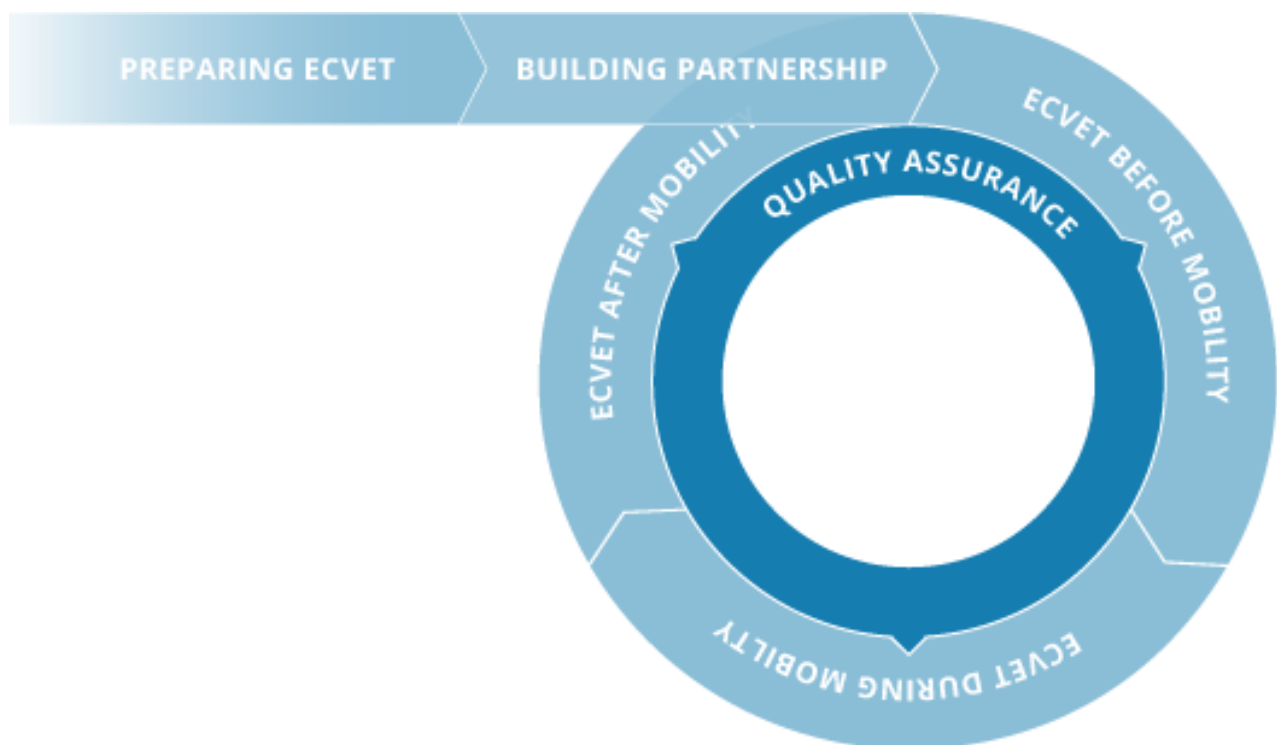


Manual for the cooperation and quality assurance in the AgriECVET network

Experiences from pilot-phase, 2014-2017
Recommendations for the future

“Quality – Commitment – Continuity”



Source: <http://www.ecvet-toolkit.eu/ecvet-toolkit/quality-assurance>





Contents

Objective of this paper	2
ECVET-procedures and quality assurance in the AgriECVET network	2
A. Tasks and tools within the domain of the network	5
1. Planning	5
2. Implementation	7
3. Evaluation	8
4. Review	9
B. Tasks and tools within the domain of the mobility activity	10
1. Tasks per sending organization.....	10
2. Tasks per ECVET mobility of individual learner	12
3. Tasks per receiving organization after mobility.....	15
4. Partnership tasks per each course provided	16
ANNEX 1: Quality Assurance Tools	18
ANNEX 2: Useful links and materials	20



Objective of this paper

It is our aim to produce an overview of the procedures developed and used by the AgriECVET-network. Hereby we want to ensure quality, commitment and continuity. This document has been developed over the period 2014-2017, in which the project 'ECVET in Agriculture' (AgriECVET) has carried out two consecutive ECVET-pilots in which students have been exchanged between project partners to participate in ECVET courses abroad. As a partnership, we intend to use this document as a manual of operation and quality assurance for a full ECVET-cycle. The document can be used by existing partners and new partners in the future and can also be used as a manual for inspiration and guidance for VET institutions new to ECVET.

ECVET-procedures and quality assurance in the AgriECVET network

There are two major domains of activity in the AgriECVET network:

- 1) the AgriECVET network itself, and
- 2) the mobility activity (i.e. the three-week courses for the students).

The domain of the network itself forms the organizational and formal basis of the mobility activity provided. The domain of the mobility activity consists of sending students as well as organizing courses and hosting students. Each of the two domains are equally important for quality, commitment and continuity of the AgriECVET network. Each member in the network is expected to be active within all aspects of both domains.

Within the domain of the network, an AgriECVET coordinator appointed by each network member school handles tasks and responsibilities. Within the domain of mobility activity, the AgriECVET-coordinator from sending and receiving partners handle tasks and responsibilities in cooperation with other staff involved.

Figure 1 below illustrates the general overview of an ECVET-partnership cycle. It consists of four major cyclic phases:

- 1) Planning,
- 2) implementation,
- 3) evaluation and
- 4) review.

Based on the "EQAVET quality circle"¹. The tasks indicated in the outer ring and many of those in the inner ring (see figure 1) refer to the domain of the network, but tasks of the four cyclic phases apply to both of the domains mentioned above. Therefore, figure 1 contains "two quality circles (one for **individual learner mobility** and another one for **partnerships**)"².

¹As described page 11-13 in "USING ECVET FOR GEOGRAPHICAL MOBILITY (2012) Part II of the ECVET Users' Guide - Revised version including key points for quality assurance", ISBN-13: 978-92-79-25816-9, can be downloaded at: http://www.ECVET-team.eu/sites/default/files/ECVET_qna_web_21_04_2010_1.pdf

² Quoted from page 11, the source mentioned in footnote 1





Each course provided is running through cycles of planning, implementation, evaluation and review, similar to the cooperation within the network. However, tasks and responsibilities differ depending on the domain.

An example: Planning within the domain of the network has to do with identification of new partners, comparison of curricula, new courses or new rounds of existing courses, new dates for courses to be held, etc., etc.

Planning within the domain of the mobility activity has to do with all details related to the specific course and mobility of each individual learner.

The following pages summarized the tasks, tools and responsibilities related to each of the four phases for the two domains of the AgriECVET network. It largely builds on the structure and approach suggested in the publication *"USING ECVET FOR GEOGRAPHICAL MOBILITY (2012) Part II of the ECVET Users' Guide - Revised version including key points for quality assurance"* (see bibliography in footnote 1). It represents an adaptation of this approach of the procedures developed by the AgriECVET network in years 2014-17, through six network-meetings and two cycles of mobility activity.



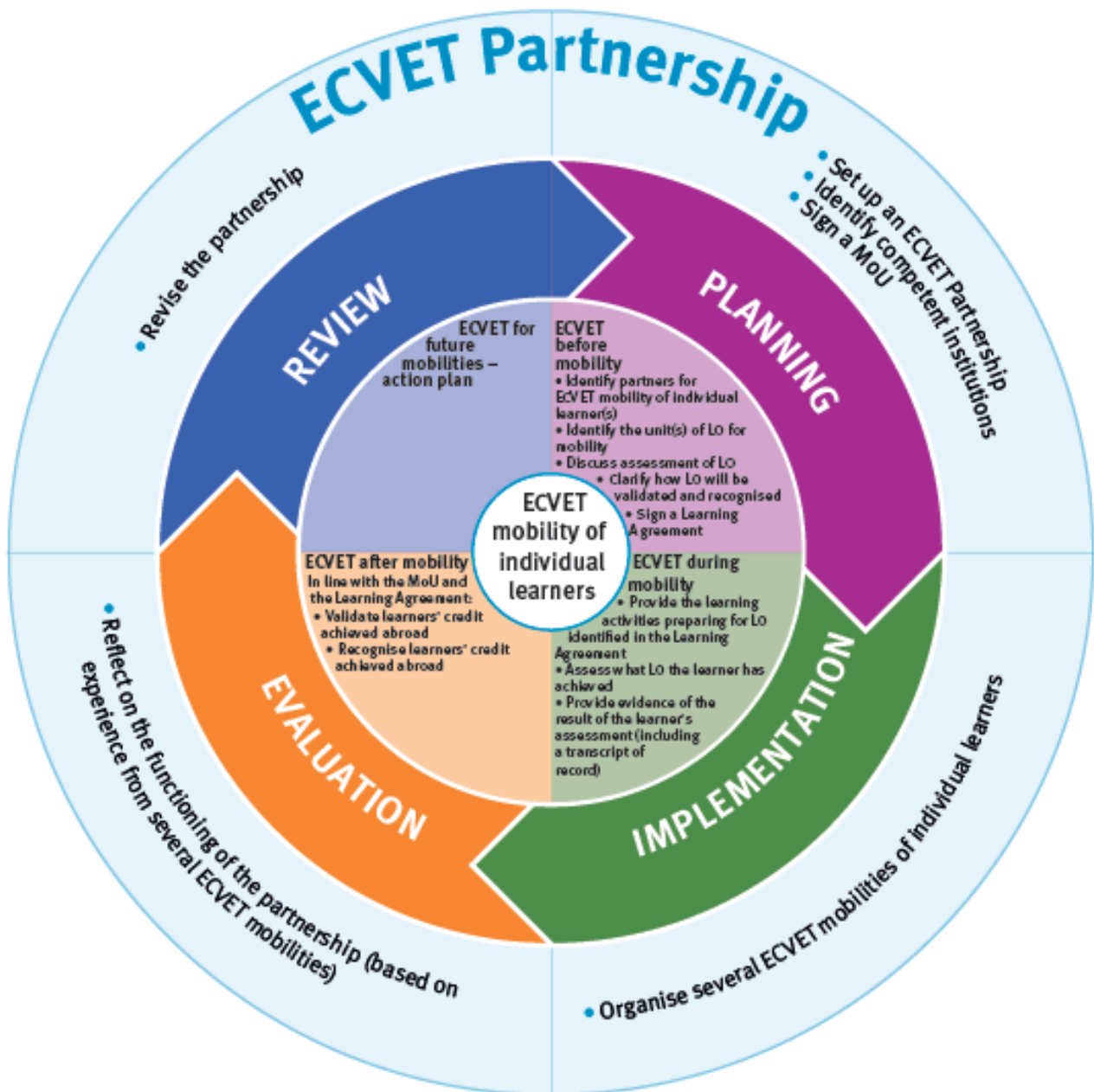




Figure 1 General overview of the ECVET procedure and illustration of quality circle. Source: Using ECVET for Geographical Mobility (2012) PART II OF THE ECVET USERS' GUIDE http://www.ECVET-team.eu/sites/default/files/ECVET_qna_web_21_04_2010_1.pdf








A. Tasks and tools within the domain of the network

1. Planning

Step	Activity in network	Relevant documents/formats/contacts	Recommendations for new partners
Access to shared platform for storage and exchange of documents	Get registered and gain access to shared workspace (currently www.lentiz.org)	Contact: Arnoud Cremers, email: arnoud@vet-advice.com ,	Important to make sure that access to shared work space is functioning from day one
Building the network <ul style="list-style-type: none"> - Build mutual trust and personal relations - become familiar with the other qualifications systems and their constraint - ensure that the relevant (national, regional, sectoral) rules and regulations for ensuring credit transfer are to be met between partners - identify learning opportunities abroad 	Presentation of institution and representative (AgriECVET coordinator) Prepare Overview of National Qualifications, linked to EQF Comparison of curriculums <ul style="list-style-type: none"> a) Comparison of learning outcomes b) Comparison of subjects taught 	 O1-A1 national programme descript  O2 Comparison curricula partners 2€	Share presentation of institution and AgriECVET- coordinator (e.g. ppt), present it at network meeting Study own national qualification in relation to qualifications of network partners for the identification of overlap and potential ECVET topics.






Step	Activity in network	Relevant documents/formats/contacts	Recommendations for new partners
<p>MoU</p> <ul style="list-style-type: none"> - clearly specifies the objectives, duties of each partner and expected achievements of the partnership. 	<p>Define and agree on details to be stipulated in the MoU</p> <p>Sign by legal representatives of each partner institution</p>	 Memorandum of Understanding Agri  MoU 2016.pdf  MoU 2017.pdf	<p>Make sure to understand the practical consequences of specific obligations as well as general obligations included in the MoU</p>
<p>Learning Outcomes (LO)</p> <ul style="list-style-type: none"> - learning outcomes (LO) and units of LOs to be achieved abroad - assessment procedures and how learning achievements will be documented, 	<p>Discuss and agree on</p> <ul style="list-style-type: none"> - the units of LO - requirements and procedures for assessment, documentation and transfer of learning achievements <p>Agree on the formats used to describe units of LOs and LOs</p>	 Template for the description of units  Guidelines_units of learning outcomes 2	<p>Consult experienced members in the network if not familiar with LOs and units of LOs</p> <p>See examples from courses tested</p> <p>Make sure to become familiar and confident with the procedures for assessment, documentation and transfer of learning achievement, and be aware of huge potential differences between partners.</p>








2. Implementation

Step	Activity in network	Relevant documents/formats/contacts	Recommendations for new partners
Time of mobility (calendar)	Plan long time in advance, set the dates of mobility.	Calendars & courses published online: <ul style="list-style-type: none"> • www.lentiz.org/agriecvet • www.lentiz.org/ahene • www.erasmobility.com/en • www.europea.org 	Make sure that all resources and persons involved in the hosting are available in the course period.
Information materials for recruitment of students	Ensure availability in due time of updated <ul style="list-style-type: none"> - course brochures; - course descriptions (one page); - films presenting each course and host facilities. 	All materials are published on http://www.lentiz.org/agriecvet/?page_id=159 : brochures, course data, course descriptions, movies, contact persons & learning materials!	Involve your students in preparing a short movie about the course/the school! Make sure that partners understand the core idea, learning outcomes and approaches of teaching and assessing in your course – they are your sales persons!
Learning agreement <ul style="list-style-type: none"> - defines the conditions for the mobility of each individual learner 	Discuss and agree on <ul style="list-style-type: none"> - the content and form of the learning agreement Agree on the format used for learning agreement	 Learning Agreement AgriECVI	Be aware that the learning agreement contains general as well as host-specific information, for the learner. Make sure to include necessary local host-specific adaptation(s) regarding special conditions, culture, attitude and other expectations on the student by the host.
Applied quality assurance measures	Discuss and agree on <ul style="list-style-type: none"> - content and form of student and course evaluation measures 	Teachers evaluate students: https://goo.gl/forms/2blkJriqa9S8eRb12 Students evaluate the course: https://goo.gl/forms/hMMC6gUWEpwMiyC82	Read previous evaluations of existing partners to avoid pitfalls.










3. Evaluation

Step	Activity in network	Relevant documents/formats/contacts	Recommendations for new partners
<p>Evaluate functioning of partnership with respect of:</p> <ul style="list-style-type: none"> - communication - procedures and deadlines - function of formats 	<p>Regularly debate about performance of the network with respect of</p> <ul style="list-style-type: none"> - communication - function of procedures and deadlines - function of formats <p>Identify areas of potential improvement.</p> <p>Continuously prepare to-do lists and follow up on these</p>	<p>Meeting agendas. For example:</p>  <p>Programme meeting VABI 6-8 Ju</p> <p>Evaluative homework tasks between meetings. For example:</p>  <p>Homework before meeting @ VABI.doc</p>	<p>Important to ensure continuity in your organization by involving more persons in various tasks related to the functioning of the network.</p>
<p>Evaluate functioning of partnership with respect of:</p> <ul style="list-style-type: none"> - outcome of students evaluations 	<p>Compile and debate the students evaluations of courses</p> <p>Identify areas of potential improvement.</p>	 <p>2. results courses agri-ecvet 2017.xlsx</p> <p>Students evaluate the course:</p> <p>https://goo.gl/forms/hMMC6gUWEpwMiyC82</p>	<p>Investigate what students complain about the most or rate the lowest in previous courses. Use this knowledge in your planning of a new course.</p>





4. Review

Step	Activity in network	Relevant documents/formats/contacts	Recommendations for new partners
<p>Revision</p> <ul style="list-style-type: none"> - central document and formats procedures for work and communication - number of partner schools and their profile - Any points of attention derived from the evaluations 	<p>Action plan & homework tasks based on evaluation results, specifying required change or adaptation. Typically these activities are discussed during project meetings, actions and improvements are carried out as 'homework' by each partner.</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  Programme M4 Byholm final (3).domeeting VABI 6-8 Ju </div> <div style="text-align: center; margin: 5px;">  Programme </div> <div style="text-align: center; margin: 5px;">  Improvement Programme and ActiLena-Valle Septemb </div> <div style="text-align: center; margin: 5px;">  Programme </div> <div style="text-align: center; margin: 5px;">  Actions after meeting 6.docx </div> </div>	<p>Send a representative to each meeting to participate in the discussions about improvements and revisions.</p>



This project is funded by the European Union

B. Tasks and tools within the domain of the mobility activity

1. Tasks per sending organization




Responsibility: AgriECVET coordinator of each partner school

BEFORE COURSE

Recruitment step, finding students for courses abroad





Element	Quality key points	Materials
Presented courses to students (direct)	Activities are components in the overall dissemination strategy and follows a plan to ensure full penetration to all relevant target groups.	<ul style="list-style-type: none"> Course PR materials on www.lentiz.org/agriecvet www.facebook.com www.erasmobility.com
Promoted courses via web/FB/flyer!		

Preparation step (prepare students)

Element	Quality key points	Materials
Provided individual guidance for individual students regarding content and requirements	<p>Complete and updated information is at hand in due time;</p> <p>All actors concerned (such as teachers, trainers, the mobile learner) are aware of all aspects of the planned learning process abroad that are relevant for their roles (for example, they have received a copy of the Learning Agreement or have been briefed about their roles in the mobility phase).</p>	<ul style="list-style-type: none"> Course PR materials on www.lentiz.org-/agriecvet Learning agreement  Learning Agreement AgriECVI
Provided receiving partner with valid contact information for contact person on standby	<p>The learner knows whom to contact if he or she sees that the Learning Agreement is not being implemented.</p>	<ul style="list-style-type: none"> Contact details on www.lentiz.org-/agriecvet
Provide detailed information for receiving partner about enrolled students (e.g. number, age, gender, contact info, etc.)	Course host receive all relevant information about enrolled students in due time	 CV AgriECVET template.docx
Sign learning agreements (sending organization + student)	Learning agreements signed by student and sending partner are distributed to receiving partner	 The procedure learning agreement.

AFTER COURSE

Reviewing the process and results of individual mobility.




Element	Quality key points	Materials
<p>Considered whether the learning outcomes agreed for the mobility phase were appropriate.</p>	<p>In case the recognition process is not implemented as planned in the Learning Agreement, the home institution makes it clear to the learner why, and identifies remedial measures.</p>	<ul style="list-style-type: none"> • Learning agreement <ul style="list-style-type: none">  Learning Agreement AgriECVI • Scheme of work <ul style="list-style-type: none">  Scheme of work Lentiz Marketing Ag • Assessment & student results <ul style="list-style-type: none">  Assessment Int product marketing i
<p>Considered whether the documentation of the assessment abroad provides sufficient evidence for recognition.</p>	<p>In the validation process, learners are treated fairly, taking into account issues such as circumstances of the assessment, differences in the learning environment between home and host institutions or possible language barriers they may have faced in the host institution.</p>	<ul style="list-style-type: none"> • Total format LO assessment <ul style="list-style-type: none">  Assessment Int product marketing i



2. Tasks per ECVET mobility of individual learner

Responsibility: Sending partner

BEFORE COURSE


Selection of student and preparation of selected student

Element	Quality key points	Materials
<p>Screened student regarding language, relevance of course content and special requirements</p> <p>Screened student regarding maturity, behavior and attitude</p>	<p>Motivation of student, compare student profile with course content and structure (e.g. students interests and attitude) and requirements (e.g. pre-knowledge) as stated by hosting partner institutions</p>	<ul style="list-style-type: none"> Course descriptions @ www.lentiz.org/agriecvet Language self-assessment grid: <ul style="list-style-type: none">  Common European framework of refere Student CV <ul style="list-style-type: none">  CV AgriECVET template.docx
<p>Made sure that student have received and read all course info</p>	<p>See that students have relevant materials at hand Examine course brochure and other relevant information materials together with the students(s)</p>	<p>Materials on www.lentiz.org/agriecvet:</p> <ul style="list-style-type: none"> Course descriptions Course brochures Movies
<p>Checked insurance for student</p>	<p>Save a copy of proof of insurance (mainly for non-adult students) Or Student sign a contract stating self-responsibility to be sufficiently insured (mainly for adult students)</p>	
<p>Have list with relevant contact info (student contact info home and abroad, receiving partner contact info)</p>	<p>Go through a list together with the student</p>	
<p>Provided student enrolled and receiving organization with valid contact information for contact person on standby</p>	<p>Sheet of information given to the student and copy sent to hosting organization</p>	<ul style="list-style-type: none">  Estimate travelling students 2017 AgriE
<p>Assist students in the planning of transport from</p>	<p>Clear agreement with student about responsibilities regarding</p>	

Element	Quality key points	Materials
home country and back home	planning of transport (e.g. who to book tickets) Travel is planned well in time Specific travel plan is shared between students and coordinator	
Prepared students enrolled properly with respect of <ul style="list-style-type: none"> • rules and regulations concerning subsidies, insurance and visa rules. • basic knowledge about receiving partner and country, e.g. working language and culture • student behaviour and attitude respecting cultural and social values and habits • good learner's attitude and active engagement in all activities provided • how to deal with practical problems, accidents, personal problems etc. during the stay abroad (“(self) rescue plan”) • possible consequences of inappropriate behaviour. (E.g.: sending home students on own costs, withdrawal of subsidy, etc.). 	Every student have participated in preparatory meeting, with agenda according to points of particular importance	
Prepared and signed an individual learning agreement	Correctly signed learning agreement signed in due time (i.e. before start of course) and send to hosting organization	Relevant learning agreement, uploaded to www.lentiz.org/agriecvet by the hosting organisation.  Learning Agreement AgriECVI  Learning Agreement AgriECVI

AFTER COURSE






Validation and recognition

Element	Quality key points	Materials
<p>Verify that all formal requirements, and the stipulations stated in the learning agreement, have been met</p> <p>Validate and recognize learners' credit.</p>	<p>Evaluate documentation for achievement of Learning Outcomes (LO's)</p> <p>Interview the student</p>	<p>Total format LO assessment (=the overview of the assessment of all LO, and results)</p>  <p>Assessment Int product marketing i</p>
<p>Award unit(s) or qualification.</p>	<p>Awarded units of learning outcomes are correctly added to the educational dossier of the student.</p>	<p>Depends on the institution.</p> <p>Example Lentiz: Paragraph 2.9 in OER Lentiz</p>

3. Tasks per receiving organization after mobility

Responsibility: AgriECVET coordinator receiving organisation

Partner communication





Element	Quality key points	Materials
<p>Provided partners (sending organizations) with all necessary information for learning agreements</p> <p>Info about:</p> <ul style="list-style-type: none"> • Unit(s)/groups of learning outcomes the learner will achieve. • How and when these will be assessed. 	<p>Mutual trust in in each other obtained through:</p> <ul style="list-style-type: none"> • Transparency regarding pedagogical approach and assessment methods. • Well documented programmes. • Active focus on strong relations (institutional as well as personal). 	<ul style="list-style-type: none"> • MoU  MoU 2017.pdf • Course brochure at www.lentiz.org/agriecvet • Description of units of learning outcomes  Template for the description of units • Guidelines_units of learning outcomes 2  Guidelines_units of learning outcomes 2 • Scheme of work  Scheme of work Lentiz Marketing Ag • Assessment & students results  Assessment Int product marketing i
<p>Provided partners (sending organizations) with all necessary information about the course</p> <ul style="list-style-type: none"> • Content and pre-knowledge requirements • Dates, place, clothes, etc. • Programme. • Contact info 		
<p>Exchanged reflections with partners (sending organizations) on the entire process in order to identify any necessary adaptations.</p>	<p>Thorough evaluation among participants</p> <p>Open dialogue among organizers of courses about results in evaluation</p>	<p>Compilation of result from:</p> <ul style="list-style-type: none"> • Teachers evaluate students: google form teachers • Students evaluate the course: google form students

4. Partnership tasks per each course provided


Responsibility: Course leader/AgriECVET coordinator




BEFORE COURSE

Planning of course

Element	Quality key points	Materials
Defined and described units of learning outcomes	Units of learning outcome which: <ul style="list-style-type: none"> - are approved and mutually recognized among partners; - live up to recommendations for valid description of LO's; - Can preferably be linked back to partners curricula/qualifications. 	 Template for the description of units  Guidelines_units of learning outcomes z
Defined work and assessment scheme	Clearly understandable overview of course activities and assessment activities provided for sending partners	Templates for <ul style="list-style-type: none"> - Total format LO assessment and  Total format LO assessment 2017.do <ul style="list-style-type: none"> - Scheme of work and assessment. See examples:  Scheme_of_Work and assessment IPM


DURING COURSE

Element	Quality key points	Materials
Conducted all planned course activities	Course implemented in accordance with schedule.	Total format LO assessment and
Conducted all planned assessment activities	Exceptions from schedule are: <ul style="list-style-type: none"> - well considered - explained to students - communicated to sending schools in case of profound changes 	 Total format LO assessment 2017.do Scheme of work and assessment.

Element	Quality key points	Materials
		 Scheme_of_Work and assessment IPM
Followed up on individual student's wellbeing and learning outcome	Students are all engaged in activities. Students are well behaving. Good relations are developed among students. No students seem excluded (e.g. language, socially, or other reason) Mobbing and other anti-social and discriminating behavior is not tolerated in any form	Rules stated in learning agreement are followed.  Learning Agreement AgriECVI
Provided all students with proof of assessment	Each student carry home a completed and signed copy of "Total format LO assessment"	Total format LO assessment  Total format LO assessment 2017.do

AFTER COURSE







Reflecting on the entire process in order to identify any necessary adaptations.

Element	Quality key points	Materials
Consider whether the learning outcomes agreed for the mobility phase were appropriate	All teachers involved in the course participate in evaluation-procedures. Each student participate in evaluation. Identified strengths and weaknesses are considered in an action plan for further development and improvement. Results of evaluation are discussed with network partners, most importantly sending institutions.	<ul style="list-style-type: none"> Teachers evaluate students: google form teachers Students evaluate the course: google form students
Provide sending institutions with all necessary information for their recognition of LO's	Send a completed and signed copy of "Total format LO assessment"	Total format LO assessment  Total format LO assessment 2017.do



ANNEX 1: Quality Assurance Tools





Source: <http://www.ecvet-toolkit.eu/ecvet-toolkit/quality-assurance>

Phase	ECVET INDIVIDUAL LEARNER Mobility: QA Tools	ECVET Partnerships: QA Tools	AgriECVET tools
Planning	Tools used for implementing ECVET before, during and after <i>individual learner mobility</i> can also be used during Quality Assurance (QA) - for example, the learning agreement, assessment grids, documentation evidencing achieved learning outcomes.	Memorandum of Understanding (MoU).	 Memorandum of Understanding Agri
Implementation		The same tools as used for individual mobility experiences.	 Template for the description of units  Total format LO assessment template  Scheme of work and assessment tem  Learning Agreement AgriECVET
Evaluation	Tools used for implementing ECVET before, during and after <i>individual learner mobility</i> can also be used during Quality Assurance (QA) - for example, feedback from questionnaires gathered at key stages in the delivery of a mobility programme.	Collection of relevant data, relating to: <ul style="list-style-type: none"> Assessment results. Learner successes during mobility. Impact of the mobility experience on learners' future pathways. 	<ul style="list-style-type: none"> Teachers evaluate students: google form teachers Students evaluate the course: google form students  2. results courses agri-ecvet 2017.xlsx



This project is funded by the European Union



Phase	ECVET INDIVIDUAL LEARNER Mobility: QA Tools	ECVET Partnerships: QA Tools	AgriECVET tools
Review	Action plan based on evaluation results, specifying required change or adaptation.	Action plan based on evaluation results, specifying required change or adaptation.	No format, but meeting agenda & partners homework tasks have been used in AgriECVET:  Programme M4 Bygholm final (3).domeeting VABI 6-8 Ju  Programme  Improvement Programme and ActiLena-Valle Septemb  Actions after meeting 6.docx



This project is funded by the European Union

ANNEX 2: Useful links and materials

Link	Explanation
www.lentiz.org/agriecvet	Contains all relevant information materials and course information, including a course calendar for the upcoming years.
www.lentiz.org	Serves as platform for sharing documents (general project purpose as well as related to running of specific courses), only for partners in the project.
https://www.facebook.com/	Community for everyone involved in AgriECVET project and courses.
 ECVET_USERS_GUID E_PART-2-EN_update	USING ECVET FOR GEOGRAPHICAL MOBILITY (2012) Part II of the ECVET Users' Guide - Revised version including key points for quality assurance
http://www.ecvet-toolkit.eu/introduction/introduction-ecvet-and-mobility	<p>Introductory section of the Toolkit, present the goals and principles of ECVET, confirming the benefits of ECVET use for geographical mobility and for lifelong learning.</p> <p>Introduce the core technical components of ECVET, and present key ECVET actors at both national and European levels</p>
www.erasmobility.com	Platform to publish work placements and international courses available for VET students to enroll in.
www.agritrainer.com	Is used to publish the Learning Materials for students in the course. Here students can find the (online) courses from the AgriECVET project as well as other projects (AHENE) and individual online courses in the field of agriculture.
Coordinator: Lentiz onderwijsgroep Arnoud Cremers arnoud@vet-advice.com	Partners: <ul style="list-style-type: none"> • Lentiz education group (www.lentiz.nl) • Bygholm Landbrugsskole (www.bygholm.dk) • HLFS Ursprung (www.hlfs.ursprung.at) • Vrij Agro- en Biotechnisch Instituut (VABI) (www.vabi.be) • Groenhorst College Barneveld (www.aeres.nl) • Lena-Valle videregående skole (www.lena-valle.vgs.no)

