

**TAMTAM Project**  
*Exploiting the TIPTOE pIAforM by transferring ECVET and EQF  
semAntic tools in a Multi-sectoral perspective*  
2011-1-IT1-LEO05-01969 CUP G12F11000600006

**R13.WP5 Checklist for the testing phase**

February 2013



Exploiting the TIPTOE pIAforM by transferring ECVET and EQF semAntic tools in a Multi-sectoral perspective (2011-1-IT1-LEO05-01969 CUP G12F11000600006) Website: [www.tamtam.polito.it](http://www.tamtam.polito.it)

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Lifelong  
Learning  
Programme

Result:	13	Checklist for the testing phase
Work package:	5	Testing
Description:	A checklist for the experimentation steps, listing the various passages and indicating who has to be involved, what it has to be done, which are the results expected, which are the modalities for collecting suggestions for improvement of the platform or the adjustment of the qualifications for making concrete and functional the application of ECVET. The checklist is functional to the preparation of the work groups.	
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Contributing partners:	Other partners according to the work programme	
Public/Confidential:	Public	

This document should be used as a basis for collecting information for the preparation of a checklist , which will serve as a common methodology for the launch and implementation of the testing phase.

The first section focuses on some open questions concerning three topics: 1) qualification 2) European frameworks 3) TAMTAM platform.

The second section contains questions on the implementation of the testing phase. In order to appropriately answer to questions and have a support tool, please refer to the draft of the “ECVET for mobility. Tools to promote the use of ECVET for transnational mobility” – Deliverable no. 12.

## **SECTION 1**

### ***Topic 1 – Qualification***

1. Specify the national qualification (EQF level 5) that will be chosen for the testing and the sector concerned.
2. Does the national qualification completely comply with the one inserted in the project platform?
3. If not, what are the differences between the national qualification and the common profile inserted in the platform?
4. Do the national qualifications inserted in the platform use an appropriate language? If no, please list possible differences.
5. How is the qualification described in your own education & training system?
6. What are the differences between the model described in the guide on ECVET (Deliverable no. 12) and the one used in the platform?
7. Which model better interprets and meets labour market needs?
8. Which model better interprets innovation needs in the labour market?
9. Is your national qualification described in terms of learning outcomes?
  - (a) If yes, please describe the framework.
  - (b) If no, please illustrate how it might be described in terms of L.O.
10. Describe how the units of L.O. relate to a set of learning activities.
11. How is the set of learning activities structured? (lessons, internship, workshop, etc.)
12. Which units of L.O. can be used only in a national/local context? Which units have an international value?
13. Which unit(s) can be chosen to simulate a mobility experience?

## ***Topic 2 –European frameworks***

1. Describe the process to reference your national qualifications levels to relevant EQF levels.
2. Describe the criteria and procedures for the referencing of national qualifications levels to the EQF.
3. The referencing process concerns
  - (a) qualifications acquired in formal learning pathways  Yes  No
  - (b) qualifications recognised by professional bodies ?  Yes  No
  - (c) learning outcomes acquired in informal and non-formal learning contexts  Yes  No

If you ticked YES to any of the above items, please describe the procedures

4. Describe the level of awareness and familiarity with ECVET in your own country. Was ECVET implemented at institutional level?
5. What system is used to allocate credits to your national qualification? ECTS or ECVET?
6. Is the system suitable for the qualification concerned?  Yes  No
7. Describe if there is a methodology in place to bridge ECVET and ECTS
8. What are the mobility instruments that are used in your education & training system? Please provide some examples.
9. What are the instruments for quality assurance that are used in your education & training system? Please provide some examples.

## ***Topic 3 – TAMTAM platform***

1. Is the platform interface user-friendly?  Yes  No
2. Can the platform be easily used by trainers and training providers?  Yes  No
3. Does the platform facilitate the application of ECVET by giving important information on qualifications?  Yes  No
4. Is the information on qualifications and learning activities useful for finding a partner for transnational mobility? Is it useful to complete ECVET technical instruments?  Yes  No

Please justify your answers with concrete examples.

## SECTION 2

### *Testing – Preparation phase*

1. Describe the type of organisations to be involved in the Working Group (providers of education and training – EQF level 5).
2. What are these organisations? How many?
3. Provide information on individuals/trainers to be involved in the Working Group (name and surname, CV, role, etc.)
4. Specify the sector for the testing.
5. Specify the number and type of students to be involved in the simulation of the transnational mobility.
6. What are the learning activities that are suitable to simulate the transnational mobility, also with a view to a real future realisation?
7. How long should the mobility last?
8. What are the mobility instruments and procedures?
9. What are the expected results?
10. What are the quality assurance criteria for ECVET mobility for an individual learner and ECVET partnerships for transnational mobility?
11. How will you use the platform and what information and support materials will you give to trainers involved in the simulation?

### *To start the testing*

1. Verify possible difficulties in using the platform and describe them.
2. With which partner country would you simulate the transnational mobility?
3. Who, and under what conditions, has the competence to formalise the Memorandum of Understanding?
4. Who, and under what conditions, has the competence to sign the Learning Agreement?
5. Who, and under what conditions, has the competence to allocate credit points?
6. Which methods are used to allocate credit points?