units which will be transferred and a short description of them.
 - For each unit, the learning pathway to be followed by the hosting training center.
- Assessment
 - The assessment process which will be used.

Other information

- Rules and insurance
 - The administrative and judicial rules to be followed and the characteristics of the insurance which will cover the students while abroad.
- Details
 - A list of all the practical details which refer to the hosting of the student: names of the people involved who might assist him in any way, the accommodation details, the length of the stay, the social programme to be carried out during the stay, etc.
- Obligations
- Sending institution
 - The tasks carried out by the sending institution
- Hosting institution
 - The tasks carried out by the hosting institution

Personal transcript

- This Learning agreement includes a Personal transcript

Learning Agreement NETINVET

This agreement describes learning outcomes concerned by the international mobility of the learner for institutions participating in the NETINVET network. This Learning Agreement is connected to a Memorandum of Understanding (membership agreement) signed by the institutions.

Personal details - Learner	
Family name	
Name	
Address	
Postal code / City	
Country	
E-mail	
Telephone number (respect international format)	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
Date of birth / Nationality	
Qualification	
Period concerned	From (DD-MM-YYYY) till (DD-MM-YYYY) Total days = study hours

Sending institution	
Name of the organisation	
Address of the organisation	
Country	
Telephone number (respect international format)	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
Fax number	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
E-mail	
Legal representative	
Position	
Contact person	

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Assessment methods and criteria

- Description of the assessment methods and process
- Description of main criteria and indicators used in the learning outcomes assessment

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Practical details

Arrival date	
Departure date	
Means of transport (plane, train, etc)	
Accommodation (address, conditions, ..)	
Programme and calendar of activities	

Signature learner	
Learner	
Date	
Signature (or signature of a parent if learner is underage)	

Signature sending institution	
Name of the organisation	
Legal representative	
Position	
Stamp	
Date	
Signature legal representative	

Signature hosting institution	
Name of the organisation	
Legal representative	
Position	
Stamp	
Date	
Signature legal representative	

3.4 Personal transcript

The Personal transcript is a record of learning achievements. It contains information on learners assessed Learning outcomes, units and ECVET points awarded. It also specifies the identity of the learner and the competent institutions that awarded, validated and recognised learners credit.

The partners in the RECOMFOR project agreed to include in the NETINVET network a Personal transcript, which will be used by the hosting organisation. This document should also show the value in ECVET points of the units involved in the mobility action, this number may differ from one system to another.

Personal transcript NETINVET

The Personal transcript is a record of learning achievements and part of the NETINVET Learning Agreement.

Personal details - Learner	
Family name	
Name	
Address	
Postal code / City	
Country	
E-mail	
Telephone number (respect international format)	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
Date of birth / Nationality	
Qualification	
Period concerned	From (DD-MM-YYYY) till (DD-MM-YYYY) Total days = study hours

Achieved Learning outcomes				
Title unit				
Learning outcomes	1 Insufficient*	2 Moderate*	3 Sufficient*	4 Excellent*

- Insufficient not applicable or has not developed
- Moderate present essential gaps in development
- Sufficient some, but not essential gaps in development
- Excellent no gaps in development, good performance

Signature hosting institution	
Name of the organisation	
Legal representative	
Position	
Stamp	
Date	
Signature legal representative	

4. General Information on assessment in partner countries: Analysis

4.1 Questionnaire

Every partner has provided essential information about assessment on a general level. The full responses to this questionnaire are available in the annexes.

Relevant bodies, stakeholders

1. Which organisations - stakeholders are in charge of designing the assessment procedures and standards? General (National, regional) and Specific Sectoral
2. Which organisations -stakeholders are responsible for implementing the assessment procedures?
3. Which organisations -stakeholders are responsible validation of these assessment procedures?

Assessment procedures

4. Which organisations -stakeholders are in charge of designing the assessment procedures and standards? General (National, regional) and Specific Sectoral
5. How is assessment organized alongside the learning process (i.e. summative or formative assessment process)? Is it possible to have parts of VET program assessed? Under which circumstances could this be possible? Is the assessment equal in all the VET institutes?
6. How are the assessment procedures constituted as concerns the examination methods (written, exam, oral exam, practical demonstration, etc) or according to the simulation of work processes and the required KSC for mastering tasks?
7. Which are the (qualification) standards in use for the assessment procedures?

Validation and Certification

8. Which organisations are entitled to validate assessment of Learning outcomes?
9. Which organisations are entitled to grant/deliver certificates/diplomas/titles?

Transfer

10. Do you have a system of validation of non formal learning?
11. Does “transfer” of knowledge, skills and competences exist in the national VET?

The following sections, from 4.2 to 4.8, summarize the answers provided by each partner country to the questions mentioned up-above.

4.2 Existence of National, Regional, Qualification Assessment Standards regarding the COMINTER common reference

Portugal	General assessment standards defined at national level by Law Decree from the Government.
Slovenia	General level: CPI gives proposal of methodology to the National Council of VET experts (social partners: Ministries, Chambers, Unions, representatives of selective Schools) Sectoral level: - Sectoral council for specific area - Commission for standards
Greece	O.E.E.K. is responsible for designing the assessment procedures and standards for Initial VET EKEPIS is responsible for Continuous VET
Romania	The qualification profile is developed by specific bodies of Ministry of Education, Research, Youth and Sports in collaboration with social partners. NCTVETD is responsible for designing the assessment standards. The assessment standards are part of Qualification Profile for each qualification validated by Sectorial Committee
Italy	Currently there is no qualification standard in use to carry out the assessment. Agreement of the Unified Conference 2 nd March 2000 has set up guidelines and criteria for assessment and certification. A common format has been elaborated. The new Decree 25/01/2008 will revise all the certification standards.
Belgium	No General assessment standards exist,
France	National level: French Ministry of Education & French Ministry of Higher Education. Depending of the level of the diploma. For the BTS, Higher Education.
Spain- Catalonia	Regional Qualification Assessment Standards (Regional Ministry of Education) based on National Standards (Ministry of Education)
Netherlands	National standards are present.
Czech Republic	At the national level the Ministry of Education, Youth and Sports is responsible for creating general assessment standards. The ministry co-operates with the Ministry of Labour and Social Affairs and the ministries responsible for sector-specific VET issues (Agriculture, Industry and Commerce, Health, Justice, Police, Defence).The schools specify these standards themselves by creating their own educational programmes.

4.3 Verification of Standards who, what how?

Portugal	<p>Verification of assessment standards from the process perspective in accomplished by :</p> <ol style="list-style-type: none"> 1. The VET provider that proposes the creation of the qualification and/or asks permission to develop the qualification 2. The public service/department/institution designated by the corresponding Ministry to instruct the process and give formal advice (in the case of a training centre belonging to the national network of training centres from the Employment and Vocational Training Institute/Ministry of Labour – as CECOIA – the public organisation responsible is the Employment and Vocational Training Institute); 3. A Technical Commission comprising representatives from several Ministries including Education, Labour, Higher Education, Economy etc that gives formal advice. 4. The corresponding Ministry that formally approves the assessment standards.
Slovenia	The final responsibility for implementing the assessment procedures is always on the National Council of VET experts.
Greece	<p>Public IEKs and private ones are responsible for assessment procedures (regarding Initial VET). KEK Centers are responsible for Continuous VET EPAL-epas for vocational education</p>
Romania	<p>Verification of assessment standards from the process perspective is realized:</p> <ol style="list-style-type: none"> A. As a self assessment process at school level. B. By Ministry of Education, Research, Youth and Sports who is in charge with defining the methodology of certification exams C. By National Agency for QA which defines the standards and indicators related to assessment as process. These standards and indicators are mandatory for all schools in order to be accredited and maintain their accreditation.
Italy	Assessment procedures concerning IFTS system are set up by the Interdepartmental Decree 436/2000 and the Agreement 2/03/2000. Each Region appoints a Board to perform the final exam. Monitoring performed at regional level by the Regional Committee. At national level by inspectors of the Ministry of Education and the ISFOL.
Belgium	
France	Jury at the regional level chaired by an Inspector and composed of representatives of the training centers and representatives of companies
Spain-Catalunia	The inspectorate of the Regional Ministry of Education verifies the implementation of the assessment standards
Netherlands	Inspection of MEN, verifies the application of these standards
Czech Republic	Ministry of Education, Youth and Sports is responsible for verification of the assessment standard in the last instance.

4.4 Unit based /Learning Outcome based assessment possible?

Portugal	Summative assessment by units, practical tests/assessment situations are foreseen. Each unit is assessed individually
Slovenia	Assessment is organized as a combination of the summative and formative process. It is possible to have parts of VET program assessed. A VET program consists of various modules with various subjects that can be assessed.
Greece	Unit based yes, but always final assessment with all content (centrally organized)
Romania	Unit based assessment is possible. Training centre are in charge with organization of assessment process.
Italy	IFTS standard is structured in Units of Competence in terms of base, technical-vocational and cross competences. The competences are described in terms of indicators and descriptors which don't correspond to KSC. The competences can be associated to the cross competences (problem solving, relate with others, diagnose). In some profiles the indicators can be associated to knowledge while the descriptors are more generic. Currently no system to validate the Learning outcomes.
Belgium	Final and unit based
France	Summative assessment process, and also formative assessment process for assessments along the training course. It is possible to have parts of VET program assessed based on parts of units when you have assessment along training courses.
Spain - Catalonia	The three types of assessment (initial, formative and summative) are used. All national certification units are split into subunits, which can be assessed individually.
Netherlands	Training programs are based on the Qualification Profile. Vocational training centers are allowed to set up their own training programs at wish, as long as they comply with the requirements in the QPs, the Learning and Citizenship profile and general education and examination criteria, which are stated by the Vocational Education and Training Act (WEB). The Educational Inspectorate supervises vocational training centers on these regulations. They are completely free in how they set up their training programs, as long as they comply with the requirements in the QPs (and the VET-act).
Czech Republic	L.O. based assessment is possible, however the system is not unit based.

4.5 Are the assessment method-procedures uniform- different from one TC to others?

Portugal	There isn't equal assessment in all VET institutes; each VET institute create the tools, the exams, the tests, the practical assessment situations allowing to assess the trainees always taking into consideration the rules settled in the law decree.
Slovenia	All VET organisations follow the same national standards.
Greece	Procedures and content determined by OEEK, assessment according Greek standards for foreign trainees not possible
Romania	The assessment methods are included in qualification Qualification Profile as national standards. At training centre level the assessment instruments are elaborated based on national standards. Therefore, the methods are uniform, and the instruments differ from one training centre to another.
Italy	Since the assessment is performed by the school's teaching staff is not uniform in all VET institutes. Thereby the tutor and the coordinator play an important role.
Belgium	Can be different by training center (TC),
France	The assessment is equal in all VET institutes
Spain – Catalonia	The assessment standards to be followed are all the same for all VET centres, but each training centre can decide the methods to be used to reach those standards.
Netherlands	Assessment tools and methods is responsibility of TC. Can be different for each TC. Coherence with standards are necessary. Schools need to make procedures transparent.
Czech Republic	Yes the assessment method-procedures are to some extent different from one TC to another. The profile part of a school-leaving examination shall consist of three (3) compulsory examinations. With regard to schools and classes with the language of a national minority as the language of instruction one of the compulsory examinations shall be an examination of the language of the relevant national minority. (2) The school head shall specify the selection of subjects of compulsory examinations in compliance with the Framework Educational Program and he/she shall further set out the form, topics, and dates when such examinations are to be taken. (3) Furthermore, a pupil may take a maximum of four (4) non-compulsory examinations.

4.6 The transfer of LEARNING OUTCOMES is possible?

Portugal	Given the general nature of general assessment standards and autonomy of training centres, YES transfer is possible.
Slovenia	VET providers are the one's responsible for the validation and certification of Learning outcomes. Therefore there's not much of a problem for the transfer, recognition and validation of the LO acquired abroad. As long as Learning agreement is respected, LO can be recognized within the framework of the training course
Greece	For Greek trainee in COMINTER possible, but assessment of foreign trainee according OEEK standards not possible
Romania	Results of the process are accepted, based on transparency and evidence.
Italy	Yes, but actually it doesn't exist in the IFTS system but it might be implemented in the next. Several regulations have been set up and approved by the Council of Ministry. A specific Committee for the EQF implementation has been set up by the Ministry of Labour.
Belgium	TC YES transfer is possible is to be decided by TC
France	Yes, the different ways of getting a diploma (initial, continuous, VAE) are linked and there are equivalences between units of different diplomas at a same level of qualification. There are some general agreements on equivalence of diplomas with Germany for example but not based on units.
Spain - Catalonia	Training centres in Catalonia are responsible for the validation and certification of LO, therefore the transfer, recognition and validation of LO acquired in a foreign country could be possible in the framework of a project, and if a Learning Agreement has been previously created.
Netherlands	Transfer from abroad is possible if application of own standards are present, but challenge is to accept foreign standards and methods.
Czech Republic	It is not possible at the moment as there are no "units" (in legal sense) by now within the system. However, "accumulation" and "transfer" of learning outcomes exist,

4.7 Who has the formal responsibility for assessment, validation of L.O

Portugal	Assessment and validation by Training Centers, recognized under the NQF
Slovenia	Slovenia does not have such an organisations; however the National Council of VET experts performs this role.
Greece	OEEK for assessment done by TC and validation OEEK
Romania	Training Centres are responsible for assessment and validation of L.O.
Italy	IFTS – course 1000 hours National Standard - the Unified Conference; ITS – 2000 hours – it is necessary a Governmental Law agreed also by the Unified Conference. For the assessment of LEARNING OUTCOMES acquired by a person, the training center is responsible and also the Committee described above.
Belgium	Assessment and validation by TC
France	Assessment by TC, Validation by MEN
Spain - Catalonia	Assessment done by TCs and validation carried out by the Regional Ministry of Education.
Netherlands	TC is responsible for assessment and validation.
Czech Republic	Assessment and validation by TC

4.8 Other relevant information

Portugal	A diploma of a training course not included in NQF can be used to recognize and validate KSC in a recognition, assessment, validation and certification of non formal and informal learning procedure, through an "Individual Carnet of Competences".
Slovenia	Generally, assessment is done by the lecturer who has the autonomy of doing so. It is usually done in a pass/fail way rather than numbering the level of acknowledgment. As long as Learning agreement is respected, Learning outcomes can be recognized.
Greece	Training in company is only possible after VET period and before final examination
Romania	Mechanism for transfer and recognition of LO achieved abroad are in place only for part of the training program.
Italy	Several sub-systems: A) in the Education, LO have not yet formally adopted B) in the Academic HE the descriptors developed in the Bologna process are formally adopted C) in the non academic HE (IFTS), the LO approach is fully adopted. In this subsystem, there is a national standard system based on competences since 2000. Moreover, after the Decree of 25 January 2008, the National Committee on IFTS agreed to update the standards to make them more coherent with the Learning outcomes approach. D) in VET, regional bodies launched an updating of the qualifications system adopting the LO approach.
Belgium	
France	System of validation of non formal learning is called "Validation des Acquis de l'Expérience" (VAE) = Validation of Learning outcomes acquired by experience
Spain - Catalonia	A system of validation of non formal learning and the Learning Outcomes acquired by experience exists in Catalonia. It's called <i>Qualifica't!</i> .
Netherlands	COMINTER is now linked to QP Export assistant
Czech Republic	The system of the validation of non-formal and informal learning was established by the Act No. 179/2006 Coll. of 30 March 2006 on Verification and Recognition of Further Education Results and on the Amendment to Some Other Acts

4.9 Considerations

Some considerations, conclusions based on this information

- Assessment at national, regional level is generally present : level of information relevant for the other partners sending will depend on the application of own standards or acceptance of hosting organisation standards
- In most cases there is the existence for the verification of assessment standards. Most probably these organisations will play a role when investigating to acceptance of standards from another context.
- There might be differences in acceptance of the standards according the scenario of the mobility : mobility in company, training center, which unit and Learning outcomes to be verified in the action plans
- For some organisations already in this stage the transfer of Learning outcomes from a foreign context is possible. This can be positive and to be used for those organisations who have to find out and negotiate the possibilities with the competent authorities.
- In the case of Belgian and French partners it covers more the area of higher education and traditionally the level of freedom is much more present.

5. Transparency on assessment

For ECVET implementation, it's necessary to know the detailed information as summarized in chapter 4. The complete answers to the questionnaire is provided in the Annexes.

For an assessment plan, general information is not sufficient. Each partner (Training center) has to identify the possibilities for transfer, recognition and validation of Learning outcomes acquired in another context within the qualification of COMINTER.

Are there Learning outcomes (as statement of what a learner knows, understands and is able to do on completion of a learning process) recognisable in the partners Qualifications? Is the assessment flexible? Does the Training center focus on work placement mobility only? Do units exist in the qualification? And so on.

The NETINVET network will provide this information for each Training center.

Content Assessment plan

Each partner (TC) in NETINVET network will provide:

Qualification (WP2)

- Name Qualification
- Diploma
- EQF level
- Credit Points
- Units suitable for mobility
- Time schedule

Mobility documents (Forms WP4)

- Competent Institutions
- Memorandum of Understanding (membership agreement)
- Learning agreement
- Personal transcript

Assessment plan (Annexes WP 4)

- Assessment methods
- Knowledge, skills, competences
- Timeframe
- Written, oral, practice assessment

Quality assurance (Annexes WP 4)

Additional information about the assessment plan is provided in the annexes.

6. Scenario's for NETINVET network

3 types of scenarios have to be considered:

- mobility between training centers,
- mobility in work placements
- mobility combining training and work placement

Mobility between training centers

1. Short mobility (1-3 weeks)

In a short mobility period only part of units can be assessed abroad. A whole mobility unit can't be assessed in totality in 3 weeks. This short mobility is very flexible with low cost. On the other hand it needs specific assessment. When a part of a unit is going to be assessed, all documents (Competent Institutions, Memorandum of Understanding, Learning agreement, Personal transcript) are necessary within the NETINVET network.

2. Long mobility (4 weeks – 3 months) concerns parts of several units or units in their totality. This mobility needs a wider correspondence. All the documents are necessary. In this long mobility the focus should be on the mobility units. This long mobility needs a training plan.

The assessment plan of every TC involved is important. What are the possibilities for ECVET.

For training centers, some can organise both types of mobility or only one of each. In certain situations, short mobility is recommended first.

Mobility within work placements

The mobility within work placements can be compulsory or optional. In case of optional, this is often chosen to be without assessment.

For assessment, there 's a need to focus on the Quality Assurance (for a work placement assessment is different than an assessment in a conditioned environment).

Possibilities:

- 1st possibility: only linked to the training context
 - The mobility is only focussing on training without assessment
- 2nd possibility: also linked to sub-units
 - The procedure is the same as with short mobility. The different Learning outcomes concerned can be shared in different units and can be assessed. Some Learning outcomes can be assessed abroad and others in the national country.
- 3rd possibility: or linked to the assessment process (1 unit)
 - The procedure is the same as with long mobility. In this long mobility the focus should be on the mobility units. This mobility needs a training plan and is linked to the assessment plan of the TC's involved.

Mobility combining work placement and training

7. The next step to ECVET implementation

Within this workpackage, an inventory is made of the opportunities and obstacles when transferring competences from one context to another. Special attention was paid to the assessment systems.

This is a necessary step as it seems that there are all over Europe different systems of qualifications, VET recognition and certification etc. Due to these differences in VET it seems to be difficult to compare, recognize and validate learning outcomes acquired in other circumstances.

Besides the typology of the VET system, there are four conditions important to take into account when implementing ECVET. These conditions are more focussed on the characteristics of the (individual) training centres (see final report of the ECVET Connexion study on the feasibility of ECVET implementation in the EU member states).

Within each VET system, the following four conditions determine whether ECVET principles are easy to implement or not:

- technical characteristics of ECVET: the ability to be in line with the technical specifications of ECVET;
- flexibility of training pathways: the ability of a training centre to offer and manage individual pathways;
- autonomy of training centres: the ability of a training centre to take responsibility for the whole pathway;
- permeability/ openness of training centres: the ability to recognize and valorise the learning outcomes obtained in other systems or environments;

The “assistant in international trade” shared reference, as used in NETINVET network, is already set up in modules, certification units and described in terms of knowledge, skills and competences. This means in concrete terms that as far as possible, the technical specifications of ECVET are already applied when developing the Cominter shared reference.

The Cominter programme is developed in close collaboration with international stakeholders and besides the NETINVET network with competent bodies is set up, so there is a network and basis for mobility and mutual trust.

8. Final thoughts and recommendations

As concluded in the previous paragraph, when you are able to implement the “*assistant in international trade*” training programme, you already comply with a lot of (technical) ECVET conditions, as these are integrated in the “*assistant in international trade*” modules.

But the technical aspects are just one aspect. Other important parts are the flexibility, autonomy and the permeability of the systems. “ECVET-wise” speaking, a competent body should accept (recognize, validate and accumulate) the learning outcomes which are assessed in another context, without providing a final exam for the trainee!

In many vocational training systems the development of qualifications, the training provision, the development and execution of assessments are not the responsibility of just one training centre, but a responsibility of different stakeholders. This argues for a national/ regional approach, in which all the relevant parties are involved. A Memorandum of Understanding between all the competent bodies and tools like learning agreement can help maintaining a sustainable network of mutual trust. But as in many other cases, the solutions lie not in the tools, but in the practice (the ability to experiment with other partners in the NETINVET network).

In the table below recommendations for each ECVET condition are presented.

Condition 1: Technical specifications
<ul style="list-style-type: none"> - Make use of good practices in different countries in the NETINVET network (what works?, why? and how can we make it work in other situations?); - Create an experimental environment within a network (NETINVET); - ...
Condition 2: Flexibility
<ul style="list-style-type: none"> - Promote information and guidance for training centres; - Exchange experiences between the partners on individual learning pathways; - Let the certification unit define the duration and scenario of the mobility and not the other way around in order to make sure that you can finish complete units; - ...
Condition 3: Autonomy
<ul style="list-style-type: none"> - Develop expertise in assessments (methods, tools, standards etc.); - Training of management, teachers and other stakeholders; -
Condition 4: Permeability
<ul style="list-style-type: none"> - Make success visible in order to create acceptance; - Support experimentations to see what works and not (bottom up); - Develop training networks with mutual trust (NETINVET); - Start with a common profile (COMINTER) in which there is already agreement on the learning outcomes and create and experiment with a system for the accumulation of learning outcomes; - ...