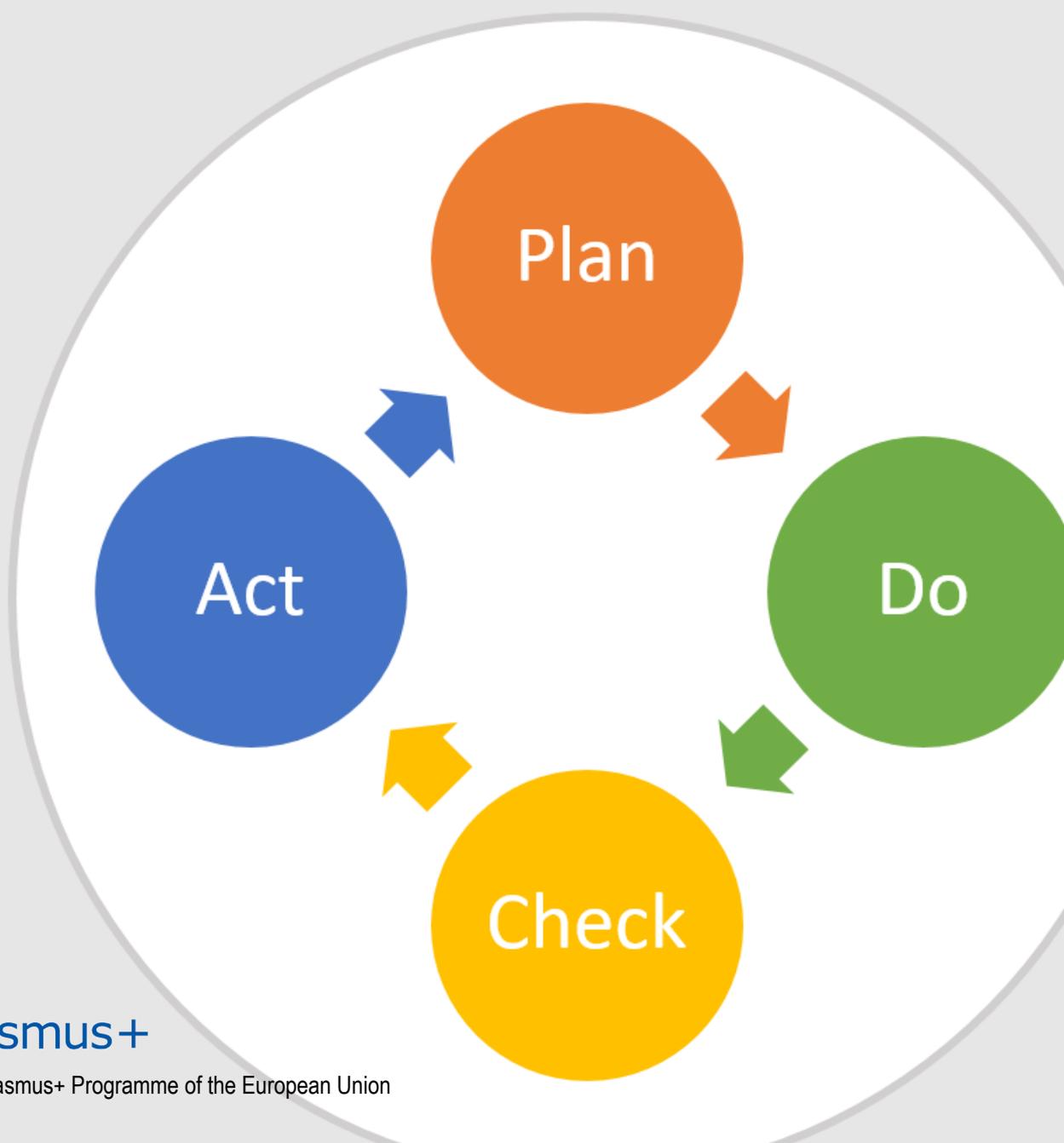


Quality Guideline for mobility projects in health and social care professions



Erasmus+

Co-funded by the Erasmus+ Programme of the European Union



This guideline has been developed as an intellectual output of the Erasmus+ Strategic Partnership: care4mobility
- Promoting the Efficiency of VET Learner Mobilities in health and social care professions by implementing
ECVET (2015-1-DE02-KA202-002483).

You will find more information about the care4mobility project team in the introductory chapter this document.
Please feel free to contact us for questions, suggestions and any kind of other feedback. We are looking forward
to hearing from you!

The care4mobility project team
August 2017



This project has been funded with support from the European Commission. This publication reflects the views
only of the author, and the Commission cannot be held responsible for any use which may be made of the
information contained therein.

Six reasons for working with this guideline

- Our guideline will give you a detailed overview on implementation of mobility projects with **easy-to-read instructions** with many practical details for schools who plan their first mobility project.
- Our guideline will help you to **focus on quality** – you will know how to monitor your project to assure that its objectives will be achieved.
- The guidelines are based on **partners' experience**, including three pilot VET learner mobilities within the *care4mobility* project.
- A row of available **templates** will make work easier for you.
- The *care4mobility* project prepared **15 Units of Learning Outcomes** in the field of health and social care by using ECVET rules – they are a part of these guidelines, too.
- Plenty of useful links to **ECVET** procedures for further reading.

Contents

Introduction	7
i. Whom does this guideline address?	7
ii. Who developed this guideline?	7
iii. Why focus on quality?	9
iv. How to work with this guideline?	10
Colour guide for the four steps of the PDCA Cycle	10
Extra information in a text box	11
Mobility projects in health and social care	11
Templates provided by this guideline	12
Whenever we refer to templates in this guideline, you will find this symbol in the outer margin of the page.	12
v. Project Financing by Erasmus+	12
vi. Working with ECVET	12
What is ECVET?	12
How can ECVET be applied to mobility periods?	13
ECVET Points	13
Preparing ECVET before the mobility period	13
vii. Useful resources	15
ECVET	15
EQAVET and quality	15
Other European transparency instruments	15
I. PLAN	17
1. Developing an international mobility strategy	18
2. Searching for hosting institutions	18
Selecting one or more potential partner countries	18
Selecting one or more hosting institutions	19
3. Formation of the Mobility Committee	19
4. Initiation of cooperation	20
5. Negotiating cooperation	20
6. Defining quality criteria and putting into place quality instruments	22
Quality Criteria	22
Quality Plan	23
7. Preparation and signature of a MoU among involved institutions	23
8. Establishment of selection criteria based on transparency	24
II. DO	25
9. Internal communication campaign: Informing students, parents, teachers and staff about the project	26
10. Students' application and selection	27
Motivation letter	27

Candidate Interview.....	27
Language Assessment.....	28
11. Accompanying persons.....	28
12. Organising accommodation and subsistence	29
13. Defining learning outcomes to be acquired.....	29
14. Defining learning and training methods	29
15. Putting in place assessment instruments.....	30
16. Preparing a detailed learning programme and weekly schedule	31
17. Establishment of learning agreements between institutions and each student	32
18. Document preparation: insurance, parents' agreements, visa.....	33
Insurance for students and accompanying persons.....	33
Parents' agreements	33
Visa and residence permits.....	33
19. Being prepared for emergencies.....	34
20. Planning free time and cultural activities.....	34
21. Organising an orientation day for your students	35
22. Preparing basic information for everyday living	36
23. Travel and welcoming	36
24. Providing rules and commitments.....	36
25. Providing equipment	37
26. Providing learning activities	37
27. Interim project evaluation.....	38
28. Providing assessment and documenting the results.....	39
29. Certification	40
30. Collecting feedback from VET learners	41
III. CHECK.....	43
31. Validating and recognizing learning outcomes	44
Validating learning outcomes	44
Recognition of learning outcomes	44
32. Summarizing VET learner feedback	45
33. Report by hosting Institution	45
34. Further quality instruments to use after mobility	46
Feedback from employers and other stakeholders	46
Long-term quality checklist.....	46
IV. ACT.....	47
35. Closing the quality circle: Reviewing the process and results of mobility	48
Follow-up meeting	48
Revision of Memorandum of Understanding	48
Annex I: Dissemination	50

Dissemination Plan.....	50
Internal Dissemination.....	51
External Dissemination.....	51
Annex II: Education authorities in EU member countries.....	54

Index of templates

This index provides reference to the page where the specific template is mentioned in its context. For the templates themselves, please refer to: [LINK](#)

Template for a Quality Plan	23
Memorandum of Understanding	23
Application form	27
Recruitment Process Checklist	27
Parental authorisation	33
Sample Programme for an Orientation Day	35
Authorization for the publication of project-related photos, videos or documents	37
Template for conducting the interim project evaluation	39
Mobility Certificate	41
Transcript of records	41
Mobility Questionnaire for VET Learners	42
Final Report by the hosting organisation	46
Dissemination plan	50

Introduction

i. Whom does this guideline address?

This guideline addresses institutions in vocational education and training across Europe, which are

- specialised in providing qualification in health and social care,
- interested in sending their learners abroad for an intercultural learning experience, for example by implementing a mobility project under the Erasmus+ programme,
- possibly inexperienced in this field, and which would nevertheless like to implement high-quality mobilities from the very beginning, and which are
- interested in the assuring the recognition of learning outcomes acquired abroad by using the ECVET instruments and principles.

This guideline has been developed with the above described target group in mind. Nevertheless, even if one or two of the above criteria do not apply for you, you will still find many useful hints and suggestions in this document.

ii. Who developed this guideline?

This guideline has been developed by the care4mobility project group, a project consortium of six institutions from Germany, the Netherlands, Lithuania, Poland, Italy and Turkey. We have come together to share our experiences in implementing mobility projects for learners in health and social care professions and to develop a framework for our cooperation. Moreover, it was clear from the very beginning, that we would like to share our results with our colleagues from all over Europe, so that more and more young people will have the chance to participate in mobility projects.

If you are interested to learn more about us and our work, please feel free to contact us.



WBS TRAINING AG and WBS Schools -
Dresden, Germany
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WBS TRAINING is a German education provider, that provides vocational training, further education and re-education for young people and adults. More than 15 000 students complete their training at WBS every year. Our subsidiary company, WBS TRAINING SCHULEN gGmbH (WBS Schools), is specialised in training in health and social care professions, in both I-VET and C-VET and operates in nine German cities. Among others, students can get a degree as geriatric nurse, assistant in geriatric care, occupational therapist, educator, nurse's assistant, speech therapist, physiotherapist, social assistant, masseur and medical lifeguard. Our students reach EQF-level 3 or 4.

We are interested in both – sending our students abroad and hosting vocational students in one of our schools.



ERCC – **Klaipėda, Lithuania**
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Education, Research & Consultancy Center (ERCC) was founded in Klaipėda, Lithuania, in the year 2006 as the consortium of higher education lecturers with the aim to provide research, consultancy and training for enterprises, non-governmental organizations, public institutions, schools. ERCC professionals and freelance trainers have enough knowledge and competence to conduct practical workshops for teachers and students of health and social care professions. The main topics of training are communication and cooperation with patients, their relatives and among staff of hospital or social care institution, conflict management, teamwork.

Methods used in workshops: watching and analyzing video material, drama based activity (speaking, listening, cooperation), warming-up games to concentration build up, simulation games, study visits to hospitals and social care institutions.



Centrum Kształcenia Zawodowego i
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The Centre of Vocational and Continuing Education (Centrum Kształcenia Zawodowego i Ustawicznego) in Skarżysko-Kamienna is a public institution being under the authority of the Świętokrzyskie Voivodship Marshal's Office. CKZiU includes: the Secondary School of Social Service Workers, the College of Social Service Workers and the Centre for Continuing Education. The Centre has been providing education for adults in social and medical care for many years. Our centre is also an examination centre for all professions in which it educates. An important part of the school activity is cooperation with institutions which are connected with practical vocational training (hospitals, pharmacies, social welfare institutions, day care centres, occupational therapy workshops). CKZiU is particularly interested in sending students abroad.



Kanuni Vocational and Technical Anatolian
High School – **Erdemli, Turkey**
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Our school, a public vocational high school providing vocational training and education at secondary level, is located in Erdemli district, city of Mersin, Turkey. Our teaching and administrative staff consists of 49 people, mostly teachers, who take care of 508 students and provide them with practical training and theoretical education in fields of assistant nursing, assistant midwifery and healthcare technician.



ET LABORA – **Bergamo, Italy**

Mr. Andrea Bianchi

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<http://www.fondazioneetlabora.org>

Cooperativa Et Labora is a not-for-profit training provider and an employment agency accredited by the Lombardy Region in Italy to foster the integration of persons into the labour market and to offer services to public and private enterprises. Et Labora is also authorised at regional level for recruitment and selection services and outplacement support. We offer services for the employment and training of specialized profiles for different sectors. When it comes to the health and social care, we provide training for the following qualifications: Care Operator (it. Operatore socio sanitario, OSS), Health Care Assistant (it. Ausiliario socio-assistenziale - ASA), Dental Assistant, Family Assistant.

Through collaboration with public and private institutions, such as Regions, Provinces, Municipalities, Chambers of Commerce, foundations, trade associations, trade unions, businesses (large and small), not-for-profit Entities, we are interested in hosting international students and staff from different qualifications in the health and social care sector.



ROC de Leijgraaf – **Veghel, Netherlands**

Mrs. Anita Blezer-Diender

anita.blezer@leijgraaf.nl

www.leijgraaf.nl

ROC de Leijgraaf is a regional training centre (ROC) for senior secondary vocational education in the Netherlands. ROC de Leijgraaf provides this form of education in the north-east of the Province of Noord-Brabant. The economy in this region is largely based on agriculture, logistics, and the food and process industries. ROC de Leijgraaf has 10 campuses spread over Boxmeer, Cuijk, Mill, Oss, Uden and Veghel. The college has about 8000 students and 750 employees. The organization is divided into 4 departments: Economics and Hospitality, Healthcare and Welfare, ICT and Technology and Adult education and Career Planning and has more than 150 training courses. Most of the courses can be done in two learning path-ways – a school-based and a work-based course.

ROC de Leijgraaf has a strong relationship with the 8000 companies or institutions where students do their internships. Learning on the ROC de Leijgraaf means that there is a strong relation between theory and practice. ROC de Leijgraaf has already some years of experience in student-mobility projects. In the past ten years we have implemented seven IVT Leonardo da Vinci projects. 1% of our students do an internship abroad. ROC de Leijgraaf has done some international partnership projects with partners from Germany, Finland, Latvia and Turkey.

iii. Why focus on quality?

- Taking care of quality means making sure that you meet your project's objectives by purposefully carrying out project activities while monitoring their success and goal-orientedness.
- Quality can be defined as "the degree of excellence of something"¹, so taking care of quality also means striving for excellence.
- Taking care of quality also means minimizing risks – if think about worst things that may happen in advance, that will help you to prevent them.

¹ <https://en.oxforddictionaries.com/definition/quality>, 04.08.2017

You will easily find that there are many people and parties interested in whether you reach your project's objectives, if you minimize the risks of failure and if you try your best to have an excellence project:

- First of all, your learners and their parents.
- Second, your headmaster and all colleagues at school.
- Third, partner organisations you cooperate with, for example nursing facilities for practical training of your learners.
- And last but not least, the institution(s) providing funding for your project.

If you think about it, you will quickly come to the conclusion that all these parties have different needs and expectations. The success of your project – as well as its excellence and quality – will depend on whether you meet your interested parties' expectations.

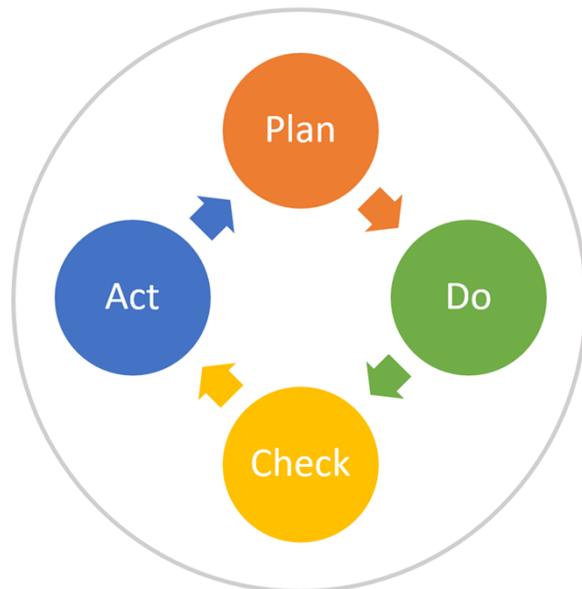
This guideline aims at supporting you to implement high-quality mobility projects. It focuses on describing each step in as many details as necessary in a clear and well-structured way. All in all, you will find 36 steps described – from the very first plans to the final quality check and conclusions for improvements. We are sure you will find it useful to have a proposal about the necessary steps to take, a row of templates to use and suitable quality assurance instruments in your tool box. In particular, if you are inexperienced in this field, we invite you to learn from our experience. Working with this guideline will help you to implement an excellent project – even if it is your first one.

iv. How to work with this guideline?

When initiating a mobility project, it is important to plan the complete project – from the very first preparations and the actual implementation of learning and training activities to final evaluations and considerations on lessons learned for follow-up projects.

Colour guide for the four steps of the PDCA Cycle

Quality assurance will be accompanying you during every step of the project – from the very first plans, over evaluating the mobility activities and outcomes to drawing conclusions on improvements for the next time. To guide you through this process, this guideline makes use of the PDCA Cycle, a “management method [...] for the control and continual improvement of processes and products.”² PDCA stands for **plan–do–check–act**, which are the four steps to be implemented, so to speak the four phases of your project.



The stage of planning is about developing a strategy and about defining goals. For which purpose would you like to implement mobility projects? How does it fit the development of your institution as a whole? What is the necessary framework to successfully achieve your defined objectives?

² <https://en.wikipedia.org/wiki/PDCA>, 24.07.2017



Doing actually means implementing the mobility project. All necessary preparations, like selecting learners and defining a schedule for the mobility, take place in this phase, too. While you prepare and carry out the mobility, you continuously monitor the progress of the project and whether you achieve your (interim) results.



While planning and preparing the mobility, you put in place useful quality instruments, with which you collect feedback and data, that allow you to evaluate whether your mobility was successful in this phase. Now, while checking the processes implemented so far, you will find answers to the questions “What was particularly good?”, “What went wrong and why?”.



In this final step of the quality circle, you sum up important findings that will enable you to do better the next time. While revising your strategies and adapting your objectives to the lessons learned, you already start the PDCA cycle anew and provide for continuous improvement.

For quick orientation in this guideline, you will find the pages marked with the four colours of the four phases.

Further Reading

The EQAVET framework suggests a similar approach for vocational education and training as a whole. For further information, you may check this website: www.eqavet.eu

Extra information in a text box

Throughout the document, you will find text boxes that give you extra information in one of the three categories:

Further Reading

Did you know ...?

Don't forget ...!

Mobility projects in health and social care

The strategic partnership “care4mobility” also developed a row of Units of Learning Outcomes, which are suitable to be implemented during a two- or three-week mobility project, and which are also suitable for many VET learners in the field of health and social care. The units of learning outcomes are described according to ECVET requirements (knowledge – skills – competences) and contain recommendations for training and assessment methods. Please feel free to contact us if you are interested in one or more of the following units:

1 Modern methods in health care	First aid
	Basic life support Advanced life support
2 Health promotion	Complementary care
	Easy cooking
	Health promotion skills Work-life balance

3 Social skills and communication	Communication and cooperation skills for health and social care workers
	Conflict and complaints management
	Skills in behaviour
	Dealing with feelings
	Time management for health care workers
4 The International dimension in health care	Career planning across borders
	Co-working in an international therapeutic team
	Communication with patients in a foreign language

Templates provided by this guideline

To make implementing a mobility project easier for you, this guideline provides you with several templates, that are to help you to have an easy start into the world of mobilities. Templates are available in *.doc format – please just contact us if we should provide them to you.

Whenever we refer to templates in this guideline, you will find this symbol in the outer margin of the page.



v. Project Financing by Erasmus+

One of the most popular ways of financing a mobility project in Europe is Erasmus+, the EU programme for education, training, youth and sport.³ If you would like to apply for funding from Erasmus+, we recommend to contact your national agency, that will help you with the application procedure. You can find your national agency and its contact data [here](#).

When working with Erasmus+, you will have to consider many details of a mobility project while filling in the application form. In the Erasmus+ application form, issues such as learner selection and preparation, assessment procedures, quality assurance matters, dissemination activities are addressed. And there's a good reason for that: the better you plan your activities, the more successful your project will be and the less unpleasant surprises will come up.

vi. Working with ECVET

This guideline is a mobility guideline, so not an ECVET guideline in the first place. However, as ECVET is one of the most important instruments of assuring quality in international learner mobility, this guideline also contains all important ECVET components. You will find very short instructions on ECVET matters – we decided not to give long explanations, as there are many documents that describe ECVET procedures in a very good way. We recommend to refer to the “ECVET Toolkit”,⁴ a website that provides a lot of instructions, materials and examples.

To make starting to work with ECVET easier for you, here comes a short introduction.

What is ECVET?

- ECVET stands for “European Credit System for vocational Education and Training”.

³ https://ec.europa.eu/programmes/erasmus-plus/node_en, https://ec.europa.eu/programmes/erasmus-plus/opportunities-for-organisations/learning-mobility/vocational-education-training_en, 04.08.2017

⁴<http://www.ecvet-toolkit.eu/>, 04.08.2017

- It was established by the European Commission in 2009.
- ECVET is a means of recognising learning in one country so that it counts towards a qualification in another.
- It provides a set of principles that can be applied flexibly in different countries and in different educational contexts.
- These principles act as a common language through which vocational education and training providers can better understand provision in other EU countries for the benefit of their learners.

How can ECVET be applied to mobility periods?

ECVET principles can:

- be applied to all types of vocational mobility periods, ranging from two weeks to six months or more,
- be implemented progressively within a learning programme so that partners can learn from their experiences as they develop trusting relationships with each other.

There are two sets of principles at the heart of ECVET:

- **the use of learning outcomes** – In EU policy learning outcomes are defined as statements of what a learner knows, understands and is able to do after completing a learning process. Learning outcomes provide the “common language” between partners, avoiding the need to understand in detail the complexities of curriculum and pedagogy in different countries.
- **the use of agreed assessment, validation and recognition procedures** – A key issue to determine in mobility periods is how you will assess, validate and recognize learning. If you are sending learners abroad, assessment will be carried out in your foreign partner’s institution/country and validated/recognised as part of a qualification in the home country. It is vital that these processes fit together so that a learner does not need to be reassessed once back at their home institution.

ECVET Points

You may allocate a specific number of ECVET points to a set of learning outcomes that is to be acquired during a mobility period. There is a general agreement, that “60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET”.⁵ Nevertheless, the number of ECVET points awarded does not so much present the time needed to study, but the share of learning outcomes achieved as opposed to the learning outcomes of a qualification as a whole.

It is not obligatory to work with ECVET points. However, if it is a means of clearly describing the learning outcomes achieved for you, and if it supports you in communicating with your partner institution, you should consider making use of it.

Further Reading

Please follow these links for further information on ECVET points:

<http://www.ecvet-secretariat.eu/en/content/what-are-ecvet-points>

<http://www.ecvet-projects.eu/toolbox/ToolBoxList.aspx?id=13&type=1>

Preparing ECVET before the mobility period

The following four key tasks are to be carried out before the mobility period.

⁵ Questions and Answers Section of the ECVET Secretariat Website: <http://www.ecvet-secretariat.eu/en/faq-page#t3n974> (24.08.2017)

1 - Make sure that your partnership is well-equipped to apply the ECVET principles.

Organisations are required to perform a number of functions in the use of ECVET, such as describing learning outcomes and designing assessment and validation methods. Your partnership needs to include those organisations with the appropriate responsibilities and authority to make sure the requisite functions can be carried out.

2 - Agree the learning outcomes and how they will be delivered

Whether you are sending or receiving learners, you will need to identify which learning outcomes could be addressed through the mobility period. Consider with your partners:

- the structure of the qualification which learners are working towards
- differences in curriculum and pedagogy or workplace practices
- the timing of the mobility period to see if it will be possible to achieve the proposed/targeted learning outcomes during the mobility period.

Further Reading

Please follow the following link for instructions on how to define Learning outcomes:

<http://www.ecvet-toolkit.eu/ecvet-toolkit/identify-units-learning-outcomes>

3 - Agree the assessment, validation and recognition processes

You should work out a range of aspects of assessment with your partners through an assessment planning process:

- Who will assess the learner?
- How will learning outcomes be assessed and in what context?
- When will the assessment take place?
- What evidence will be generated to show that the qualification learning outcomes have been met?
- What procedures will be used to ensure the quality of assessment?
- How will the results of the assessment be recorded?

Further Reading

Please follow the link for information on validation and recognition:

<http://www.ecvet-toolkit.eu/ecvet-toolkit/clarify-validation-and-recognition>

4 - Prepare the necessary documentation

The agreements described above need to be recorded at two levels:

At partnership level you should draw up a Memorandum of Understanding. This sets out the roles of partners and competent institutions, agreements with respect to learning outcomes, and assessment, validation and recognition procedures. It also includes any issues related to teaching and learning that are relevant. For more details, please see chapter 7.

At an individual level, you should draw up a Learning Agreement to form the basis the learner's mobility period. This should set out the purpose of the mobility period terms of learning outcomes and how it contributes to the achievement of the qualification towards which the learner is working. The Learning Agreement should also set out how the learner will be assessed and how their achievements will be recognised (see chapters 28, 29 and 31).

Further Reading

To ask consultation for the implementation of ECVET find your local contact under the following link: <http://www.ecvet-toolkit.eu/ecvet-toolkit/mobility>

The following checklist is useful for reviewing the use of ECVET in mobility:

Checklist for using ECVET for transnational mobility

(Source: Getting the credit your learners deserve: How to recognise achievements during European mobility Periods, Version 2 April 2013 by the UK National Agency Ecorys.) <https://www.ecvetexperts.org.uk/wp-content/uploads/2015/10/ECVET-Getting-the-credit-they-deserve-v5-October-2015.pdf>

vii. Useful resources

ECVET

- Information on ECVET on the official website of the European Commission. Available in many European languages.
https://ec.europa.eu/education/policy/vocational-policy/ecvet_en
- ECVET Toolkit: <http://www.ecvet-toolkit.eu/>
- Get to know the most important terms - Definition of ECVET terms in available in the annex of the ECVET recommendation. Available in many European languages.
<http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32009H0708%2802%29>
- Essential ECVET Documents
<http://www.ecvet-secretariat.eu/en/essential-ecvet-documents>
- Expert support offered by the ECVET Secretariat: <http://www.ecvet-secretariat.eu/en/expert-support>
- ECVET Pilot Projects: The European Commission funded a number of pilot projects in 2008 and 2010 to test and implement ECVET. Use the toolbox section of the website for templates for Memoranda of Understanding, Learning Agreements and other documents: www.ecvet-projects.eu

EQAVET and quality

- On the EQAVET quality circle: RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training,
<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32009H0708%2801%29>
- Quality Assurance and ECVET: <http://www.ecvet-toolkit.eu/ecvet-toolkit/quality-assurance>
- Cedefop (2015). Handbook for VET providers: Supporting internal quality management and quality culture. Luxembourg: Publications Office of the European Union. Cedefop Reference series; No 99
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/3068>
- Cedefop's new glossary of terms on quality in education and training
www.cedefop.europa.eu/de/publications-and-resources/publications/4106

Other European transparency instruments

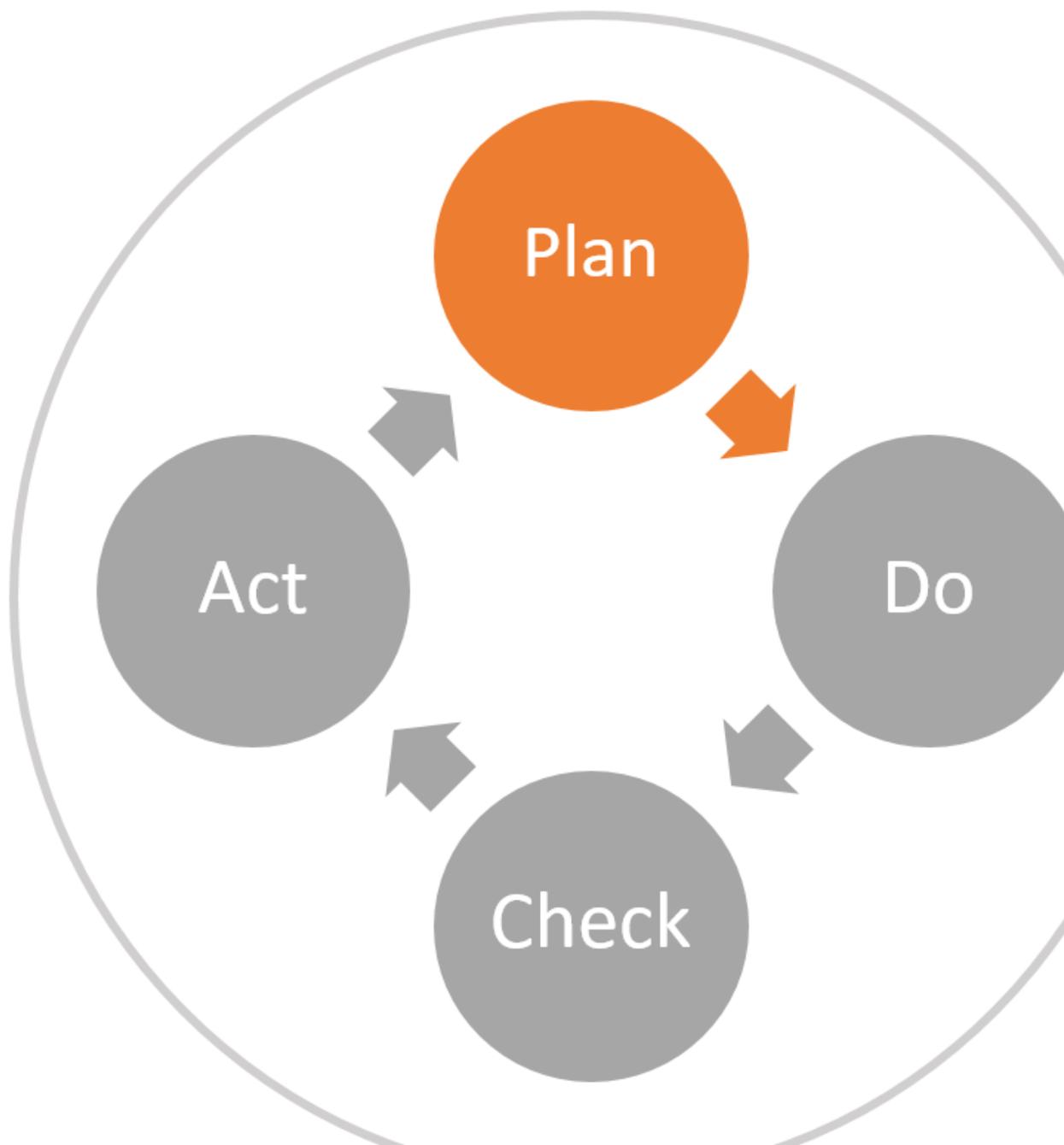
- Information about the europass mobility with templates and examples:
<http://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility>

- Information about the European Qualification Framework, which provides eight common European reference levels for qualifications, thus making it easier to compare qualifications across borders:
<https://ec.europa.eu/ploteus/content/how-does-efq-work>

I. PLAN

Before starting to implement international mobility activities, it is very important to prepare for it properly and to clearly define your strategy and objectives. This is what the first phase of the PDCA cycle is about.

This step-by-step guideline provides advices on what an institution has to start with, if it is planning to send its students abroad for short-term studies, and if it wants to assure that the learning outcomes can be recognised after the mobility.



1. Developing an international mobility strategy

Each institution, participating in international mobility activities, should have its own international mobility organisation and development strategy, and the main criteria for evaluation of the activities as well. This strategy will be very individual for each institution. So we recommend to start its development early. You may among others focus on the following guiding questions:

- What objectives do we follow with our international activities? For which target group will we implement these activities? With which envisaged benefits?
- Can we make sure that we meet the requirements and principles of ECVET? ECVET will not only provide more opportunities for an institution and its community, but also will facilitate the communication with other institutions and decision-making.
- Will we make use of funding programmes for implementing our international activities, as for example Erasmus+? Make sure your plans meet the requirements of the selected programme. In particular, if you decide to work with Erasmus+, you may consider the quality criteria given in the ERASMUS + VET MOBILITY QUALITY COMMITMENT.⁶ You may also look for opportunities other than Erasmus+: special social work and programmes designed for the health care sector, as well, as business support programmes. Think of some opportunities for preparation of bilateral exchanges or implementation of international mobility, as project work and so on.

2. Searching for hosting institutions

Appropriate choice of the host institution is a very important criterion. Only an institution, which is able to ensure high quality learning processes according to your needs will guarantee your learners benefit from the mobility in the best possible way. If you envisage a bilateral exchange, i.e. if you wish to send your students abroad and also welcome students from another country, you should focus on institutions with a similar profile as yours.

Selecting one or more potential partner countries

Before choosing the partner country, you should get information about the VET system in this country. This can save you lot of time, before starting correspondence with responsible institutions.

On the website of the countries' educational authorities (see Annex II: Education authorities in EU member countries) you can check the framework of vocational education and compare it with VET framework in your country. We recommend to focus on the following questions (among others):

- Is VET organised in a dual system? Do the students have employers for practical training? Or do they only have short internship?
- What health and social care professions are comparable to the professions learners are getting qualified for at your school?
- Which EQF level⁷ do qualifications in health and social care have?
- How are VET curricula organised? Do they follow the learning outcomes approach?
- Does the VET system provide any other means for assuring transfer of learning outcomes? Which knowledge students get in their first, second and third year of vocational education?
- How is the general schedule of VET organised? Is there a summer and winter break similar to your country (important for finding a mobility period appropriate to both the sending and hosting partners)? How many hours per week or month do students spend at school and training?

⁶ http://ec.europa.eu/dgs/education_culture/repository/education/calls/0514/quality_en.pdf (25.08.2017)

⁷ Further information under: [https://ec.europa.eu/ploteus/search/site?f\[0\]=im_field_entity_type%3A97](https://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97) (09.08.2017)

- Do you know about any best practices in health and social care in other countries, from which you would like to learn?

Selecting one or more hosting institutions

- Find out which formal requirements the host institution must meet, in accordance with the international mobility strategy that you have chosen. Requirements can include:
 - The hosting institution should be a vocational training institution,
 - providing vocational training programmes at the same level as your institution (e.g. EQF level 3-4), and
 - in the same field as your institution (e.g. in health and social care).
- If you know partner institutions of other countries, which you successfully cooperate with, think of an opportunity to carry out international mobility activities with them.
- We recommend to check if the institution is experienced in organising training of students from other countries. Maybe they are even experienced in working with ECVET?
- Do not limit yourselves only with one country or institution and revise and evaluate as many institutions, as possible, since not all of them will be interested in cooperation.
- Prepare a thorough list of potential partners, describing each of them in accordance with formal requirements of the mobility programme and with the experience in international activities.
- Rate the chosen institutions and choose a few of them, which you would like to cooperate with. These are the ones you will contact in the next step.

3. Formation of the Mobility Committee

The Mobility Committee is a working group of responsible persons from both institutions, discussing the most important issues of cooperation, institutional responsibilities as well as quality assurance procedures. Their agreements are laid down in the Memorandum of Understanding (hereinafter – MoU), which will be signed by the legal representatives of both institutions. The mobility committee is also responsible for all practical issues of implementing the mobility. Their agreements on practical matters, learning outcomes, assessment procedures and so on will be laid down in the learning agreement.

As for the formation of the mobility committee, we recommend to appoint at least two employees at each institution who share responsibilities. So the minimum number of mobility committee members is four; however, depending on the scope of your project, your availability of staff, you may also include more members in the committee.

Responsibilities that are to be shared and that should be clearly assigned to one person, are:

- at the sending institution:
 - mobility organisation: travel, insurance, accommodation and other related activities;
 - communication: internal communication and information campaign, external communications in terms of dissemination of information about the project and its results, contact person for stakeholders.
 - selection of the students taking part in the mobility: organising orientation day, conducting interviews, assessing foreign language level, being first contact person for students with questions;
 - defining learning outcomes to be acquired, assessment instruments and procedures for validation and recognition. Concluding learning agreement between the student and the sending and hosting institutions;
 - quality assurance: concluding MoU, collecting feedback and evaluating it, assuring documentation, supervising mobility implementation according to agreements in MoU and learning agreement;

- at the hosting institution:
 - mobility organisation: accommodation, subsistence;
 - organisation of cultural and free-time programme and other related activities;
 - together with the sending organisation, defining learning outcomes to be acquired, assessment instruments and procedures for validation and recognition; concluding learning agreement between the student and the sending and hosting institutions;
 - quality assurance: concluding MoU with sending organisation, collecting feedback and evaluating it, assuring documentation;
 - dissemination of information about the project and its results.

Please remember that you should also appoint a head of the committee; we recommend that this is the person in charge of quality assurance at the sending institution.

Furthermore, please appoint at the hosting organisation:

- a tutor or trainer, accompanying the learning process and being responsible for assessing learning outcomes; and
- a contact person who can be addressed in case of emergency or of any other unforeseen events.

4. Initiation of cooperation

Provision of accurate and concentrated information about your institution and ways of proposed cooperation increases the probability that other institutions will be interested in your cooperation offer.

- Take your prepared list of potential partners, and add, if not included yet, the following information:
 - training programmes of the chosen institution, which you will ask for cooperation;
 - contact information of the institution's employee you would like to contact, if available the person responsible for international activities.
- Prepare a short presentation of your institution and a description of the offered cooperation. It is recommended to prepare a short official letter, where set out the information presented above.
- You can then either contact the chosen institutions by phone, ask for their interest in cooperation and then send the written information by e-mail or post. Or you send your letter first, and then, if you get no answer within four or five working days, contact the institution by phone and ask.
- If an institution agrees to cooperate, you can begin to negotiate about your cooperation in detail.

5. Negotiating cooperation

If you find an appropriate partner, who will agree to cooperate in the activity of international students' mobility, it is very important to predict and discuss the essential aspects of your cooperation.

- Using modern technologies (such as Skype conference calls), organise the negotiation, during which you learn everything that seems important about your future partner.
- Make a comprehensive presentation of your institution and your learners, showing what are you expecting from this cooperation:
 - experience in international activities, including the mobility of the students;
 - ongoing training programmes, learning and teaching methods used;
 - professionalism of the teachers, knowledge of foreign languages and intercultural experience;
 - predominant age of the students;
 - average student knowledge of foreign languages;
 - objectives of your mobility activities;

- other information about your institution, which you consider important.
- Present the framework of the envisaged cooperation – concentrate on the facts which are the most relevant for you:
 - students of which training programmes or course you want to send;
 - which skills and competences your students already have acquired during their training, and which they will have acquired by the end of their qualification;
 - which of these skills and competences your students could acquire or deepen during the mobility programme (at this point, you may only make suggestions, as you do not know the conditions at the hosting institution very well);
 - how long the mobility could last;
 - how achievements of the students should be registered and recorded;
 - other information, which is important for you.
- Discuss the hosting institution's experience and the potential to carry out the mobility of students:
 - experience in carrying out mobility activities;
 - training programmes, ongoing educational and learning methods as well, as evaluation methods and their order;
 - what competencies could the students of your institution acquire at the hosting institution;
 - training facilities and equipment;
 - professionalism of the teachers, foreign language skills and international experience;
 - students' accommodation and food;
 - other information, which is important for you.
- After negotiation, leave time for discussion of the information received at each institution and establish the next negotiation's (meeting's) time.
- After the most important issues have been discussed and the agreement upon the cooperation in mobility of the students has been made, the following aspects must be defined:
 - What knowledge, skills and competences must the students have upon arrival;
 - which learning outcomes can the students acquire during mobility;⁸
 - what should be the minimum of students' knowledge of foreign languages;
 - how long will the mobility last?
- Having the information, specified before, both institutions will be able to appoint the suitable persons, who will carry out further preparation of mobility documents and organise the mobility.

Don't forget...

At the end of this process, you should have made clear which Units of Learning Outcomes can be acquired by your learners at the institution abroad. It may only be one unit or several ones. Some might be appropriate for all learners at your school, some only for a specific target group. Make sure that the Units of Learning Outcomes are recognisable for your learners and their training pathways!

⁸ For more information on ECVET, see chapter vi: Working with ECVET

6. Defining quality criteria and putting into place quality instruments

Quality Criteria

What is a quality criterion in vocational education and training? It is a “distinctive mark (or characteristic) for assessing quality of a VET system or quality of VET activities of an organisation.”⁹ In other words, for a mobility project it is a means to evaluate what you did and how you did it and whether the outcomes are good. Defining these quality criteria before actually implementing a mobility project helps you to focus on the most important factors to guarantee that the project is a success and that the expectations of all involved parties are met.

To successfully interpret and evaluate a quality criterion, you should establish one or more quality indicators for each criterion. An indicator, as opposed to a criterion, is a “quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement”.¹⁰

Depending on the scope and objectives of your project, some quality criteria will be more important to you than others. From our experience, here is a list of quality criteria that you may consider for your own project, too:

Suggestion for Quality Criteria

- With respect to learners:
 - Added value of learning outcomes acquired
 - Personal development:
 - Intercultural aspects: intercultural experience and awareness, foreign language skills, European awareness
 - Improved motivation for pursuing study and career
- Concerning the mobility project itself
 - Quality of cooperation and communication
 - Quality of administrative documents and documentation
 - Quality of training, including learning place, learning and teaching methods, equipment, time-result ratio, assessment
 - Relevance of learning outcomes acquired
 - Quality of continuous monitoring and mentoring of the participants
 - Quality of implementing practical aspects (accommodation, subsistence, travel, transport, social and cultural activities)
- With respect to the participating institutions
 - Are sufficient resources (time, staff) available to implement the mobility project?
 - Is the institution perceived for its international activities? Does it lead to a better reputation among students, potential students and their parents?
 - In how far does the institution benefit from international activities?

Establish appropriate quality indicators for each criterion that you decide to be relevant for your project. It is recommended to identify indicators that are easily measurable, for example the numerical results of student questionnaires, or the percentage of learners having successfully completed all learning outcomes of the mobility, etc.

Please consider whether you should also pay attention to potential impact on other stakeholders, for example health care institutions with which you cooperate for practical training.

⁹ cedefop (2011): Glossary / Glossar / Glossaire: Quality in education and training / Qualität in der allgemeinen und beruflichen Bildung / La qualité dans l'enseignement et la formation. Luxembourg: Publications Office of the European Union. <http://www.cedefop.europa.eu/de/publications-and-resources/publications/4106> (20.07.2017)

¹⁰ Ibd.

Quality Plan

To monitor your quality assurance activities, we recommend to prepare a quality plan. Please find our **TEMPLATE FOR A QUALITY PLAN** enclosed.



The provided template contains quality assurance tools that cover many of the above criteria. Please consider what's important for your project and partnership. More information on quality instruments can also be found in Chapter 34.

7. Preparation and signature of a MoU among involved institutions

The results of negotiation between you and your hosting institution(s) should be formalised in a Memorandum of Understanding (MoU): a framework agreement between partner organisations, from two or more countries, confirming cooperation arrangements and procedures. The MoU is one of the key instruments for implementing ECVET in mobility projects.

The key aspects that must be made explicit in the MoU - prior to launching any mobility programme - include:¹¹

- details of organisations signing the MoU, confirming areas of competence and responsibility in their country,
- commitment to the terms of the partnership, including objectives and mechanisms for evaluation and revision of the MoU,
- mutual acceptance of quality assurance, assessment, validation and recognition criteria and procedures,
- available qualifications and units of learning outcomes: namely, those you identified with your partners before (cf. chapter 5).

For an example, please refer to the **MEMORANDUM OF UNDERSTANDING** concluded in the strategic partnership “care4mobility”.



Further Reading

There are many resources available on Memoranda of Understanding – guidelines, best practices and loads of examples. For further information, please check the following websites:

- Examples of Memoranda of Understanding at: <http://ecvet-projects.eu/ToolBox/Methodologies.aspx>
- Official templates by the European Commission provided at: www.ecvet-team.eu

¹¹ Cf. <http://www.ecvet-toolkit.eu/ecvet-toolkit/prepare-memorandum-understanding>, 31.07.2017

8. Establishment of selection criteria based on transparency

Before mobility, the sending institution – in agreement with the hosting institution – has to define selection criteria which are to be just, compliant with transparency and public tender principles. The selection criteria highlight in particular non-discrimination and equal opportunities for all candidates.

Did you know ...?

The Erasmus+ Programme aims at **promoting equity and inclusion** by facilitating the access to participants with disadvantaged backgrounds and fewer opportunities compared to their peers whenever disadvantage limits or prevents participation in transnational activities for health, cultural, social or geographical reasons (disability, health problems, educational difficulties, cultural differences, economic, social and geographical obstacles). In the field of youth, an Inclusion and Diversity Strategy has been designed as a common framework to support the participation and inclusion of young people with fewer opportunities in Erasmus+. The Strategy is available on the website of the European Commission:

http://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf

When establishing selection criteria, we recommend to focus on the following questions:

- What qualification is being prepared by the learner? Can all learners in all health and social care degree courses apply, or is the project limited to single qualifications? Learners of all study years, or only specific ones (for example with specific prior knowledge necessary for the mobility).
- Do you expect the learner to have good grades, if so at which average?
- What foreign language level does the student have? Which languages are relevant?
- Concerning the student's motivation, on which criteria will you focus? How can you test them?

Not only selection criteria, but also rules for applying for participating in the mobility should be prepared:

- How, where and when to apply?
The candidate has to hand in the motivation letter with all necessary documents at the Mobility Committee by a given deadline (at the latest six weeks before the mobility).
- What kind of documents are necessary to be attached to the motivation letter?
 - Identification papers of the candidate
 - Curriculum Vitae (We recommend to use the europass template.¹²)
 - Last school year report

The recruitment criteria and the application rules have to be commonly published and easily accessible to everyone – for example on the internet website of the participating institution, via social media or the notice board of the institution. The results of the recruitment also have to be published.

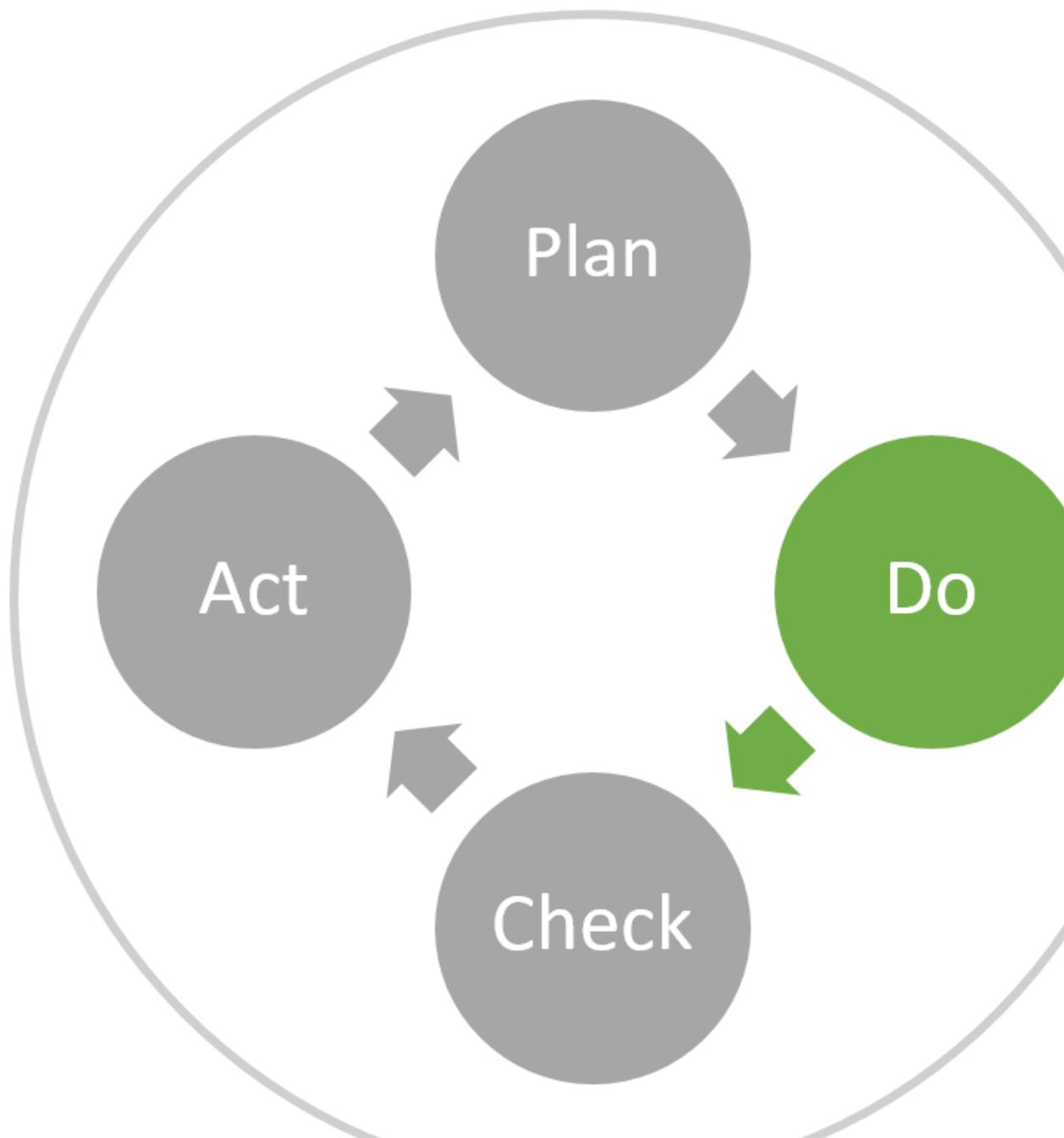
¹² <https://europass.cedefop.europa.eu/documents/curriculum-vitae/templates-instructions>, 02.08.2017

Don't forget...

... to apply for funding for your mobility activities, for example with Erasmus+. Remember that it will take a while after handing in your application, until you receive information on whether your project is funded or not.

II. DO

After defining your goal and strategy, after finding your partner institution(s) and after setting the framework and rules for cooperation, it is time to start the second phase of the quality circle – to actually start *doing*, following the strategy and objectives established before. A part of this phase will be dedicated to concrete preparations for the mobility of your learners, a second part will focus on actually implementing the mobility.



9. Internal communication campaign: Informing students, parents, teachers and staff about the project

Before mobility, before even starting the recruitment process, you should prepare and implement an internal communication campaign to make mobility programmes and ECVET projects more popular in your school.¹³

One person in the mobility committee has been appointed as being responsible for communications. Of course, he or she is also responsible for the internal communication campaign – in this step exactly responsible for:

- defining internal communication objectives, e.g. broadening the knowledge about ECVET, informing about the partner countries, informing about professional opportunities provided by participation in mobility projects, informing about application procedures,
- organising various appropriate communication instruments: electronic (social media, e-mail, electronic newsletter), print (posters, brochures), face-to-face (team meetings, discussions),
- via these channels, informing students, parents, teachers and staff about the mobility: who the project is addressed to, who can participate, application rules, where and when the project is going to be realized, listing the advantages of the mobility (knowledge, competences, skills and experiences to acquire, ability to work in a multinational team, travel abroad, better chances in a labour market), certification, etc.

We recommend to invite a student who has already taken part in the Erasmus+ Programme (or in another mobility programme) and who can share his or her experiences of taking part in this project, learning and working abroad and how it influenced his or her professional knowledge, competences and skills as well as his or her career. Another good practice – for example if it is your first project and no testimonial from one of your students is available – is to use internet resources about similar projects in order to illustrate the project's potentials and benefits.

For further inspiration, you may check the following list of communication best practices.¹⁴

Did you know ...?

Internal communications and a suitable strategy are the more important, the bigger your institution is. Large companies invest in communication experts a lot to improve cooperation and productivity – after all, a lot depends on communication. Also the success of your project! Here is a list of internal communication best practices you can use while promoting your project:

1. Envision, strategize & plan first
2. Use the right tools
3. Be visual
4. Make it entertaining
5. Don't lose sight of the big picture
6. Provide channels for feedback and ideas
7. Encourage cross-departmental communication and collaboration
8. Avoid communication overload
9. Don't just inform – inspire action
10. Maintain transparency

You can check the full list and further explanations [here](#).

¹³ See also Annex I: Dissemination

¹⁴ <https://blog.enplug.com/17-internal-communications-best-practices-for-2017>, 31.07.2017

10. Students' application and selection

According to the information campaign established, spread the word about your project. Use written and oral communication and let the students know how they can apply. You can also provide an application form (see template [APPLICATION FORM](#)), as to make sure that you receive all relevant data from the student. We also recommend that the students applying for the mobility write a motivation letter and that you conduct interviews with the candidates.



We recommend to use a checklist for the recruitment process, so that you don't miss important deadlines and milestones (see template [RECRUITMENT PROCESS CHECKLIST](#)).



Don't forget...

In case students under 18 participate in the mobility, make sure you have their parents' approval in written form. Also, don't forget to involve parents of underage students in the mobility preparations from an early stage on. We recommend that students under 18 take part in the mobility only with accompanying teachers.

Motivation letter

The students should write their motivation letter in the language of the hosting country (if it is also the training and learning language) or in English, and it should include at least the following topics:

- Why does the student want to go on the mobility?
- What expectations does he or she have?
- What does he or she expect to learn?
- What knowledge over the mobility destination does the learner have?
- Why should especially he or she go?
- What is his or her language level?
- What kind of competences relevant to the mobility does he or she have?

After this first round of selection, you can decide if all or only a part of the students should go to the second round, i.e. the candidate interviews.

Candidate Interview

As the second step of the selection process, we recommend to conduct interviews with the candidates. The following criteria can be evaluated during the interview:

- Personal traits such as
 - Flexibility
 - Willingness to learn
 - Open-mindedness
 - Responsibility for self and others
 - Ability to handle complex situations
 - Friendliness and respectfulness
- Intercultural competences
 - High level of respect to other cultures
 - Knowledge of English and / or another foreign language (language test during interview)

- Competences relevant for job placement (if applicable), for example competences to approach elderly people

Normally, after the interviews you will have a good impression of all candidates and you will be able to decide who is motivated and qualified for the mobility. Nevertheless, please consider that you should also involve the coach or mentor of the student for the final decision (e.g. based on received results and behaviour).

Language Assessment

In case of mobility from one country to another, the learners' language competences have to be assessed before the mobility. Most often the training language appears to be English, however, the language in question depends on the sending and hosting institutions and the specificity of the project itself. Regardless of the language used by the project participants, the assessment process for language competence can be based on the following process:

- If no formal certificate on language competence is provided by the candidate, a self-assessment of language competence based on the self-assessment grid according to the CEFR is required.¹⁵
- The level of competence in the targeted language can be further investigated through an interview with the candidate, and a decision on the need of a language course before entering the vocational training path is taken.

11. Accompanying persons

If accompanying persons, i.e. teachers, coaches or mentors, should go on the mobility with the learners depends on several criteria:

- In case of individual mobilities, accompanying persons are not obligatory (except for students with disabilities).
- In case of group mobilities, accompanying persons are not obligatory, but highly recommended to assure smooth cooperation with the hosting institution, in particular if learners are underage.
- In case all of the participants are over 18, accompanying persons are not obligatory.

However, in group mobilities, also with adult students, we advise to send at least one accompanying teacher on every 15 students for the students to have emergency support. In case there are no accompanying persons, it is important that there is a person in charge at the sending institution as emergency back-up. This back up must be able to be contacted during the day by students, and during the nights only by the contact person of the hosting organisation.

When selecting accompanying persons, pay attention to the following criteria:

- The accompanying person has to be able to efficiently communicate with the hosting institution. Therefore, he or she should be fluent in English or in another foreign language, i.e. the hosting institution's national language.
- Depending on the unit(s) of learning outcomes to be acquired, it might be useful to have an accompanying teacher who is familiar with the field of training, so that he or she can monitor the learning process in the best possible way.

¹⁵ <http://www.coe.int/en/web/portfolio/self-assessment-grid>, 04.08.2017

12. Organising accommodation and subsistence

Make sure you don't forget the following issues:

- Ask the hosting institution if they can provide accommodation or if they can help you in finding and booking a suitable place to stay. Also consider possibilities for subsistence (full or half board, meal allowance, self-catering, etc.).
- You are also responsible for organising travel. Carefully consider the cost-value ratio of the different means of transport – the cheapest means of travelling might not always be the best solution.
- Don't forget that your students should also be mobile during their stay. Discuss with your hosting institution whether students should use public transport and which kind of tickets would be available, whether the students can walk to the hosting school every day etc.

13. Defining learning outcomes to be acquired

Following the given framework of the Memorandum of Understanding, decide which learning outcomes will be acquired during mobility. This may depend on the students's individual profiles (as analysed during the recruitment process), or, if the students will take part in a training programme as a group, be the same Unit of Learning Outcomes for all participants.

We recommend to provide an overview of all learning outcomes to be acquired on one or maximum two pages. This overview can then be enclosed with the Learning Agreement (cf. Chapter 17).

14. Defining learning and training methods

During mobility, each learner is to acquire the knowledge, skills and competences that were agreed between the sending and hosting institution. So before mobility, the partner institutions should agree about appropriate learning and training methods for the specific unit(s) of learning outcomes.

Training and learning methods, in particular in the health and social care field, can include:

- Classroom work, e.g. lectures by the trainer, group work to acquire knowledge
- Practical training in simulation labs
- Case studies and case-based instruction
- Problem-based learning
- Project work
- Study visits
- Practical training in a health care facility
- Computer-based training

We recommend to combine different teaching and learning methods, so that the learners can enjoy a varied training programme. Remember: Your learners will benefit the most from learning and training methods in which they are actively involved, for example in practical training in labs.

Please also make sure that the necessary equipment is available. In particular, in practical training sessions in health care this might include:

- Mannequins and phantoms
- Health care and medical tools
- Computer programmes

15. Putting in place assessment instruments

At the end of (or during) the mobility period, the learning outcomes your learners have achieved will be assessed and documented. To recognise learning outcomes at the home institution, the sending and the hosting institutions need to discuss assessment and make sure that they trust the assessment approach used in the hosting institution. Namely they need to discuss:

- Who will assess the learner, how will learning outcomes be assessed and in what context (including where)? It is not necessary that the profile of the assessor, the assessment method or the assessment context be the same from one system to another. However, it is important that these points are discussed and that the partners agree that the approach to assessment of the host institution satisfies the requirements (for example in terms of quality assurance) of the system of the home institution.
- When will the assessment take place? This is a practical detail, but it is important to inform the learner, the institution who receives him/her and also the home institution about the time and place for assessment. Learners should also know how they will be assessed – especially if this is different from the way they are used to being assessed in their home institution.
- What procedures will ensure the quality of assessment? The quality assurance of assessment ensures that the learner is treated fairly and that the result of the assessment is valid and reliable. The lack of quality assurance may undermine the trust in assessment that took place abroad and in turn jeopardises the possibilities of validation and recognition.
- How will the results of the assessment be recorded in a learner's transcript of record?¹⁶ Evidence about a learner's achievement of learning outcomes is the basis for validation and recognition. It should be made clear before the mobility, how this will be documented.

Assessment may consist of one or more instruments, depending on the complexity and nature of learning outcomes to be assessed. We recommend a combination of the following instruments:

- Case study – written and / or practical
- Simulation
- Role play
- Written assessment (written test (open questions, limited choice), essays, research papers)
- Oral assessment (questions, presentation, interview, discussion)
- Diary of practical training
- Practical assessment of computer work
- Exhibits and posters
- Portfolios of student work

For some learning outcomes you may find that it is not even necessary to carry out a formal assessment at the end of the mobility period. Through observation in the classroom, you might be able to conclude whether a learner has achieved all learning outcomes. Of course, this depends on the learner group (it will be easier to

¹⁶ For further information on certification, see chapter "Certification"

implement in small groups) and on the unit of learning outcomes to be acquired.

Did you know...

In the field of health and social care, we recommend the following assessment instruments that meet the requirements of this field:

- Case study with skills demonstration – Qualifications in health and social care should be assessed through a complex practical test in order to assess the concrete abilities of the candidates. A case study with subsequent skills demonstration of a care or treatment process requires theoretical knowledge as well as practical skills.
- Simulation – similar to the above example. Practical skills and the required knowledge can be assessed. However, when working with simulation as assessment instrument, you have the chance to assess diverse health care skills from different fields.

The candidate must simulate with the required equipment some key actions for the care of a patient. The assessor must verify the basic elements of the simulated action. For some procedures, also the performing of the basic elements in the correct order will be evaluated and the proper use of equipment.

16. Preparing a detailed learning programme and weekly schedule

Before mobility the partners have to agree on the programme of learning and free time activities. Participants should know the programme before actually going on the mobility: When and where will the learning activities take place and how will they be organised? What kind of free time activities will the hosting institution organise?

While preparing the programme, please remember that it is important to hold on to the work-life-balance during the mobility:

- The duration of a training day is maximum eight hours and weekends are free.
- The hosting institution will organise some free time activities for the participants' weekends and evenings, e.g. sightseeing, evening entertainment, sport activities, relaxation trainings etc.
- The participants will also need some time when they are free to decide what to do – whether it is relaxing or exploring the town on their own.

When developing a detailed learning and free-time programme, don't forget to include the following:

- Beginning and ending of the training day
- Time and duration of the lunch break (and other breaks, if applicable)
- Organisational details, as for example the time when the group is picked up at their accommodation on the first training days
- Time and place of
 - Study visits
 - Cultural and free-time activities
- Time for introducing organisational matters
- Time for carrying out evaluation sessions
- Time of assessment

- Certification ceremony

Having completed this step, you will have collected all information necessary to complete the learning agreement!

17. Establishment of learning agreements between institutions and each student

The Learning Agreement (LA) defines and describes the conditions for the mobility of an individual learner. The LA is agreed between, and signed by, the sending and host organisations and the learner.

The Memorandum of Understanding provides an overview of the units of learning outcomes being targeted and sets general conditions for recognising learning outcomes. As opposed to this, the role of the LA is to provide more detailed information on learning goals and content for an individual learner.

In particular, the LA should provide information on:¹⁷

- **involved parties:** VET providers in the home and host country, eventual intermediary organisations, the individual learner,
- **duration** of the mobility period,
- **current qualification or study programmes:** confirming the level of progress so far,
- **targeted learning outcomes**, specifically those being targeted during a period of geographical mobility. In some cases, mobility goals will not extend to a full unit, but will target only certain learning outcomes. Make that explicit in the LA.
- **assessment procedures:** criteria, indicators and methods,
- **documentation, tools and mechanisms:** specifically those able to formally relate learning outcomes achieved and assessed during a period of geographical mobility,
- validation and recognition mechanisms: goals, actions and key actors.

If you have followed this guideline, you will have discussed all information necessary for the Learning Agreement with your hosting organisation already. But don't forget that also your student(s) need to be thoroughly informed about the objectives of the mobility and about his or her duties, too!

Further Reading

For downloading of the official template by the European Commission click [here](#).

You can find examples of Learning Agreements at <http://ecvet-projects.eu/ToolBox/Methodologies.aspx>

18. Document preparation: insurance, parents' agreements, visa

Insurance for students and accompanying persons

Make sure that all students, trainees, apprentices, pupils, adult learners, staff, involved in a mobility activity are insured against the risks linked to their participation in these activities. You need to seek the most suitable

¹⁷ <http://www.ecvet-toolkit.eu/ecvet-toolkit/sign-learning-agreement>

insurance policy according to the type of project carried out and to the insurance formats available at national level. It is not necessary to subscribe to a project-specific insurance, if the participants are already covered by existing insurance policies of the project organisers.

In either case make sure the following areas are covered:

- wherever relevant, travel insurance (including damage or loss of luggage);
- third party liability (including, wherever appropriate, professional indemnity or insurance for responsibility);
- accident and serious illness (including permanent or temporary incapacity);
- death (including repatriation in case of projects carried out abroad).

It is strongly recommended that participants are in possession of a European Health Insurance Card. This is a free card that gives access to medically necessary, state-provided healthcare during a temporary stay in any of the 28 EU countries, Iceland, Liechtenstein and Norway, under the same conditions and at the same cost (free in some countries) as people insured in that country. More information on the card and on how to obtain it is available [here](#).

Parents' agreements

If your project involves young people under 18, you are required to obtain the prior authorisation of participation from their parents or those acting on their behalf. You can include it in the Learning agreement or prepare a separate [TEMPLATE FOR PARENTAL AUTHORISATION](#).



Visa and residence permits

Participants in Erasmus+ projects may need to obtain a visa for staying abroad. The hosting institution may have to write invitations to the foreign students. You need to ensure that the authorisations required (short or long-term stay visas or residence permits) are available before the planned activity takes place. It is strongly recommended that the authorisations are requested from the competent authorities well in advance, since the process may take several weeks.

The EU Immigration Portal contains general information on visa and residence permits, for both short-term and long-term stays. Please follow this [link](#).

To make sure you don't forget to take important documents, here is a check list:

- | | |
|---|--------------------------|
| Passport and/or identity card (Remember to check if the documents are valid!) | <input type="checkbox"/> |
| Travel insurance | <input type="checkbox"/> |
| Medical insurance / European Health Insurance Card (for European residents) | <input type="checkbox"/> |
| Third party liability insurance | <input type="checkbox"/> |
| Visa, if applicable | <input type="checkbox"/> |
| Parental authorisation | <input type="checkbox"/> |
| Written information on emergency contacts (students' parents or legal guardian) | <input type="checkbox"/> |

19. Being prepared for emergencies

Of course, we all hope that there will be no emergencies! But we have to talk about them anyway. As the sending organisation, prepare a participant list with all necessary information about the learners: contact person and

contact data at home, special needs (medication needed, allergies), etc. Underage learners need their parents' approval for taking part in the mobility and a guiding teacher during the exchange.

In working, learning and free time situations there is always a possibility that something unexpected will happen. Therefore, the hosting organisation should provide you with a document in which you can find all necessary emergency information, including:

- Emergency phone number (police, ambulance, fire department)
- Address and opening hours of the nearest
 - doctor
 - dentist
 - pharmacy
- Information about availability of medical support on weekends (hospitals etc.)
- Phone number of the contact person of the hosting institution for emergencies

Also, small city maps are useful with the addresses of the hostel and school on it, including the phone number of the most important people to contact with.

Remember that the situation of the student is new for them, they are far from home. Maybe also home-sickness might become an issue. So it is very important that you discuss this subject together with rules and commitments. Be sure that the students always inform you about emergency situations, but at the same time, try to give them (some) space to organize themselves. The students are young adults and hopefully also flexible.

Don't forget ...

- The student is obliged to inform about unforeseen or emergency situations immediately to the contact person at that time.
- During the mobility period, the hosting organization will support you in handling unforeseen and emergency situations.
- If the students are underage, their parents should be informed in case of serious emergencies. Make an agreement on these procedures with the parents before mobility.

20. Planning free time and cultural activities

You should remember that students need some time off apart from learning. That is why you should provide them with some organized free time and cultural activities.

- The sending and hosting institution should together agree on the free time activities to be planned.
- We highly recommend that the hosting institution should provide at least two visits to local healthcare institutions (e.g. hospitals, elderly care institutions, the anatomic museum, etc.) as part of the learning activities.
- Make sure that your learner take part in the cultural and free-time activities. It is an important part of the mobility and a great learning experience.
- Start your preparations early enough - Remember that there might be some activities for which a reservation is necessary.
- If applicable, consider whether learners at the hosting institution should accompany your students during the free-time activities. They will learn a lot from another and have an enriching intercultural experience.

- Carefully consider, whether accompanying persons should go on the free-time activities with the learners. We recommend to accompany the learners whenever possible. If the learners are going alone, make sure that they have available the necessary contact data for emergencies.
- As for (sport activities) in students' free time, it should be stressed that the hosting institution is not responsible for accidents that may happen during the practice. Nevertheless, the hosting organization is doing their best to avoid accidents or unforeseen events.

Did you know...

When speaking about culture, we do not only refer to visits to museums. Culture also refers to the way people spend their free-time, to experiencing how people live in another country. Here are some ideas for your learners' free-time activities:

- During summertime, you should plan some outdoor activities. For example, you can organise a picnic together with learners from the hosting institution. In wintertime, you can prepare a typical local dinner together with the hosting learners.
- If you go to a town with a popular football team, go and visit the stadium!
- Let your learners enjoy the same free-time activities that local young people enjoy. For example, in summertime go and have a beach volleyball match. In wintertime you may go for a round of bowling.

21. Organising an orientation day for your students

Being well prepared is essential for a successful mobility. Give your students the chance to learn everything they need to know about learning outcomes to be acquired, cultural issues, rules and regulations, free time activities and so many more things before they leave for the mobility.

We recommend to plan an orientation day (or event) for your students. Many of the topics covered in the previous chapters can be addressed during that day:

- students' rights and duties – this can be different from country to country, so some research and information from your hosting partner is needed,
- safety (e.g. when using public transport, curfews etc.)
- necessary documents (passports, health insurance etc.),
- learning outcomes to be acquired
- cultural differences and specialities.

Important things will be discussed and agreed on during orientation day – Make sure that everybody is involved and let the students document the agreed rules and regulations by themselves!

If possible, include a testimonial of one or more students that already went abroad for a mobility project.

Please find enclosed our [SAMPLE PROGRAMME FOR AN ORIENTATION DAY](#).



22. Preparing basic information for everyday living

We recommend, that your hosting institution provides a "Welcome Portfolio", which should contain among others the following information:

- information on the hosting institution and the contact person
- important addresses: e.g. of the closest pharmacy, hospital
- emergency numbers for case of medical or other emergency
- practical information on accommodation and subsistence,
- weather conditions – Is it summer or winter time? Do the learners need to bring warm clothes?
- Information on technical equipment – Is an adapter for electric devices needed? Where can students use Wi-Fi? etc.
- information on how to use public transport (tickets, tram and bus network etc.)
- special rules in the country – do's and don'ts
 - types of appropriate clothes
 - rules for drinking alcohol and/or smoking (also depending on students' age)
 - behaviour in public
- gender specific behaviour – How to greet (fe)male co-students and teachers?
- free time arrangements and ideas for further free time activities
- weekly schedule
- local map

The “Welcome Portfolio” can also be presented in form of a colourful travel guide – general information about the hosting country and city, its history and traditions and some lovely photos will make the “Welcome Portfolio” more vivid and attractive.

23. Travel and welcoming

Together with the hosting institution, carefully plan the day of arrival.

- Ask the hosting institution where and when you will meet them for the first time. Will they come and pick you up at the airport or train station? How can the transfer to the accommodation be organised?
- It is useful to provide flight or train numbers to the hosting institution, so that they can check whether you will arrive on time.
- If necessary, right upon arrival
 - exchange money, and
 - buy tickets for public transport.
- Don't forget that the group will be hungry after a long journey – plan an evening meal!
- Provide a printout of the “Welcome Portfolio” with a city map and important organisational information.
- On the first training day, we recommend that the hosting institution meets the students at the accommodation and accompanies them to the hosting school.

24. Providing rules and commitments

For your learners, the exchange programme can be an exciting travel with all kinds of experiences, among others the one of being in a foreign country without their safe environment and guidance. For the exploring types it can mean 'it's party time'. To avoid all kind of (mis)behaviour you need to state some rules. The more reasonable and clear your rules are, the more committed to the project the students are.

During orientation day, you have already discussed the rules and commitments with your learners. You have already made provisions on how to deal with emergencies. However, on the first day of the mobility, it is useful to repeat these rules and to complement them with the hosting institution's rules and regulations.

- All students are supposed to obey the rules provided by the hosting institution
 - during the learning activities,
 - during the cultural activities,
 - during free time activities,
 - during staying in a hostel.
- Let the learners sign that they understood the rules. This will support a stronger commitment to the rules.
- While introducing rules, you may use examples from past experiences. Storytelling about bad luck and mishaps might make your learners laugh and guarantees for better remembering.
- Plan some time for all learners to discuss and agree on the way of communication, acting and reacting on the first day of the mobility at the latest.
- Also, discuss differences in culture and behavioural rules of the hosting country.
- Discuss how to use social media! We suggest that the teachers of both institutions check the messages and photos or videos before publishing them on social media. Due to data protection, ask your learners for permission for placing photos and videos online. Please use our [TEMPLATE AUTHORIZATION FOR THE PUBLICATION OF PROJECT-RELATED PHOTOS, VIDEOS OR DOCUMENTS](#).



25. Providing equipment

When you start the exchange programme you should create the most effective learning surrounding. The equipment you need during the programme should be prepared and ready for use. Also the classrooms should be available at the right time. Make sure that the used equipment is comparable to the most recent standard equipment in the healthcare institutions. Of course while using the equipment you are directly responsible for the students using the equipment properly. Also, the equipment should be given back clean and undamaged.

For your guidance, here is a checklist for providing equipment:

- | | |
|--|--------------------------|
| Have I made a schedule with all learning activities, supplied with the needed equipment? | <input type="checkbox"/> |
| Have I made reservations for the needed classrooms? | <input type="checkbox"/> |
| Have I made reservations for the use of ICT equipment? | <input type="checkbox"/> |
| Have I made reservations for the medical and nursing equipment? | <input type="checkbox"/> |
| If applicable, have I organized simulation clients or other people that are to support the training? | <input type="checkbox"/> |
| Have I inspected the used equipment afterwards? | <input type="checkbox"/> |

26. Providing learning activities

The most important thing in this step is the necessity to ensure that the student during the mobility will be able to acquire the expected learning outcomes, i.e. he/she will gain knowledge, skills and competence planned. No doubts, it is great if the student will get additional learning outcomes, but firstly you must be sure that he/she does progress in achieving results that you agreed on with the hosting institution.

In providing learning activities, the hosting institution must follow the agreements laid down in the MoU, Learning Agreement and other documents related to quality assurance (cf. chapters 6, 7, 12,17 and **Error! Reference source not found.**). They are the main documents, which will enable all students to achieve the planned learning outcomes. The members of the established Mobility Committee at the hosting institution and the accompanying teachers are to continuously monitor the progress of students.

We recommend to continuously monitor the following aspects to assure the appropriate quality of teaching and learning process:

- quality of learning materials, equipment for practical healthcare training
- variety of learning methods
- efficient communication between teachers and students
- learning and free time balance
- appropriate learning pace
- balance between contact hours and self-studies.

27. Interim project evaluation

It is recommended to conduct one or two interim evaluation sessions in order to get to know:

- if students are on the right way as for achieving learning outcomes,
- if students are satisfied with the learning process itself,
- if all organisational and practical matters (e.g. accommodation) are alright.

Evaluation sessions will help the host institution to make necessary changes and improvements of the teaching process in order to properly fulfil the requirements stated in MoU, Learning Agreement and Quality Assessment Procedures.

Look over your mobility activities on the half-way of the training, spend some time to talk with participants. Ask, if their experiences match their expectations, if you are reaching the foreseen objectives, if they are satisfied with practical arrangements and etc.

If you spot issues at this stage, there is still some time to make changes in the programme, if needed. Also the answers will help you to prepare the final report of the project.

It is recommended to ask participants open questions, to lead interim evaluation in the style of a sincere conversation, but you are free to modify the way of conducting the evaluation depending on your project's nature and the sending organisation's needs.

Usually, the first evaluation session takes place after 5-7 days of mobility, when participants experienced some training and cultural programme. Both students and their accompanying teachers can participate in the evaluation session, but you have to ensure active participation of students in conversation, try to make them not passive listeners, but active participants of discussion, let them to express their opinion freely.

Conversation with participants can be divided into three blocks:

- Organisation and practical arrangements of mobility.
- Quality of training and learning arrangements.
- Social and cultural programme, free time activities.

The most essential and frequently repeated opinions, suggestions should be written in evaluators' notes in order to improve in next mobility days aspects highlighted by participants (if possible).



Please feel free to use our [TEMPLATE FOR CONDUCTING THE INTERIM PROJECT EVALUATION](#).

The interim evaluation session can also be conducted in written form. Then you may provide participants with paper-questionnaires containing open questions. After evaluation session you collect answers, analyse them, and then the next day give feedback to the participants, followed by a discussion with them.

28. Providing assessment and documenting the results

The hosting institution is directly responsible for carrying out the assessment of the learners according to ECVET principles.

Assessment procedures and instruments will have been agreed in the Memorandum of Understanding and / or Learning Agreement. Please make sure that the hosting institution complies with these agreements. The assessment instrument(s) should be chosen according to the Unit of Learning Outcomes that is to be acquired during mobility. It is the aim of the assessment, that each student proves that he / she acquired the relevant learning outcomes.

Remember that the assessment must be documented in a way which clearly shows the achieved learning outcomes and which enables you to validate and recognize these. If documentation is insufficient, this might mean that you would have to re-assess your learners, which is avoidable double effort. Appropriate documentation of assessment results is also the basis for issuing a mobility certificate and in particular the transcript of records (see chapter 29, Certification).

Documenting the assessment can take for example the following forms:

- Standardized assessment grids, used by the hosting institution. We recommend to prepare an assessment grid with the key competences of the relevant unit of learning outcomes. For each competence, there should be at least one observable assessment criterion. You can assess whether a learner has achieved the competence, for example on a 4-point scale, ranging from 'Excellent', over 'Good' and 'Satisfactory' to 'Poor'. Define which assessment criteria have to be achieved at which level in order to successfully complete the given unit of Learning Outcomes.
- Written statement by the assessor about what has been achieved in reference to the competences planned. If there are any achievements that go beyond the agreed ones – document them as well.

Did you know...

When providing assessment, make sure that:

- the learning agreement is fully understood by everyone and the assessment process is conducted in a way it was agreed on.
- the students know and understand what you are going to assess and what your requirements are as for the knowledge they should possess to go through the assessment procedure successfully.
- you carefully check what went well and what did not, so that you - together with the partner institution - could improve your work in the next assessments to come.
- you pay attention to the fact that the learners have been trained in an environment that was new to them and that brought many challenges, in particular their training and learning took place in a foreign language. So you should adapt your assessment of the achieved learning outcomes to these circumstances.

29. Certification

At the end of the mobility, the students will receive their completion certificate. This certificate is signed by a legal representative of the host organization, and it states that the student has achieved the knowledge, skills and competences outlined in the learning agreement. The legal representative can be the headmaster, the coordinator of the project, a director or an executive teacher.

The learner will receive one original version. Depending on the rules of your institution or agreements made with educational or other authorities, you might need more than one original.

In any case, both the sending and hosting institutions should have one copy each, as this is important to evaluate the mobility afterwards.

The certificate should include the following data:

- On the front page
 - personal information of the student (name and surname of learner, date of birth)
 - if applicable, the name of the (Erasmus+) project in the framework of which the mobility was implemented
 - the title of the unit(s) of learning outcome completed
 - the starting and ending date of the mobility
 - place (city and country) of the mobility
 - name of the hosting organization
 - number of training hours
 - place and date of certification
 - Names, positions and signatures of legal representative and mentor/coordinator of hosting organisation
 - Stamp of hosting organisation
 - It is recommended, if applicable, to add to certificate Erasmus+ and project logos as well as hosting organisation's and ECVET logos.
- On the reverse side
 - the units of learning outcomes acquired, including detailed description of knowledge, skills and competences
 - if applicable, additional skills and competences acquired, in particular outstanding personal skills and competences



Please feel free to use our [TEMPLATE FOR A MOBILITY CERTIFICATE](#).

Learners must also be provided with a transcript of records, which is one of the key ECVET instruments to assure validation and recognition of the learning outcomes at the sending institution. The transcript of records describes the personal learning achievements of a learner can be added to the certificate as an annex. The transcript of records should be completed by hosting organisation and contain the following information:

- Learner details: name, surname, date and place of birth
- Details of hosting organisation: name, address, telephone, fax, e-mail, contact person, logo
- Title of the training programme and qualification being prepared
- Title of Unit
- Date (period of stay) and duration in weeks
- ECVET points, if applicable
- Learning outcomes achieved
- Details about testing/examination (procedures, methods, criteria)

- Assessment result
- Description of the institutional grading system
- Date, stamp and signature of legal representative of hosting organisation

Please feel free to use our [TEMPLATE FOR A TRANSCRIPT OF RECORDS](#).

To sum everything up, here is a checklist for issuing the mobility certificate and the transcript of records.

- | | |
|--|--------------------------|
| Is the certificate signed by the legal representative and coordinator or mentor of the hosting organisation? | <input type="checkbox"/> |
| Did you check how many copies of the certificate the sending organisation needs? | <input type="checkbox"/> |
| Did you enclose transcript of records to certificate? | <input type="checkbox"/> |
| Did you describe all learning outcomes in the transcript of records, also those additionally acquired? | <input type="checkbox"/> |
| Did you write the assessment results of each learner in the transcript of records? | <input type="checkbox"/> |
| Is the transcript of records signed by the legal representative of the hosting organisation and stamped with the official stamp? | <input type="checkbox"/> |



30. Collecting feedback from VET learners

After a successful mobility it is highly recommended to carry out an evaluation of the undertaken activities. The learners taking part in the mobility project are the most important source of information and feedback on the mobility activities implemented. So use your chance to learn about their opinion! After all, the mobility projects are for your learners.

There are many possibilities to collect feedback from your learners – in written or oral form, depending of the needs and preferences of the participants. In particular, if you are an accompanying teacher, you will experience how your students feel, if they manage to successfully participate in the training or if they face any troubles with accommodation or other things.

However, we recommend to use a questionnaire, which should be well-prepared before mobility. When developing your own questionnaire, consider which criteria of the mobility you would like to check. You may ask your learners about practical arrangements, tidiness of accommodation and training facilities, appropriateness of cultural and free-time programme, kindness of the staff at the hosting institution etc.

Also, we recommend to use a numerical representation of the results, as this will make it easier to check, visualize and communicate the results. For example, you can use a grading system similar to the grading system at schools in your country and let the learners assess each criterion individually. Or you simply use a scale ranging from “Very Good” (1) to “Poor” (4).

In addition to that, you can ask your learners to express their opinions about the training, and to write down their own suggestions for improvement in free text. Normally, not all learners will make use of this option, but if they do you will learn useful information about your mobility project.

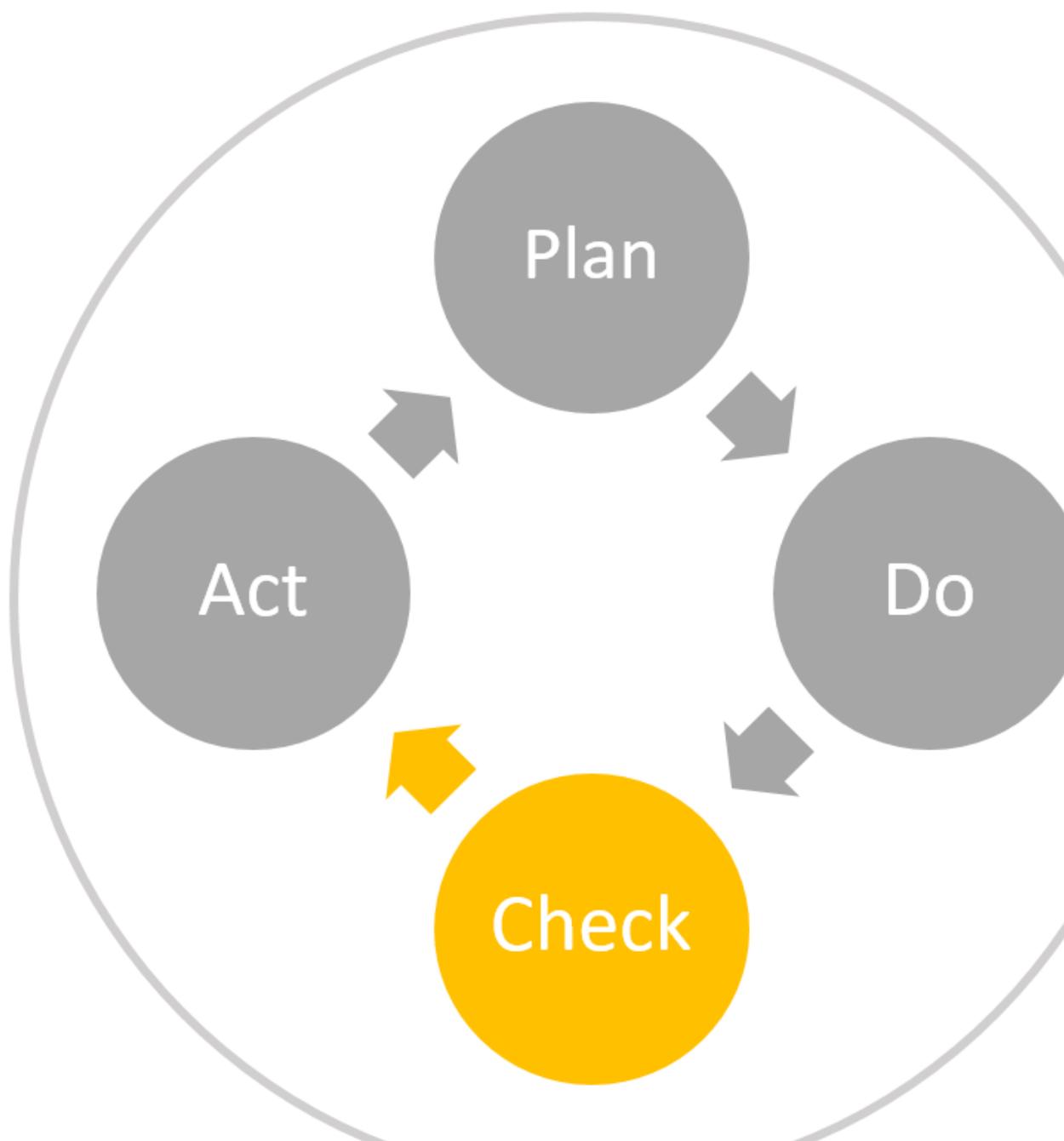
If you wish, you are welcome to use our [MOBILITY QUESTIONNAIRE FOR VET LEARNERS](#) for your mobility project.



III. CHECK

Having completed the actual mobility period does not mean that your mobility project is finished. Actually, some really important steps are to be taken after the mobility – in particular when it comes to assuring quality and sustainability of your project’s results.

If you have followed this guideline, you will already have made provisions for successfully checking your project – for example you will have collected feedback from VET learners or will have at your disposal the right kind of documentation of learning outcomes. So if everything is well prepared, the process of actually closing the project will come easy and the lessons learned will help you to implement an even better mobility next time.



31. Validating and recognizing learning outcomes

The essence of each learning mobility abroad are the acquired learning outcomes. Young learners at your school will for sure also benefit from the intercultural experience and the personal development of such a challenge, but when it comes back to the professional knowledge, skills and competences acquired, it is time to have a thorough look at the acquired learning outcomes. Talking in ECVET terms, this is when validation and recognition of learning outcomes take place.

Validating learning outcomes

According to the ECVET recommendation, validation is defined as follows:

‘Validation of learning outcomes’ means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.¹⁸

Who? The person responsible for validation should be defined before mobility, he or she will normally be a member of the mobility committee. It is advisable, that this person is an expert or teacher in the study field in question.

When? After mobility, it is recommended to complete validation within two weeks.

How? In order to validate the learning outcomes acquired abroad, you have to thoroughly check them and to compare them with the learning outcomes of the qualification the learner is taking at the home institution. Are the learning outcomes acquired abroad a part of the regular curriculum at the home institution? Or are they maybe an addition to the qualification being acquired?

If the mobility was well prepared, you will have agreed on all learning outcomes before the mobility. Together with your hosting partner, you will have talked about all learning outcomes, training and learning methods and assessment procedures. Your agreements will be laid down in the learning agreement.

So actually, in this case, validation will be easy for you. The transcript of records, issued by the hosting institution, shows all learning outcomes acquired by the learner during mobility. Just compare them to the learning outcomes agreed upon in the learning agreement. Validation is achieved “where expected and assessed learning outcomes are sufficiently consistent and adequately documented”.¹⁹

In case the learning outcomes cannot or can only be partially validated, individual further actions have to be taken. For example, the student can be re-assessed, or the learning outcomes in which student does not show sufficient knowledge, skills and competences, can be subject to extra training sessions.

When validating learning outcomes, please consider that the learner acquired them in a different context, i.e. in an environment that was new and that might have asked more effort while acquiring the learning outcomes.

Recognition of learning outcomes

Who? The person responsible for recognition should be defined before mobility, he or she will normally be a member of the mobility committee. It can be the same person also responsible for validation, but also another person, for example your headmaster.

When? After validation. It is recommended to complete recognition shortly after validation.

¹⁸ 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) (Text with EEA relevance) (2009/C 155/02)

¹⁹ <http://www.ecvet-toolkit.eu/ecvet-toolkit/validate-and-recognise-learning-outcomes>, 12.07.2017

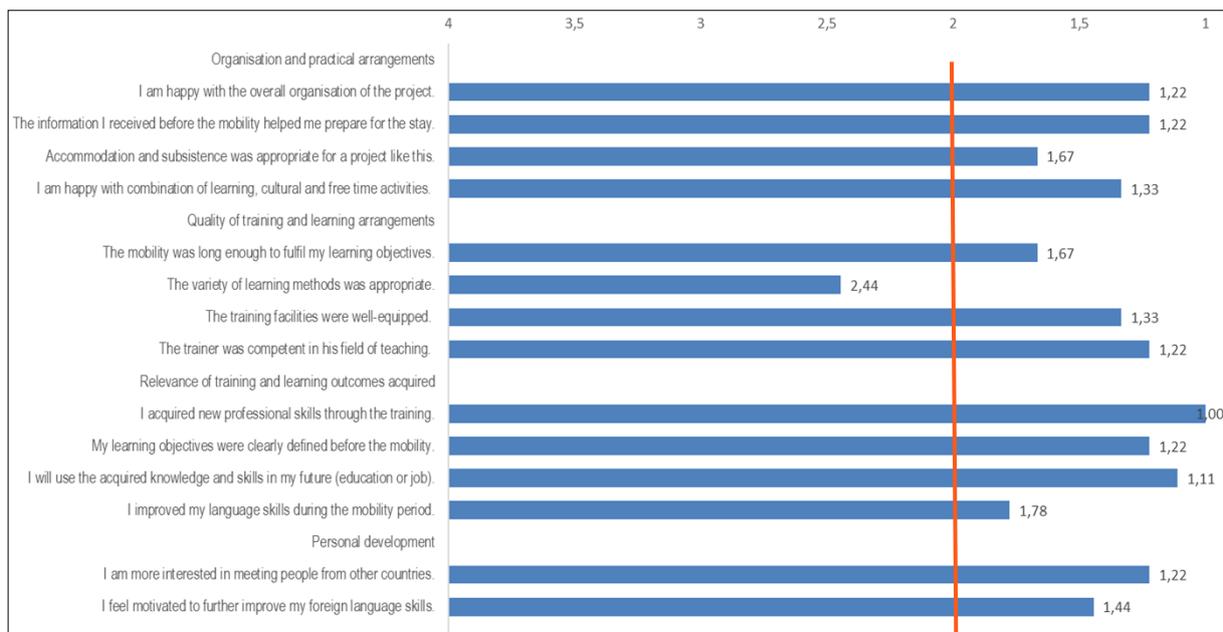
How? Recognition of learning outcomes is defined as “the process of attesting officially achieved learning outcomes through the awarding of units or qualifications”.²⁰ This may take place in an annual school report or – when having acquired an extra qualification – may be stated in the diploma.

The **practical implications** that come with recognition are important: for example, a learner might be exempt from certain learning activities, or might not have to retake certain exams. This should be documented thoroughly.

32. Summarizing VET learner feedback

Carrying out evaluation is one of the last steps of the “During Mobility” phase – now it’s time to check the results and to draw conclusions!

If you have worked with a numerical representation, you can easily calculate the average evaluation result for each criterion. We recommend to define your intervention limit, i.e. the threshold at which you evaluate the result as insufficient. That means that you will have to take concrete action to improve this criterion next time. In the example below, the criterion “The variety of learning methods was appropriate” received poor results. So probably the learners felt bored during the training. Ask them for their concrete opinion – what went wrong, what could have been better? Then talk to the hosting institution and agree upon concrete actions for improvement.



33. Report by hosting Institution

Another important source of information for evaluating quality is the hosting institution. Ask them to provide a report covering relevant aspects of the mobility. These aspects might include:

- Responsible Staff at Hosting Organisation
- Training Programme
- Accommodation and subsistence
- Cooperation with the sending organization

²⁰ 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) (Text with EEA relevance) (2009/C 155/02)

- Certificates
- Cultural activities
- Monitoring and Mentoring
- Assessment

Please find enclosed our [TEMPLATE FOR THE FINAL REPORT BY THE HOSTING ORGANISATION](#).



34. Further quality instruments to use after mobility

Depending on your project, its scope and your future plans, these instruments might also be helpful.

Feedback from employers and other stakeholders

Who? Sending Institution – Please appoint a responsible person in the quality committee.

When? It is recommended to collect feedback from employers and stakeholders on a regular basis, but not too early after a mobility period. In general, in case of long-term cooperation, feedback on effects of mobility only once or twice a year. Only a few criteria can be evaluated by employers. Maybe rather a workshop once a year?

How? Interview or workshop (with several stakeholders) on topics such as:

- labour market relevance – quality in health care
- Transfer of good practices from other countries / International standardization
- Relevance of skills (also language, intercultural, self-efficacy) of learner – actual improvement?

Long-term quality checklist

Who? Sending Institution – Please appoint a responsible person in the quality committee.

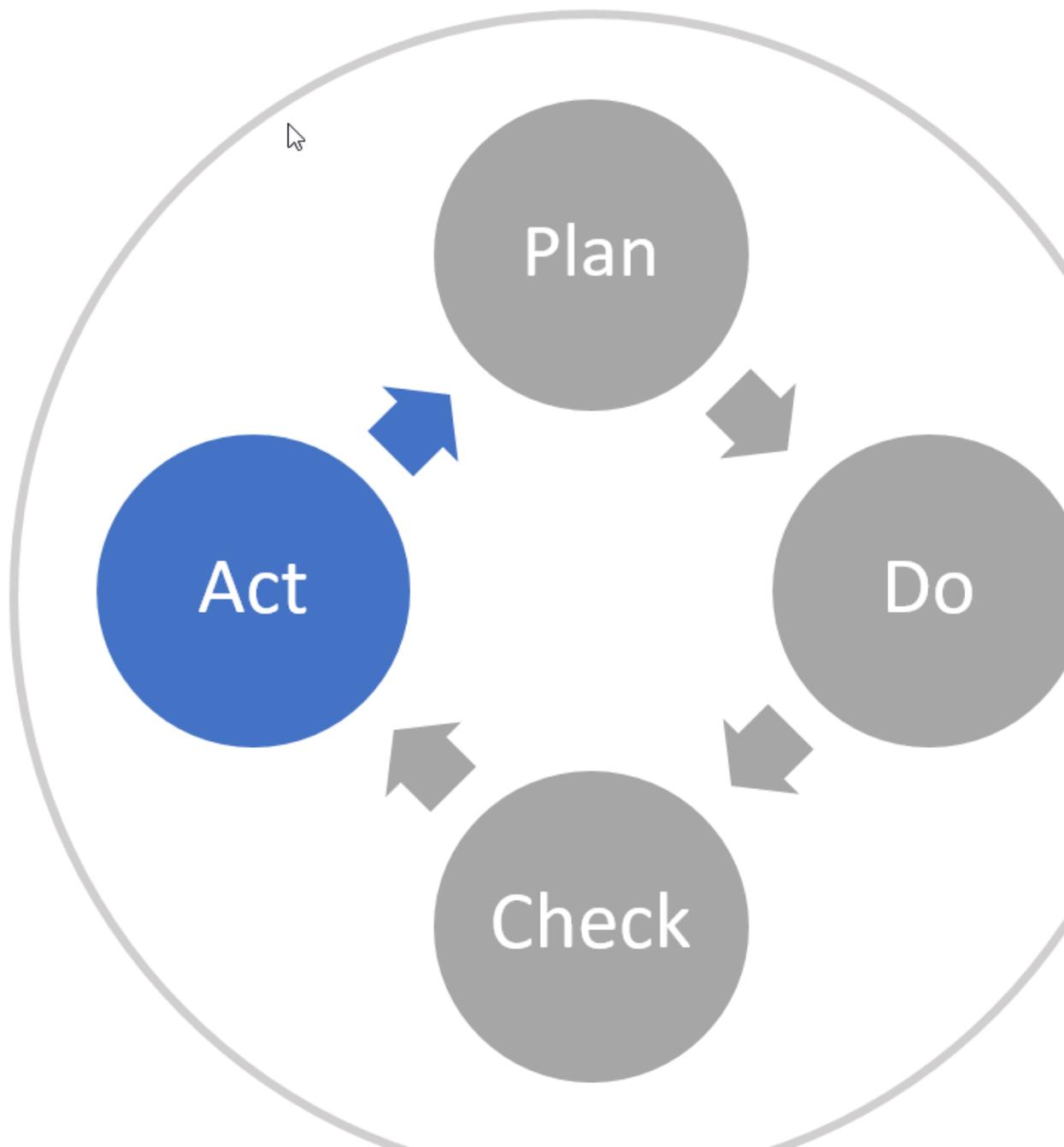
When? At least once a year. It is recommended to have a fixed date (e.g. each year in September, at the beginning of the school year).

How? Check the relevant framework of mobility projects at your school. The criteria will differ from country to country, from school to school, but in general you should ask yourself the following questions:

- Will your school have the necessary resources to implement the planned mobilities? Are their changes in staff, student numbers etc.?
- Have the requirements of the relevant education authorities changed? Is there a new curriculum or will there be one within the near future? Are there new provisions made for the recognisability of learning outcomes acquired abroad?
- Have there been changes in legislation relevant for health care?
Are there any changes in the labour market, to which you can respond in your mobility project?
- Have the conditions for funding from the European Union changed or will they change in the near future?

IV. ACT

Meanwhile, you have collected a lot of data and information about your mobility. You have talked to learners and teachers, have collected feedback in oral and written form, you have analysed all information in different committees. Now it is time to sum up the lessons learned and to make sure you will not miss any of the benefits that might come from that.



35. Closing the quality circle: Reviewing the process and results of mobility

To close the quality circle, it is now time to take another thorough look at your mobility project. Was it successful? Have all outcomes been achieved? What can be improved the next time?

Follow-up meeting

To implement that in an efficient way, we recommend to have a follow-up meeting between the sending and hosting institution within four weeks after the mobility. Beforehand, the mobility committee, or one person appointed by it, is responsible for collecting all data and information, namely:

- VET learners' feedback in oral and / or written form,
- the hosting institution's mobility report,
- oral feedback from accompanying teachers and other involved persons,
- certificates with transcript of records,
- if applicable other documents like the europass mobility etc.

In a (virtual) meeting, the sending and hosting institutions will then together evaluate the mobility and the processes implemented as a whole. According to the information collected before, the following aspects of the mobility should be discussed:

- identification of best practices in mobility
- aspects to be improved
- training methods
- assessment methods
- appropriateness of practical arrangements (accommodation, subsistence, travel)
- transfer, validation and recognition processes
- applicability of quality tools
- identification of good practices in health care for dissemination towards employers and other stakeholders
- etc.

As a result of this meeting, you should adopt an action plan which details all the steps to be taken before implementing the next mobility. Be as precise as possible, stating responsibilities and due dates with each action.

Revision of Memorandum of Understanding

Compare your results with the Memorandum of Understanding concluded before the mobility. What have you learned from the mobility and the follow-up meeting? If necessary, include all changes in the document and let it sign by the legal representatives of all involved parties. Thus, you have a reliable basis for future cooperation and high quality mobility projects.

Please keep in mind that next to the Memorandum of Understanding, it might also be necessary to change the Learning Agreement, certificate templates and other documents. Anyway, this might have time till you start to plan the next mobility project by starting the quality anew.

An orange arrow pointing to the right, containing the text "Don't forget...".

Don't forget...

Depending on the nature of your project, it might be necessary to write a final project report, for example to your National Agency if you have worked with Erasmus+. If you have followed this guideline, you have a well-documented project, so writing a report should come easy to you.

And don't forget to watch the deadlines for the next project application round. It would be a pity if your learners would not have the chance to go on a mobility the following year.

Annex I:

Dissemination

Disseminating the results for your mobility project is essential for extending the outputs to a wider audience. Of course, you should not only start to think about dissemination activities after the actual mobility has taken place. However, when your students have come back from a successful and enriching mobility period, it's clearly the right time to focus on dissemination and to close the project with appropriate measures in this field.

Before planning your dissemination activities, you should be clear about your objectives: What would you like to achieve when disseminating the results of your project? When answering this question, focus on your target groups first. Who would you like to inform about the project? If you address students and teachers at your school, you might want to motivate them to participate in a mobility project themselves. If you address people outside of your institution, you might want to share experiences with them or to find new partner schools abroad. Plan your dissemination activities as to meet the defined objectives of your target groups!

Please consider that in some cases disseminating your project's results might also cost some money, e.g. for printing brochures or posters. However, there are many ways to disseminate your project's results without any extra costs. Our recommendation is to use social media a lot – they provide efficient means of communication and are free of charge in most cases. Thus, your only investment will be the time needed to prepare texts, photos etc.

Dissemination Plan

Working with a dissemination plan will make it easier for you to purposefully plan all your dissemination activities and to keep track of them and their results.

As described above, you will normally plan and implement different activities for different target groups. So a helpful approach is to separate all your activities depending on external and internal target groups and their respective needs. You can then develop your dissemination plan step by step by choosing appropriate instruments for the target groups and by answering the following questions:

- Why? – What is the objective of this very dissemination activity?
- To whom? – Who is the target group of this activity?
- What? – On which topic does the activity focus?
- When? – When will you publish the information?
- How? – Which instruments and media will you use?
- Who? – Who is responsible for the very activity?
- Cost – Will there be any costs? Give an estimation.
- Evaluation – After implementing the activity, you should make notes about the results and draw conclusions of the efficiency of the instrument.

Please find enclosed our [TEMPLATE FOR A DISSEMINATION PLAN](#) for mobility projects.

Following here, tools and tips for disseminating project results within your institutions and beyond.



Internal Dissemination

Presentation by the students for the students

Remember that it is also important to disseminate the results by the involved learners themselves. After a mobility, students can make a presentation about what they have learnt showing some visuals for the other students who have not been involved in such a mobility yet, thus improving motivation and willingness to join.

- Training activities
- Demonstration of acquired skills
- Giving examples of improved social skills, self-confidence (not a must)
- Introducing visited country / town, showing photos
- Intercultural aspects: differences, problems encountered, general rules of behaviour different from home country

Presentation by the teachers for the teachers

For this part, teachers can transfer new teaching techniques and approaches to the other teachers who are not involved in the mobility.

Photos, posters

Using visual materials such as photos and posters can be more remarkable. Try to use more visuals as a dissemination tool.

Project corner

Organizing a corner in your school for disseminating the results can of course be a good option. Such a corner can include all phases of the project in short forms, be a good stimulant for the visitors and the new students and motivate them to get involved! Include photos, quotes of the participants and, if applicable, souvenirs or work samples from the stay abroad.

You may design a project corner not only for a specific mobility project, but also to give general information about the European Union, Erasmus+ projects, and their outcomes. Such a corner can also be used as a motivation area having inspiring effects on students for new ideas, which will foster their creativity.

External Dissemination

Now it is time for external dissemination for make the results more accessible. Dissemination should not only for your colleagues, partners and students but also for other people who are interested in such kind of mobility projects, work in a similar line of activity and wish to make use of the results.

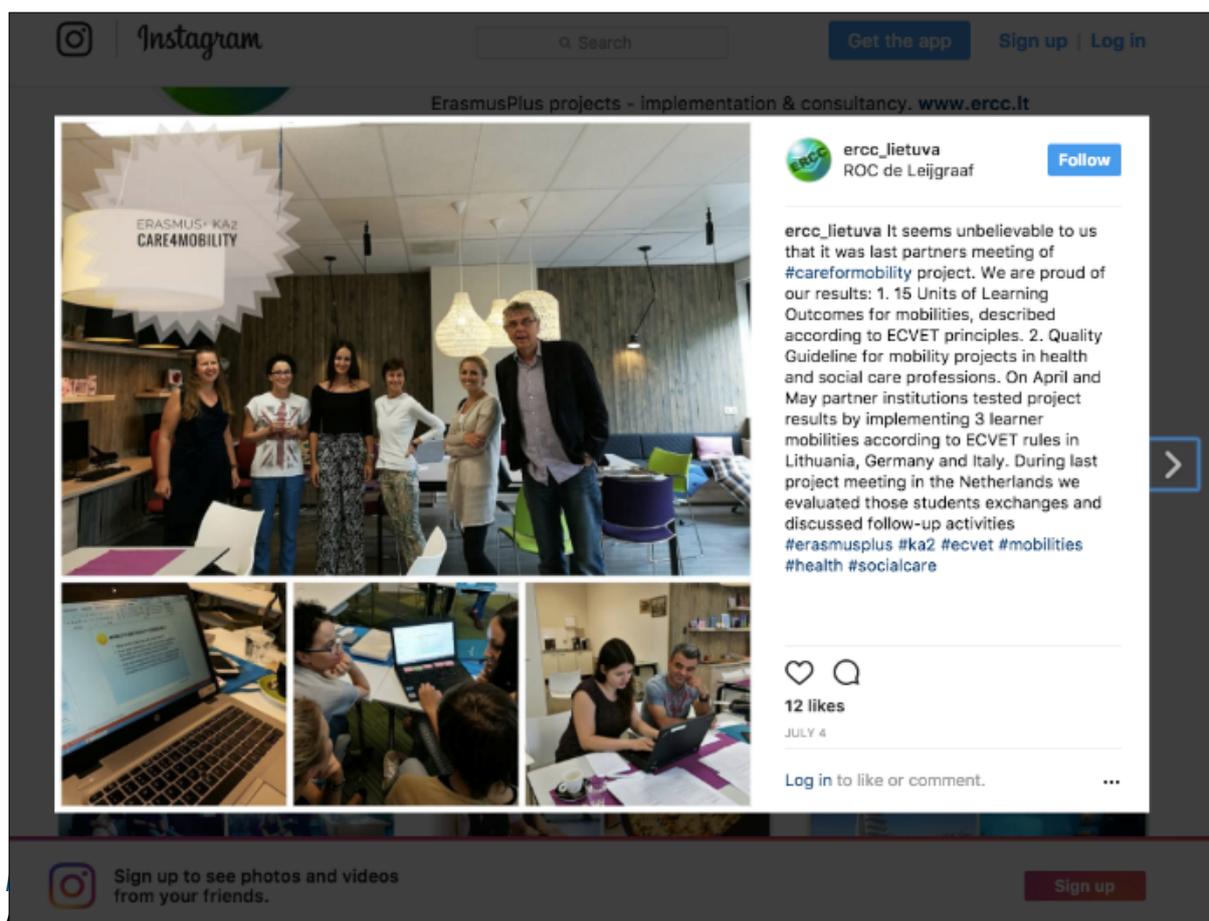
Here are some tools for external dissemination.

Social Media

- You can easily use social media like Facebook, Instagram, Issuu, LinkedIn and other platforms, that are widely used nowadays. They are available on mobile phones for many people and used practically everywhere and every time. You can also provide interactive means of dissemination on anyone of the abovementioned social platforms – people can give feedback, share and like your posts.



- It can be quite easy and very useful to regularly post news. Do not write too long texts but try to add more photos.
- Use important key words (hash tag), such as 'Erasmus+', 'mobility', 'key action 1', 'health and social care' in order to reach a wide audience and in particular the right audience
- On platforms like LinkedIn and Issuu you can check the statistics of your articles or files – How many people have read it? For how long? This will help you to better target your readers and to maybe adapt your posts accordingly.
- Please check our examples from Facebook and Instagram.



publish your newsletter and hand it out to cooperation partners, colleagues and schools in your neighbourhood. Publish your newsletter online, too!

We recommend not to include too much text, but to make a summary of events and results so far. Use some pictures and make your newsletter enjoyable to read.

Of course, please remember to adapt your newsletter to your target group. If you would like to contact authorities, for example, a newsletter will be the more appropriate dissemination tool than working with social media, but of course it will mean a bit more effort and workload.

Press release (local press)

Press releases can also be a useful way of getting a wider audience and disseminating your project outputs. You can either organize a local press release in your neighbourhood or a wide press release all around the city by the help of the local authorities concerned.

Meetings with other schools

You can organize meetings with other schools in order to share your project results and get feedback from them. Maybe they will be interested in joining your next mobility project? You can ask local authorities to get more schools and staff involved in the meeting. In Turkey, for example, such kind of a school meeting can be organized by education directorate, research and development centres.

Presentation for employers in health and social care

You can make a presentation specifically for the employers in healthcare. You should necessarily add some inputs in your presentation addressing the labour market requirement and how your project met these. Focus on the learning outcomes that your students acquired and that will bring an added value to the local labour market.

Annex II: Education authorities in EU member countries

All EU member countries have their departments or ministries of education, that make decisions about learning programmes and mostly about school curricula. On their websites You can find information about educational system, VET and other useful information such as international education cooperation or ECVET.

Here is a list the education authorities in EU member countries:

Country	Educational Authority	Website/Link	Other useful links
Austria	Austrian Federal Ministry of Education	www.bmb.gv.at	
Belgium	Department of Education (as a part of Ministry of Education)	www.ond.vlaanderen.be	Belgian VET: http://www.cedefop.europa.eu/en/publications-and-resources/publications/5117
Bulgaria	Ministry of Education, Youth and Science	www.mon.bg No information in English	
Croatia	Ministry of Science, Education and Sport	http://public.mzos.hr	Croatian Agency for VET and Adult Education: http://www.asoo.hr/default.aspx?id=93
Cyprus	Ministry of Education and Culture	www.moec.gov.cy	
Czech Republic	Ministry of Education, Youth and Sports	www.msmt.cz	Czech VET: http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/czech-republic.aspx
Denmark	Ministry of Education	http://eng.uvm.dk/	
Estonia	Ministry of Education and Research	www.hm.ee	
Finland	Finnish National Agency of Education	www.oph.fi	
France	Ministry of National education	www.education.gouv.fr	
Germany	Federal Ministry of Education and Research	www.bmbf.de	
Greece	Ministry of Education, Research and Religious Affairs	www.minedu.gov.gr Information only in Greek.	Greek VET: http://www.cedefop.europa.eu/en/publications-and-resources/publications/4130
Hungary	Ministry of National Resources	www.nefmi.gov.hu	Hungarian VET: http://www.cedefop.europa.eu/en/publications-and-resources/publications/4103

Ireland	Department of Education and Skills	www.education.ie	Irish VET: http://erasmusplustest.leargas.ie/?page_id=34
Italy	Ministry of Education, Universities and Research	www.istruzione.it No information in English	Italian VET: http://www.cedefop.europa.eu/en/publications-and-resources/publications/4132
Latvia	Ministry of Education and Science	www.izm.gov.lv	
Lithuania	Ministry of education and Science	www.smm.lt	
Luxembourg	Ministry of Education, Children and Youth	www.men.public.lu No information in English	Luxembourgian VET: http://www.cedefop.europa.eu/en/publications-and-resources/publications/4141
Malta	Ministry of Education and Employment	www.education.gov.mt	Maltian VET: http://www.cedefop.europa.eu/en/news-and-press/news/malta-vocational-education-training-policy-malta and here: http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/malta.aspx
Netherlands	Ministry of Education, Culture and Science	www.rijksoverheid.nl	
Poland	Ministry of National Education	https://men.gov.pl/	Polish VET: http://www.cedefop.europa.eu/en/publications-and-resources/publications/4105
Portugal	Ministry of Education	www.portugal.gov.pt	Portuguese VET: http://www.cedefop.europa.eu/de/publications-and-resources/publications/5177
Romania	Ministry of National Education	www.edu.ro	
Slovakia	Ministry of Education, Science, research and Sport	www.minedu.sk	Slovakian VET: http://www.cedefop.europa.eu/en/publications-and-resources/publications/4150
Slovenia	Ministry of education, Science and sport	www.mizs.gov.si	Slovenian VET: http://www.cedefop.europa.eu/en/publications-and-resources/publications/4072
Spain	Ministry of Education	www.mecd.gob.es	VET system in Spain: http://www.cedefop.europa.eu/de/publications-and-resources/publications/5122
Sweden	Ministry of Education and research	www.regeringen.se/sveriges-regering/utbildningsdepartementet/	Swedish VET: http://www.cedefop.europa.eu/de/publications-and-resources/publications/5198 and here: https://www.myh.se/In-English/Swedish-National-Agency-for-Higher-Vocational-Education/