

BBVET Legal framework for mobility

the documentation of learning in the BBVET mobility testbed

Introduction

In this document we will present the legal framework model that we developed in the BBVET project. In the BBVET project we developed and implemented a full academic year cross border education and training in the field of EDtech and Mechatronics. It was the goal from the beginning of the BBVET project that the learning that students received in the cross border education and training program should be recognitional in the student's home countries.

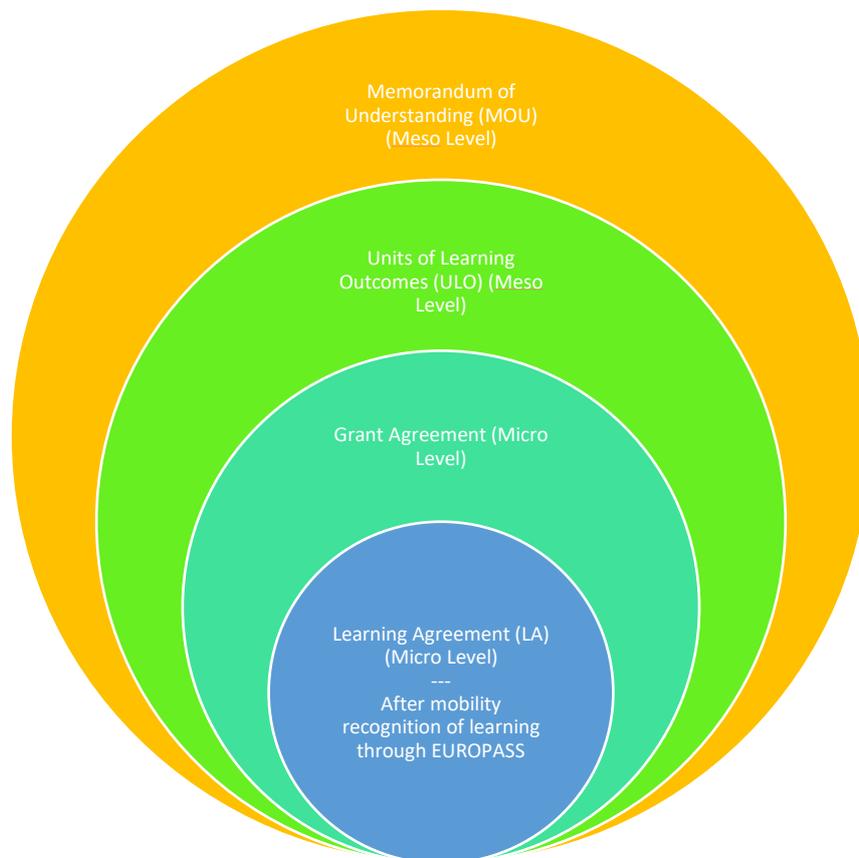


Figure 1 - BBVET Legal framework for recognition of learning

In the project application it was described that we would use the European Credit System for Vocational Education and Training (ECVET) framework as the basis for the legal framework in the project, and so it was done. Claus Brandt Kristensen – the project coordinator from the project partner CELF – was chosen to lead the development of the legal framework as he has an extended experience working with ECVET and is a member of the Danish ECVET Expert Team.

In the sections below, we have described the individual elements as presented in Figure 1.

Memorandum of Understanding (MoU)

The MoU is an agreement between sending and receiving organizations that want to endeavor on geographical mobility and it is the foundation on which the mobilities are implemented. The MoU is often a

bilateral agreement between two organizations, but it can also – as in the BBVET project – be a multilateral agreement between several organizations. The MoU is defining the follow key aspects:

- The involved parties,
- The general agreements,
- The division of responsibilities between the involved parties,
- Quality assurance,
- Assessment of learning outcomes,
- Validation and recognition of learning outcomes.

Please follow this [link](#) to the original MoU developed for the BBVET project.

Units of Learning Outcomes (ULO)

The ULO defines the learning outcomes that students should achieve while on the mobility. This means that the ULO also outlines:

- the contents of the planned learning in the mobility,
- what should be assessed, validated and recognized at the end of the mobility.

Cf. figure 1 the ULO in the BBVET project is placed on the meso/institutional level, this is due to the fact that the learning outcomes are common for all the students in the BBVET project respectively in the EdTech class and the Mechatronic class. This also means that the ULOs are directly linked to the two curriculums in the project.

In the BBVET project we have defined ULOs for each country period.

Please follow this [link](#) to the original ULO developed for the BBVET project.

Grant Agreement

The grant agreement is in e.g. ERASMUS+ mobility an agreement between the sending organization and the students who are going on mobility, but in the BBVET project the grant agreements are between the individual agreements between the receiving organization. This is due to the financial model used in the BBVET is different than in e.g. ERASMUS+. The grant agreement defines:

- The involved parties,
- The personal information about the student,
- The conditions for the agreement regarding:
 - o Duration of the mobility
 - o Financial support
 - o Payment arrangements
 - o Insurance
 - o Evaluation requirements

Beside that the Learning Agreement and MoU are annexes to the grant agreement to insure transparency for the student.

Please follow this [link](#) to the original BBVET Grant Agreement template developed for the BBVET project.

Learning Agreement (LA)

The LA is an individual agreement between the student, the sending organization and the receiving organization. The point of LA is to define the frame and content for the individual mobility and the LA defines:

- The involved parties,
- Duration of the mobility,
- Information on which qualification is taken by the student including the student's progress,
- Description of learning outcomes (in the BBVET project based on ULO),
- Description of procedures for assessment and documentation,
- Description of procedures for validation and recognition.

Please follow this [link](#) to the original BBVET LA template adapted for the BBVET project.

Europass

As the students Transcript of Record, we have chosen to use The Europass Mobility Document as the template for the participation certificate. We have done so because the Europass Mobility Document is a commonly recognized document both in the educational sector and on the labour market. The BBVET Europass is covering the entire testbed and is only issued to students who have completed the whole testbed.

EQF and how it was used in the BBVET project

Though out the project there have been some misunderstandings and mix ups between some for the European education policy terminology especially between EQF and ECVET. In the following we will define what EQF is and how it connects to mobility and ECVET.

The European Qualifications Framework (EQF) is a common reference point for comparing qualifications across institutional and national borders. Since its inception in 2008 the EQF has aimed to increase the overall transparency, comparability and portability of qualifications throughout Europe.

The EQF, by acting as a catalyst for development of National Qualifications Frameworks (NQFs), has contributed to changing the qualification landscape in Europe. Currently frameworks have been, or are being, developed and implemented in all 39 countries cooperating on the European qualifications framework (the 28 EU Member States, Albania, Bosnia-Herzegovina, the former Yugoslav Republic of Macedonia, Iceland, Kosovo, Liechtenstein, Montenegro, Norway, Serbia, Switzerland and Turkey).

Although these frameworks have reached different stages, many are now operational and are contributing to education and training policies and practices in their respective countries.

The EQF promotes two important principles:

(a) the learning outcomes perspective, focusing on what a holder of a qualification is expected to know, be able to do and understand;

(b) the comprehensive approach covering all levels and types of qualifications: formal education and training (VET, general education, higher education) as well qualifications awarded in non-formal

contexts.

Countries have adopted these principles to their national circumstances and needs.

Long-term priority is to make the EQF more visible to end-users and show its contribution to wider objectives of lifelong learning, employability, mobility and social integration of workers and learners.

(Adapted from Cedefop, 2017, National Qualifications Framework Developments in Europe 2017)

Using EQF and NQFs

By referring to the levels of their own National Qualification Framework (NQF), each partner can identify the point where they match the European Qualifications Framework (EQF). Mobility partners can then translate that point to their own NQF, making useful comparisons possible.

As an example, this table illustrates how England and Northern Ireland’s NQF translates to EQF, and subsequently, to Italy’s NQF.

England and Northern Ireland NQF levels	EQF	Italy NQF levels	
8 e.g. Doctoral degree	8	8 e.g. Dottorato di Ricerca (Research Doctorate - PhD)	
7 e.g. Master’s degree; Postgraduate certificate; Postgraduate diploma	7	7 e.g. Laurea Magistrale (Master's Degree)	
6 e.g. Honours bachelor’s degree; Ordinary bachelor’s degree	6	6 e.g. Laurea (Bachelor's Degree)	
5 e.g. Higher National Diploma (HND); Foundation degree	5	5 e.g. Diploma di tecnico superiore per la mobilità di persone e merci (Higher technical education diploma for Mobility of people and goods)	<i>Translates directly to point on EQF and your own NQF</i>
4 e.g. Higher National Certificate (HNC);	4	4 e.g. Diploma professionale di tecnico edile (Professional technician diploma for construction); Upper secondary education diploma for Vocational Schools	
3 e.g. GCE AS and A Level, National Vocational Qualifications (NVQ) level 3	3	3 e.g. Attestato di qualifica di operatore professionale edile (Professional operator certificate for construction)	
2 e.g. GCSEs Grades A*–C, National Vocational Qualifications (NVQ) Level 2	2	2 e.g. Certificato delle competenze di base acquisite in esito all’assolvimento dell’obbligo di	

Identify point on partner's NQF →

		istruzione (Compulsory education certificate)
Entry level 3 e.g. Essential Skills Qualifications	1	1 e.g. Diploma di licenza conclusiva del primo ciclo di istruzione (Lower secondary school leaving diploma)
Entry level 2	As EQF starts at level 1, referencing NQF levels below that level is not possible	
Entry level 1		

Comparisons between 18 countries' NQFs can be created using the Europa's *Find and Compare Qualifications Frameworks* tool at https://ec.europa.eu/ploteus/en/compare?field_location_selection_tid%5B%5D=453&field_location_selection_tid%5B%5D=471&=Compare+selected+countries

Interpreting EQF for mobilities

When planning mobilities, EQF (European Qualifications Framework) is a natural reference point. It was originally perceived by many to be a matrix, and to some extent operates as one. In reality when working with EQF, it is more like a series of cooperation platforms and meetings points to create the right conditions for a more flexible and transparent qualifications system.

If sending and receiving partners use EQF with their own NQFs (National Qualification Frameworks), it facilitates alignment of mobility placements creating the right conditions for implementing ECVET.

Where mobility partner countries are at different stages of implementation, issues may arise which make it difficult to make direct comparisons between EQF (European Qualifications Framework), and NQFs (National Qualification Frameworks). Added to this, vocational education and training have a complex and diverse profile across Europe.

Possible issues that may exist between mobility partners include:

- In some countries there are no uniform rules for design of qualifications, whilst in others qualification design is rigidly controlled and regulated at national or regional level.
- Different countries have different numbers of levels in their NQF Framework. Eight levels are most common and aligns with EQF. However, there are 5 levels in France ranging up to 12 levels in Scotland). The Netherlands has sub-levels.
- The learning outcomes-based approach is interpreted in different ways in different countries, for example Denmark uses "Knowledge, Skills, Competencies" while the Netherlands uses "Knowledge, Skills, Responsibility, Independence and Context".

- There are differences in visibility and understanding of what EQF is.

These are examples of the many differences between NQFs. However, these differences should not be seen as obstacles. Overall EQF has value as a comparator especially in mobility arrangements. This tool aims to help mobility practitioners and learners to use the EQF effectively, even when their mobility partners have diverse vocational education and training systems.

ECVET

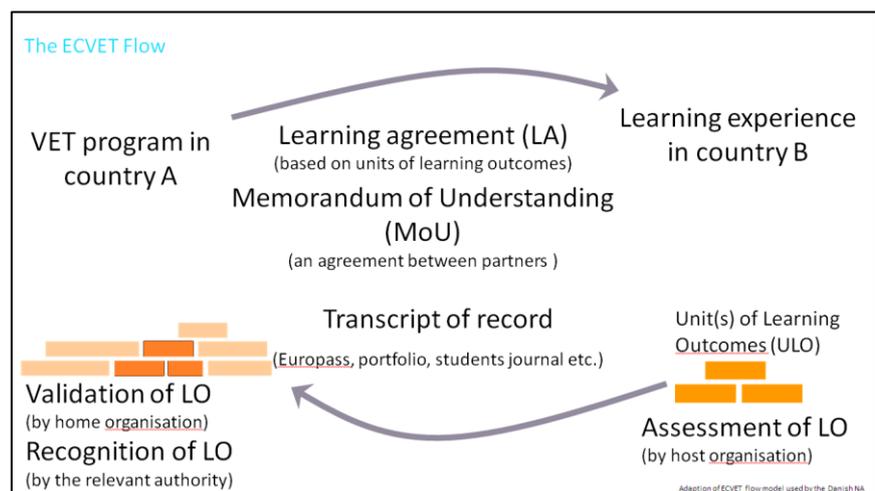
References to a credit transfer system for VET can be traced back to the Copenhagen Declaration, of 2002, where the recognition of competences and qualifications was confirmed, by the Directors General for Vocational Training (DGVET) and the European Commission, as a priority for VET.

In the years that followed, subsequent communiqués (Maastricht 2004, Helsinki 2006, Bordeaux 2008) confirmed a continuing commitment to a credit transfer system for VET. At the same time, a range of national and European-level testing and consultation activities were launched, involving a number of sectors and institutions, with a view to building a convincing ECVET proposal that could be presented for approval by the governing authorities. Centralized project funding was also made available by the European Commission, in 2008, to support the development of ECVET partnerships and to encourage the testing and experimentation of ECVET, with a particular focus on mobility in VET. As a result, [11 pilot projects](#) were funded.

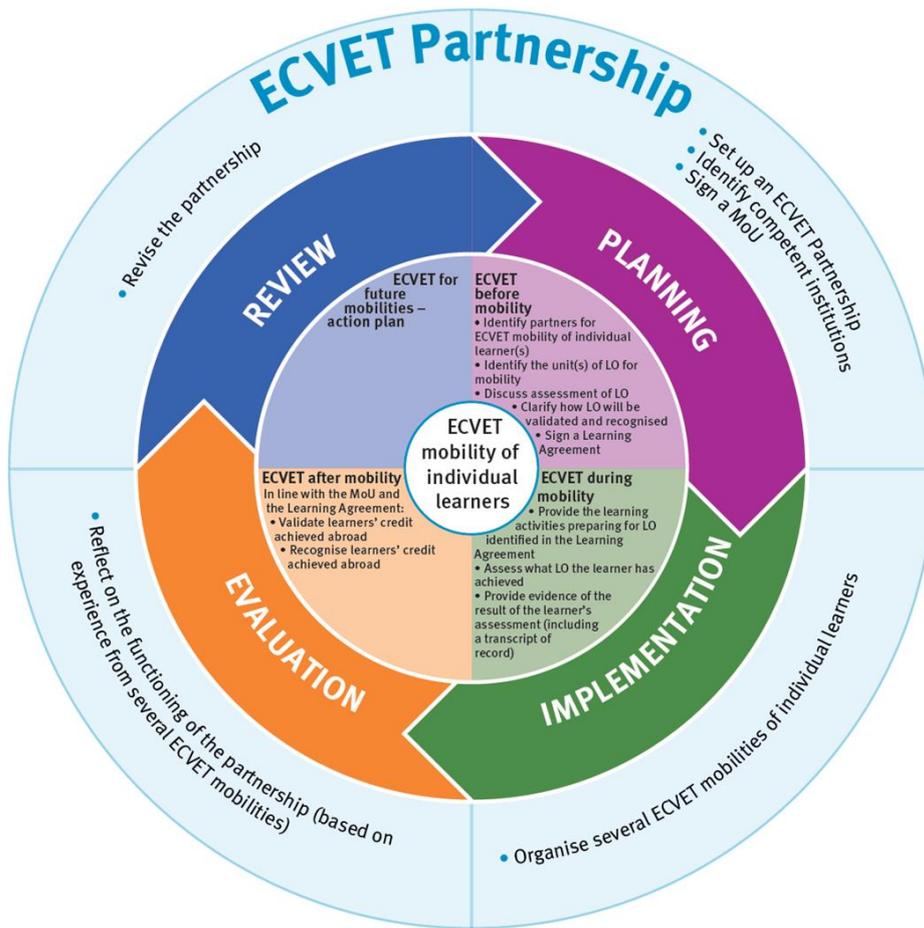
On 18 June 2009, a [Recommendation of the European Parliament and of the Council on the establishment of a European Credit Systems for Vocational Education and Training \(ECVET\)](#) confirmed common ECVET principles, provided detailed technical specifications for ECVET and recommended wider ECVET promotion and implementation by all Member States.

ECVET, is a technical framework for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes with a view to achieving a qualification. Guided by a European-level Recommendation, ECVET relies on the description of qualifications in units of learning outcomes, on transfer, recognition and accumulation processes and on a series of complementary documents such as a Memorandum of Understanding and Learning Agreement.

ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.



ECVET aims to support the mobility of European citizens, facilitating lifelong learning - achieved in formal, non-formal and informal settings - and providing greater transparency in relation to individual learning



experiences, making it more attractive to move between different countries and different learning environments.

At a systems level, ECVET aims towards greater compatibility between the different vocational education and training (VET) systems in place across Europe, and their qualifications.

From a geographical mobility perspective, ECVET

aims at facilitating the validation, recognition and accumulation of knowledge and skills acquired during a stay in another country, with a view to ensuring that such achievements can contribute to the achievement of vocational qualifications.