



# Mobility Process Guide for VET Institutions



Lifelong  
Learning  
Programme

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### **Project Title**

Automobility Modules for Vocational Education and Training in Europe  
(AutoMOVET)

### **Coordinator**

Syddansk Erhvervsskole, Odense–Vejle

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## Introduction

This guide is intended for teachers and VET institutions in the **automotive** sector. By transferring experience and proven methods, **AutoMOVET** project tools are adjustable even to other VET sectors.

The main aim of this guide is to enhance building networks between VET organisations within automotive or other educational sectors. Six AutoMOVET project partners comprise Automobility network working since 2008 and gaining experience of producing and offering international automotive modules of high quality.

In this guide, the partners of AutoMOVET project transfer their experience of starting a network, developing modules, assuring quality and implementing VET student mobility.

# 1. THE TOI PROJECT "AutoMOVET"

The main aim of the AutoMOVET TOI project is increasing mobility in the automotive sector by making it easier for teachers and educational institutions to compare and agree on learning outcomes (LO), when VET students participate in international mobility.

As a result, the project provides

1. a competence matrix and a taxonomy table based on ECVET to the automotive sector
2. one automotive module per partner based on national training programs
3. free templates for describing and assessing modules
4. a calendar for offering modules

All tools and documents are found on project's website [www.automovet.eu](http://www.automovet.eu). After the AutoMOVET project has ended, all automotive modules and the calendar will be found on the [Automobility](#) website.

## 1.1. Starting Point of AutoMOVET Project

### **Step 1: Finding partners**

Once upon a time, a Finnish international coordinator searched for a partner college willing to start international cooperation in the automotive study field. She had asked colleagues at her own college first. After many phone calls and emails, she finally got a contact information of a Danish college.

Danish college collaborated already with a Dutch college, which had for its part a contact to a British college. After 6 months, a network of four countries (Finland, Denmark, Netherlands, UK) and colleges called **Automobility** network was built up.

## **Step 2: Funding Activities**

Working as a network requires funding which is available from National Agencies. Before sending the application several meetings took place. Network should have a very precisely formulated goals and ways of working before submitting an application. Chemistry and thrust between participants is the alpha and omega of everything.

## **Step 3: Running the First Project**

A Danish partner from Syddansk Erhvervsskole coordinated the first project, which was a multilateral Comenius project Automobility. The project ran during 2008–2010. During the project, the network looked for ways to enhance student mobility developing modules not available at other colleges. In the end of this first project arose new needs: everyone should suggest a new partner belonging to their own networks. This is how the network got a new partner from Lithuania and Spain.

## **Step 4: Establishing the Network**

In order to enhance new goals and strengthen the network, it applied funding from the Leonardo da Vinci program. At the beginning, the partners agreed on the network coordinator, goals, and rules. The new project Automobility got funding from the LdV program of LLP 2010–2012. During this project, a website

with module calendar was created. The [Automobility](#) network built up during these two projects is still active. It has expanded with several new members and it is open for new members (see inclusion of new partners). As a conclusion: A project is as successful as its participants are.

### **Step 5: Accumulating ECVET to Student Mobility**

All six partners involved with LdV project Automobility decided to apply for this ongoing Transfer of Innovation project AutoMOVET. For this ToI project a seventh partner was needed. The German partner provides experience of ToI projects and knowledge about ECVET etc. Project is funded by LLP 2013–2015. Increased mobility among VET students is one the main priorities of the strategic framework Education and Training 2020. Describing transparent learning outcomes by using [ECVET](#) (European Credit System for Vocational Education and Training) and using European Mobility Instruments, as [Learning Agreement](#) and [Europass Mobility](#), this project promotes high quality student mobility.

Do you want to join our network? See chapter [1.4](#).

## **1.2. Benefits of Internationalisation**

In our view, VET organisations benefit of internationalisation in many ways.

International co-operation, student, and staff mobility comprise

- a chance to work and study abroad
- a chance to motivate VET teachers and students
- a chance for teachers and staff
  - to exchange experience

- to develop teaching methods and contents
- to compare quality
- to use and learn languages
- a way to evaluate and improve learning and teaching activities
- a way to enhance quality and attraction of VET education
- a way to strengthen competitiveness of working life and VET education
- a way to improve image of VET education

## 1.3. Joining the Automobility Network

### A Guide for New Partners

1. See a [check list](#) for new partners on the Automobility website
2. Contact some of the partners and ask for a recommendation
3. Sign an Automobility partnership contract
4. Sign a Memorandum of Understanding with receiving organisation for winning a mutual trust and beginning student mobility
5. Use competence matrix and taxonomy table for planning your modules
6. Use verb list for describing learning outcomes
7. Use module templates for describing module content and assessment
8. Write a guide of practical details for incoming students
9. Ask for rights to save your module on the Automobility / Automovet website

See even [checklist](#) in chapter 6.



## 2. PARTNERS

The project consortium consists of seven partners:

Country	College	Contact person	Other participants
Denmark 	Syddansk Erhvervsskole	Mrs. Lone Olsen <i>lol@sde.dk</i>	Mr. Bjarke Gregoriussen
Finland 	Savon ammatti- ja aikuisopisto	Mrs. Jaana Räsänen <i>jaana.rasanen @sakky.fi</i>	Mr. Harri Hakkola Mr. Antti Järvenpää
Germany 	Technische Universität München	Mr. Markus Müller <i>mueller@tum.de</i>	
Lithuania 	Kauno Statybininku, rengimo centras	Mrs. Aida Gruzinskiene <i>aida.gruzinskiene@gmail.com</i>	Mr. Romualdas Gurkšnys Mr. Juozas Kelmelis Mr. Romualdas Kerinas Mr. Martynas Skulskis Mrs. Jurgita Urbe
Netherlands 	ID College	Mr. Bert Schuillingh <i>bschuillingh@idcollege.nl</i>	Mrs. Nelleke Kikkert Mr. Ted Kompier Mr. Martie Nederhoff
Spain 	Centro San Viator	Mr. Alfredo Garmendia <i>a.garmendia@sanviator.es</i>	Mr. Alberto Laza
United Kingdom 	Bridgwater College	Mr. Jonathan Harding <i>hardingjo@bridgwater.ac.uk</i>	Mr. Grant Taylor Mr. Jerry Kitchker Mrs. Alison King Mrs. Claire Tooze



### 3. BUILDING A NETWORK

In this chapter, some practical issues related to building a network is addressed. The Automobility network is considered as an example (see even chapter 1.2).

#### Step 1: Finding Partners

- Ask for contact information from other study fields at your college.
- Ask for ongoing projects or co-operation forms in other study fields at your college.
- Survey your National Agency's web site or join in a mailing list.

In Finland, you will find current information of internationalisation on the website of CIMO ([www.cimo.fi/oppilaitoksille](http://www.cimo.fi/oppilaitoksille)).

#### Step 2: Matching Aims for Mobility

##### 1. Comparing Qualifications and Competences

At the beginning of co-operation, partners select qualifications for mobility. At first, we recommend to compare the level of the chosen qualifications according to the European Qualifications Framework ([EQF](#)). Qualifications and competences are allocated on eight reference levels. The purpose of the framework is to facilitate the comparison of qualifications and qualification levels.

At the beginning of the AutoMOVET project, we compared automotive qualifications in six participating countries. At the same stage, we agreed on competencies and working life positions the qualifications are preparing students for. In the end of comparison, we agreed on competence areas, levels of

competence, and common content areas. As a result, we produced an AutoMOVET EQF grid. Producing a grid is time consuming, but the investment was needed in order to gain understanding on each other's qualification system and to agree on learning outcomes (LO).

The steps we used at this phase were:

- Translating all qualification descriptions to English
- Comparing national qualification levels (NQF) to EQF
- Comparing different types of descriptions and content
- Agreeing on competence areas, levels of competence, and common content areas
- Testing the concept grid (Competence Matrix)
- Sending feedback to the German partner (the grid "owner")
- Developing other instruments, as module formats and assessment sheets

## 2. Choosing Learning Outcomes to be Achieved Abroad

[Learning outcomes](#) are described in terms knowledge, skills and competencies. Each learning outcome should have its own assessment grid in order to facilitate the validation and recognition processes. The European Union has promoted several projects for the definition of learning outcomes for different educational sectors, such as health and industrial maintenance. Check if they exist, any ready comparisons on your excellence field (see e.g. [Adam](#) database).

During the analyzing process of learning outcomes in their national curricula, the partners find out joint and differing contents. It is very important to involve teachers. Teachers are the best experts defining that learning outcomes are transparent and deliverable in the classroom, in college workshop or in a company.

One of the main results of AutoMOVET project is a Taxonomy Table, which consists of a set of verbs describing steps of competencies. A very important role plays the common vision of assessment procedure (objectives, criteria and grade scale). Therefore, we asked for feedback on descriptions etc. in order to gain better understanding on each other's education systems, to build trust, and to develop a common vision. Consequently, learning outcomes can be described in a way they can be validated and recognized when the student goes back to the sending college. Taxonomy Table created during the project enhances this work.

The steps we used at this phase were:

- Agreeing on the Competence Matrix and Taxonomy Table – a list of verbs
- Choosing competence to be achieved
- Developing a set of instruments: module templates, assessment sheets, etc.
- Describing the learning outcomes
- Asking for feedback on learning outcomes

The main results of the AutoMOVET project are the Competence Matrix and Taxonomy Table (see chapter 4).

### **Step 3: Gaining Trust with Partners**

When a college is sending students for a mobility period, some practical issues need to be considered. In this stage, the roles and responsibilities of each partners will be agreed on. Partners will then discuss more precisely on the assessment procedures, learning environments (at college, in a company or both), and arrangements of instruction and guidance.

The most important document reflecting trust between educational organisations is the [Memorandum of Understanding](#) (MoU). It is an agreement between partners from two or more countries confirming procedures for mobility. The [Learning Agreement](#) (LA) defines the conditions for the mobility at an individual level.

E.g., following aspects can be agreed and included to MoU and/or LA:

- Details of organisations signing the MoU
- Cooperation activities with the sending institute
- Needs for status meetings
- The use of learning outcomes and competence points (ECVET points)
- The level of competence
- Information on the training conditions
- The use of agreed assessment, validation and recognition procedures
- Evaluation discussions, supportive guidance
- Final assessment
- A safe training environment
- Instructor/supervisor
- Time and resources for instruction
- A weekly program
- The working hours

#### **Step 4: Maintaining the Trust**

It is not sufficient having got the partnership started. In order to maintain and enhance its effectiveness, we suggest regular status meetings with the network partners, at least once a year. Partners can agree on need for status meeting e.g. in Memorandum of Understanding.

In a status meeting, Automobility network has discussed e.g. on

- changes in colleges (organisation, staff, premises, equipment, programs)
- modules partners will offer and their dates for calendar
- inclusion of new partners
- recommendations for future actions and partnership
- coordinator/ chairman of the network
- a place for the next status meeting

## 4. AUTOMOTIVE MODULES

AutoMOVET project has launched **6 modules**:

Country	Module	Level	CMCM Competence	CMCM Content
Denmark	Service and Fault Finding on A/C and EEC	Advanced	Maintenance, inspection & service	Safety and comfort Electrical systems Health and safety
			Diagnosis & faultfinding	
			Repair	
Finland	Regular Maintenance	Intermediate	Maintenance, inspection & service	Engine Brakes Customer service Health and safety
		Beginner	Diagnosis and faultfinding	
Netherlands	Data Network in a Car	Advanced	Maintenance, inspection & service	Safety and comfort Electrical systems
			Diagnosis & faultfinding	
			Repair	
			Retrofit	
Lithuania	Testing Common Rail Injectors of Diesel Engines Using Bosch EPS200 and EPS708 Test Benches	Intermediate	Maintenance, inspection & service	Engine Electrical supply Electrical systems Customer service
			Diagnosis & faultfinding	
			Repair	
Spain	Maintenance of the Suspension System	Intermediate	Maintenance, inspection & service	Steering and suspension Health and safety
			Diagnosis & faultfinding	
			Repair	
		Beginner	Retrofit	
United Kingdom	Vehicle Body Repair and Refinish Principles	Advanced	Maintenance, inspection & service	Steering and suspension Electrical systems Car body and paint Health and safety
			Diagnosis & faultfinding	
			Repair	
			Retrofit	

## Creating a New Automotive Module

Interested in joining the Automobility network and creating a module of your own, contact some of our colleges (see chapters 2 and 4) for advice and a recommendation.

For creating a module, use the templates found on the project website.

1. Describe qualification according to EQF levels (1–8).
2. Describe competences the qualification produces.
3. Choose a part of your curriculum / training program, a module including student mobility can be embedded.
4. Describe a module using Car Mechanics Competence Matrix (CMCM).
  - Choose a content area.
  - Choose the level (Beginner—Intermediate—Advanced).
  - Choose common content area(s).
  - Highlight the elements that are part of the module.
5. Fill in module template.
  - Module name, duration and college
  - Reference to CMCM
  - Learning outcomes in terms Knowledge, Skills and Competences using verbs in taxonomy table
  - Describe module elements (module content)
  - Describe module structure and assessment (the way module will be implemented)
  - Define pre-module qualifications (e.g. language skills)



6. Prepare module assessment sheet.
  - Write all learning outcomes to be assessed under headings Knowledge—Skills—Competencies.
  - Use AutoMOVET grade scale: To be developed—Satisfactory—Good—Excellent (even if another scale is used in your country / at your college).
7. Ask for feedback from the partners.
8. Upload your module on Automobility website.

## **Automotive Modules and the Calendar**

Running modules made during AutoMOVET and previous Automobility projects are found on Automobility website.

## 5. FUNDING STUDENT AND STAFF MOBILITY

In this chapter, we provide some resources for funding mobility activities.

### **Erasmus+ program 2014–2020**

Erasmus + for VET aims to improve the quality of vocational education and training across Europe. The program provides opportunities for vocational students and staff to undertake traineeships abroad. On the other hand, it will help VET organisations to build strategic partnerships with other organisations and businesses to establish close links between education and training and the world of work.

#### *Key action 1, Learning mobility for individuals*

- Funds student and staff mobility
- Call in March

#### *Key Action 2, Cooperation for innovation and the exchange of good practices*

- Funds strategic partnerships, knowledge alliances, and sector skills alliances
- Call in March

More information is provided by your National Agency, e.g. Denmark, Finland, Germany, Lithuania, the Netherlands, Spain, and United Kingdom.

**Nordplus Junior.** The Nordplus Junior program provides grants for mobility activities with schools in the Nordic and Baltic countries. Mobility activities can be student exchanges and work experience and teacher exchanges and exchanges of educational/academic staff.

**Norden.** Association Norden enhances co-operation between Nordic countries or bilateral cooperation between two Nordic countries. Several funds are found under this organisation.

## 6. CHECKLIST

This chapter is a guide for new partners for accomplishing student mobility related to automotive sector.

### **Sending Partner**

1. Valid Memorandum of understanding between sending and receiving partner
2. Student's CV comprising basic information his/her competencies to receiving partner
3. Learning Agreement
4. Europass Mobility
5. Insurance (accidents, illness and 3rd part liability)
6. Student's responsibilities and safety during mobility, requirements for internship in a company
7. After mobility validation and recognition of learning outcomes

### **Receiving Partner**

1. Valid Memorandum of Understanding between the sending and receiving partner
2. Module description on the website
3. Requirements for internship in a company
4. Survival Guide (practical details related country, town, living and culture)
5. Signing Learning Agreement
6. In the end of module
  - Filling in assessment to Europass Mobility
  - Assessing learning outcomes
  - Assessing social skills
  - Asking for module evaluation from the student, the teacher in charge, and the workplace instructor
  - Awarding a certificate

## 7. DISSEMINATION

The most challenging and important part of all projects, partnership and mobility, is the dissemination. We advise you to look actively for opportunities for dissemination and to be **proactive!**

Make a dissemination plan covering target persons, different channels and resources, for instance:

### Own College

- College's website
- Intranet and/or extranet
- Newsletters
- Staff meetings
- Information sessions for students
- Notice boards

### Locally, Regionally and Nationally

- Contact persons in companies
- Local newspapers
- Occupational magazines (e.g. transport sector)
- Meetings of other networks
- Meetings of coordinators
- National Agency

### Internationally

- [Erasmus+ dissemination](#) platform
- Nordplus Junior program

- [EfVET](#) meetings
- Project and status meetings

### Project [Website](#)

- Project outcomes
- Reports
- Students' stories

### Social Media

- [Facebook](#)
- Instagram (#automovet)
- Twitter (@autoMOVET)

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