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User's Guide to the AEROVET Mobility Pass



Lifelong Learning Programme

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The AEROVET Mobility Pass is designed so as to facilitate learning mobility abroad. It could, however, also be used in any learning process involving different learning places. The Mobility Pass has been organised in order to avoid duplication of teaching and learning between the learning places in different countries while giving an account of the progression of learners.

The AEROVET Mobility Pass recording processes are independent of learning place, whether in an enterprise or workshop, and focus on the development of vocational skills in a practical context. The underlying knowledge and key competences are not tested as such but they are an essential part of the task implementation and should therefore be considered in the overall evaluation.

Structuring the AEROVET Mobility Pass are the core profiles of two trades in the aeronautic manufacturing and maintenance industry. The tasks corresponding to these profiles are the constitutive units of the two trades. They are defined as the **Learning Units (LU)** of the qualifications. Units 1 to 10 concern the mechanic's profile and Units 12 to 22 the electrical profiles, with Unit 11 being common to both since it concerns quality control activities.

For the sake of compliance with ECVET specifications and in accordance with the purpose of facilitating international mobility, aspects of the learning units have been assembled into single **Mobility Units (MU)**, allowing for an evaluation of these units to take place during mobility periods. The number of MU can be modulated as needed, as could be the case in the much differentiated maintenance field, for which it is difficult to list all potential MU.

To achieve a sustainable learning outcome, the tasks required within a single MU must be performed several times. This is especially true of some central skills like 'drilling' or 'riveting' which require several periods of training before they can be performed according to the sectoral quality demands. For this reason several lines of evaluation are foreseen for each MU in the following document. Their number may also be modulated as needed.

The MU must be seen as single steps within the context of the whole LU and are not meant to be formally accredited. Then, performing a MU independently is a necessary but not sufficient precondition for awarding a whole unit of learning outcomes. At the same time, since learning is considered to be a development of competence, single Mobility or Learning Units must not necessarily be learnt in their totality before an assessment is made.

With the Mobility Pass, recognition of the learning outcomes (LO) attached to each Unit takes place in a 2-step approach:

- 1) Tutors or trainers who are responsible for the single MU (independent of the place where the student is learning) are assessing the level of autonomy reached by the candidate on a 4 level performance-oriented frame. Additional information like the place and the date of the evaluation is also provided. Thanks to this matrix, the learning progression, but also any shortcomings, is made visible. It could for example become clear, that the only learning activities of a candidate related to a chosen MU took place months ago and need refreshment. In this approach, the matrices of MU represent a kind of transcript of learning outcomes. However, there is no simple additive handling foreseen: the use of the matrices as a kind of route card (in the sense of when all signatures are collected, then the LO of the whole unit are acquired) is not recommended.
- 2) When the respective responsible tutors or trainers (independent of the place where the student is learning) judge that a candidate has acquired most of the relevant MU in a sufficient manner, they should organise for the learner the successful completion and assessment of a work order characteristic of that Learning Unit. To award the whole unit they have then to confirm its acquisition in filling in the bottom line of the fiches.