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Vocational Education & Training



Annual ECVET FORUM 2012

**Taking the Next Step:
Building the ECVET Community of Practice**

31 May – 01 June 2012 - Brussels

Moving to an Effective Implementation of ECVET

CREDCHEM - ECVET pilot project

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What motivated us to get involved with ECVET?



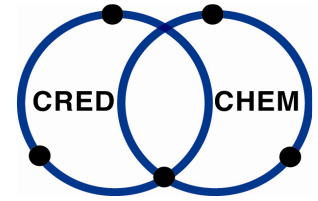
Initiating a (sustainable) „CREDCHEM mobility network“ by

- Getting to know each other (and each others capacities) and laying the ground for **further cooperation**
- Providing **low-threshold and user-friendly tools** (MoU, LA) (not too much paper..., avoiding bureaucracy...) in order to attract companies
- Implementing CREDCHEM as a **label for mobility** in the sector
- agreeing on **common standards** for the operation and for the assessment of mobility phases in **order to assure trust and quality** within the partnership



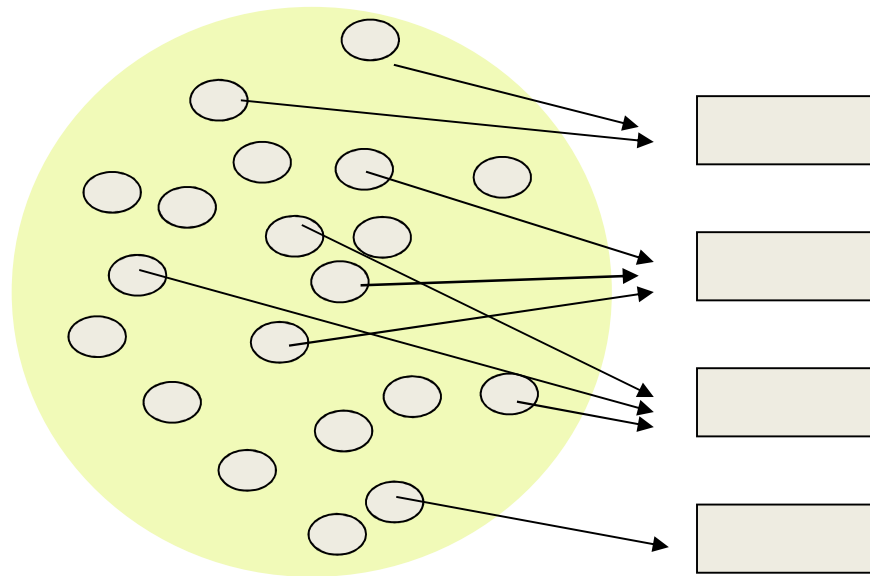
approaching ECVET in a manner which is feasible for all partners and in various VET systems

THE APPROACH: FROM WORK TASKS TO UNITS OF LEARNING OUTCOMES



World of Work in a laboratory: work tasks

Analysing KSC of work tasks and
clustering them into units



- (1) Professional work tasks from the world of work are used as the basis for the designing of units
- (2) These units describe the demands which the skilled workers meet in the real world of work. Young persons have to master these demands in whatever system they are trained.

 = work tasks



GD Bildung und Kultur

Programm für lebenslanges Lernen

Niethammer / Schlegel, TU Dresden (2010)

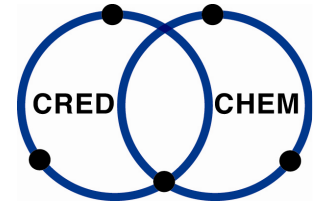
„Communities of Practice“: Developers, Users and Multipliers



CREDCHEM core partner	Involved pilot schools („communities of practice“)
NAVET BG	-Berufsgymnasium für chemische und mikrobiologische Technologien Sofia - Berufsgymnasium für Ökologie und Biotechnologie, Sofia -Berufsgymnasium für Nahrungstechnologien und –technik , Plovdiv -Berufsgymnasium für Biotechnologien und chemische Technologien, Stara Zagora
NUV CZ	-Stredni Skola Centrum odborne pripravy technickohospodarske, Praha -Stredni prumyslova skola, Usti nad Labem -Stredni prumyslova skola chemicka, Pardubice - Stredni prumyslova skola chemicka akademika, Kralupy n. Vlatavou -Integrovana stredni skola Centrum odborne pripravy a Jazykova skola s pravem statni jazyove skoly, Valasske Mezirici
SIOV SK	-Spojena Skola, Bratislava -SOS, Novaky - SOS, Slovenska Lupca-Priboj
SGB Dresden DE	- SGB Dresden + SMEs in the sector (training companies)
IIS Scalcerle IT	- IIS Vincenza

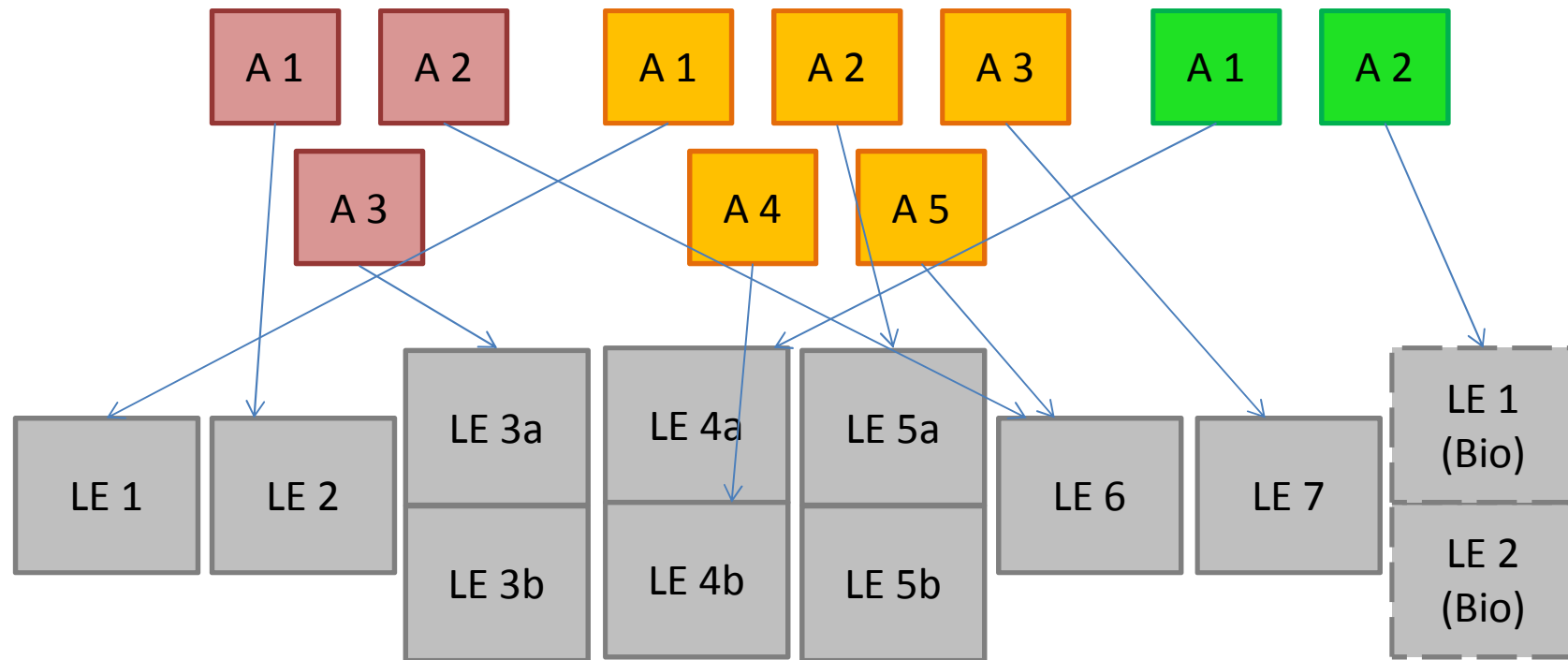


DESIGNING UNITS OF LEARNING OUTCOMES

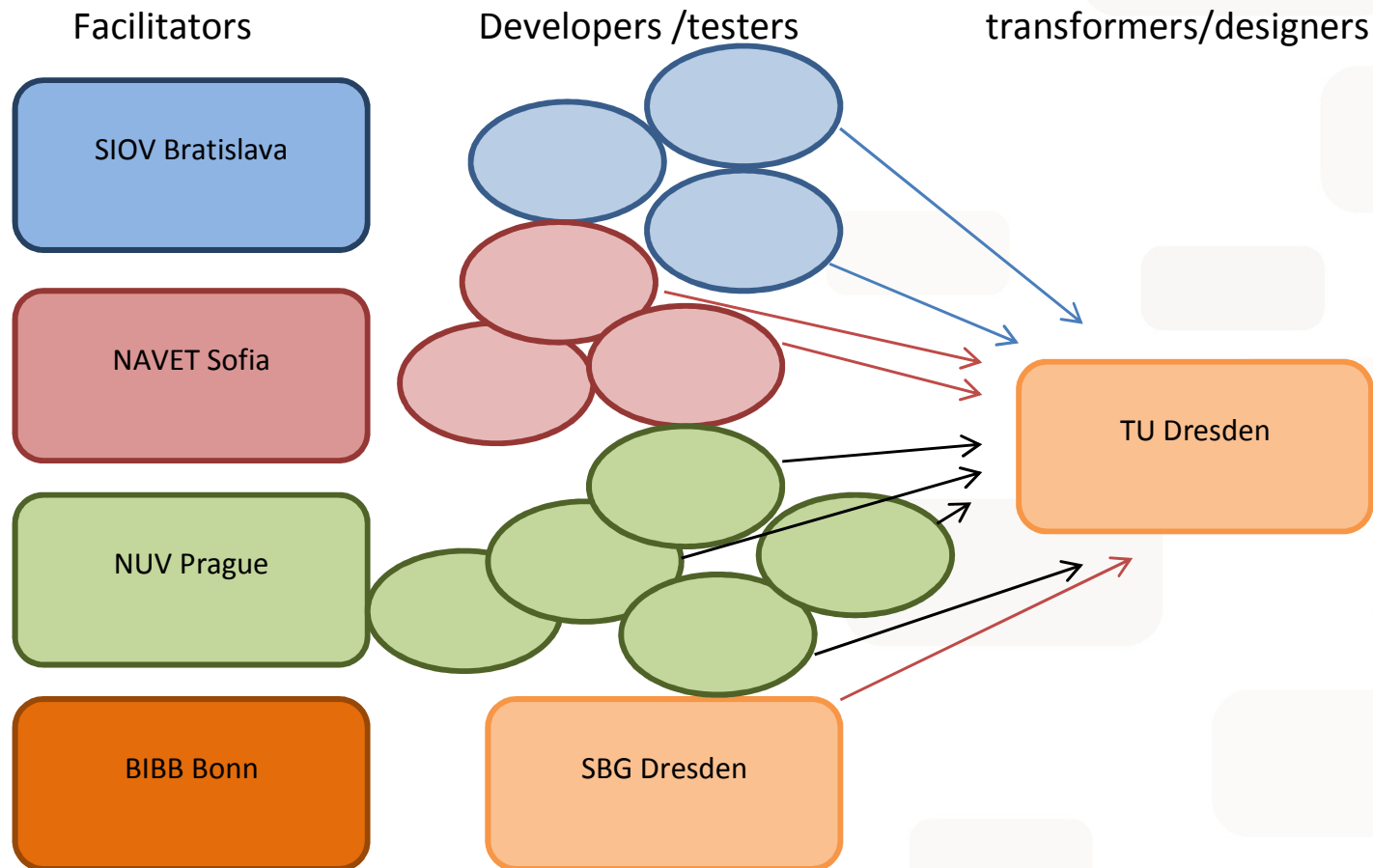


Work tasks are analyzed by the **practitioners in schools and at training providers** and clustered into units by the **TU Dresden**

➡ the results of learning become visible and comparable

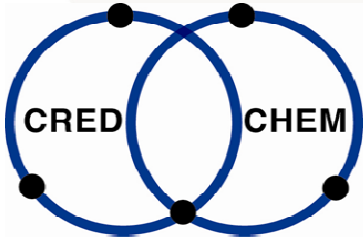


Creating communities of practice while working on the approach



CREDCHEM-Results of work



Title of the field of action	Work in a laboratory		
EQF-level	2 - 5		
Total ECVET (CREDCHEM)-points	100		
Units of Learning outcomes	U1	Preparation and follow-up of analysis and synthesis	
	U2	Determination of material constants and material properties	
	U3a	Spectroscopic analysing of materials (UV-VIS- Spectroscopy, AAS, AES)	
	U3b	Spectroscopic analysing of materials (IR-, NMR-Spectroscopy, MS)	
	U4a	Volumetrically analysing of materials	
	U4b	Gravimetrical analysing of materials	
	U5a	Chromatographically separating and analysis of materials (DC, PC, SC (IC))	
	U5b	Chromatographically separating and analysis of materials (HPLC, GC)	
	U6	chemical production of organic and inorganic material	
	U7	Procedures of synthesis	



- 12 units of LO which
 - are designed by a partnership of 18 institutions
 - are based on 68 typical work tasks
 - can be assessed by a pool of 89 examination tasks
 - are tested within 14 mobility measures during the project term by 55 learners
 - are documented individually with the EUROPASS mobility
 - are recognised as part of the training abroad.

➡ Mission accomplished??!?

CREDCHEM: The potential of ECVET in establishing a sectoral network



- Improving **transparency of learning outcomes** in the sector. The results of learning processes become visible and comparable -> **the basis for mobility is achieved.**
- Offering **practical, need-oriented and user-friendly tools and procedures** in order to facilitate mobility measures within the partnership and with regard to new CREDCHEM members -> **the network is open for new partners**
- Developing **sector specific standards for mobility**. By defining units of LO based on the world of work on different levels and procedures of assessment, a common standard for the carrying out is stated, assuring the quality of outcomes. -> **the approach is transferable**
- Supporting a **cooperation structure** (meanwhile 18 pilot schools and training providers) based on mutual trust. In August 2012 „**CREDCHEM network**“ will be officially established at SBG Dresden consisting of members from more than 12 countries -> **framework conditions for sustainability are assured**

Moving to the implementation of ECVET- Assumptions for the discussion from a CREDCHEM perspective



- **Whether ECVET achieves an impact depends on the purpose ECVET should serve for.**
 - In CREDCHEM ECVET is **used** for the improvement of training periods abroad in the chemistry sector – regardless what kind of chemical training the learners are going through. Thus CREDCHEM can be **used and implemented** as a mobility scheme in a sectorial context; it could only hardly be implemented in the context of a national training system.
 - „Using“ ECVET for a certain purpose does not automatically mean „implementing“ it.
- **It´s a big difference in using the ECVET principles for European mobility reasons or for the improvement of permeability within a national system.**
 - ECVET can be used for mobility reasons without having any consequences for the the national VET system. **But:** It´s not ECVET that immediately changes the national system – it is the system which defines the framework in which ECVET is going to be used.

The potential of ECVET against the background of dual systems



■ **Focusing the pedagogical dimension of ECVET for mobility:**

- More transparency, learning outcomes orientation and partnership;
- better integration of training phases abroad

■ **Focusing the structural/systemic dimension of ECVET:**

- integration (of mobility phases) instead of accumulation ,
- transparency of LO instead of Credit points,
- documentation of achieved learning abroad instead of certification.

Thank you!



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