

CEN

CWA 16133

WORKSHOP

June 2010

AGREEMENT

ICS 35.240.99

English version

Guidelines on a European Learner Mobility model

This CEN Workshop Agreement has been drafted and approved by a Workshop of representatives of interested parties, the constitution of which is indicated in the foreword of this Workshop Agreement.

The formal process followed by the Workshop in the development of this Workshop Agreement has been endorsed by the National Members of CEN but neither the National Members of CEN nor the CEN Management Centre can be held accountable for the technical content of this CEN Workshop Agreement or possible conflicts with standards or legislation.

This CEN Workshop Agreement can in no way be held as being an official standard developed by CEN and its Members.

This CEN Workshop Agreement is publicly available as a reference document from the CEN Members National Standard Bodies.

CEN members are the national standards bodies of Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland and United Kingdom.



EUROPEAN COMMITTEE FOR STANDARDIZATION
COMITÉ EUROPÉEN DE NORMALISATION
EUROPÄISCHES KOMITEE FÜR NORMUNG

Management Centre: Avenue Marnix 17, B-1000 Brussels

© 2010 CEN All rights of exploitation in any form and by any means reserved worldwide for CEN national Members.

Ref. No.:CWA 16133:2010 E

Dit document is een voorbeeld van NEN / This document is a preview by NEN

Dit document mag slechts op een stand-alone PC worden geïnstalleerd. Gebruik op een netwerk is alleen toestaan als een aanvullende licentieovereenkomst voor netwerkgebruik met NEN is afgesloten. This document may only be used on a stand-alone PC. Use in a network is only permitted when a supplementary license agreement for us in a network with NEN has been concluded.

Contents

Foreword	3
0. Introduction	4
0.1 Background.....	4
0.2 Document structure	4
0.3 Purpose.....	4
0.4 Message	4
1. Scope	5
1.1 The context of this work.....	5
1.2 This work in context	6
2. Abbreviations	7
3. Stakeholders: their learner mobility interests and business cases.....	8
3.1 Policy and governmental stakeholders	8
3.2 Users of learner mobility services.....	9
3.3 Developers and implementers	11
3.4 Business cases in general.....	11
4. Current relevant educational practice	12
4.1 Introduction	12
4.2 Single HEI normal delivery and assessment	12
4.3 Learners taking lesser learning opportunities.....	12
4.4 Award with experience component.....	12
4.5 Sequential delivery and assessment — traditional mobility within a cycle	13
4.6 Joint and shared programmes of study	13
4.7 The origins of mobility-related information in current educational processes	14
4.8 Information flows and processes relating to learner mobility.....	15
5. Concepts and models relating to learner mobility	17
5.1 Introduction	17
5.2 Diagrams.....	17
5.3 Learner Mobility concepts and definitions	19
5.4 Generalising from education and relating to work and personal processes.....	28
6. Current practice surrounding mobility documentation.....	32
6.1 European Qualifications Frameworks	32
6.2 European framework for the transparency of qualifications and competences.....	33
6.3 European credit systems and associated documents	33
6.4 Existing practice with electronic Diploma Supplement documents	34
6.5 Existing practice with electronic Diploma Supplement documents	38
6.6 Other scenarios of use of mobility documents.....	39
6.7 Other scenarios of use of mobility documents.....	39
7. Current technical standards and their development	42
7.1 Overview of existing specifications	42
7.2 Developing EuroLM interoperability standards.....	44
7.3 The Diploma Supplement case.....	45
7.4 Why Application Profiling?	45
8. Recommendations and proposals	47
8.1 Introduction	47
8.2 Summary of motivation	47
8.3 Recommendations	48
8.4 Proposals for future activities.....	48
8.5 Dissemination and awareness raising	50
Annex A (informative) Informative References	51
A.1 Explanatory Notes	51
A.2 Documents.....	51
A.3 European Learner Mobility sites	53
A.4 Other sites.....	54
A.5 Books.....	55

Foreword

These Guidelines on European learner mobility support the Mobility of Learners across whole of Europe. It provides guidance for the understanding, implementation, and application of the European Learner Mobility (EuroLM) model. The development of the EuroLM model has been carried out within the context of the European standardization initiative CEN "Workshop on Learning Technologies" [WS-LT] and the European standardization committee CEN TC 353 "ICT for Learning, Education, and Training". The standardization project "Guidelines for a European Learner Mobility Model" was supported and funded by the European Commission under the 2008 ICT Standardization Work Programme.

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. CEN [and/or CENELEC] shall not be held responsible for identifying any or all such patent rights.

The project was initiated and led by the Hellenic Organization for Standardization (ELOT) and the Technological Educational Institute of Athens (Greece). The appointed project team also comprised experts from the following organisations: JISC-CETIS (UK), Hypatia AS (Norway) and KION (Italy). The document has been developed through the collaboration of a number of contributing partners, representing a wide mix of interests, among others the Manchester Metropolitan University (UK), University of Duisburg Essen/eLC (Germany), USIT/UiO (Norway), Digitary (Ireland), University of Vigo (Spain), ISFOL (Italy), Alan Paull Services (UK). The close collaboration and substantial support of the Rome Student Systems and Standards Group of software implementers regarding the EuroLM standardisation efforts is highly acknowledged.

The final CEN/WS-LT internal review/endorsement of this CWA was discussed at the meeting of Learning Technologies Workshop on January 11, 2010 in Bolton and was approved following an electronic process, which finished on April 5, 2010. WSLT members from the following organizations participated in the Bolton WSLT meeting and approved this document:

- CESI Group
- CETIS
- ELOT; TEI of Athens
- Hypatia AS
- K-INT
- KION SPA
- Manchester Metropolitan University
- Open University of the Netherlands
- Schemata
- University of Duisburg – Essen
- University of Jyväskylä
- University of Oslo
- UNED University
- WU Vienna

This CEN Workshop Agreement is publicly available as a reference document from the National Members of CEN: AENOR, AFNOR, BSI, CSNI, CYS, DIN, DS, ELOT, EVS, IBN, IPQ, IST, HZN, LVS, LST, MSA, MSZT, NEN, NSAI, ON, PKN, SEE, SIS, SIST, SFS, SN, SNV, SUTN and UNI.

Comments or suggestions from the users of the CEN Workshop Agreement are welcome and should be addressed to the CEN-CENELEC Management Centre.

0. Introduction

0.1 Background

Within the CEN standardization community the need for integration and harmonization of existing and future European policies and standards in the area of learner mobility has clearly been identified over recent years. In response to this need, CEN started official work on "Guidelines for a European Learner Mobility Model" in 2008 with an "Open Call for Project Team Experts" [CALL]. Initially envisaged were two major results:

- Guidelines on a European Learner Mobility model; and
- A draft technical specification of the Europass Diploma Supplement.

0.2 Document structure

This document presents the core "**Guidelines on a European Learner Mobility model**" (or "Guidelines" for short). Of the several areas highlighted here for future work, two areas are given further treatment and presented as separate supplementary documents:

- on intended learning outcomes [ILOs]
- on electronic document authentication [AUTH].

The technical specification work is presented in two other documents, as:

- European Learner Mobility Achievement Information Model [EUOLMAI];
- Europass Diploma Supplement Application Profile of the EuroLMAI [DS PROFILE].

0.3 Purpose

The objective of the Guidelines and the European Learner Mobility project as a whole is:

"the provision of guidelines on a data model for the expression and exchange of European Learner Mobility information, as defined by the European Transparency instruments. The results of the proposed work will contribute to the effort towards interoperable European-wide IT systems that manage and exchange Europass related information." [CALL]

0.4 Message

In these Guidelines, the project team presents a conceptual model for understanding European learner mobility and further development and application of instruments and tools based on an understanding of:

- stakeholders and their requirements (clause 3);
- learning, education and training (LET) practice that generates or uses information relevant to learner mobility (clause 4);
- current practice surrounding mobility documentation (clause 6);
- current technical standards and specifications, and their development (clause 7)

A high-level conceptual model is constructed (clause 5), in conjunction with the definitions of the concepts in the model. This serves both as an exposition of a high-level conceptual model in itself, and to map out areas both where there is further discussion in these Guidelines, and where we envisage discussion being taken up in later work.

The recommendations and proposals for future activities (clause 8) are put in the context of the case for development. We recommend the adoption of the accompanying specification produced, and the further

development of several related specifications, each one relatively small and self-contained, to enable best advantage to be taken of the possibilities offered by electronic formats of learner mobility information.

1. Scope

1.1 The context of this work

For abbreviations, please see clause 2; for definitions of other terms, please see clause 5 on concepts and model.

Figure 1 illustrates a broad view of learner mobility from different points of view.

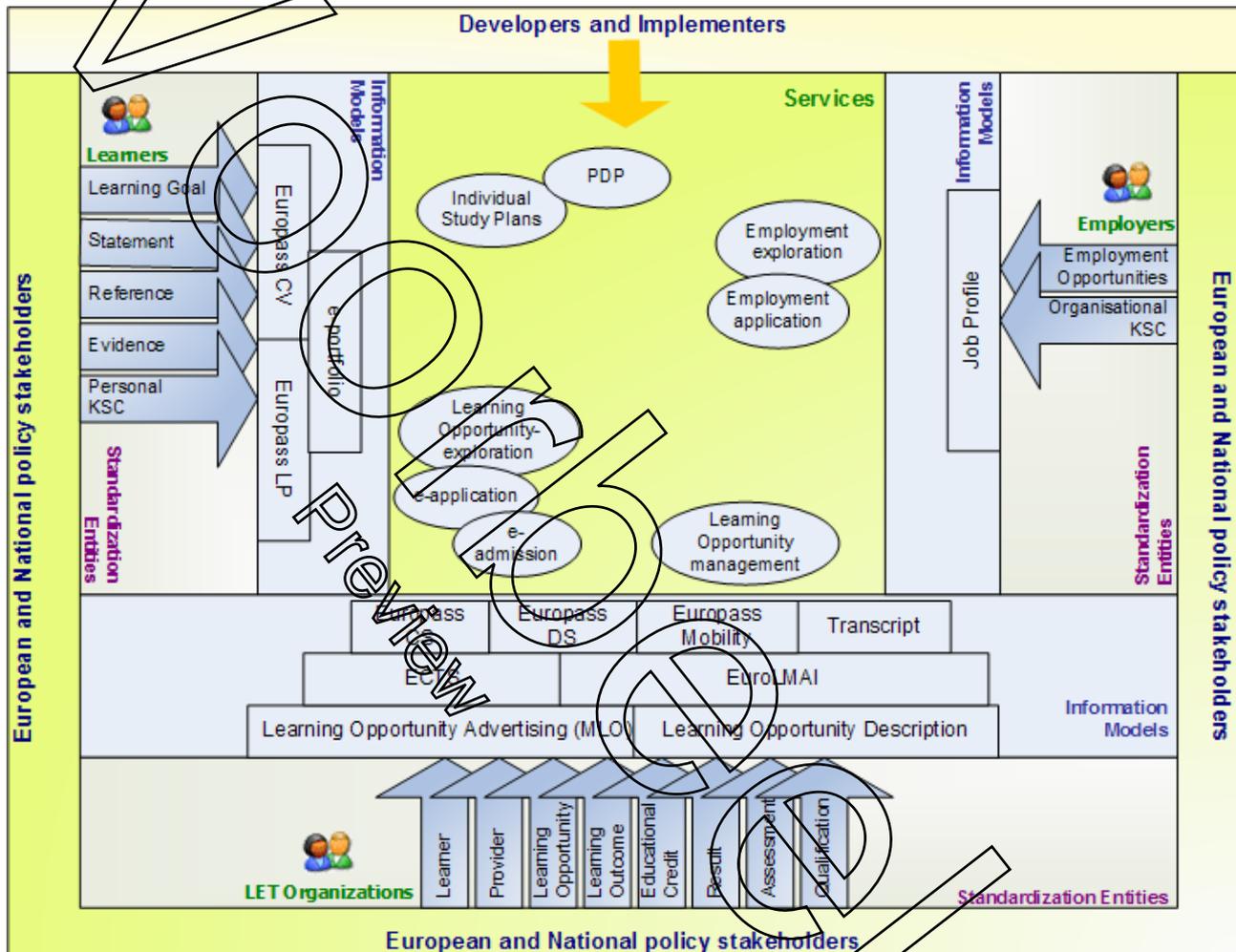


Figure 1 - A diagrammatic representation of learner mobility

First, European and National policy stakeholders — as the main initiators and promoters of European and cross-cultural and trans-national learning, education and training (LET) policies and instruments — could be imagined as being above the diagram, looking down at the whole. They are represented here looking in from all sides of the diagram.

Second, there are the three other stakeholder groups: (1) Learners, (2) Employers, and (3) LET organisations offering learning, education, and training opportunities. Each of these three stakeholder groups organises their information about LET around particular concepts that are useful to them: these are the arrows near the three sides of the diagram. In practice, this information is organised into structured sets: these are the boxes in the areas marked "Information Models". Some of these sets of information have agreed specifications of their electronic representation, some at present only have paper formats, which may or may not be generally agreed or standardized. The information models shown are only illustrative: on the employers' side, in particular, there are many more.

Third, there are the Developers and Implementers as additional stakeholders that may attempt to develop and offer services that are related to learner mobility in some way. Some of these services are shown in ovals within the central "Services" rectangle. In this broad view, services relevant to learner mobility range from those helping learners choose LET opportunities, and those related to the administration processes involved in taking up learning opportunities, through services relevant to LET itself, to services relevant to helping learners secure desired employment.

Lastly, it is the role of European standardization organisations, in consensus, to assemble the standards and specifications, to be used by developers and implementers, to build interoperable tools and services that help satisfy the needs of the other stakeholder groups. Instead of standardizing long and inflexible information models, the standardization of small information entities offers a modular approach promoting reuse of base information schemes in larger models. These "building block" standards and specifications can then be mixed-and-matched in larger information models to cover specific needs and drive the implementation of European-wide Services. The standardization organisations themselves are also like the policy stakeholders, not shown as they should ideally have an overview of the complete picture, so that the standards and specifications produced or adopted can be optimally adapted for reuse across, and even beyond, the field of learner mobility.

1.2 This work in context

The original focus for the specification aspect of this work was the Diploma Supplement, which is just one of the information models shown in the LET organisations area. The team writing these Guidelines understands their remit to include general treatment of the concepts in the LET organisations domain, and therefore is potentially relevant to any of the information models in the same domain.

The domain of employers is also covered by other organisations like HR-XML, set up and run by employers, and dedicated to specifying identifiable sets of information relevant to Human Resources functions.

The domain of learners is less simple to allocate. Two of the Europass learner mobility documents — the Europass CV and the Europass Language Passport — are documents that are generated by learners themselves, without necessarily requiring any direct involvement of the LET organisations. In addition, the whole area of e-portfolios is clearly relevant to a broad view of learner mobility. On the other hand, the topic of e-portfolios is much too broad to cover in guidelines such as the present ones. Indeed, several books have been written specifically about e-portfolios. Just limiting the field to books whose titles start with "Electronic portfolios", there are three currently available. [Cambridge 2001] [Cambridge 2009] [Grant 2009]

2. Abbreviations

For the purposes of the present document, the following abbreviations apply:

AP Application Profile

APEL Accreditation of Prior Experiential Learning

CEDEFOP Centre Européen pour le Développement de la Formation Professionnelle (European Centre for the Development of Vocational Training)

CDM Course Description Metadata

CEN Comité Européen de Normalisation (European Committee for Standardization)

CS Certificate Supplement; Europass Certificate Supplement

CV Curriculum Vitae; Europass Curriculum Vitae (CV)

CWA CEN Workshop Agreement

DC Dublin Core (Metadata Initiative)

DG Directorate-General

DS, EDS Europass Diploma Supplement

EC European Commission

ECTS European Credit Transfer and Accumulation System

ECVET European Credit system for Vocational Education and Training

EHEA European Higher Education Area

EN European Norm; European Standard

ENIC-NARIC European Network of Information Centres - National Academic Recognition Information Centres

ENQA European Association for Quality Assurance in Higher Education

EQARF European Quality Assurance Reference Framework for Vocational Education and Training

EQF European Qualifications Framework

EU European Union

EUA European University Association

EuroLM European Learner Mobility

HEI Higher Education Institution

KSC Knowledge, Skills and Competence

LET Learning, Education and Training

LP Europass Language Passport

LT Learning Technology

MLO Metadata for Learning Opportunities

PDP Personal Development Planning

URL Uniform Resource Locator

VET Vocational Education and Training

WS-LT The CEN Workshop on Learning Technologies

XML eXtensible Markup Language

3. Stakeholders: their learner mobility interests and business cases

3.1 Policy and governmental stakeholders

European Commission

The Education and Culture DG sets out a "European strategy and co-operation in education and training" [EU STRATEGY] whose three overall objectives are:

- improving the quality and effectiveness of education and training systems;
- facilitating access to education and training systems; and
- opening up EU education and training systems to the wider world.

This would in practice include:

- raising awareness on European policies;
- better dissemination and exploitation of the Europass DS;
- implementation of Bologna processes.

The [CALL] outlined the situation thus:

The European Union has set up the processes for transforming European education in a "world quality reference". The fulfilment of this ambitious goal involves the development and adoption of instruments for the expression of the European citizens' learning, training and employment related information across the entire European Education Area. ECTS and Europass constitute an important step towards this direction.

Apart from providing these standardized information structures, the "Europass decision" [EUROPASS] sets the way ahead for the creation of an open, interoperable Europass Internet-based information system, parts of which will be managed at national level in the different stakeholder countries, while others administered at Community level. The Europass information system is expected to facilitate submission and exchange of information among the interoperating parts, and shall be developed taking into account the opportunity of future developments, with particular reference to the integration of information services on job and learning opportunities.

The enhancement of learner mobility and employability is undoubtedly a high priority action item within the European Education Area. EU member states and the European Commission have in recent years strengthened their political cooperation through the Education and Training 2010 work programme, followed up by the strategic framework for European cooperation in education and training [ET 2020]. They integrate previous actions in the fields of education and training at the European level, including vocational education and training under the Copenhagen Process, and links up to the Bologna Process, which is crucial in the development of the European Higher Education Area (EHEA). Strategic objective 1 of the ET 2020 framework is "Making lifelong learning and mobility a reality". Within this objective, it is noted that work is needed to ensure the development of national qualifications frameworks based on relevant learning outcomes and their link to the European Qualifications Framework, the establishment of more flexible learning pathways — including better transitions between the various education and training sectors, greater openness towards non-formal and informal learning, and increased transparency and recognition of learning outcomes.

European policy processes and actions can achieve their full benefit only in combination with well defined frameworks and instruments that allow transparent expression and exchange of learning, training and employment information. Within this context, concrete tools have been developed to support European citizens, learning providers, companies, guidance counsellors and educational authorities and allow them to fully exploit the potential of the European lifelong learning area and the EU-wide labour market.

National and state government ministries

The interests of these bodies are similar in nature to those of the EC. Many governments have a policy of supporting lifelong learning, in recognition of the fact that few jobs last for a whole working life, and citizens need to continue their learning, education or training recurrently. In other words, citizens need to be mobile, between different employments and between employment and LET. European governments are committed to implementing Europass, and they wish to be able to do that without unnecessary expense. More broadly, they are committed to implementing the Bologna process for higher education, alongside the other related processes. One expression of this commitment is the appointment of "Bologna Promoters" — professionals active in higher education who advise and work with peers on the implementation of the Bologna reforms.

Governments also tend to share with the EC a strong interest in quality assurance in higher education, to preserve the prestige of European higher education and the institutions involved. The European Association for Quality Assurance in Higher Education (ENQA) is a body that supports quality assurance, partly through their "Standards and Guidelines for Quality Assurance in the European Higher Education Area" [ESG]

CEDEFOP and National Europass Centres

These bodies are generally interested in supporting the development, maintenance, and dissemination of Europass templates. CEDEFOP ([CEDEFOP]), as the body promoting the development of vocational education and training (VET) in the European Union, has a strong interest not only in the mobility of people with vocational qualifications, but also in the increased use of intended learning outcomes. This last point is expanded in a supplement to this document, on intended learning outcomes [ILOs].

National Europass Centres support the implementation of Europass in each European country, and therefore have a natural interest in everything which affects Europass documents or processes.

3.2 Users of learner mobility services

Learners

Learners have a broad range of direct interests in learner mobility and related procedures and documents.

- They may wish to study away from their home country as well as at home, in which case procedures need to be in place both for the study in different places to be harmonised, and for the results of study in one country to be accepted in the context of another country.
- They may be involved in a study program that includes courses to be taken with another LET provider, possibly in a different country.
- They may wish to work in a different country from the one in which their studies were completed. In this case, the results of their studies need to be understood and accepted by potential employers in other countries.
- Even if they do not move between countries, they may still have an interest in assembling and using information about their learning and its results. This information can be used either to support filling in application forms by hand, or more directly, if in a suitable common electronic format, it could easily be transferred between the place it is stored and the place it is asked for.

Learning, education and training institutions

These bodies have quite a few distinct but related interests in learner mobility processes. The information may be used by central administration, by faculties and departments, or by international relationship offices (IROs).

- They need to comply with regulations concerning the ECTS and (for HEIs) the Europass DS. They would like to do this efficiently.
- In any case, they need a coherent approach to reporting educational achievement. It makes a great deal of sense for this to be harmonised across different cases, so that the processes needed for reporting (e.g.) the Europass DS are largely common with the processes for any national requirements.
- Many institutions strive to keep students from dropping out of courses before completion. Any initiative that can maximise student retention is highly prized. One approach to this is a better level of assurance

of suitability of applicants for programmes, and this in turn can potentially be provided by more accurate recognition of student abilities and achievements.

- In the process of admitting students, results from previous studies form an important basis. This information is mainly used to control required qualifications for the study applied for. Further, on this information can also be used as a basis for ranking people.
- If a learner, admitted to a course of study, has previously completed a learning opportunity at a comparable level, this may be recognised as partly overlapping the new study. In the process of recognising the earlier education, it is important to gain detailed information about it, both at programme level and at the level of modules, so that any credit obtained in previous education can be credited to the current course.
- LET providers may define part of a study programme to be taken away from the home institution, in a different institution in the same country or abroad.

The European Higher Education Institutions (HEIs) that have started to apply these transparency processes and make use of relevant transparency tools have been confronted with the administration cost of manual and labour-intensive information management. Consequently, the need for related support services at a European level, ranging from secure management and exchange of learning-related history, goals and accomplishments, to new learning and employment opportunities discovery, constitute clear "business cases" in the evolving European educational setting. [CALL]

Employers

Employers also potentially have much to gain from learner mobility.

- If information about the achievements is held in central repositories, it may enable them to search for suitable graduates.
- If the information about learning outcomes is recorded clearly, employers can have a better awareness of knowledge, skills and competences of potential employees, and so can fit them better into their required roles.

If their employees engage with professional development through the company or through professional bodies, achievements and competences recorded during education may feed through into the professional development record, making it easier and quicker for new employees to start their development processes.

Professional bodies

- The more that achievements are specified for different educational programmes, the more consistently can professional bodies assess whether criteria for various levels of membership have been met.
- In the future, competences or other learning outcomes that they specify for qualifying for professional membership may be embedded in mobility documents, making it easier for graduates to reuse their achievements towards their attainment of professional grades.

Recruitment service providers

As agents of employers, these organisations share many interests with employers. However, because they routinely deal with many "candidates", they are likely to benefit even more from the automation of routine processes, and the use of machine-processable information. A clear example of this kind of efficiency gain is where a recruitment agency imports academic records direct from the providers (e.g. Diploma Supplements from universities), and uses that information to fill in the education section of online CVs. Examples similar to this can be seen with the Europass CV and Almalaurea [ALMA], Monster and other web-based recruitment portals.

A future ambition of these organisations may well be to bridge the gap between academia and the workplace by having a "common currency" for educational competences or other achievements or learning outcomes that relate to job requirements.

3.3 Developers and implementers

The [CALL] noted that:

Industry is demonstrating a vivid and growing interest in the production of learner mobility related standards. In the Gartner Industry Research document issued on 2007-12-12 titled, "Findings: Bologna Process Demands True International Student and Course Data Standards in Higher Education Throughout the EU," (by Jan-Martin Lowendhal), it is highlighted that "the Bologna process has reached the stage where international student and course data standards have become necessary for the efficiency needed to support student mobility". Also that "the Bologna Process, aimed at establishing a common and transparent framework for European structures of higher education, is finally starting to make a broad impact on the design requirements of IT solution".

Benefits that may be of interest to these businesses include:

- simpler handling of personal educational achievement information across systems;
- compliance with Bologna Process and market requirements;
- enhancing products with automatic functionalities for "producing" and "consuming" learner mobility documents and reports;
- interoperability among student information systems by sending electronically structured data from institution to institution eliminating the paper processes;
- exposing achievement information for consumption of the Recruitment service providers or companies;
- feeding academic records of students to national or European databases.

3.4 Business cases in general

Many of these benefits and interests for all parties can be summarised in this list of activities to which learner mobility practices contribute.

1. **Exploit** academic achievements abroad to further continuing education or seeking jobs opportunities abroad.
2. **Acknowledge** previously achieved credits and academic achievements domestically and internationally.
3. **Facilitate** mobility of learners, incoming and outgoing, within the same country, across multiple countries, and/or from one field of studies to another.
4. **Integrate** foreign workers into the local work world.
5. **Communicate** the level, content and nature of qualifications to potential employers, domestically and internationally.
6. **Contribute** to the harmonisation of higher education achievements and qualifications, domestically and internationally.

4. Current relevant educational practice

4.1 Introduction

In order to be clear about the meaning and significance of learner mobility information, it is essential to understand the processes and practices in the context of which the information arises — that is, the educational practice that generates the information, some of which is gathered together in mobility documents.

4.2 Single HEI normal delivery and assessment

This is the traditional case, where a single university is responsible for a complete stage of the educational process. They admit students onto degree programmes, deliver teaching, facilitate the learning, provide educational materials and resources, assess or evaluate what is learned, and award resulting qualifications and attached credit. This is the simplest case, and some learner mobility practices may be based on the assumption that this is the context; or it may be regarded as the "default" case. This kind of educational practice is widespread in all countries.

4.3 Learners taking lesser learning opportunities

Some learners wish to take only certain courses or modules from a particular provider, with no commitment (at the time) to complete a recognised full qualification. These learners may not be popular with traditional providers, as they generate relatively little income for an administrative cost which may be as much as a traditional student completing a full degree programme.

This practice has arisen in conjunction with the development of systems of credit transfer. Credit transfer only makes sense if learners can take learning opportunities smaller than a complete programme, so that credit from the learning opportunities they take can be transferred to another programme. If a particular module delivers a tangible benefit to a learner, it may be that the learner has more incentive to use that enhanced knowledge, skill or competence in the work context, rather than continuing to complete a qualification. This is already happening in some countries, mainly with work-based learners.

On the other hand, if a learner who has taken lesser learning opportunities does wish to proceed towards a full qualification, the learner has to apply for this at one of the institutions involved. This institution needs all the results and related information in order to recognise all the learning opportunities and award a qualification.

Whether learners take lesser learning opportunities for direct benefit, or to accumulate a qualification, the practice of offering and taking lesser learning opportunities makes a great deal of sense in the context of lifelong learning. It is much more practical for learners to take several short courses than several complete degree programmes. Hence the more focus there is on lifelong learning, the more demand there is likely to be for institutions to offer modules singly as well as in complete programmes.

This practice has several implications for mobility.

1. It requires institutions to provide results at the end of what might be a short period.
2. Subsequent institutions that follow on must be able to include the information from earlier ones.
3. Where it is supported, learners are enabled to move more easily between institutions, potentially being able to tailor a programme more exactly to their specific needs.

4.4 Award with experience component

Universities have for a long time included years abroad, work placements in a sandwich structure, or similar arrangements within degree programmes. These may be formally assessed, and their successful completion may be a condition of the overall qualification — alternatively they may be optional. In cases where they are programme requirements, there may be some kind of grade assigned to performance during such experiences, and this may contribute to the overall programme result.

Bestelformulier

NEN

Stuur naar:

NEN Uitgeverij
t.a.v. afdeling Marketing
Antwoordnummer 10214
2600 WB Delft

NEN Uitgeverij

Postbus 5059
2600 GB Delft

Vlinderweg 6
2623 AX Delft

T (015) 2 690 390
F (015) 2 690 271

www.nen.nl/normshop

Ja, ik bestel

__ ex. CWA 16133:2010 en Guidelines on a European Learner Mobility model € 52.00

Wilt u deze norm in PDF-formaat? Deze bestelt u eenvoudig via www.nen.nl/normshop

Stel uw vraag aan
Klantenservice via:

[@NEN_webcare](https://twitter.com/NEN_webcare)

Gratis e-mailnieuwsbrieven

Wilt u op de hoogte blijven van de laatste ontwikkelingen op het gebied van normen, normalisatie en regelgeving? Neem dan een gratis abonnement op een van onze e-mailnieuwsbrieven. www.nen.nl/nieuwsbrieven

Retourneren

Fax: (015) 2 690 271
E-mail: marketing@nen.nl
Post: NEN Uitgeverij,
t.a.v. afdeling Marketing
Antwoordnummer 10214,
2600 WB Delft
(geen postzegel nodig).

Gegevens

Bedrijf / Instelling

T.a.v. O M O V

E-mail

Klantnummer NEN

Uw ordernummer BTW nummer

Postbus / Adres

Postcode Plaats

Telefoon Fax

Factuuradres (indien dit afwijkt van bovenstaand adres)

Postbus / Adres

Postcode Plaats

Datum Handtekening

Voorwaarden

- De prijzen zijn geldig tot 31 december 2015, tenzij anders aangegeven.
- Alle prijzen zijn excl. btw, verzend- en handelingskosten en onder voorbehoud bij o.m. ISO- en IEC-normen.
- Bestelt u via de normshop een pdf, dan betaalt u geen handeling en verzendkosten.
- Meer informatie: telefoon (015) 2 690 391, dagelijks van 8.30 tot 17.00 uur.
- Wijzigingen en typfouten in teksten en prijsinformatie voorbehouden.
- U kunt onze algemene voorwaarden terugvinden op: www.nen.nl/leveringsvoorwaarden.