



The outcomes of an action research process in the Agricultural sector

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CEDEFOP meeting 27-28 September 2012,
André Huigens

My school was: Bishop Luffa School <http://www.bishopluffa.org.uk/>

My grades were:

Information and Communication Technology (ICT) - A grade

Science (Double award) - B+B Grade

Maths - B

German - B

Geography - B

English Language and Literature - B+C

Economics - C

Media Studies - C

Religious Education – C

I also went to college at Brinsbury campus, Chichester College:

<http://www.chichester.ac.uk/About-Us/Getting-Here/Brinsbury-Campus/>

EDEXCEL Diploma in Countryside Management Level 3

L3E, A one year course which builds on basic Conservation skills to a management level comprising 12 units including: Principles of Ecology, Estate Skills, Plant Science, Woodland Management, Archaeology & Landscape History, Specialist Project, Urban Habitat and Forest Recreation. The course is assessed by a range of theoretical and practical assignments.

And there I received a National Award in countryside management

MAIN FEATURES OF THE EQF

- 8 levels defined through learning outcomes – knowledge, skills and competence
- the difference between the levels is not the level of the qualification or the certificate but the differences between the complexity and responsibility within the work context. That we need qualifications and accredited learning pathways and systems for that work is clear.

EQF Level 8

EQF Level 7

EQF Level 6

EQF Level 5

EQF Level 4

EQF Level 3

EQF Level 2

EQF Level 1

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Learning outcomes

Statements of what a learner knows, understands and is able to do after the completion of learning

What has been learned instead of how (long)

- *easier comparison across different educational systems and methods*
- *(labour market) relevance more clear*

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Wisdom (**Outcome-based competent**) knowing what you know and what you don't know.

This is the level of Examination/Certification within educational processes nowadays. The level of income-based learning

Understanding the use of knowledge in different fields leads to understanding the complexity of situations or questions.

Knowledge, the student is able to translate the information in a practical way.

Information, selection in the data, what is important and what is not, making a selection in the data.

Data (where does it come from? Only the teacher's book? Or the internet as well?)

Life long learning

Transfer through experience

Transfer

Through context

Transfer

Through context

The learning pathway

complexity	Tasks	simple sub tasks	simple tasks	several tasks in the same time	schedules - combination of tasks	combines and coordinates tasks	is able to analyze the work that has to be done in several tasks	has an overview of the consequences of his own work and the work of others	has an overview and understands the complexity and diversity of tasks
	Procedures	routine production	basic, explorative, productive	is able to adjust standard procedures	orientation, exploring, productive	to able to adjust standard procedures	develop new procedures	methodically and systematic analyzing	To innovate is a basic strategy
	Knowledge and understanding	knows functional facts	knows facts and is able to understand simple explanations	knows facts and methods and is able to explain	knowledge of facts and methods; applying knowledge in concrete situations	knows facts and methods and is able to explain Knows facts and methods and is able to apply knowledge in practical situations	knows facts, methods and principles, is able to form arguments to analyze and to deliberate and is able to transfer special knowledge	combine facts, methods and principles and is able to integrate different disciplines to formulate arguments, to analyze and to deliberate,...	develops new theories, concepts and models
transfer	Ambiguity	transfer in steady context	transfer in situations with limited changing factors	transfer in situations with several changing factors	transfer related context	transfer in continously changing context	transfer in a dynamic context	transfer in complex and hard to predict factors	integrates different contexts, making use of temporary,... and social-cultural aspects
	Change	changes under supervision	changes after instruction	is able to adjust oneself	is able to adjust the task in changing situations	is able to manage changes and to complete changes	is able to direct changes, to initiate changes, to come with new ideas for changes from practice	is proactive, comes first with new ideas, is able to design changes	is able to develop new concepts and takes the lead in realising changes
	Range	is able to transfer within the tasks	is able to transfer within the area of tasks	is able to transfer within the profession	is able to transfer within the sector	is able to transfer in related sectors	is able to transfer between the sector	able to integrate different disciplines	develops from another discipline

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E EQF learning outcome descriptions as a Ruler in general

	Responsibility and autonomy	Relations with others/clients, time line and public range		Complexity	Transfer
	Depending on sort of occupation	Occupations with a lot of customer/clients relations:	Occupations with a little customer/clients relations:	Tasks, Procedures, Knowledge and understanding	Ambiguity, change and range within the field of work
EQF 2	• Clear work instructions and procedures • Working in the right velocity and with good quality • Working under direct supervision • Assisting by activities • Simple structured administration of common activities • Able to work in a team as member in a M2 team(maturity levels)	• Average customers and colleagues • Reactive answering simple questions, referring to colleagues • Working under direct supervision • Time range in thinking is days	• No contact with customers only colleagues • Time range in thinking is days	• Simple tasks • Basic explorative procedures • Knows facts and is able to understand simple and clear explanations. • Is able to understand what is needed for being a good citizen.	• Transfer in situations with limited changing factors • Changes after instruction • Is able to transfer in the area of tasks/occupation
EQF 3	• Responsible for its own actions plus preparing and carrying out and closing. • Carries out tasks autonomously after directed explanation, fully responsible for carrying tasks and shows initiatives • Working in the right velocity and with good quality • Able to work in a M2 or M3 team	• Average customers, contacts in the total working environment. • Answering questions of customers in a professional way, giving information in a friendly way, proactive • Time range in thinking is weeks	• Has incidentally contact with customers, only informing customers about state of affairs, re-active. • Time range in thinking is weeks	• Several tasks in the same time • Clear work instructions and procedures • Is able to adjust standard procedures • Knows facts and methods need for the occupation and is able to explain. • Understands the complexity and the context of the job environment in level3 • Able to handle structured administration of common activities	• Transfer in situations with several changing factors • Is able to adjust one selves. • Is able to transfer within the profession/branche
EQF 4	• Responsible for his own planning, organizes and monitors the activities, including reflection. • Able to manage a small team • Evaluates the work activities • Reports about the work processes and performance to the management • Makes suggestions for improvement to the higher management • Uses information for control, updating and reporting the management • Takes care of different types of administration • Carries out task autonomously in deliberation • Is a M3 team worker	• Handles sales situations, especially specific ones, such as high-value customers, difficult negotiations, special queries he or she is directly handling with • Financial targets for working • Advises about customers • Time range in thinking is Months	• Handles contacts with customers • Uses contacts with customers for proposals • Communicates with he or she is directly handling with different external stakeholders. • Financial targets for working • In depended if needed	• Combination of tasks, working according to schedules • Orientation of procedures, exploring and productive according to • Knowledge of facts and methods; applying knowledge in concrete situations. • Plans, organizes and monitors the activities, he or she is directly handling with. • Understanding financial information • Manages relationship with customers he or she is directly handling with.	• Transfer related context • Is able to adjust the task in changing situations • Is able to transfer within the sector • Solves problems • Only troubleshooting on the work floor

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The missing competencies

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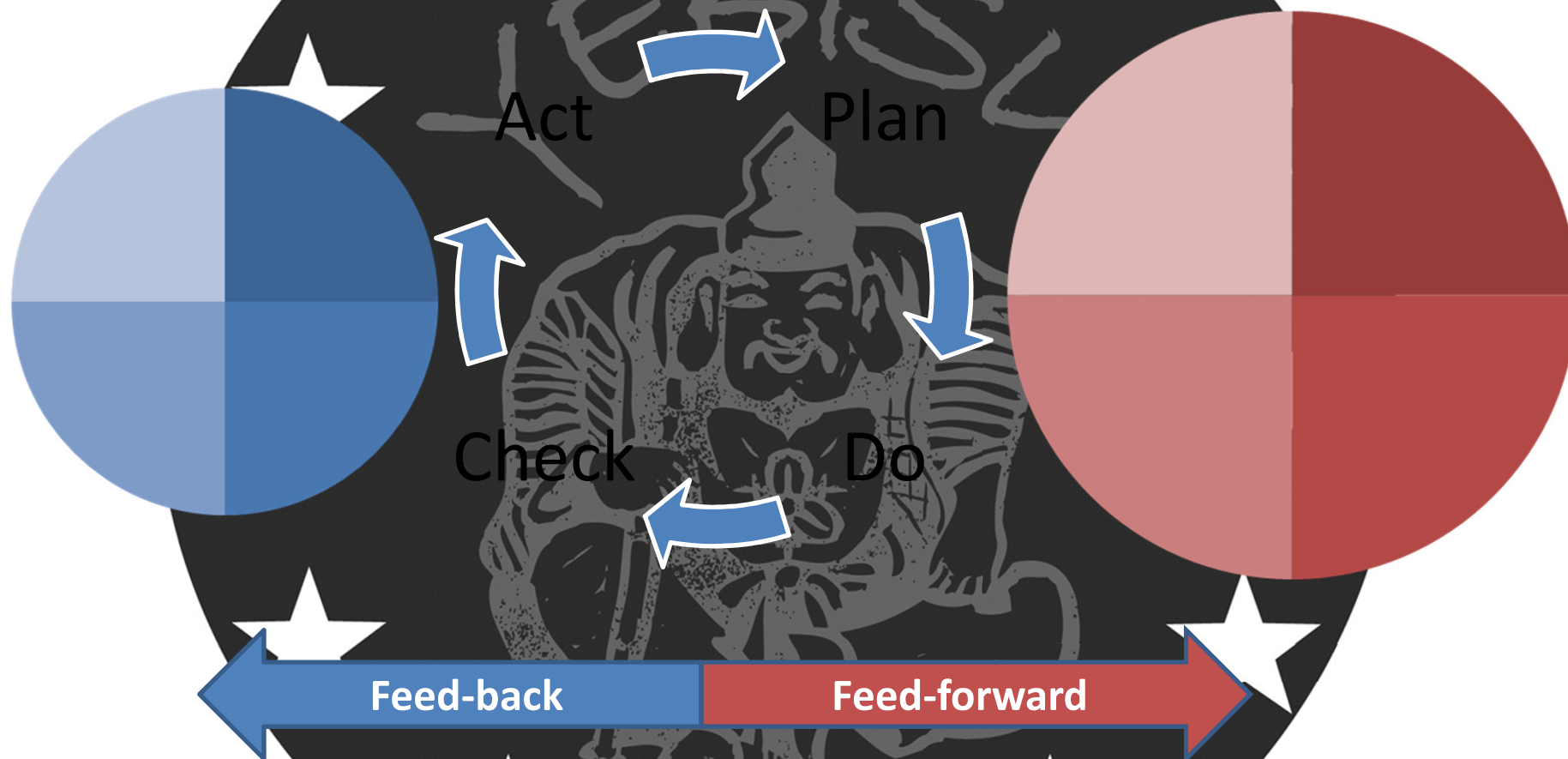
Conclusions:

- Missing sustainable Vocational Education for the lower levels in EU partner countries makes less competitive in the international market.
- The competencies in the group "Transfer" of the EQUFAS framework are essential for the development process concerning handling the complexity and responsibility and they are missing in any curricula of VET in Europe!
- Companies who invested in the development of their employees in all levels are far more competitive to those who did not!

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Focus: Continuous Improvement

THINKING AHEAD and MOVING FORWARD



Challenge: Lead-Time for Corrective Action

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