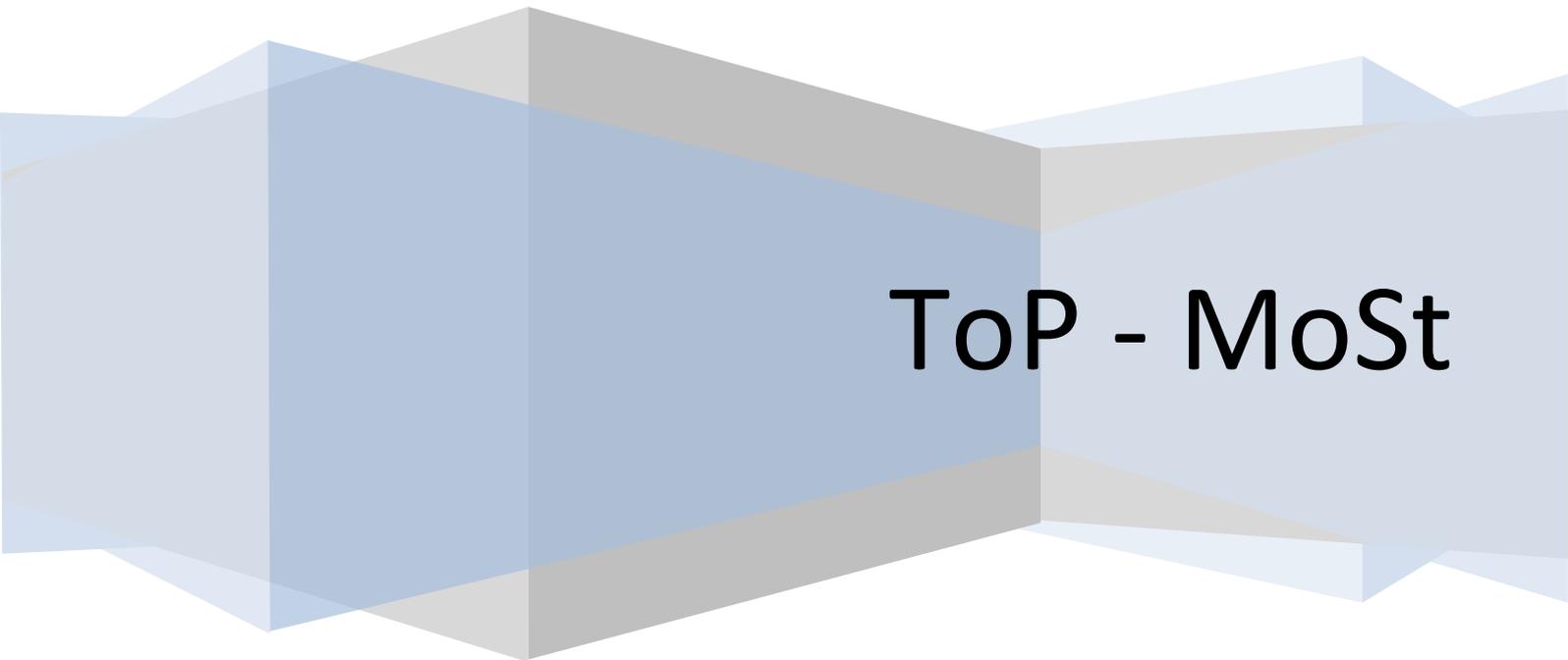


Research and Analysis Report

Result 10



ToP - MoSt

INTRODUCTION

This document is one of the results of the WP2 of the ToP-MoSt project.

Following the indication of the European Commission that doesn't want to homogenise the education systems, partners tried to understand the situation in each country. Partners have presented and discussed the VET educative system, existing legal requisites for assessment, validation, certification and formal recognition of Learning Outcomes gained through mobility experiences of learners.

On the other hand, it is also necessary to gain theoretical knowledge about the learning outcomes and the description process, as it is the basis for the work that will be done in WP3 and WP4.

This document is the result of the collaborative work done by all the training institutions involved in the project.



1. DESCRIBING LEARNING OUTCOMES

1.1 WHAT IS A LEARNING OUTCOME?

According to CEDEFOP¹, a **Learning Outcome** is the set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of learning process, formal, non-formal or informal.

Therefore, a learning outcome is composed by:

- Knowledge¹: The outcome of the *assimilation of information* through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work.
- Skill¹: The ability to *perform tasks* and *solve problems*.
- Competence¹: it is the ability to *apply* learning outcomes *adequately in a defined context* (education, work, personal or professional development) A competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.

A learning outcome is acquired in a learning process. This project is focused on **Formal Learning**, which is the one that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

1.2 HOW TO DESCRIBE A LEARNING OUTCOME?

There are several EU funded projects that describe Learning Outcomes in different fields. And after reviewing the process they have followed, the main conclusion is that describing learning outcomes is a tricky process.

According to *National Contact Point for ECVET in Germany*² The first stage is that *partners must agree on a common language* and a common terminology regarding the contents. There are different approaches to reach the agreements.

As in this project, partners are working with on-going qualifications; we have chosen to start with the description of the Learning Outcomes as they are in each one of the Schools and then agree on a common definition for the Learning Outcomes. Partners will use both the EQF system and the use of ECVET instruments for describing learning outcomes as well as for assessing, documenting and validating units of learning outcomes. In the second section of this report, you can find the different criteria for recognition and validation of learning experiences in each partner country.

¹ CEDEFOP "Terminology of European education and training policy. A selection of 100 key terms" http://www.cedefop.europa.eu/en/Files/4064_EN.PDF

² ECVET Support Team "Guidelines for describing Units of LOs" http://www1.ecvet-team.eu/sites/default/files/guidelines_for_describing_units_of_learning_outcomes.pdf



In this project, partners will not address questions regarding the equivalence of training programmes and occupational profiles, but we will to agree on the learning outcomes that will be the core of the future mobility of students and teachers.

Learning outcomes comprise professional, methodical, personal and social competences to be gained abroad. The application of ECVET instruments such as partnership agreement (Memorandum of Understanding), learning agreement and personal transcript is intended to contribute towards ensuring that all persons involved – including the learners – develop a common understanding of the intended results.

In the sense of quality assurance measures the achievement of these goals, that is to say, the attainment of these vocational competences, shall be made verifiable, for example by successfully completing the work assignments and examinations defined by the partners.

1.3 IMPORTANT CONSIDERATIONS WHEN FORMULATING LEARNING OUTCOMES

According to [2], learning outcomes should be formulated in such a way as to be understandable and thus "manageable" for all those involved. This means that the partners define the terminology which they use and choose a reference system (e.g. EQF). This procedural step also involves agreement on the part of persons involved, i.e. training personnel and learners, on the application context (e.g. skills level, standard) and objectives of learning mobility.

Partners should consider the following points when formulating learning outcomes:

- The learning outcomes which are to be described are [based on the learning achievements of an average learner](#).
- Learning outcomes are described from the [perspective of the learner](#) (not from the perspective of the instructor).
- Learning outcomes [describe the result following the completion of a learning process](#). They do not describe the learning target or the learning path.
- Learning outcomes [should be verifiable and assessable](#). Learning outcomes should be described in as concrete terms as possible so that it can be determined within the framework of an evaluation process whether the learner has achieved the learning outcomes. The learning outcomes should be formulated in such a way as to also enable the learners to judge whether the results have actually been achieved.
- The question of whether learning outcomes in the form of knowledge, skills and competences within a unit of learning outcomes are described in detail or in a less complex form depends on the respective context and the objective of learning mobility. As a general principle, there should be neither too many nor too few learning outcomes.

In addition, we found in [2] the following basic principles that can make it easier to reach an understanding between partners when describing learning outcomes:

- Use of active, clearly understandable verbs.
Verbs should describe measurable or observable actions, e.g. "explain", "represent", "apply", "analyse", "develop", etc. This can be supplemented by job-specific verbs depending on sector and domain.) Verbs such as "to be familiar with" should not be used.
- Specification and contextualization of the active verb.



It should be described what the knowledge and ability refers to in concrete terms, or what type of activity is involved. The learning outcomes formulation should consist of a verb and the related object as well as an additional (part of a) sentence describing the context.

- Avoiding vague, open formulations.
Learning outcomes should be described briefly and precisely, complicated sentences should be avoided, learning outcomes should not be formulated in too general or in too concrete terms; clear (simple and unambiguous) terminology should be used as far as possible. Not: He/She knows the regional products and is able to prepare simple meals.
- Orientation towards minimum demands for achieving learning outcomes.
Learning outcomes should comprehensibly describe the minimum demands for achieving/validating a unit of learning outcomes, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.
- Qualifications/competence level is described comprehensibly
Formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF or sectorial framework) of a unit of learning outcomes. The learning outcomes description should comprehensibly depict whether the vocational competences can for example be applied under supervision, autonomously or responsibly and competently.



2. ASSESSMENT, VALIDATION AND RECOGNITION REQUISITS IN EACH PARTNER'S COUNTRY

This section is devoted to present the basic information about the validation of the learning outcomes in the different training centres participating in this project. (Result 12)

Firstly we have to clearly understand each of these terms, which are defined by Cedefop [1]:

Assessment of Learning Outcomes: The process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). *Assessment is typically followed by validation.*

Validation of Learning Outcomes: Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. *Validation typically leads to certification.*

Certification of Learning Outcomes: The process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard.

Formal Recognition of Learning Outcomes: The process of granting official status to skills and competences either through the:

- *award of qualifications* (certificates, diploma or titles); or
- grant of equivalence, credit units or waivers, validation of gained skills and/or competences;

Certificate / diploma / title: An official document, issued by an awarding body, which records the achievements of an individual following an assessment and validation against a predefined standard.

Awarding Body: A body issuing qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following a assessment and validation procedure

In order to collect all the relevant information, each partner has answered the following issues

1. Name and status of the body awarding the certificate. The awarding body is the body issuing qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following a assessment and validation procedure
2. Name and status of the national/regional authority providing accreditation/recognition of the certificate. This is the relevant legislative of professional authority that accredits the quality of a program of education or training.
3. Pass requirements: Requirements that each student need to pass each course in the school.
4. Examining Board: How the school examines the students
5. Grading Scale:
6. Partial recognition of the qualifications: modules and/or learning outcomes: If there is partial recognition of the qualifications, each partner describes the procedure that has to be followed.

More information related to these topics can be found in the Europass website, under the Certificate Supplement item:

<http://europass.cedefop.europa.eu/en/documents/european-skills-passport/certificate-supplement>



PO.1 NAME AND STATUS OF THE BODY AWARDING THE CERTIFICATE

Name of the degree

The Ministry of Education, Culture and Sports (central government) is the awarding body for the following degrees:

1. Heating technician
2. Air conditioning and refrigerating technician
3. Electromechanical maintenance technician
4. Automatic and electrical installations technician
5. High technician in developing projects of installations of HVAC
6. High technician in maintenance of installations of HVAC
7. High technician in industrial maintenance

The Ministry of Labour is the awarding body for the following degrees:

8. Installer and maintenance technician in refrigeration systems
9. Installer and maintenance technician in air conditioning systems
10. Installer and maintenance technician in photovoltaic solar panels installations
11. Installer and maintenance technician in solar thermal installations
12. Electric arc and TIG welder
13. Lathe operator

PO.2 NAME AND STATUS OF THE NATIONAL/REGIONAL AUTHORITY PROVIDING ACCREDITATION/RECOGNITION OF THE CERTIFICATE

Name of the degree

The Ministry of Education, Culture and Sports (central government) provides the accreditation for the following degrees

1. Heating technician
2. Air conditioning and refrigerating technician
3. Electromechanical maintenance technician
4. Automatic and electrical installations technician
5. High technician in developing projects of installations of HVAC
6. High technician in maintenance of installations of HVAC
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The Ministry of Labour provides the accreditation for the following degrees

8. Installer and maintenance technician in refrigeration systems
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10. Installer and maintenance technician in photovoltaic solar panels installations
11. Installer and maintenance technician in solar thermal installations
12. Electric arc and TIG welder
13. Lathe operator



P0.3 PASS REQUIREMENTS

Promotion from the first to the second year depends on the grades achieved by the student in the different subjects. In order to consider any student as successful from any course at the end of academic year he must achieve at least a 5 over a maximum of 10.

The student is promoted from the first year to the second year when he passes all the modules or fails less than two. If at the end of the year he failed three or more subjects he needs to do those subjects again.

For the maximum level of VT Qualification (High technician), students must do a final project related with the titulation.

P0.4 EXAMINING BOARD

Modules: Teacher of the module

Final project: A examining board composed by teachers of the qualification.

P0.5 GRADING SCALE

Subjects are graded from 1 to 10. The student needs to obtain a minimum of 5 to pass.

The internship is graded pass or fail

P0.6 PARTIAL RECOGNITION OF THE QUALIFICATIONS: MODULES AND/OR LEARNING OUTCOMES

Formal Vocational Training:

Students who pass a singular module can obtain the partial recognition. They can validate the module and/or the learning outcomes of this module in any school.

Non-formal Vocational Training:

Workers can obtain the module by training a course in an official school

Workers can also obtain a partial recognition by the work experience. The procedure is applied by the local Ministry of Labour by an official call that can be required by a company, chamber of commerce or any institution.



P1. MARKIEZAAT COLLEGE – NETHERLANDS

P1.1 NAME AND STATUS OF THE BODY AWARDING THE CERTIFICATE

Name of the degree

1. Middlemanagement Engineering Mechanical
2. Middlemanagement Engineering Mechatronics

The certificate issued on completion of the programme is signed by the examination board at the Markiezaat College.

P1.2 NAME AND STATUS OF THE NATIONAL/REGIONAL AUTHORITY PROVIDING ACCREDITATION/RECOGNITION OF THE CERTIFICATE

Name of the degree

Authority Accreditation

- | | |
|--|-----------------------|
| 1. Middlemanagement Engineering Mechanical | Ministry of Education |
| 2. Middlemanagement Engineering Mechatronics | Ministry of Education |

P1.3 PASS REQUIREMENTS

Exams by a qualifying Project and a qualifying internship

P1.4 EXAMINING BOARD

Examining by rewarding project products, observations, presentation, interview and the project itself. The contents of these components are rewarded by two trained assessors

P1.5 GRADING SCALE

Grades are awarded according to a ten-point scale

Grade	Ranks
10	Excellent
9	Very good
8	Good
7	Very satisfactory
6	Pass
5	Fail
4	Unsatisfactory
3	Very unsatisfactory
2	Poor
1	Very Poor

- All of the “coretasks” are rewarded sufficient.
- 75 % of all the Workingprocesses are rewarded sufficient to have a coretask rewarded sufficient.

- 55% of all the competences related to the coretask are rewarded sufficient to have a workingprocess rewarded sufficient

P1.6 PARTIAL RECOGNITION OF THE QUALIFICATIONS: MODULES AND/OR LEARNING OUTCOMES

There are not partial qualifications.



P2. IZMIT VOCATIONAL AND TECHNICAL HIGH SCHOOL

P2.1 NAME AND STATUS OF THE BODY AWARDING THE CERTIFICATE

<i>Name of the degree</i>	<i>Body Awarding</i>
1. Mechatronics	The School
2. Industrial Maintenance	The School
3. Video and Audio Systems	The School
4. Security Systems	The School
5. Communication Systems	The School
6. Database Programming	The School
7. Network Management	The School
8. Web Programming	The School
9. Welding	The School
10. Automotive Electromechanical	The School

P2.2 NAME AND STATUS OF THE NATIONAL/REGIONAL AUTHORITY PROVIDING ACCREDITATION/RECOGNITION OF THE CERTIFICATE

<i>Name of the degree</i>	<i>Authority Accreditation</i>
1. Mechatronics	The Ministry of National Education
2. Industrial Maintenance	The Ministry of National Education
3. Video and Audio Systems	The Ministry of National Education
4. Security Systems	The Ministry of National Education
5. Communication Systems	The Ministry of National Education
6. Database Programming	The Ministry of National Education
7. Network Management	The Ministry of National Education
8. Web Programming	The Ministry of National Education
9. Welding	The Ministry of National Education
10. Automotive Electromechanical	The Ministry of National Education

P2.3 PASS REQUIREMENTS

Promotion to higher classes for any student is dependent on the grades achieved at the end of first and second semester. In order to consider any student as successful from any course at the end of academic year; (a) the grade for the second semester must be minimum 'Fair', however if the grade for the first semester is 'Ineffective', the grade for the second semester must be minimum 'Good', (b) the year-end skill examination grade for the students receiving skill training in the enterprises must be minimum 'fair'. If Year-End Performance Grade is higher than a certain points, some courses are under the "fair" points, "success" considered. However, "Core Courses" should be least "Fair".

The general and vocational-technical secondary education institutions offer curriculum leading to diploma (high school diploma). The pupils successfully completing the courses (courses and internship in vocational and technical secondary education) are granted with high school diploma denominated with the name of the type of institution graduated from. In principle, each and every course must be achieved and there is no completion or final examination practice. The diplomas bear the graduation average and branch/field. The diplomas allow the opportunity for application to higher education



entrance examination (ÖSS) or enter an employment stipulated by laws. Furthermore, the graduates from vocational-technical institutions are entitled transition to two-year vocational higher education schools for the graduated branches without being subject to examination.

The students leaving school or graduating with the right of holding diploma are granted with the leaving certificate displaying the identity, diploma information and the transcript. This certificate is issued only for informative purposes and do not count as diploma and do not furnish any legal rights.

P2.4 EXAMINING BOARD

Examinations for each course made by their teacher

P2.5 GRADING SCALE

The achievement of the pupil is determined by evaluation of written and oral exams, homework and projects on the basis of curriculum and the skill training, in and out of course educational activities in the enterprises. The number of written examinations cannot be less than three for the courses with three or more course hours per week, and less than two for the courses with one or two course hours per week. It is a principle to grade at least one oral mark for every course within a semester. The oral mark is achieved upon evaluation of the studies of pupils in social activities, preparation to the course, efficiency during the course and research studies related to the course. Evaluation is based on the semester and the end of the academic year. Homework, projects and practices are evaluated based on 100 full marks (points). Measurement results are written as exact points in teacher grading books and grading tables. Grading system applied for evaluation and assessment of pupils is as follows:

Marks	Grades	Ranks
85 - 100	5	Excellent
70 - 84	4	Very Good
55 - 69	3	Good
45 - 54	2	Fair
25 - 44	1	Unsatisfactory
0 - 24	0	Ineffective

Term marks, year-end marks and year end final achievement marks and graduation (diploma) marks are based on 100 full marks, term grades, year-end grades and year end achievement grades are based on quintet system. In quintet system achievement is evaluated for grades with four grades, failure is evaluated with two grades

P2.6 PARTIAL RECOGNITION OF THE QUALIFICATIONS: MODULES AND/OR LEARNING OUTCOMES

If you get partial recognition of a qualification by non-formal or informal, you can apply to the accredited institutions by The Vocational Qualifications Institution (www.myk.gov.tr). However this system is not ready yet for all fields of occupations. They are planning beginning at the 2014



P3. DUDLEY COLLEGE

P3.1 NAME AND STATUS OF THE BODY AWARDING THE CERTIFICATE

<i>Name of the degree</i>	<i>Body Awarding</i>
1. Level 2 Diploma in Light Vehicle Maintenance and Repair Principles (VRQ)	IMI Awards Fanshaws, Brickendon, Hertford
2. Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (VRQ)	IMI Awards Fanshaws, Brickendon, Hertford
3. Computer aided design & technology (BTEC extended Diploma)	EDEXCEL – HND ENGINEERING
4. Electrical/Electronic Engineering (BTEC National Diploma)	EDEXCEL – HND ENGINEERING
5. Electro Mechanical Engineering	EDEXCEL – HND ENGINEERING

P3.2 NAME AND STATUS OF THE NATIONAL/REGIONAL AUTHORITY PROVIDING ACCREDITATION/RECOGNITION OF THE CERTIFICATE

<i>Name of the degree</i>	<i>Authority Accreditation</i>
1. Level 2 Diploma in Light Vehicle Maintenance and Repair Principles (VRQ)	IMI Awards Fanshaws, Brickendon, Hertford
2. Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (VRQ)	IMI Awards Fanshaws, Brickendon, Hertford
3. Computer aided design & technology (BTEC extended Diploma)	EDEXCEL – HND ENGINEERING
4. Electrical/Electronic Engineering (BTEC National Diploma)	EDEXCEL – HND ENGINEERING
5. Electro Mechanical Engineering	EDEXCEL – HND ENGINEERING

Sector Skills Councils (SSCs) are independent, employer-led, UK-wide organizations designed to build a skills system that is driven by employer demand. The Institute of the Motor Industry (IMI) is the Sector Skills Council for the automotive retail industry.

P3.3 PASS REQUIREMENTS

Process, online testing, written assignments, workshop practical assessments.

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

P3.4 EXAMINING BOARD

The institution who awards the Qualifications

P3.5 GRADING SCALE



The following example of a qualification is presented:

EDEXCEL BTEC Level 5 HND Diploma

Pass: 0-74 points

Merit: 75-149 points

Distinction: 150 points

P3.6 PARTIAL RECOGNITION OF THE QUALIFICATIONS: MODULES AND/OR LEARNING OUTCOMES

The modules are passed individually, so the partial recognition exists for the formal education.



P4. ASSOCIAZIONE LEPIDO ROCCO

P4.1 NAME AND STATUS OF THE BODY AWARDING THE CERTIFICATE

<i>Name of the degree</i>	<i>Body Awarding</i>
1. Electrical Operator	Regione Veneto – Direzione Formazione
2. Mechanical Operator	Regione Veneto – Direzione Formazione
3. Electronics and Telecommunication Technician	Regione Veneto – Direzione Formazione
4. Mechanical Technician	Regione Veneto – Direzione Formazione

P4.2 NAME AND STATUS OF THE NATIONAL/REGIONAL AUTHORITY PROVIDING ACCREDITATION/RECOGNITION OF THE CERTIFICATE

<i>Name of the degree</i>	<i>Authority Accreditation</i>
1. Electrical Operator	Regione Veneto – Direzione Formazione
2. Mechanical Operator	Regione Veneto – Direzione Formazione
3. Electronics and Telecommunication Technician	Regione Veneto – Direzione Formazione
4. Mechanical Technician	Regione Veneto – Direzione Formazione

P4.3 PASS REQUIREMENTS

With the regional decree n° 2646 of the 18th of December 2012, the guidelines that regulate the assessment procedures of the vocational qualification exams at the end of the three/four-year paths, with the fulfilment of the education and training right/duty, are defined. The vocational qualification exam aims to verify the basic and technical vocational competences acquisition, as expected by the qualification standard of the reference figure.

In this sense, also the ongoing evaluation methods (periodical checks during the path) must be aimed at the verification of the competence's levels achieved, and must consider that for a competence's development several education fields and trainers can take part in.

The threshold value to be admitted is 50/100.

The exam's structure consists of:

- A counting of marks for the admission;
- Vocational qualification exam;
- Assessment and achievement of the vocational degree.

P4.4 EXAMINING BOARD

The Examining Board is composed by:

- A board President appointed by the Veneto Region (among its employees);
- A board Vice-President appointed by the Ministry of Education (Headmaster or teacher);
- A member appointed by the labour union association (CGL, CISL e UIL);
- A member appointed by the employers' association;

A member appointed by the "Federazione Maestri del Lavoro" ("Labour Masters" – employees' association).



P4.5 GRADING SCALE

The exam has a flexible duration, from a minimum of 16 hours (2 days) to a maximum of 32 hours (4 days), and its structure is based on 3 tests:

1. Check of the basic competences: full mark assignable 100 points – 35% of the overall final mark;
2. Expert test: full mark assignable 100 points – 55% of the overall final mark;
3. Oral exam: full mark assignable 100 points – 10% of the overall final mark.

Specifically, the final mark will be composed of: the complete three/four-year path's evaluation (admission judgment) with weight equal to the 55% of the overall final mark, and the three tests evaluation, with weight equal to the 45% of the overall final mark.

The degree is obtained with the achievement of a minimum mark equal to 60/100, the maximum mark being 100/100

P4.6 PARTIAL RECOGNITION OF THE QUALIFICATIONS: MODULES AND/OR LEARNING OUTCOMES

In the Veneto Region the recognition of individual modules and Learning Outcomes exists, and it's given by the Vocational Training Centers (CFP) involved.

The examining board is composed of the Class Advisory Board and the Headmaster.

The partial recognition is awarded by the school (CFP – Vocational Training Center) in the name and on behalf of the Veneto Region.

At the moment the Veneto Region doesn't have a system for the recognition of non formal and informal competences. Recently, a pilot project for the validation of these competences was started, and the Lepido Rocco Association is directly involved as project partner and testing body.



P5. HWK

P5.1 NAME AND STATUS OF THE BODY AWARDING THE CERTIFICATE

Name of the degree

1. Metalworker – specialised in structural engineering (m/f)
2. Electronics technician – specialising in energy and building technology (m/f)
3. Plant mechanic for sanitary, heating and air conditioning systems (m/f)

The body awarding is the Handwerkskammer Koblenz

P5.2 NAME AND STATUS OF THE NATIONAL/REGIONAL AUTHORITY PROVIDING ACCREDITATION/RECOGNITION OF THE CERTIFICATE

Name of the degree

1. Metalworker – specialised in structural engineering (m/f)
2. Electronics technician – specialising in energy and building technology (m/f)
3. Plant mechanic for sanitary, heating and air conditioning systems (m/f)

The authority accreditation is the Handwerkskammer Koblenz

P5.3 PASS REQUIREMENTS

The instructor evaluates the progress during the vocational training. At the end of the vocational training an examination boards evaluate the trainer.

P5.4 EXAMINING BOARD

The examination board consists of employees, employers and teachers. They are elected by the “Berufsbildungsausschuss” (VET Committee) and the “Vollversammlung” (General assembly) of the Handwerkskammer.

P5.5 GRADING SCALE

The examination board specifies the requirements of the examinations. The minimum to pass the grade is 50%

Points in %	Grade	
100 - 92	Very good	1
91 - 81	Good	2
80 - 67	satisfactory	3
66 - 50	adequate	4
49 - 30	fail	5
29 - 0	fail	6

P5.6 PARTIAL RECOGNITION OF THE QUALIFICATIONS: MODULES AND/OR LEARNING OUTCOMES



During a regular vocational training in a company there is not recognition of individual modules. However, it is possible to certify parts of vocational training as training modules if they are done in an inter-company vocational training. The training modules done during an inter-company vocational training can be certificated by the Handwerkskammer Koblenz

There is not partial recognition of a qualification by non formal way.



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