



» THE EFFICIENCY OF THE MOBILITY PROGRAMME DEPENDS ON PLANNING

The quality of planning before the mobility fundamentally determines the effectiveness of the mobility programme.

The steps of planning (before mobility):

- finding a partner, preparatory visit (especially important in ErasmusPro projects)
- selecting the students and the teachers to be involved in the mobility programme and arranging their travel abroad
- professional, linguistic, cultural and mental preparation of those involved in the mobility programme
- the learning outcomes based elaboration of a work programme
- developing the process and procedure of assessing students' performance
- drafting and concluding a partnership agreement and a learning agreement

Priority is that the partner institutions agree on the work programme, on the learning outcomes to be achieved, as well as on the procedure and criteria of assessment (not the methods) to their mutual satisfaction. And then set them forth in the Memorandum of Understanding and in the Learning Agreement.

» IMPLEMENTATION AND ASSESSMENT OF THE MOBILITY PROGRAMME

During mobility, the receiving institution provides the learning process, as well as the activities which support the achievement of the learning outcomes, and assesses the learning outcomes achieved.

After mobility, the sending institution validates and recognises the learning outcomes assessed by the receiving institution as part of the qualification requirements.

After mobility, the partners assess the entire mobility process, according to the following questions:

- What were the strengths and the challenges of the mobility?
- Is it necessary to change anything in the future about the way mobilities are organised, in order to increase their efficiency?
- What are the short and long-term impacts of the mobility, and how are the outcomes disseminated?



Based on the outcomes of the assessment (C), the partners may revise the steps of planning (P) and implementing (D) the mobility and intervene as necessary (A), and, relying on the lessons drawn, they can standardise (S) the process.

» DEVELOPMENT OF DOMESTIC APPRENTICESHIP TRAINING

Domestic apprenticeships, especially the organization of dual training, also require thoughtful work along the PDCA logic.

Preparation (P) of apprenticeship:

- drawing up a partner list
- making contact with the work placement partners
- the learning outcomes based specification of apprenticeship requirements concluding a student contract

Implementation (P) of apprenticeships:

- if necessary, resolution of a student contract and concluding a new one managing the content of apprenticeships
- keeping contact with the student and the work placement partner
- adjusting and fine-tuning the learning outcomes

Assessment (P) of practical training:

- formative and summative assessment of students' performance
- the assessment of the organisation and implementation of the apprenticeship

THE LOGIC OF ORGANISING ERASMUS+ MOBILITY

WORK PLACEMENTS

» THE ROLE OF THE PDCA-SDCA CYCLE IN THE EFFICIENCY OF MOBILITY PROJECTS

Mobility is an important learning process, which has to be planned and goal-oriented. That is why it is priority to plan this learning process consciously



PLANNING



EVALUATION



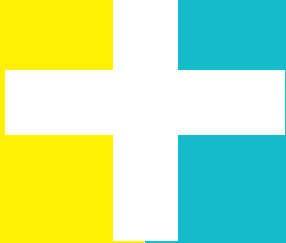
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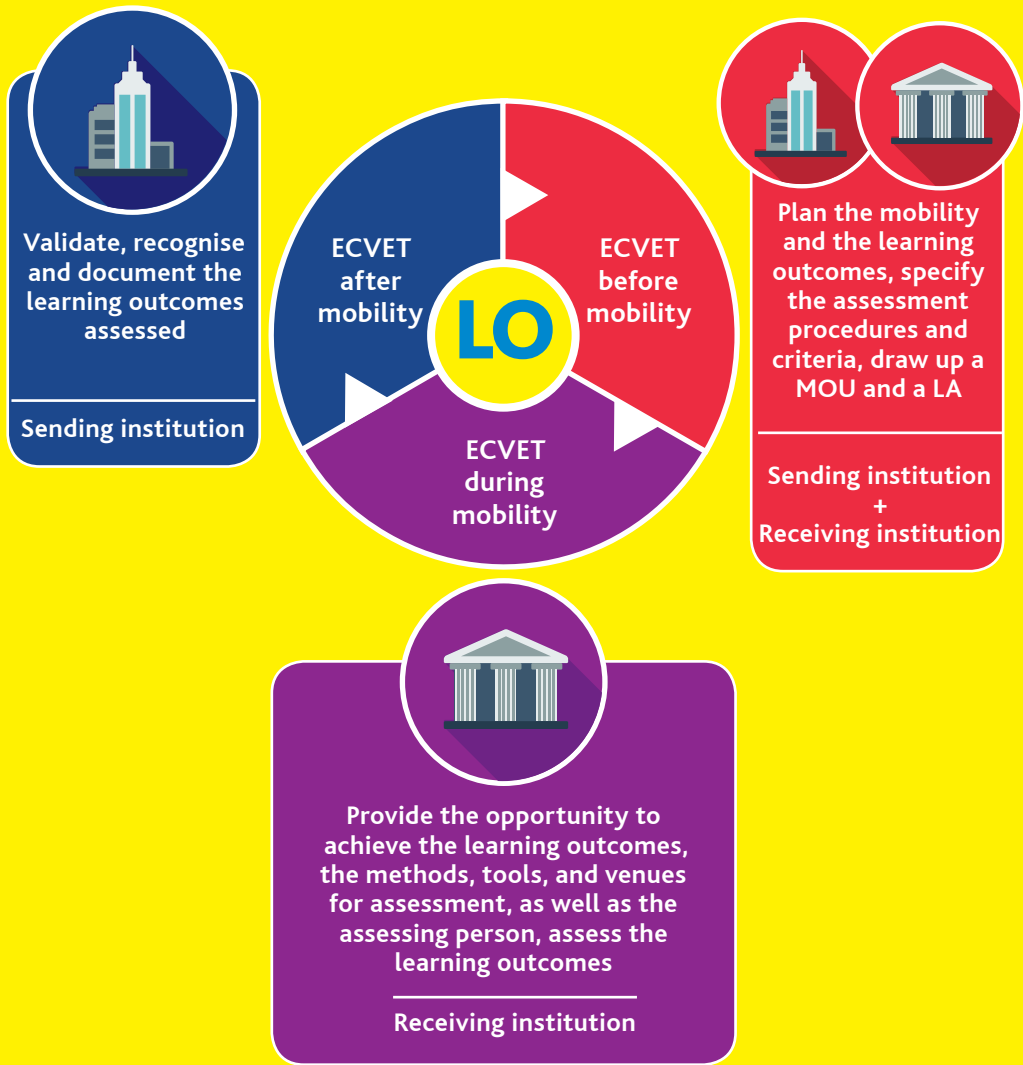
IMPLEMENTING

Using the PDCA-SDCA cycle ensures that the processes from planning through implementation to assessment are specified, meaning that the logical sequence of each step is taken into consideration, and the subsequent implementation is based on consistent standards.





THE PROCESS OF LEARNING
OUTCOMES-BASED ECVET MOBILITY



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in VET Student and Teacher Mobility Projects

