
**Information technology for learning,
education, and training — Learner
mobility achievement information
(LMAI)**

*Technologies de l'information — Éducation, formation et
apprentissage — Informations pour la réalisation de la mobilité des
apprenants*

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Foreword

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Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

Global education has reached a level of maturity where the demand for the recording and exchange of learner mobility information needs to be efficiently supported by technical interoperability standards.

Several relevant standardization efforts relating to this work were identified and significant national expertise has been developed to date. However, harmonization was deemed necessary towards an international solution, in order to provide viable support for emerging international student management information systems and dissuade service providers from developing proprietary services and platforms.

The results of the current and future work about learner mobility aspire to support the development of a new generation of technology-enhanced services for learners (learning and employment opportunities exploration), higher education institutions (certification or augmentation of learner information), employers (workplace descriptions, recruiting and development of learners' competences) and other stakeholders of learning, education, and training internationally, the national bodies and their governments and ministries, etc. For the purposes of this document, learner mobility means the movement of learners from one region or country to another.

The learner mobility achievement information (LMAI) model directly addresses the international requirement for rapid implementation and dissemination of the institution-owned transparency information tools internationally. It has been developed as a generic model for representing the institution attested achievements of a learner within a formal learning setting, resulting from the learner's participation in one or more learning opportunity instances and including any available associated results.

This document specifies a framework of the generic LMAI model that supports the expression of institution-owned learner achievement information and the formation of official achievement reports (e.g. the learner's transcript of records) and transparency documents (e.g. digital diploma supplement). The framework model supports additional learner mobility achievement structures and tools. It standardizes additional information entities (e.g., intended learning outcomes, assessment processes, etc.). Related standardization activities are underway to provide other important extensions to LMAI.

The LMAI model has been developed to be:

- lightweight: taking into consideration existing and emerging educational practice processes and the relevant educational policies
- easy-to-implement: in order to ensure a rapid uptake by stakeholders of learning, education and training throughout the world (higher education institutions, learners, employers, service providers, etc.)

The accompanying proposed digital diploma supplement application profile meets the general purposes of:

- the use of academic achievements abroad: in continuing education or in seeking job opportunities;
- the admission of students or graduates in domestic institutions and educational organizations and those abroad: acknowledgment of credits or transfer of credits accumulated in domestic institutions moving from one institution/educational organization to another;
- the expression of the level, content and nature of qualifications to potential employers both nationally and at an international level;
- the enhancement of internal and international student mobility, from one educational organization to another, or from one branch of studies to another;
- the proper integration of foreign workers into a country's employment setting;
- the standardization of higher education qualifications, either in academic or non-academic paths;