



# Make it count

How to organise European mobility using the  
European Credit system for Vocational  
Education and Training (ECVET)





# Contents

<b>1. Introduction</b>	2
a. Purpose of this document	2
b. About the DECViP project	3
<b>2. ECVET in a nutshell</b>	4
a. About ECVET	4
b. What is ECVET?	5
c. Important tools for ECVET partnerships	6
d. Why use ECVET?	6
<b>3. ECVET mobility</b>	7
<b>BEFORE MOBILITY</b>	
<b>4. Setting up a partnership</b>	8
<b>5. Identifying the learning outcomes/units to be completed</b>	9
<b>6. Discussing and agreeing the assessment methods</b>	12
<b>7. Discussing and agreeing the validation and recognition of learning outcomes</b>	12
<b>8. Memorandum of Understanding and Learning Agreement</b>	13
a. Agreeing the Memorandum of Understanding	13
b. Writing the Learning Agreement	14
<b>9. Practical responsibilities</b>	16
<b>DURING MOBILITY</b>	
<b>10. Providing learning activities</b>	17
<b>11. Assessing the learning outcomes</b>	17
<b>12. Documenting the learning outcomes that have been achieved</b>	19
<b>AFTER MOBILITY</b>	
<b>13. Validating and recognising learners' achievement</b>	20
<b>14. Evaluating and reviewing the mobility process</b>	21
<b>15. Testing the allocation of ECVET points: lessons learned in the DECViP project</b>	22
<b>Useful links</b>	23
<b>ANNEXES</b>	
<b>Memorandum of Understanding</b>	24
<b>Learning Agreement for British Student</b>	30
<b>Learning Agreement for Finnish Student</b>	37

# 1. Introduction

## a. Purpose of this document

This guide supports high quality mobility using the principles of ECVET (the European Credit System for Vocational Education and Training). It is written for practitioners in vocational education and training institutions in Europe, and aims to support them in using ECVET.

This guide has been written to:

- promote transnational mobility in vocational education and training;
- introduce practitioners across Europe to the use of ECVET to support transnational mobility;
- provide practical information to assist the use of ECVET across Europe.

Throughout this document we refer to two learners – Maija and Darren – and their experience with ECVET mobility. The characters are fictional and the mobility hypothetical; the information however is based on the authors’ experiences of using ECVET and organising mobility projects.



### What is ‘mobility’?

When we talk about ‘mobility’ in this guide, we refer to learners in vocational education and training who go to work or study in another country.



### Finland – UK

Maija studies hairdressing in a vocational institution in Finland. She has completed most of the compulsory modules of the vocational qualification in hairdressing and plans to strengthen her career opportunities by studying some of the remaining modules abroad.



### UK – Finland

Darren is an 18-year-old studying a hairdressing qualification at a further education college in England. He hopes to gain valuable experience abroad, not only by learning new hairdressing skills, but by broadening his knowledge of a foreign culture.

## b. About the DECViP project

This guidance was developed as part of the 'Developing ECVET in Practice' project (DECViP – [www.decvip.eu](http://www.decvip.eu)), funded by the European Commission's Lifelong Learning Programme (Leonardo da Vinci – Transfer of Innovation).

The project partners have tested the practical steps that are needed to use ECVET effectively. This testing allowed the team to identify the steps that need to be taken, how to carry them out, and how to overcome the difficulties that could arise.

The project team included:

- ECVET National Contact Point for England (UK NARIC)
- VTCT (UK)
- Sedu (FI)
- 3s research laboratory (AT)
- Ofqual (UK)

The authors would like to thank the practitioners and VET experts who have contributed to this guide for their valuable feedback and ideas, especially Highbury College in Portsmouth, UK.

### Notes to the reader

1. This guide has been developed as a resource for practitioners wishing to use ECVET. The guide's contents do not depend on the characteristics of any national VET system.
2. The focus is on ECVET-related aspects of mobility. The practical arrangements (financial matters, insurance, etc.) are briefly addressed in chapter 9 but are not central to this publication.



### Using ECVET to support lifelong learning

This guide focuses on using ECVET during periods of mobility. It can be used in the context of lifelong learning by allowing learners to get recognition for learning outcomes achieved in different institutions or systems, or acquired through experience ('informal learning').

For more information, refer to <http://www.ecvet-team.eu/system/files/documents/16/ecvet-support-III.pdf>

### Practical advice

The ProMobility Toolkit provides more information on the practical arrangements for organising mobility: <http://www.pro-mobility.net>

## 2. ECVET in a nutshell

### a. About ECVET



*‘ECVET’s purpose is to enable the recognition of learners’ achievements during periods of mobility by creating a structure, bringing a common language, and stimulating exchanges and mutual trust among VET providers and competent institutions across Europe.’*

European Commission, Directorate-General for Education and Culture

The European Credit System for Vocational Education and Training – ECVET – has its foundations in the 2009 European Recommendation which invites Member States to create the necessary conditions and gradually implement ECVET. The adoption and implementation of ECVET in the Member States is voluntary.

#### Promoting mobility and recognition

ECVET is one of the ‘European transparency tools’. These include EQF, Europass, EQAVET and ECTS<sup>1</sup>. ECVET aims to promote mobility and recognition.

ECVET provides a framework for the assessment, validation and recognition of learning outcomes. This framework promotes the integration of mobility into students’ courses (or learning pathways) and helps to improve the quality of any period of mobility.

ECVET was designed to increase cross-border cooperation in vocational education and training which leads to portable qualifications and transferable learning outcomes. This guide focuses on using ECVET for the transnational mobility of learners.

VET mobility without ECVET is already happening throughout Europe. The use of ECVET helps to increase the number of mobility exchanges and improve their quality.

#### Flexibility for VET systems

ECVET does not impose a new ‘system’. Its design provides flexibility to accommodate the characteristics of national VET systems without changing them.



#### Central aims of ECVET

- To help integrate mobility into existing learning pathways;
- to help improve the quality of mobility periods.

#### Using ECVET to support lifelong learning

This guide focuses on using ECVET during periods of mobility. It can be used in the context of lifelong learning by allowing learners to get recognition for learning outcomes achieved in different institutions or systems, or acquired through experience (‘informal learning’).

For more information refer to: <http://www.ecvet-team.eu/system/files/documents/16/ecvet-support-III.pdf>

#### A competent institution in ECVET...

... 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’ (ECVET Recommendation, 2009)

#### Find out...

... about the technical specifications of ECVET on the ECVET Toolkit website: <http://www.ecvet-toolkit.eu/>

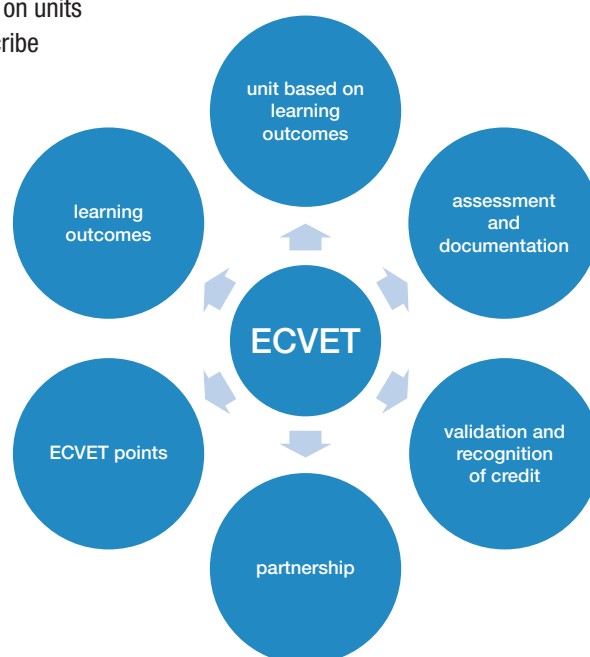
<sup>1</sup> European Qualifications Framework (EQF); European Quality Assurance in Vocational Education and Training (EQAVET); European Credit Transfer and Accumulation System (ECTS)

## b. What is ECVET?

ECVET builds on a description of a qualification which is based on units of learning outcomes. This forms a 'common language' to describe qualifications. ECVET facilitates the validation, recognition and accumulation of learning outcomes that are acquired during a stay in another country or in another learning context. This leads to greater comparability between qualifications and VET systems in Europe.

ECVET is based on the following common principles relating to the design of qualifications and the arrangements for credit transfer and accumulation:

- qualifications are described in terms of **learning outcomes**. Learning outcomes are statements of what a learner knows, understands and is able to do upon completion of a learning process, and they are defined in terms of knowledge, skills and competence. This makes it easier to compare qualifications and to identify units based on learning outcomes which may be considered for periods of mobility;
- qualifications are structured in terms of **units of learning outcomes** which can be separately assessed, validated and recognised;
- the **assessment** of units based on learning outcomes (which may have been achieved abroad or in other learning contexts) is documented and this enables learners to accumulate and transfer their achievement based on credit;
- credit achieved in the context of other qualification systems can be **validated and recognised**;
- **partnerships** between competent institutions facilitate the recognition of credit<sup>2</sup> as they trust each other's qualifications and assessment;
- qualifications and units can be described using **ECVET points**. The ECVET Recommendation suggested that 60 points be considered equivalent to the knowledge, skills and competences acquired in a year of formal full-time VET (or its equivalent). A quantitative reference can provide additional information for use in the transfer and accumulation of credit. However, it should be noted that learners are receiving credit for learning outcomes achieved and numerical points are simply another way of representing that achievement [for further discussion, please see chapter 15 – A point about points].



<sup>2</sup> Credit for learning outcomes (i.e. credit) designates individuals' learning outcomes which have been assessed and can be accumulated towards a qualification or transferred to other learning programmes or qualifications. 'Credit' is a different concept than ECVET points (European Commission 2011, p. 26).

### c. Important tools for ECVET partnerships

The Memorandum of Understanding (MoU) is a framework agreement that formalises the partnership between organisations from two or more countries, and sets out the procedures and arrangements for cooperation.

The Learning Agreement (LA) sets out the conditions for the individual learner's period of mobility. It is usually agreed between the home and host organisations and the mobile learner.

### d. Why use ECVET?

Using ECVET has a number of benefits for VET practitioners and learners. These include:

- periods of mobility can be designed with more precision – there is greater clarity when learning outcomes are used to determine which outcomes the learners will work towards;
- the ECVET guidelines reduce the administrative burden of establishing opportunities for learner mobility;
- productive long-term partnerships are more solid when they use an ECVET Memorandum of Understanding;
- using ECVET helps partners to better understand each other's systems, learn from each other, and create high quality tailored opportunities for learning;
- learners save time: instead of having to re-take assessments when they return, their assessments are completed abroad and they can be checked and validated by their 'home' institution;
- learners can see the benefits of studying abroad.

While ECVET does not overcome every barrier, it is a valuable tool to support effective periods of mobility and it helps learners to achieve the expected outcomes when learning is undertaken abroad.



#### Find out ...

...more about the MoU and LA in chapter 8 of this guide.

#### ECVET projects

There are several projects which have tested the implementation of ECVET in different sectors and institutional settings.

The website <http://www.ecvet-projects.eu/> provides useful resources.



#### Maija's home institution: 'We have decided to use ECVET because...'

... it supports the quality of periods of mobility abroad by providing a clear structure for the planning, implementing, assessing, recognising and validating;

... it provides practical tools for communicating each of the necessary steps for the parties involved: the learner, the home institution and the host institution or company,

... it makes it easier for the learners such as Maija to understand the goals of the mobility and to see the mobility as an integral part of their learning path.

... learning and being assessed in another cultural setting gives the learner an excellent experience and an opportunity to test the transferability of his or her knowledge, skills and competence;

... it guides its users to keep the focus in the most essential: the learning outcomes. Step by step it offers a common language for learner mobility throughout Europe.'



### 3. ECVET mobility

Periods of mobility are typically divided into three ‘stages’ – before, during and after mobility. Each stage is characterised by different tasks.

BEFORE MOBILITY	DURING MOBILITY	AFTER MOBILITY
<ul style="list-style-type: none"> <li>Prepare Memorandum MoU</li> <li>Identify Units of Learning Outcomes</li> <li>Discuss Assessment</li> <li>Agree How to Document Learners Achievements</li> <li>Clarify Validation and Recognition</li> <li>Sign Learning Agreement</li> </ul>	<ul style="list-style-type: none"> <li>Provide Learning Activities</li> <li>Carry Out Assessment</li> <li>Document Assessment Results - Personal Transcript</li> </ul>	<ul style="list-style-type: none"> <li>Validate Learning Outcomes</li> <li>Recognise learning Outcomes</li> <li>Evaluate Process and Results / Added-value</li> </ul>

Source: <http://www.ecvet-toolkit.eu> (2013)

#### Focus on preparation

ECVET emphasises the preparatory stage (i.e. the time before the mobility starts) in order to ensure the arrangements help to guarantee students are involved in high-quality exchanges.

#### Focus on quality assurance

Quality assurance plays an important role throughout the mobility process. It helps to generate transparency and mutual trust which are essential aspects of an ECVET partnership. Those involved in using ECVET in a transnational context need a good understanding of ‘who does what’ in each stage of the process. Partners should also ensure they consider the requirements of quality assurance for their own systems (for example, regulations set by a Ministry or accreditation body) when discussing procedures with their ECVET partners, to ensure that the mobility process conforms to quality assurance requirements.



#### National Contact Points

Many countries have set up ECVET contact points to inform and consult about ECVET.

To learn more about the contact point in your country, visit: <http://www.ecvet-toolkit.eu/site/toolsexamplesmore/usefullinks>

#### Still searching for a mobility partner?

The ADAM portal might be a useful resource for you: <http://www.adam-europe.eu/>

## BEFORE MOBILITY

### Preparation is essential

For most periods of mobility based on ECVET, this stage is probably the most time-consuming and comprehensive. It includes the comparison of learning outcomes, specific arrangements on the transfer process (agreeing the Memorandum of Understanding and Learning Agreements which are the central documents in ECVET mobility) as well as the practical arrangements which support students' mobility ( e.g. transport, accommodation and funding).

## 4. Setting up a partnership

In order to use ECVET during a period of mobility, you need to establish a partnership with at least one like-minded institution abroad. Together, you and your partner(s) will support learners in completing an ECVET-compatible period of mobility. ECVET partnerships or networks may be created between two or more institutions (typically schools or training organisations).

### Identifying the 'competent institutions'

The VET systems across Europe are diverse. Depending on the qualification system, VET providers may not have the authority to take all the decisions related to ECVET mobility. It might be necessary to involve national/regional authorities or branch organisations with responsibility for one or more of the functions linked to ECVET.

### Building mutual trust

Mutual trust is at the centre of every ECVET partnership. It is important for prospective mobility partners to get to know each other, learn about each other's training programmes and qualifications and thus form an opinion on whether or not they would form suitable partners for mobility. This requires an active exchange of information between the (prospective) mobility partners.

### Agreeing the partnership's approach to evaluation and review

Even though it seems very early to think about evaluation, the preparatory stage is the right time to consider how the learners' mobility will be evaluated and how each of the partner organisations will review the experience. Gaining agreement of these processes when you are setting up the partnership makes it much easier to implement changes once the mobility is completed.



### Different types of partnerships

An ECVET partnership between two VET providers is one of many possible variations. Depending on the scope and purpose of the partnership, partnerships may include ministries, companies or branch organisations.

### Tips for building the partnership

- It is important to reserve a sufficient amount of time for partnership building and negotiating the Memorandum of Understanding.
- If possible visit the premises of the partner organisation and meet the teachers and assessors. This will help to build the basis for mutual trust.
- It is important to discuss practical details such as the students' timetables during the year. Different timings of holidays will limit the students' active 'working time'.

## 5. Identifying the learning outcomes/units to be completed

One of the cornerstones of ECVET is that qualifications are described in terms of (units of) learning outcomes. These (units of) learning outcomes serve as a common language between mobility partners and make it easier to compare qualifications across systems and countries.

The concept of learning outcomes is widely known across Europe, however not all countries describe their qualifications in terms of learning outcomes. If it is not possible to use existing units (or parts of units) of learning outcomes or to adjust them accordingly, ECVET mobility is still possible. In this situation a **'unit for mobility'**<sup>3</sup> could be created for the purpose of the mobility partnership.

When describing the learning outcomes that a learner should achieve during the period of mobility, it is important to use language and terminology that is understandable to everyone (learners, teachers, trainers etc.). The selected learning outcomes should be achievable during the period of mobility. Mobility partners also need to discuss how to assess the learning outcomes and agree the arrangements for validation and recognition.



### Tips for defining learning outcomes during periods of mobility

- When you start to define the learning outcomes keep in mind the requirements and the flexibilities of the qualifications in your home country.
- If there is more flexibility, consider enriching the learner's studies with learning outcomes that he/she cannot achieve in the home country.
- If the qualification structure does not allow this, choose the unit/part of unit of the qualification which provides the most added value when it is undertaken abroad. Remember to be in close contact with your partner institution in the hosting country as soon as possible. Without their feedback, you might plan learning outcomes that are not feasible in the learning environment that they provide. This helps to avoid false expectations and disappointments.
- Keep it simple. When describing learning outcomes, try to use language that is related to the work processes or tasks from the occupational field. This is particularly important when communicating with companies about the work placements.
- Involve the learner in defining the learning outcomes. This motivates the learner and encourages them to be more involved in preparing for their time abroad. It also makes it easier for the learner to see mobility as an integrated part of their studies, to see the benefits and impact of studying abroad, and to set personal goals

### Comparison of qualifications

In the DECViP project the mobility partners started by comparing their qualifications. This helped them to identify where there were links between the two qualifications, and this indicated the similarities and differences.

### The ECVET Toolkit ...

...provides useful information on designing units based in learning outcomes, including many practical examples – find it at <http://www.ecvet-toolkit.eu/>

<sup>3</sup> more information on 'units for mobility': <http://www.ecvet-projects.eu/Documents/Guidelines%20on%20units%20for%20ECVET%20-%20geographical%20mobility.pdf>

## Example: qualification map showing Darren's progress on the Level 2 Diploma in Women's Hairdressing

(This was included as an Annex in Darren's Learning Agreement)

This qualification map was prepared by Darren's home institution to show his progress. This analysis supports negotiations on the development of the Memorandum of Understanding and helps to explain the framework and units in the qualification that is being studied. The qualification map also supports the preparation of each student's Learning Agreement as it saves time in describing the learner's progress when the period of mobility starts.



**Darren** and his tutor compared the UK qualification with the equivalent Finnish hairdressing qualification. This provided the basis for Darren and his tutor to discuss the units and learning outcomes that were of most interest to Darren and could potentially be undertaken during the placement in Finland. Darren was keen to learn about the hairdressing industry in Finland and cut different hair types in order to improve his range of skills. Darren and his tutor selected learning outcomes from the following two units: 1) Working in the Hair Industry; and 2) Cutting Women's Hair.

Darren's learning plan was discussed with colleagues at the host institution. The units/learning outcomes that Darren had identified aligned with the Finnish units: Business and Entrepreneurship in Hairdressing; and Hair Cutting and Beard Treatments.

The home institution's Head of Department provided colleagues at the Finnish host institution with an overview of Darren's prior learning to ensure he was at a similar level to his Finnish peers.

It was important for Darren that he was assessed in the same way and using the same criteria as the local students. It was arranged that Darren would be assessed cutting a range of hair types in a commercial salon.

QUALIFICATION MAP - VTCT Level 2 Diploma in Women's Hairdressing (QCF)		
Rules of combination: A total of 52 units must be achieved; 36 credits from the mandatory unit group and a minimum of 16 credits from the optional unit group. Learner name: Darren Smith		
Vocational units / credits / learning outcomes and assessment criteria	Status	Additional information
<b>Mandatory units</b>		
Unit UV20483 - Follow health and safety practice in the salon, Cr3 LO1: Be able to maintain health, safety and security practices LO2: Be able to follow emergency procedures	Achieved	
Unit UV20484 - Working in the hair industry, Cr4 LO1: Be able to describe the key characteristics of the hair industry a) Access sources of information on organisations, services, occupational roles, education and training opportunities within the hair industry b) Outline the types of organisations within the hair industry c) Outline the main services offered by the hair industry d) Describe occupational roles within the hair industry e) State the employment characteristics of working in the hair industry f) State career patterns within the hair industry g) Outline the education and training opportunities within the hair industry h) Outline opportunities to transfer to other sectors or industries LO2: Be able to describe working practices in the hair industry a) Outline good working practices in the salon b) State the importance of personal presentation in reflecting the professional image of the hair industry c) Outline opportunities for developing and promoting own professional image	LO1 planned for mobility	LO1 to be delivered and assessed by Sedu. LO2 to be delivered and assessed on learner's return from mobility.
within the hair industry d) State the basic employee employment rights and responsibilities e) Outline the main legislation that affects working in the hair industry		
Unit UV20386 - Client consultation for hair services, Cr3 LO1: Be able to consult and advise clients LO2: Know the characteristics of the hair	Achieved	
Unit UV20488 - Shampoo and condition the hair and scalp, Cr3 LO1: Be able to prepare to shampoo and condition the hair and scalp LO2: Be able to shampoo and condition the hair and scalp	Achieved	
Unit UV20486 - Colour and lighten hair, Cr10 LO1: Be able to prepare for colouring hair LO2: Be able to provide a colouring service	Achieved	
UV20485 - Cut women's hair, Cr8 LO1: Be able to prepare for cutting hair a) Prepare yourself, the client and work area for cutting services b) Use suitable consultation techniques to identify service objectives c) Assess the potential of the hair to achieve the desired look by identifying the influencing factors d) Explain the safety considerations that must be taken into account when cutting hair e) State the factors that need to be considered when cutting hair f) Describe the different consultation techniques used to identify service objectives	LO1 and LO2 planned for mobility with specified range coverage All other ranges have been completed.	LO1 and LO2 to be assessed at Sedu. These outcomes must be assessed for the following range items: <ul style="list-style-type: none"> <li>long graduation haircut; and</li> <li>short graduation haircut.</li> </ul>

## Example: learning outcomes to be achieved by Maija during her period of mobility (extract from Maija's Learning Agreement)

<p>Learning outcomes to be achieved</p>	<p>Unit to be completed in Highbury College:  <b>UV20514 Style and finish African type hair</b></p> <p>On completion of the unit the learner will:</p> <ol style="list-style-type: none"> <li>1. Be able to prepare to style and finish African type hair</li> <li>2. Be able to style African type hair using blow dry techniques and heated and thermal equipment.</li> </ol> <p><b>Work based learning to be organised in Eden Salons, Portsmouth, Hampshire.</b></p> <p>The learning outcomes to be achieved are related to: 4.1.1 Hair cutting and beard treatments (20 cr) and to 5.2.5 Cultural knowledge( 4 cr) from the Finnish National Core Curriculum for Vocational Qualification in hairdressing:</p> <ol style="list-style-type: none"> <li>1. Plan and implement various haircuts and shaves for customers <ul style="list-style-type: none"> <li>• cut hair following a plan using basic forms or their combinations (Finnish assessment criteria: Good 2)</li> </ul> </li> <li>2. Wash a customer's hair, as required</li> <li>3. Making use of language skills in customer service <ul style="list-style-type: none"> <li>• be able to manage service situations in English (Finnish assessment criteria: Good 2)</li> </ul> </li> <li>4. <i>Interaction and communication (lifelong learning skill)</i> <ul style="list-style-type: none"> <li>• act in various interactive situations as required by the situation (e.g., in their learning and work community), complete the tasks they are responsible for carefully and as a team member, work with different people in a work community and team</li> </ul> </li> </ol> <p><b>Cultural knowledge (according to the level 2 of Finnish assessment criteria):</b></p> <ol style="list-style-type: none"> <li>5. Recognises cultural differences in other people's activities</li> <li>6. works together with other people despite cultural differences</li> <li>7. compares the features of her culture to those in other cultures</li> <li>8. tells essential things about Finland and her work to colleagues and customers from another country</li> <li>9. takes others into account while working despite their ethnic background, language, disability or age</li> <li>10. uses the language skills acquired in international interaction situations.</li> </ol>
<p>Description of the learning activities (for instance, information on locations of learning, tasks to be completed and/or courses to be attended)</p>	<ol style="list-style-type: none"> <li>1) Unit to be covered in Highbury College: UV20514 Style and finish African type hair</li> <li>2) Work based learning to be organised in the following company: Eden Salons, Portsmouth, Hampshire</li> </ol>



**Maija** and her teacher discussed the learning outcomes that she had achieved during her previous studies. They also planned which module would best support Maija's learning pathway and her future career plans. They chose the 'customer styling services' module as the basis for mobility.

The international coordinator of Maija's vocational institute contacted the host school in England to find out if it would be possible to organise a placement where these learning outcomes could be achieved. After feedback from the host school, Maija's plans were reviewed and the idea of enriching the qualification became the focus of the period of mobility. The unit 'Style and finish African-type hair' was selected from the courses offered by the host school. This unit matched the module in the Finnish qualification which provided individual in-depth vocational competence. The knowledge and skills in this unit would make a difference when Maija set up her own business in her home town.

## 6. Discussing and agreeing the assessment methods

According to the principles of ECVET, the host organisation assesses the learning outcomes achieved by the learner during the period of mobility. Mutual trust plays an important role as the home organisation relies on the host organisation's assessment of learning outcomes and the documentation that supports this assessment.

- When discussing assessment procedures, the following questions should be considered:
- Who in the host institution will assess the learner's performance?
- Does the assessor need any particular qualification/certification?
- When will the learning outcomes be assessed (e.g. at the end of the training or on an on-going basis)?
- How will the learning outcomes be assessed (e.g. by using a written test, skills demonstration etc.)?
- Which assessment criteria will be used?
- How and when will the outcome of the assessment be documented?

## 7. Discussing and agreeing the validation and recognition of learning outcomes

### **Tips for discussing the assessment and validation procedures**

- ECVET is based on mutual trust and gaining agreement on assessment is critical.
- One of the goals of ECVET is that the assessment is done where and when the learning takes place.
- Can you provide your partner organisation with clear and simple information about your assessment requirements?
- Carefully study the requirements and general frameworks which cover assessment in the home and host institutions. Consider arranging a meeting between the educational institutions to discuss these requirements when planning the first period of mobility.
- Make sure that you understand each other's system. If there are differences in assessment and grading arrangements, decide how they will be managed.
- Building mutual trust in relation to assessment may take a longer time to achieve than you expect.
- Check if there are requirements about who can complete the assessment e.g. do assessors need additional training, do they need particular qualifications, are there additional rules which are set by the ministry or national regulator?
- Make sure that the assessment procedures are not too complicated especially when there is a placement in a company.

## 8. Memorandum of Understanding and Learning Agreement

The Memorandum of Understanding (MoU) and Learning Agreement (LA) are the central documents of ECVET mobility. The Memorandum of Understanding formalises the partnership for ECVET mobility; it sets out the procedures and arrangements for cooperation and it defines the roles and responsibilities of the partners involved. The Learning Agreement defines the specific conditions for an individual learner's mobility; it is usually signed by the home and host organisations, and by the learner.

### a. Agreeing the Memorandum of Understanding

The Memorandum of Understanding is a framework agreement between mobility partners. Each Memorandum of Understanding (MoU) may be bilateral or between networks of institutions from several countries. Within this framework agreement, partner institutions prepare more detailed individual agreements for specific mobility periods. These are usually in the form of Learning Agreements for each mobile learner.

#### Checklist for preparing a Memorandum of Understanding

- Which organisations will sign the MoU, and who is entitled to do so? (Remember that VET systems across Europe are diverse and that it might be necessary to involve national/regional authorities or other bodies. Also see chapter 4 'identifying the competent institutions'.)
- How long should the Memorandum of Understanding be valid?
- When will the partnership be evaluated and reviewed?

#### Tips for setting up a Memorandum of Understanding

- If possible, meet face to face with your partner institution and allocate sufficient time for discussion and negotiation.
- The MoU should be based on a good understanding of each other's systems and approaches as this supports the development of high quality mobility for learners. If the MoU is comprehensive it can be used to support funding applications and can replace Letters of Intent which are often required by funding organisations.
- In the annex of the MoU (or in the Learning Agreement) you may wish to include specific responsibilities of the home and host institutions.
- Learner feedback has identified that the practical arrangements are crucial to the success or failure of their experience abroad. Gaining clarity on the practical issues also improves the quality of the preparation and provides the learner with confidence. Practicalities can include responsibilities and costs concerning arranging accommodation, working and protective clothes, meals during their time abroad and local travelling arrangements.
- Understand the need to be flexible with company partners and be ready to adjust the MoU (for example in response to legislation and regulations).



#### A Memorandum of Understanding...

...defines the general conditions for the ECVET partnership.

#### A Learning Agreement...

...defines the conditions for the mobility of an individual learner.

#### Templates for the MoU and LA

The European Commission has developed templates for the LA and MoU. They can be found, together with examples from other projects, on the ECVET toolkit website, <http://www.ecvet-toolkit.eu>.

#### Funding opportunities

The Erasmus+ programme (<http://ec.europa.eu/programmes/erasmus-plus/>) provides funding opportunities to promote the mobility of learners in vocational education and training.



## b. Writing the Learning Agreement

In the Learning Agreement the home and host institutions define what the learner is expected to learn abroad (this is expressed in terms of learning outcomes) and how this will be integrated into the learner's qualification. The LA also includes organisational arrangements and information on the learner's progress towards their qualification at their home institution.

The Learning Agreement is signed by the home and host institutions, and the learner (in case of learners who are legally classified as minors – usually those under the age of 18 - a parent's signature may be required).

### Checklist for preparing a Learning Agreement:

- Who will sign the Learning Agreement?
- What arrangements will be put in place if learners are minors?
- Who will be the learner's contact person at the host institution?
- Who will be the learner's contact person at the home institution?
- What will be the overall duration of the training period abroad (what will be the start and end dates)?
- Which learning outcomes will be achieved by the learners when they are abroad?
- How will the learning outcomes be achieved (where is the place of learning, what are the tasks to be completed, which courses will be attended)?
- How will the assessment be organised (refer to the 'Assessment' section below for further details)?
- How will assessment results be documented?
- How will the validation and recognition processes be organised?

### Tips for writing a Learning Agreement

Try to ensure the time for preparing Learning Agreement (LA) is manageable and reasonable. Some suggestions:

- **Explain the qualification being followed by the learner:** A Europass Certificate Supplement can be included to provide a clear and short description of the qualification.
- **Describe the prior learning:** Consider preparing a simple 'qualification map' which shows the learner's progress (see chapter 5). Providing a description of the learner's prior learning helps the host partner to make better plans.
- **Involve the learner:** Involving the learner improves the planning, increases engagement and motivation during preparation.
- **Keep it simple:** Use learning outcomes as they are focused on the tasks that a learner will complete. This work-related terminology helps to improve communication with the host organisation and focuses on ensuring they are suitable in the host country.
- **Assessment:** One of the most crucial points in the LA is that assessment of the learning outcomes occurs where and when the learning takes place. Agree, if possible, the main procedures for assessment when negotiating the MoU. Describe clearly what you expect from your partner institution/company. Make sure that it is feasible and simple.
- **Documentation:** If possible, add an assessment grid to the LA. This is important if the home and host institution use different grading systems as you will need to make comparisons once the learners are assessed. Europass Mobility can function as a transcript of records if well advised and prepared.
- **Validation and recognition:** Make sure that these procedures are clear to the home and host institutions. It helps when the learner and other people who are involved in the training (e.g. teachers) are aware of their role and responsibilities.





### **Maija's learning agreement**

Maija and her teacher discussed the learning outcomes that had already been achieved and they planned what remaining module would best support Maija's learning and future career plans. They chose a module called 'customer styling services'. They contacted the international coordinator in their institution who liaised with the partner school in England to find out if a placement related to these learning outcomes could be organised. After negotiations the host and home organisations revised their plans and the idea of enriching the qualification with an optional module 'Style and finish African-type hair' was discussed. In addition, a work placement in a local hairdressing salon was seen as supporting Maija's skills in hair cutting and as providing an insight into the working culture and greater cultural awareness. Maija participated in the preparation of her Learning Agreement – this was useful language preparation. Maija also discussed the assessment activities, the recognition/validation procedures, and her role and responsibilities in terms of assessment.



### **Darren's learning agreement**

Following a discussion between Darren and his tutor, the International Coordinator at the host institution confirmed that the learning outcomes could be achieved during a placement in Finland. He also confirmed that the placement could be organised to fit into the current Finnish timetable.

Darren and his tutor produced a Learning Agreement which described the learning activities and the learning outcomes to be achieved in Finland. Darren would learn about the Finnish hairdressing industry alongside Finnish students in a classroom environment – this would be supplemented with practical activities. Darren would be assessed using the same assignment as his Finnish peers.

Darren would also be assessed cutting hair in a commercial salon using the Finnish assessment criteria.

## 9. Practical responsibilities

The organisation and planning of learners' mobility requires detailed preparation. When applicable, the responsibility for these arrangements should be included in any agreement between the host and home organisations.

- When is a good time for learners to complete the period of mobility (taking accounts of learners' holiday, exams, etc.)?
- Are the learners clear about what to expect during their time abroad?
- Do any of the learners need additional arrangements for their time abroad (e.g. extra help with language skills, adjustments because of disabilities etc.)?
- Who will cover the costs of the mobility (transport, board and lodging, tuition fees, insurance)?
- Is it possible to apply for financial support (e.g. through the Erasmus+ programme or national funding programmes)?
- Who is in charge of organising transport / accommodation / insurance?
- Who is the contact person for the learner (in the home country AND the host country)?
- What are the learners' ages? Can they all travel by themselves or do any of them need to be accompanied by a guardian or parent?

### Checklist for mobility

- ✓ Insurance (health, accident, work)
- ✓ Accommodation (host families, campus)
- ✓ Health and safety
- ✓ How to travel to college/place of training
- ✓ The cost of living abroad
- ✓ Work clothes/uniform
- ✓ Meals during the stay
- ✓ Induction programme
- ✓ Language and cultural preparation
- ✓ Funding opportunities to support mobility
- ✓ Parental consent (if learners are under 18 years old)
- ✓ Emergency contact numbers



### Further information

These are some of the issues to consider when organising the practical arrangements. The web links in the annex to this guide provide more information.



### Darren's preparation for mobility

Frequent communication between the host and home institutions was essential in planning Darren's time in Finland. The host institution organised Darren's accommodation with a student's family), meals during the day and an induction programme; provided a work uniform; and advised on travel to work/college. Darren's home institution covered the costs.

Prior to Darren's travel, the home institution arranged health insurance, work accident insurance, and language and cultural preparation. Darren was responsible for his living costs which were not covered by the host or home institution (e.g. travel to/from college/work, money for leisure activities, suitable clothing for Finland's climate). The practical arrangements were agreed between the host and home institutions and Darren; and were included in the Learning Agreement.

Darren and his tutor prepared an information pack. This included telephone information for personal and institutional contacts, and emergency services in England and Finland; medical and dietary information; host family information; a map of the local area and college campus; transport information and a Finnish language guide.

## DURING MOBILITY

# 10. Providing learning activities

Each learner participates in activities that are organised and managed by the host institution. These activities are explained in the MoU and the LA, and enable each learner to achieve the planned learning outcomes.

During the learners' time abroad, it is important to continually monitor whether the learning activities are being delivered as planned, and whether each learner is acquiring the expected learning outcomes.

# 11. Assessing the learning outcomes

One of the principles of ECVET is that assessment will be completed by the host institution. This ensures that the learner is not reassessed when returning to the home institution.

It is important to specify the assessment procedure before the mobility stage starts. This helps to create one of the essential aspects of ECVET - mutual trust between mobility partners - as each institution needs to trust each other's assessment procedures and decisions.

The host organisation assesses each learner's achievement (according to the principles set out in the Learning Agreement) and provides a record of the results.

Depending on the arrangement, there can be one or more assessments during the period of mobility. Assessment could include written assignments, skills demonstrations, presentations, discussions, self-assessment etc.

It is important that the assessment respects the conditions set out in the MoU and LA in order to avoid subsequent difficulties relating to the validation and recognition of a learner's achievement by the home institution.  
(See chapter 13 for more information.)



### Tips for assessing learning outcomes

- 1.** Ensure the LA is understood and that assessment is conducted in line with what partners have agreed on.
- 2.** Teach and assess mobile and host learners together as this enriches their experience.
- 3.** If the host institution's documentation is used then you need to ensure the mobile learners understand the assessment requirements and any standards/criteria that have to be met.
- 4.** After the host institution has completed the first assessment of mobile learners, make notes of what went well and where there are opportunities for improvement. This information should be shared with partner institutions to improve subsequent assessments.

### Example: Assessment grid (extract) for Maija

## Student Assessment

### Learning Mobility

---

The student, the teacher and/or the work placement tutor will participate in the assessment of the student. The teacher and/or the workplace instructor determine the grade. If some of the targets of assessment cannot be assessed due to their limited performance, this target of assessment can be left unevaluated.

**The assessment scale**

1 (satisfactory): The less guidance and supervision, the closer the evaluation is to grade 2 (good).  
 2 (good): The less guidance and supervision, the closer the evaluation is to grade 3 (excellent).  
 3 (excellent): Works independently.

Name of Student			
Qualification			
Programme			
To be demonstrated			
<input type="checkbox"/> Part of the study unit			
<input type="checkbox"/> Entire study unit			
Demonstration site			
Demonstration period		Date of Assessment	

Short description of the demonstration and assessment context and environment					
<small>Besides the student, the teacher or the work placement tutor or both participate in the assessment of the student. The teacher and/or the workplace instructor determine the grade. The objects which come out naturally in skill demonstration are assessed. The final grade is not the calculator average. The mutual effect of the objects determined, the final grade will be determined in relation to... work assignment.</small>					
Targets of Assessment	The assessment scale 1 (satisfactory), 2 (good), 3 (excellent)	Student	Workplace representative	Teacher	Summary of evaluation
1. Mastering of work processes					
2. Mastering of tasks, working methods, tools and materials					
3. Mastering of knowledge that forms foundation for work					
4. Management lifelong learning key competencies common to all qualifications					

Grade	
-------	--

## 12. Documenting the learning outcomes that have been achieved

After completing the assessment, the host institution records the learning outcomes that the learner has achieved. This makes the learner's achievements more visible and the documentation provides evidence that the learning outcomes have been successfully achieved.



### Tips for the documentation of learning outcomes

1. Recognise and record achievements that go beyond the agreed learning outcomes.
2. A written statement from the assessor which accompanies the assessment grid is a valuable additional document for staff in the home organisation.
3. Where the home and host institution use different grading systems it is helpful to include a copy of the agreed translation grid. (See chapter 8.)
4. Use Europass Mobility to record the learning outcomes achieved.



### Maija's stay in England

Maija's achievement of the planned learning outcomes was assessed at the work place. Maija, her teacher from England and her workplace instructor participated in the assessment. The teacher and the workplace instructor jointly determined the grade (on a scale of 1-3). Each grade was recorded in the assessment grid which was attached to the Learning Agreement.

For the college based part of Maija's programme (Style and finish African-type hair), the member of staff with responsibility for organising the mobility assessed the learning outcomes. The assessment procedure and assessment grids were the same as those which were used for all the learners on the course.

One aspect of Maija's programme was not graded. However Maija's acquisition of cultural knowledge was assessed to check that the agreed assessment criteria had been met.

The home and host institutions agreed with Maija that the comments relating to the learning outcomes associated with 'Cultural knowledge' and 'Style and finish African-type hair' should be documented in Europass Mobility. The assessment documentation was added as an attachment to the **Europass Mobility**.



### Darren's stay in Finland

Darren's experience was based on the learning activities described in his Learning Agreement. He was assessed alongside his Finnish peers using the host institution's assessment criteria. Darren obtained a 'Good' grade for the planned learning outcomes. This information was included in the Finnish host's assessment grid and Darren received a copy to include in his transcript of record.

While in Finland, Darren worked in a commercial hairdressing salon. This experience was recorded as an annex to the assessment grid.

**Europass Mobility** was also used to document Darren's achievement of the learning outcomes.

## AFTER MOBILITY

# 13. Validating and recognising learners' achievement

When the learner returns, the home institution checks whether the learning outcomes in the Learning Agreement have been achieved. If this is the case, the learner's credit will be validated and recognised in line with the agreed procedures and conditions.

Mobility partners should discuss how validation and recognition takes place and who is responsible for these tasks. To support the development of mutual trust it is important to agree these procedures before the mobility takes place and to include this information in the Learning Agreement (or, depending on the arrangements, in the Memorandum of Understanding).

Following the completion of the mobility, the competent institution in the home country verifies that all the requirements in the Learning Agreement have been met. Once the competent institution is satisfied the learners' achievement is validated, the credit for their learning can be recognised by the competent body for awarding the qualification.

Recognition of achievement does not always lead to an exemption from assessment e.g. in some national VET systems the award of a qualification is based on a final assessment. In such a situation, achievement during part of the training would not be a substitute for an end-of-course assessment.

It is important to remember that each qualification system has its own rules and so do their validation and recognition processes. In some countries, validation and recognition of learning outcomes may be two distinct processes, with different bodies being responsible for them. In others, they may be part of one joint process.



### Tips for the validation and recognition of learners' achievement

- 1.** The arrangements for the validation and recognition of credit which is achieved abroad must be clarified before the period of mobility starts - even though these activities take place after the learners return.
- 2.** Often learning outcomes are not identical. However they are often equivalent or directly comparable. In these circumstances international mobility should be encouraged and credit recognised.
- 3.** Learners can receive additional credit to supplement the learning outcomes that are defined in the qualification.
- 4.** Existing quality assurance systems can be used to validate and recognise learner achievements which are demonstrated abroad.

## 14. Evaluating and reviewing the mobility process

After everything has been completed, the process of organising the learner's mobility and the outcomes of the ECVET mobility should be evaluated. This includes collecting and analysing feedback from each of the parties that has been involved (e.g. through interviews and/or questionnaires). This helps to determine whether the objectives of the mobility process have been met and identify ways to improve future arrangements. Learner feedback is an essential part of this process. The evaluation covers more than feedback – it also looks at whether the learners' experiences have helped them to make progress on other parts of their qualification; whether they have developed skills and competences that would have been difficult to acquire at the home institution; whether their 'soft skills' have improved; and whether their newly acquired competences help them to gain employment etc.

The evaluation provides evidence for any decision on whether to engage in future mobility programmes with the existing partners. If the mobility programme lacked a Memorandum of Understanding, this is the time to decide whether future cooperation needs to be put on a more formal basis with a Memorandum of Understanding.



### Maija's return to Finland

Maija's feedback on her time abroad was positive. She was interviewed by her teacher at the home institution and she presented to her class a report on her experiences. The head teacher of the hairdressing department signed Maija's Europass Mobility document and her teacher saved a copy of Maija's achievements in her study record.

Maija reported that she had learnt new things about her profession as well as acquiring many skills which were important to working life. Maija commented on her opportunities to respond to situations where cultural factors had to be considered and where she needed to transfer and modify her existing knowledge and skills. Being a member of a multicultural team had given her a new perspective to working life. Maija was more confident about her future as a self-employed hairdressing professional.



### Darren's return to England

Darren was very complimentary about all aspects of his experience. His presentation to his peer group highlighted how he had benefited from his experience in terms of new knowledge and skills; and his increased awareness of Finnish culture. He explained his experience of working on different hair styles, and how he had adapted the skills that he usually used when working in England. He recommended that his peers should become involved and participate in this opportunity.

This was the first experience of mobility for Darren's college. Darren and his tutor's professional discussion focused on the learning in Finland. This had been recorded in Darren's Learning Agreement. This discussion confirmed the high quality of Darren's learning experiences and strengthened trust and confidence in the host institution.

## 15. Testing the allocation of ECVET points: lessons learned in the DECViP project



### A point about points

The ECVET Recommendation states that ECVET ‘points’ are a numerical representation of the learning outcomes, and that the points then become ‘credit’ when the learner has successfully achieved the outcomes. ECVET credit would then be recorded on a learner’s transcript, Europass documents etc.

The Recommendation states that points should be allocated based on learning outcomes and, for purposes of standardisation, one ‘full-time’ year of VET should be accorded 60 ECVET points.

This project tested this allocation by assigning ECVET points to the English qualifications and comparing them with the approach used to assign point to the Finnish qualifications.

England’s credit system for VET assigns 1 credit to 10 ‘notional’ learning hours (this is a broader concept than contact- or classroom-hours as it describes the ‘effort’ taken by an average learner to achieve the learning outcomes. It includes classroom learning and independent study time used by learners to understand the learning outcomes). VET experts in each occupational field set the number of credit points for each unit based on their understanding of what needs to be learnt and their experience of the average effort that is needed by the majority of learners to achieve the outcomes.

In Finland, each VET qualification takes three years to complete. Each year is allocated 60 points and a full qualification therefore has 180 ECVET points. Finland is moving towards using ECVET as the national VET credit system.

The experience of the project team was built upon a prior testing exercise conducted by two of the partner organisations in England. This testing exercise sought to establish a conversion method between ECVET points and English credits. The exercise confirmed that a conversion tool could be developed once decisions had been made on a number of variables. Crucial to any conversion system would be the need to decide how many of the ‘notional hours’ are needed to determine a ‘full-time’ year of VET.

The English system is focused on learning outcomes, units and flexible VET qualifications. It does not include the breadth of learning or more general learning (e.g. in foreign languages, mathematics etc.) which is included in VET in other systems. Therefore, the number of hours that constituted ‘one year’ of VET learning for the purposes of the DECViP project was much lower in England than in Finland. This led to an allocation of ECVET points as part of this project which is not comparable and the same learning outcomes were being allocated different amounts of credit.

In the context of a mobility project, the project team decided that the home institution could agree which learning outcomes would be achieved, and how to record this achievement in the national credit system. However until there is a clear guidance it was not possible for the host institution to allocate and transfer ECVET points arising from the learning outcomes.



## Useful links

### Web resources

- Cedefop – European Centre for the Development of Vocational Training:  
<http://www.cedefop.europa.eu/EN/about-cedefop/projects/european-credit-system-for-vocational-education-and-training/index.aspx>
- European Commission – ECVET: [http://ec.europa.eu/education/lifelong-learning-policy/ecvet\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/ecvet_en.htm)
- ECVET Toolkit: <http://www.ecvet-toolkit.eu/>
- ECVET Pilot Projects: <http://www.ecvet-projects.eu/>
- ECVET Team: <http://www.ecvet-team.eu/en>
- NetECVET: <http://netecvet.com/>
- ADAM Database for Leonardo da Vinci Projects and Products:  
<http://www.adam-europe.eu/>

### Documents

- European Commission (2012): ECVET - European Credit system for Vocational Education and Training:  
<http://bookshop.europa.eu/en/ecvet-pbNC8009607/>
- European Parliament and Council of the European Union (2009): Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) – ‘ECVET Recommendation’:  
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

### Information on practical arrangements for mobility periods:

Pro Mobility – <http://www.pro-mobility.net/>

Euro Apprenticeship – <http://www.euroapprenticeship.eu>

### Abbreviations used:

AT	Austria
(cr)	credits
CV	Curriculum Vitae
DECViP	Developing ECVET in Practice
ECTS	European Credit Accumulation and Transfer System
ECVET	European Credit System for Vocational Education and Training
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
FI	Finland
LA	Learning Agreement
MoU	Memorandum of Understanding
n/a	not applicable
NARIC	National Academic Recognition Information Centres in the European Union
QCF	Qualifications and Credit Framework
ROA	Record of Achievement
UK	United Kingdom
VET	Vocational Education and Training



# Memorandum of Understanding<sup>1</sup>

**Draft Version**



1. Objectives of the Memorandum of Understanding	
<p>The Memorandum of Understanding forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In the Memorandum of Understanding it is explicitly stated that the partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.</p>	
<p>Are other objectives agreed on? Please tick as appropriate</p>	<p><input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes – these are:</p>
2. Organisations signing the Memorandum of Understanding	
Organisation 1	
Country	England
Organisation	Highbury
Address	Tudor Crescent, Portsmouth, Hampshire, PO6 2SA
Telephone/fax	
E-mail	info@highbury.ac.uk
Website	www.highbury.ac.uk
Represented by (name and position)	Ms ZZ, Head of Hairdressing, Beauty, Sport and Public Services
Telephone/fax	(023) 9238 3131
E-mail	Firstname.surname@highbury.ac.uk
Organisation 2	
Country	Finland
Organisation	Seinäjoki Joint Municipal Authority for Education/Vocational Education Centre Sedu
Address	Koulukatu 41, 60100 Seinäjoki
Telephone/fax	
E-mail	info@sedu.fi
Website	www.sedu.fi
Represented by (name and position)	Ms XX, Manager of International Affairs
Telephone/fax	
E-mail	Firstname.surname @sedu.fi

<sup>1</sup> For more information and guidance on the establishment of a MoU please refer to the ECVET User's Guide: 'Using ECVET for geographical mobility (2012) - Part II of the ECVET Users' Guide - Revised version – including key points for quality assurance' – available at: <http://www.ecvet-team.eu>

3. Other organisations covered by the Memorandum of Understanding (if appropriate)
<p>Explanatory note:</p> <p>For MoUs established for a broader context (such as agreements set up by sector based organisations, chambers, regional or national authorities), a list of organisations (VET providers, companies, etc.) who are able to operate in the framework of the MoU can be added. This can consist of a list of their names or it can refer to the type of VET providers. The list can be put in an annex.</p>
<ul style="list-style-type: none"> <li>• Highbury College</li> <li>• Vocational Education Centre Sedu</li> <li>• Eden Salons (commercial salon used for learner work placements and assessments, a wholly owned subsidiary of Highbury College)</li> <li>• Commercial Salons in Seinäjoki who have signed a work placement contract with Vocational Education Centre Sedu</li> </ul>

4. Information about the qualification(s) covered by the MoU	
Qualification 1	
Country	England
Title of qualification	VTCT Level 2 Diploma in Women's Hairdressing (QCF) – 500/8976/6
EQF level (if appropriate)	EQF 3
NQF level (if appropriate)	
Unit(s)/groups of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	Part of unit UV20484 – Working in the hair industry (M/600/8611) Part of unit UV20485 – Cut women's hair (T/600/8612)
Enclosures in annex - please tick as appropriate	<input checked="" type="checkbox"/> Europass Certificate Supplement <input type="checkbox"/> Overview of the learning outcomes associated with the qualification <input checked="" type="checkbox"/> Description of the unit(s)/groups of learning outcomes for the mobility <input checked="" type="checkbox"/> Other: Qualification map template
Qualification 2	
Country	Finland
Title of qualification	Vocational Qualification in Hairdressing
EQF level (if appropriate)	EQF 4
NQF level (if appropriate)	
Unit(s)/groups of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	Part of Unit: 4.1.1 Hair cutting and beard treatments (6/20 Finnish credits) Unit: 5.2.5 Cultural knowledge( 4/4 Finnish credits ) 4.4 Module providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification): <b>UV20514 Style and finish African type hair.</b>
Enclosures in annex - please tick as appropriate	<input checked="" type="checkbox"/> Europass Certificate Supplement <input type="checkbox"/> Overview of the learning outcomes associated with the qualification <input checked="" type="checkbox"/> Description of the unit(s)/groups of learning outcomes for the mobility <input checked="" type="checkbox"/> Other: Qualification map template

<b>5. Assessment, documentation, validation and recognition</b>
By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.
<b>6. Validity of time of the Memorandum of Understanding</b>
The Memorandum of Understanding is valid until: 31/07/2016
<b>7. Evaluation and review process</b>
The partnership will be evaluated and reviewed by: 31/07/2015

<b>8. Signatures</b>	
<b>Highbury College, England</b>	<b>Vocational Education Centre Sedu, Finland</b>
Ms ZZ, Head of Hairdressing, Beauty Therapy, Sport and Public Services	Ms RL, Director
Portsmouth, 10th of August 2013	Seinäjoki, Finland, 8th of August 2013

## 9. Additional topics

Arrangement on the following aspects will be taken care of by the following organisation:

	Organised/arranged/advised by:	Costs covered by:
<b>Finland to UK</b>		
Accommodation	Hosting organisation (Highbury)	Sending organisation (Sedu)
Travel to work	Hosting organisation (Highbury) - advised	Sending organisation (Sedu)
Health insurance	Sending organisation (Sedu)	Sending organisation (Sedu)
Work accident insurance	Sending organisation (Sedu)	Sending organisation (Sedu)
Costs of living	Sending organisation (Sedu)	Sending organisation (Sedu)
Work clothes/uniform	Hosting organisation (Highbury)	Sending organisation (Sedu) / student
Meals during the stay	Hosting organisation (Highbury)	Sending organisation (Sedu) / meals
Induction programme (city tour)	Hosting organisation (Highbury)	Sending organisation (Sedu)
Language preparation	Sending organisation (Sedu)	Sending organisation (Sedu)
Cultural preparation	Sending organisation (Sedu)	Sending organisation (Sedu)

	Organised/arranged/advised by:	Costs covered by:
<b>UK to Finland</b>		
Accommodation	Hosting organisation (SEDU)	Sending organisation (Highbury)
Travel to work	Hosting organisation (SEDU) - advised	Sending organisation (Highbury)
Health insurance	Sending organisation (Highbury)	Sending organisation (Highbury)
Work accident insurance	Sending organisation (Highbury)	Sending organisation (Highbury)
Costs of living	Sending organisation (Highbury)	Sending organisation (Highbury) / student
Work clothes/uniform	Hosting organisation (SEDU)	Sending organisation (Highbury) / student
Meals during the stay	Hosting organisation (SEDU)	Sending organisation (Highbury) / student
Induction programme (city tour)	Hosting organisation (SEDU)	Sending organisation (Highbury)
Language preparation	Sending organisation (Highbury)	Sending organisation (Highbury)
Cultural preparation	Sending organisation (Highbury)	Sending organisation (Highbury)

## 10. Annexes

### FINLAND – Sedu

#### **Annex 1 Europass Certificate Supplement**

Europass Certificate Supplement; Hairdresser – Vocational Qualification in Hairdressing (see separate document)

#### **Annex 2 Description of the unit(s)/groups of learning outcomes for the mobility and assessment criteria**

##### **Unit: Style and finish African type hair**

4.4 Module providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification in the Finnish qualification)

On completion of the unit the learner will:

1. Be able to prepare to style and finish African type hair
2. Be able to style African type hair

The assessment criteria will be the same as with the local students during the course **UV20514 Style and finish African type hair**.

##### **Work based learning to be organised in Eden Salons, Portsmouth, Hampshire**

1. Plan and implement various haircuts and shaves for customers  
cut hair following a plan using basic forms or their combinations (Finnish assessment criteria: Good 2)
2. Wash a customer's hair, as required
3. Making use of language skills in customer service
  - be able to manage service situations in English (Finnish assessment criteria: Good 2)
4. Interaction and communication (lifelong learning skill)
  - act in various interactive situations as required by the situation (e.g., in their learning and work community), complete the tasks they are responsible for carefully and as a team member, work with different people in a work community and team

##### **Cultural knowledge (according to the level 2 of Finnish assessment criteria):**

1. recognises cultural differences in other people's activities
2. works together with other people despite cultural differences
3. compares the features of her culture to those in other cultures
4. tells essential things about Finland and her work to colleagues and customers from another country
5. takes others into account while working despite their ethnic background, language, disability or age
6. uses the language skills acquired in international interaction situations.

**Annex 3 Qualification map template Finnish (see separate document)**

**ENGLAND – Highbury College**

**Annex 4 Europass Certificate Supplement**

Europass Certificate Supplement; AH20167, VTCT Level 2 Diploma in Women's Hairdressing (see separate document)

**Annex 5 Description of the unit(s)/groups of learning outcomes for the mobility and assessment criteria**

**Unit UV20484 – Working in the hair industry**

Students will partake in the Finnish unit 'Business and Entrepreneurship in Hairdressing' alongside local students.

Learners will use their experiences to inform on and to complete LO1 - Be able to describe the key characteristics of the hairdressing industry (in Finland) from the unit UV20484.

**Unit UV20485 – Cut women's hair**

Students will partake in the Finnish unit 'Hair Cutting and Beard Treatments' alongside local students. Students must be assessed carrying out 2 haircuts in Sedu's commercial salon environment. Students must be assessed on the following: 1) long graduated haircut; and 2) short graduated haircut. Students must achieve a 'Good' grade for both assessments.

Students will be assessed against the same criteria as local students.

**Annex 6 Qualification map template VTCT (see separate document)**



## DECViP Project-specific Learning Agreement for British Student

**Draft Version**



1. Information about the participants involved	
Contact details of the home organisation	
Name of organisation	Highbury College
Address	Tudor Crescent, Portsmouth, Hampshire, PO6 2SA
Telephone/fax	
E-mail	info@highbury.ac.uk
Website	www.highbury.ac.uk
Contact person	Ms ZZ, Head of Hairdressing, Beauty, Sport and Public Services
Telephone/fax	
E-mail	
Contact details of the host organisation	
Name of organisation	Vocational Education Centre Sedu
Address	Koulukatu 41, 60100 Seinäjoki, Finland
Telephone/fax	
E-mail	info@sedu.fi
Website	www.sedu.fi
Contact person	Ms XX
Tutor/mentor	Ms XX
Telephone/fax	
E-mail	Firstname.lastname@sedu.fi
Contact details of the learner	
Name	Darren Smith
Address	35 Lyndhurst Road, Copnor, Portsmouth Hampshire, PO2 0RJ



Telephone/fax	
E-mail	darrensmith@internet.com
Date of birth (dd/mm/yyyy)	25 July, 1996
Please tick	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
<b>Contact details of legal guardian of the learner, if applicable</b>	
Name of legal guardian	Jane Smith
Address	35 Lyndhurst Road, Copnor, Portsmouth Hampshire, PO2 0RJ
Telephone/fax	(023) 9200 0000
E-mail	janesmith@internet.com
<b>In case an intermediary organisation is involved, please provide contact details</b>	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	

<b>2. Duration of the training period abroad</b>	
Beginning of training abroad (dd/mm/yyyy)	01/05/2014
End of training abroad (dd/mm/yyyy)	29/05/2014
Overall duration of period abroad (in number of weeks)	4

<b>3. Qualification being prepared by the learner - including information on where the learner is in his/her learning pathway (his/her current status of acquired knowledge, skills and competence)</b>	
Title of qualification being prepared by the learner (please provide the title also in the language of the partnership, if appropriate)	VTCT Level 2 Diploma in Women's Hairdressing (QCF)
EQF level (if appropriate)	3
NQF level (if appropriate)	n/a
Information on where the learner is in his/her learning pathway (annex any useful information available to indicate acquired knowledge, skills, competence)	Nearing completion of qualification and ready for final practical competence assessments. See Annex 1 for qualification map and those Learning Outcomes already completed by student. (Annex 1)
Enclosures in annex - please tick as appropriate	<input checked="" type="checkbox"/> Europass Certificate Supplement (See Annex 2) <input type="checkbox"/> Europass CV <input type="checkbox"/> Europass Mobility <input type="checkbox"/> Europass Language Passport <input type="checkbox"/> European Skills Passport <input checked="" type="checkbox"/> Unit[s] of Learning outcomes already acquired by the learner (Annex 1) <input type="checkbox"/> Other:

<b>4. Description of the learning outcomes to be achieved during mobility</b>	
Title of unit(s)/groups of learning outcomes/parts of units to be acquired	Part of unit UV20484 – Learning Outcome 1 Part of unit UV20485 – Following range items to be assessed in commercial setting: i) long graduated haircut; and 2) short graduated haircut.
Related ECVET points to be acquired	n/a
Learning outcomes to be achieved	<p><b>Unit UV20484 – Working in the hair industry</b></p> <p>Students will partake in the Finnish unit 'Business and Entrepreneurship in Hairdressing' alongside local students.</p> <p>Learners will use their experiences to inform on and to complete L01 - Be able to describe the key characteristics of the hairdressing industry (in Finland) from the unit UV20484.</p> <p><b>Unit UV20485 – Cut women's hair</b></p> <p>Students will partake in the Finnish unit 'Hair Cutting and Beard Treatments' alongside local students. Students must be assessed carrying out 2 haircuts in Sedu's commercial salon environment. Students must be assessed on the following: 1) long graduated haircut; and 2) short graduated haircut. Students must achieve a 'Good' grade for both assessments.</p> <p>Students will be assessed against the same criteria as local students.</p>

Description of the learning activities (for instance, information on locations of learning, tasks to be completed and/or courses to be attended)	<p><b>Finnish Unit 4.1.5 Business and Entrepreneurship in Hairdressing</b> to be attended in Vocational Education Centre Sedu and Hair House.</p> <p>Learners to experience class-based and practical activities alongside Finnish students. Portfolio of evidence to be produced to satisfy Learning Outcome 1 of Unit UV20484.</p> <p><b>Finnish Unit 4.1.1 Hair Cutting and Beard Treatments</b> to be carried out in Vocational Education Centre Sedu and Hair House.</p> <p>Students to be assessed cutting 2 haircuts (as specified above ) in a commercial setting against Finnish assessment criteria.</p>
Enclosures in annex - please tick as appropriate	<p><input checked="" type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility phase (Annex 3)</p> <p><input type="checkbox"/> Description of the learning activities</p> <p><input type="checkbox"/> Individual development plan for the mobility phase</p> <p><input type="checkbox"/> Other: please specify here</p>

<b>5. Assessment and documentation</b>	
Name and role of the person(s) responsible for assessing the learner's performance	Ms XX, Manager of International affairs
How and when will the learning outcomes be assessed?	<ul style="list-style-type: none"> <li>The person responsible for the mobility period in the hosting organisation will ensure that the learning outcomes specified in this learner agreement are assessed by qualified assessors.</li> </ul> <p><b>Unit UV20484:</b></p> <ul style="list-style-type: none"> <li>Assessment to be carried out by Finnish assessors using methods employed to assess Finnish students. However, evidence will only be recorded against the criteria as detailed in LO1 in the UV20484 ROA book.</li> <li>UV20484 is a QCF pass/fail unit; the Finnish assessors should ensure that a 'Good' grade has been achieved.</li> <li>Oral questioning/professional discussion may be used to reinforce the assessment process.</li> </ul> <p><b>Unit UV20485:</b></p> <ul style="list-style-type: none"> <li>Learner to be assessed in a commercial setting cutting a minimum of 2 haircuts. These assessments will be conducted by Finnish assessors.</li> <li>Haircuts must include: i) a long graduated cut; and 2) a short graduated cut.</li> <li>Haircuts should be assessed in accordance with the Finnish specification and band descriptors. A 'Good' grade must be achieved since this is deemed to reflect QCF level 2.</li> </ul>
How and when will the achievements be documented?	<p>The achievements will be documented to the Europass Mobility document at the end of the mobility period by Ms XX.</p> <p><b>Unit UV20484:</b></p> <ul style="list-style-type: none"> <li>Finnish assessors must sign off the criteria presented in LO1 of the students ROA book. Evidence should be tangible and presented in the student's portfolio for internal verification on return to the UK.</li> </ul> <p><b>Unit UV20485:</b></p> <ul style="list-style-type: none"> <li>Sedu assessment paperwork must be completed for each assessed haircut and added to the student's portfolio of evidence for verification on return to the UK.</li> <li>Finnish assessors must also sign off the relevant range sections in the student's ROA book.</li> </ul>

<p>Description of the learning activities (for instance, information on locations of learning, tasks to be completed and/or courses to be attended)</p>	<p><b>Unit UV20484:</b> Evidence for this unit will be gathered through classroom-based sessions at Sedu and through experience of commercial salons in Seinajoki.</p> <p><b>Unit UV20485:</b> Learners will develop their haircutting skills through working in commercial salons in Seinajoki, as arranged by Sedu.</p>
<p>Please include</p>	<p><input checked="" type="checkbox"/> Detailed information about the assessment procedure (e.g., methods, criteria, assessment grid)</p> <p><input checked="" type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility)</p> <p><input type="checkbox"/> Individual development plan for the mobility phase</p> <p><input type="checkbox"/> Other: please specify here</p>

<p><b>6. Validation and recognition</b></p>	
<p>Name and role of the person(s) responsible for validating the learning outcomes achieved abroad</p>	<p>Lead internal verifier for Hairdressing</p>
<p>How will the validation process be carried out?</p>	<p>First mobility cohort will be accompanied by a UK assessor to validate the assessments in Finland.</p> <p>Highbury College will carry out normal internal verification protocol. Student ROA books will be internally verified and signed.</p> <p>The lead internal verifier will require CVs from Finnish assessors prior to the mobility period.</p> <p>Learners may be required to engage in professional discussion or demonstrate practical skills on their return to the UK if deemed necessary.</p>
<p>How and when will the achievements be documented?</p>	<p>The assessed learning outcomes and range items will be documented in the Europass Mobility.</p> <p>The lead assessor and lead verifier will sign the student's ROA book which will contribute to the achievement of the qualification.</p>
<p>Name and role of the person(s) responsible for recognising the learning outcomes achieved abroad?</p>	<p>Lead internal verifier</p>
<p>How will recognition be conducted?</p>	<p>Since the student's ROA will be signed off on his/her return, the assessments/learning outcomes completed whilst on mobility will contribute to the achievement of the qualification, for which the learner will ultimately be rewarded credit.</p>

<b>7. Signatures</b>		
<b>Home organisation/country</b>	<b>Host organisation/country</b>	<b>Mobile learner</b>
Ms ZZ	Ms XX	Darren Smith
10 August 2013	10 August 2013	10 August 2013

<b>If applicable: Intermediary organisation</b>	<b>If applicable: Legal guardian</b>
Name, role	Jane Smith
Place, date	10 August 2013

**8. Additional topics**

## 9. Annexes

### **Annex 1 – Qualification map**

The qualification map (see separate document) details Darren's progress to date on the VTCT Level 2 Diploma in Women's Hairdressing (QCF)

### **Annex 2 – Europass certificate supplement**

See separate document for the Europass certificate supplement for the VTCT Level 2 Diploma in Women's Hairdressing (QCF)

### **Annex 3 – VTCT Level 2 Diploma in Women's Hairdressing (QCF) Record of Assessment book**

The learning outcomes, assessment criteria and range items that must be covered on the mobility period are listed below. See the VTCT Level 2 Diploma in Women's Hairdressing (QCF) Record of Assessment book for more detailed information and assessment guidance.

#### **UV20484 Working in the hair industry**

Learning outcome 1: Be able to describe the key characteristics of the hair industry

- a) Access sources of information on organisations, services, occupational roles, education and training opportunities within the hair industry
- b) Outline the types of organisations within the hair industry
- c) Outline the main services offered by the hair industry
- d) Describe occupational roles within the hair industry
- e) State the employment characteristics of working in the hair industry
- f) State career patterns within the hair industry
- g) Outline the education and training opportunities within the hair industry
- h) Outline opportunities to transfer to other sectors or industries

#### **Unit UV20485 Cut Women's Hair**

Range to be covered by completing learning outcomes 1 and 2:

Learners must practically demonstrate that they have created all looks:

- Short graduation - maximum service time 45 minutes
- Long graduation - maximum service time 45 minutes

#### **Learning outcome 1: Be able to prepare for cutting hair**

- a) Prepare yourself, the client and work area for cutting services
- b) Use suitable consultation techniques to identify service objectives
- c) Assess the potential of the hair to achieve the desired look by identifying the influencing factors

#### **Learning outcome 2: Be able to provide a hair cutting service**

- a) Communicate and behave in a professional manner
- b) Select and use cutting equipment to achieve the desired look
- c) Establish and follow guidelines to accurately achieve the required look
- d) Use cutting techniques that take into account the identified factors
- e) Position yourself and the client appropriately throughout the service
- f) Crosscheck the haircut to ensure even balance and weight distribution
- g) Create a finished cut that is to the satisfaction of the client
- h) Provide suitable aftercare advice
- i) Follow safe and hygienic working practices



# DECViP Project-specific Learning Agreement for Finnish Student

**Draft Version**



<b>1. Information about the participants involved</b>	
Contact details of the home organisation	
Name of organisation	Vocational Education Centre Sedu
Address	Koulukatu 41, 60100 Seinäjoki, Finland
Telephone/fax	
E-mail	info@sedu.fi
Website	www.sedu.fi
Contact person	Ms XX
Telephone/fax	
E-mail	firstname.surname@sedu.fi
Contact details of the host organisation	
Name of organisation	Highbury College
Address	Tudor Crescent, Portsmouth, Hampshire, PO6 2SA
Telephone/fax	
E-mail	info@highbury.ac.uk
Website	www.highbury.ac.uk
Contact person	Ms ZZ, Head of Hairdressing and Beauty
Tutor/mentor	Ms ZZ
Telephone/fax	
E-mail	firstname.surname@highbury.ac.uk

Contact details of the learner	
Name	Maija Metso
Address	Metsolantie, 60200 Seinäjoki, Finland
Telephone/fax	
E-mail	firstname.surname@sedu.fi
Date of birth (dd/mm/yyyy)	01/01/1994
Please tick	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
Contact details of legal guardian of the learner, if applicable	
Name of the legal guardian	Pekka Metso
Address	Metsolantie, 60200 Seinäjoki, Finland
Telephone/fax	
E-mail	firstname.surname@netikka.fi
In case an intermediary organisation is involved, please provide contact details	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	

2. Duration of the training period abroad	
Beginning of training abroad (dd/mm/yyyy)	9.9.2013
End of training abroad (dd/mm/yyyy)	1.11.2013
Overall duration of period abroad (in number of weeks)	8



<b>3. Qualification being prepared by the learner - including information on where the learner is in his/her learning pathway (his/her current status of acquired knowledge, skills and competence)</b>	
Title of qualification being prepared by the learner (please provide the title also in the language of the partnership, if appropriate)	Vocational Qualification in Hairdressing
EQF level (if appropriate)	4
NQF level (if appropriate)	
Information on where the learner is in his/her learning pathway (annex any useful information available to indicate acquired knowledge, skills, competence)	The learner is in the final year of her 3 year studies. Please, see annex 4
Enclosures in annex - please tick as appropriate	<input checked="" type="checkbox"/> Europass Certificate Supplement (annex 1) <input checked="" type="checkbox"/> Europass CV (annex 2) <input checked="" type="checkbox"/> Europass Mobility (annex 3) <input type="checkbox"/> Europass Language Passport <input type="checkbox"/> European Skills Passport <input type="checkbox"/> (Unit[s] of) Learning outcomes already acquired by the learner <input checked="" type="checkbox"/> Other: qualification map which includes information about the modules of learning outcomes already achieved by the learner (annex 4)

<b>4. Description of the learning outcomes to be achieved during mobility</b>	
Title of unit(s)/groups of learning outcomes/parts of units to be acquired	Part of Unit: 4.1.1 Hair cutting and beard treatments (6/20 Finnish credits) Unit: 5.2.5 Cultural knowledge( 4/4 Finnish credits ) 4.4 Module providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification)
Related ECVET points to be acquired	15 ECVET points (preliminary – there not official decision yet about the basis of allocation of points in Finland)

<p>Learning outcomes to be achieved</p>	<p>Unit to be attended in Highbury College:  <b>UV20514 Style and finish African type hair</b>                      On completion of the unit the learner will:</p> <ol style="list-style-type: none"> <li>1. Be able to prepare to style and finish African type hair</li> <li>2. Be able to style African type hair using blow dry techniques and heated and thermal equipment.</li> </ol> <p><b>Work based learning to be organised in Eden Salons, Portsmouth, Hampshire.</b>                      The learning outcomes to be achieved are related to: 4.1.1 Hair cutting and beard treatments (20 cr) and to 5.2.5 Cultural knowledge( 4 cr) from the Finnish National Core Curricula for Vocational Qualification in hairdressing:</p> <ol style="list-style-type: none"> <li>1. Plan and implement various haircuts and shaves for customers                         <ul style="list-style-type: none"> <li>• cut hair following a plan using basic forms or their combinations (Finnish assessment criteria: Good 2)</li> </ul> </li> <li>2. Wash a customer's hair, as required</li> <li>3. Making use of language skills in customer service                         <ul style="list-style-type: none"> <li>• be able to manage service situations in English (Finnish assessment criteria: Good 2)</li> </ul> </li> <li>4. Interaction and communication (lifelong learning skill)                         <ul style="list-style-type: none"> <li>• act in various interactive situations as required by the situation (e.g., in their learning and work community), complete the tasks they are responsible for carefully and as a team member, work with different people in a work community and team.</li> </ul> </li> </ol> <p><b>Cultural knowledge (according to the level 2 of Finnish assessment criteria):</b></p> <ol style="list-style-type: none"> <li>5. Recognises cultural differences in other people's activities</li> <li>6. works together with other people despite cultural differences</li> <li>7. compares the features of her culture to those in other cultures</li> <li>8. tells essential things about Finland and her work to colleagues and customers from another country</li> <li>9. takes others into account while working despite their ethnic background, language, disability or age</li> <li>10. uses the language skills acquired in international interaction situations.</li> </ol>
<p>Description of the learning activities (for instance, information on locations of learning, tasks to be completed and/or courses to be attended)</p>	<ol style="list-style-type: none"> <li>1. Unit to be attended in Highbury College: UV20514 Style and finish African type hair</li> <li>2. Work based learning to be organised in the following company: Eden Salons, Portsmouth, Hampshire</li> </ol>
<p>Enclosures in annex - please tick as appropriate</p>	<p><input checked="" type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility phase</p> <p><input type="checkbox"/> Description of the learning activities</p> <p><input type="checkbox"/> Individual development plan for the mobility phase</p> <p><input type="checkbox"/> Other:</p>

<p><b>5. Assessment and documentation</b></p>	
<p>Name and role of the person(s) responsible for assessing the learner's performance</p>	<p>Ms ZZ, Head of Hairdressing and Beauty</p>

How and when will the learning outcomes be assessed?	<p>The person responsible for the mobility period in the hosting institution will assess the learning outcomes during the course: UV20514 Style and finish African type hair. The assessment procedure and assessment grids used will be the same as with the local students during the course.</p> <p>During the work based learning period in Eden Salons, the work place instructor of the learner and the learner will give input for the overall assessment of the learning outcomes. The person in responsible for the mobility period in the hosting institution has the overall responsibility of the assessment which is based on the learning outcomes achieved in work based learning environment.</p>
How and when will the achievements be documented?	<p>The achievements will be documented to Europass Mobility document in the end of the learning mobility period by Ms ZZ. Learning outcomes related to work based learning period will be documented to chapter 5A of Europass mobility and the UV20514 Style and finish African type hair will be documented to Chapter 5 B of the Europass Mobility.</p> <p>In addition to this the assessment documents used both during the: UV20514 Style and finish African type hair and work based learning period, will be attached to Europass Mobility document.</p>
Description of the learning activities (for instance, information on locations of learning, tasks to be completed and/or courses to be attended)	<p>The learner will participate in the following course during the mobility: UV20514 Style and finish African type hair offered by Highbury College during which the learning outcomes of Unit 4.4 Module providing individual in-depth vocational competence from the Finnish Hairdressing qualification curricula will be met.</p> <p>Work based learning part will take place in the Eden Salons in Portsmouth and during that period the learning outcomes of part of the unit 4.1.1 Hair cutting and beard treatments (20 cr) and unit 5.2.5 Cultural knowledge( 4 cr) are to be achieved.</p>
Please include	<p><input checked="" type="checkbox"/> Detailed information about the assessment procedure (e.g., methods, criteria, assessment grid)</p> <p><input checked="" type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility)</p> <p><input type="checkbox"/> Individual development plan for the mobility phase</p> <p><input type="checkbox"/> Other: please specify here</p>

<b>6. Validation and recognition</b>	
Name and role of the person(s) responsible for validating the learning outcomes achieved abroad	Ms YY, Head Teacher of Hairdressing, Vocational Education Centre Sedu
How will the validation process be carried out?	The teacher of the sending school will interview the learner. The learner has to present a report on her experiences to the class.
How and when will the achievements be documented?	<p>The assessed learning outcomes of the learning mobility are documented in the Europass Mobility.</p> <p>The head teacher of hairdressing will sign the document upon student's arrival back to home institution.</p> <p>The achievements will be saved in the study record of the student by the head teacher of hairdressing.</p>
Name and role of the person(s) responsible for recognising the learning outcomes achieved abroad?	Ms YY, Head Teacher of Hairdressing, Vocational Education Centre Sedu
How will recognition be conducted?	The achievements will be saved in the study record of the student by the head teacher of hairdressing and are this way recognised as a part of Vocational Qualification in Hairdressing.

<b>7. Signatures</b>		
<b>Home organisation/Finland</b>	<b>Host organisation/England</b>	<b>Mobile learner</b>
Name, role	Name, role	Name
Ms YY, Head Teacher of Hairdressing	Ms ZZ, Head of Hairdressing and Beauty	Maija Metso
Place, date	Place, date	Place, date
Seinäjoki, Finland 9.8.2013	Hampshire, England	Seinäjoki, Finland 9.8.2013

<b>If applicable: Intermediary organisation</b>	<b>If applicable: Legal guardian</b>
Name, role	Name, role
	Pekka Metso, Farther
Place, date	Place, date
	Seinäjoki 9.8.2013

## 8. Additional topics

## 9. Annexes

### **Description of unit(s)/groups of learning outcomes which are the focus of the mobility phase**

#### **Requirements for Vocational Qualification in Hairdressing, Hairdresser:**

- **4.1.1 Hair cutting and beard treatments.** Knowledge, skills and competences related to the following aspects of this module will be consolidated during the learning mobility in work based learning environment:
  - ✓ Plan and implement various haircuts and shaves for customers
    - cut hair following a plan using basic forms or their combinations (Finnish assessment criteria: Good 2)
  - ✓ Wash a customer's hair, as required
  - ✓ Making use of language skills in customer service
    - be able to manage service situations in English (Finnish assessment criteria: Good 2)
  - ✓ Interaction and communication (lifelong learning skill in assessment criteria)
    - act in various interactive situations as required by the situation (e.g. in their learning and work community), complete the tasks they are responsible for carefully and as a team member, work with different people in a work community and team
  
- **4.3. Other optional modules in Vocational Upper Secondary Education and training.**
  - ✓ **UV20514 Style and finish African type hair course offered in Highbury College will be recognised as 'Other optional module in Vocational Upper Secondary Education'.**  
The course description, methods, criteria and assessment grid are available at the address: <http://www.vtct.org.uk/>
  
- **5.2.5 Cultural knowledge.** Student will achieve the learning outcomes related to this unit by preparing herself for mobility and while studying, working and living in England during the learning mobility:
  - ✓ Student gets along with people representing different cultures
  - ✓ knows how to greet and receive visitors and talk to them
  - ✓ is able to observe the limits of appropriateness in his/her activities, the different roles of men and women, the instructions on dressing and behaviour as well as the unwritten rules and procedures
  - ✓ recognizes cultural differences in workplace behaviour and hierarchy in work
  - ✓ related public relations and behaves accordingly in normal work situations, especially in customer service
  - ✓ describes her country's common cultural features to representatives of other cultures: such as essential history, sights, arts, sports achievements and entertainment and also results, companies and innovations in the field of hairdressing
  - ✓ ponders the interpretations of historical events in different countries and scales the meaningful events and eras of his/her native region and home country against the history of the neighbouring countries and the world
  - ✓ compares the key cultural flows and icons in his/her country and Europe
  - ✓ recognizes the special features in other countries in his/her vocational field.

### ***Detailed information about the assessment procedure (methods, criteria, assessment grid)***

#### **4.1.1 Hair cutting and beard treatments and 5.3.2. Cultural knowledge**

The achievement of the learning outcomes described below will be assessed in the work place environment in Eden Salons, Portsmouth, Hampshire.

The learner, the teacher and/or the work placement tutor will participate in the assessment of the learner. The teacher and/or the workplace instructor determine the grade.

The grades will be documented in the assessment grid that is attached to this learning agreement. The cultural knowledge will not be graded, but assessed if the set assessment criteria is met.

The comments concerning the learning outcomes of both units 4.1.1. and 5.3.2 will be documented in Europass mobility document.

If some of the targets of assessment cannot be assessed during this learning mobility due to their limited performance, this target of assessment can be left unevaluated.

#### **The following are the learning outcomes and the assessment criteria for 4.1.1 Cutting hair:**

- ✓ Plan and implement various haircuts and shaves for customers
  - cut hair following a plan using basic forms or their combinations (Finnish assessment criteria: Good 2)
- ✓ Wash a customer's hair as required
- ✓ Making use of language skills in customer service
  - be able to manage service situations in English (Finnish assessment criteria: Good 2)
- ✓ Interaction and communication (lifelong learning skill in assessment criteria)
  - act in various interactive situations as required by the situation (e.g. in their learning and work community), complete the tasks they are responsible for carefully and as a team member, work with different people in a work community and team (pass/fail)

#### **The following are the learning outcomes and the assessment criteria for 5.3.2. Cultural knowledge:**

The learner meets the learning outcomes of the unit if the following is true (the assessment criteria of the grade 2):

- ✓ recognises cultural differences in other people's activities
- ✓ works together with other people despite cultural differences

**UV20514 Style and finish African type hair.** The course description, methods, criteria and assessment grid are available at the address: <http://www.vtct.org.uk/>

The comments concerning the learning outcomes achieved will be documented in Europass mobility document and the assessment grid from the course will be attached to Europass mobility.



UK NARIC, Oriel House, Oriel Road, Cheltenham, GL50 1XP,  
United Kingdom  
Web. [www.naric.org.uk](http://www.naric.org.uk)



VTCT, Aspire House, Annealing Close, Eastleigh, SO50 9PX,  
United Kingdom  
Web. [www.vtct.org.uk](http://www.vtct.org.uk)



Koulutuskeskus Sedu, Koulukatu 41, FI-60100 Seinäjoki,  
Finland  
Web. [www.sedu.fi](http://www.sedu.fi)



3s Unternehmensberatung GmbH, Wiedner Hauptstraße 18,  
1040, Wien, Austria  
Web. [www.3s.co.at](http://www.3s.co.at)



Ofqual, Spring Place, Herald Avenue, Coventry, CV5 6UB,  
United Kingdom  
Web. [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

