

EQF and ECVET

1

European Credit System for Vocational Education and Training

And Their Implication to Tourism

Franz Heffeter

Vienna, November 20, 2012



About Myself

**Graduate of University of Vienna
PhD in Social and Economic History
Principal of International
Tourism Schools Klessheim
Former Dean of Institute of
Tourism and Hotel Management
International Projects in Tourism
ECVET Tourism expert for the
national Agency OEAD
EU Projects TourBo and eCuisine**



oead'
Nationalagentur
Lebenslanges Lernen
National Agency for
Lifelong Learning

**TOURISMUSCHULEN
SALZBURG
KLESSHEIM**



bm:uk



Programm für
lebenslanges
Lernen

Aims of the Presentation

ECVET, EQF, ECTS
ECVET and tourism
How ECVET works
ECVET and hospitality education
examples



A European Starting Position – Especially for Tourism



Heterogenous Vocational Qualification Systems – European strategy

4



Not Highly Developed Transparency and Little Understanding for Accreditation – ECVET and EQF



Difficulties in Comparison – Paradigma Change: Output orientation instead of process orientation



Mobility?

Education and Training 2020

- Bruges Communiqué 2010: Contribution of VET to support Europe 2020 strategy
- Strategic Goals 2011-2020:

5



bm:uk

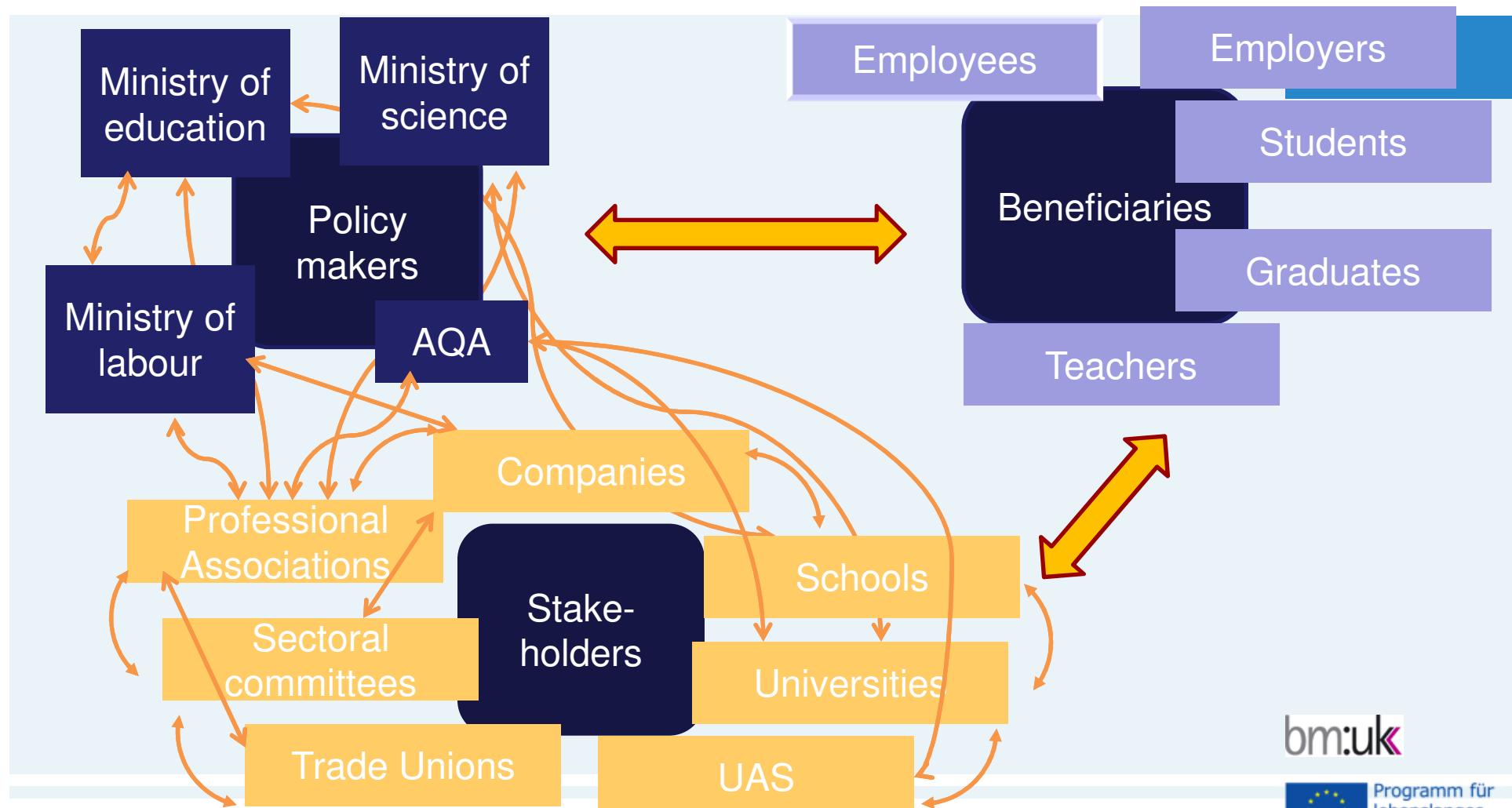
European QF -Purposes

Report of The OECD Thematic Group on the Development and Use of Qualifications Frameworks

- to create a better match of qualifications with knowledge, skills and competences and a better linking of qualifications to occupational (and broader labour market) needs, present and future.**
- to bring coherence to subsystems of qualifications, e.g. higher education, adult learning, school awards and in particular vocational education and training qualifications, by creating an overarching framework for them.**
- to support lifelong learning (by opening up access, targeting investments and recognising non-formal and informal learning).**
- to facilitate the involvement of political actors and stakeholders, especially in vocational education and training**

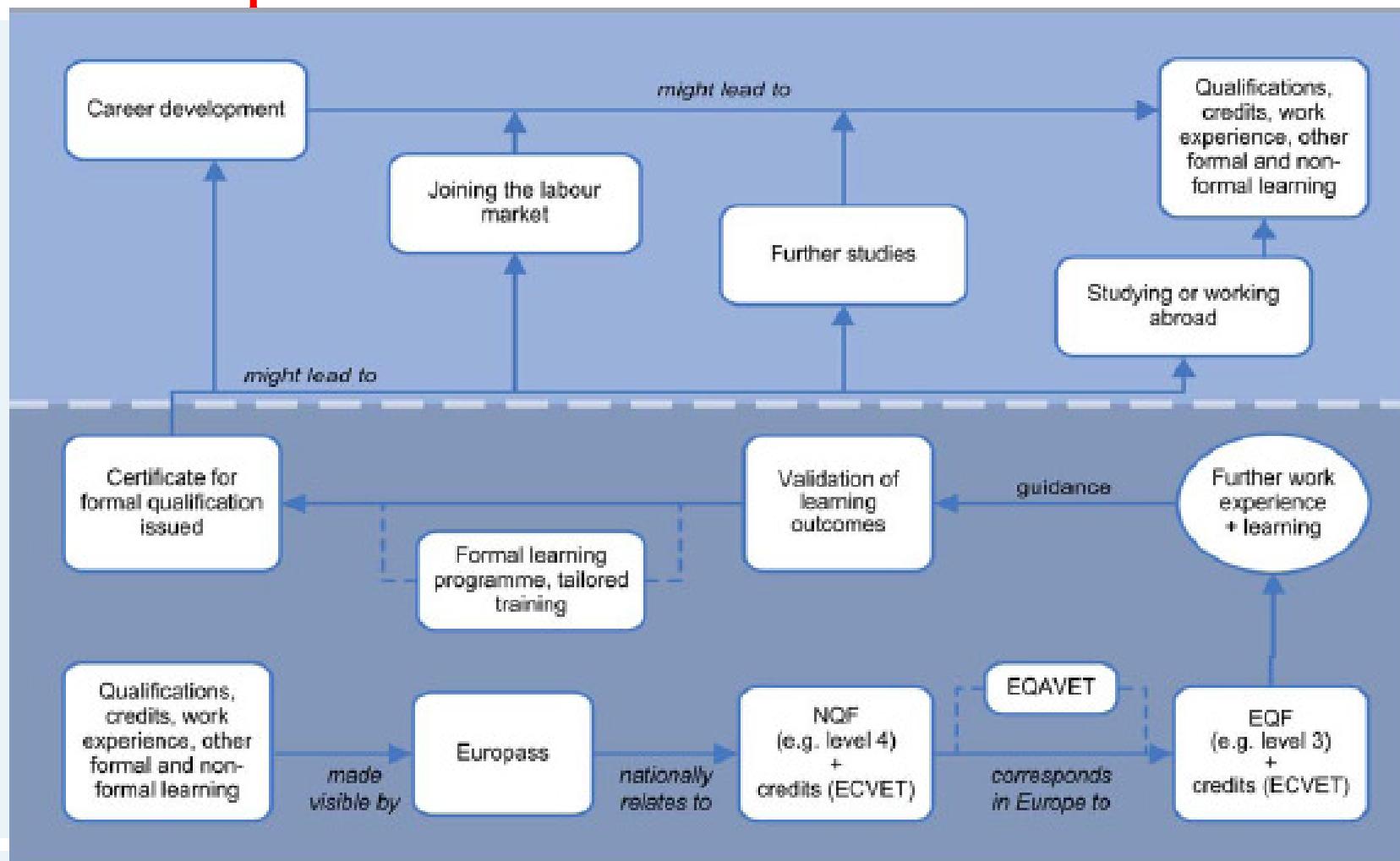
(OECD 2007)

Partners, Parties and Beneficiaries in the Process of QF

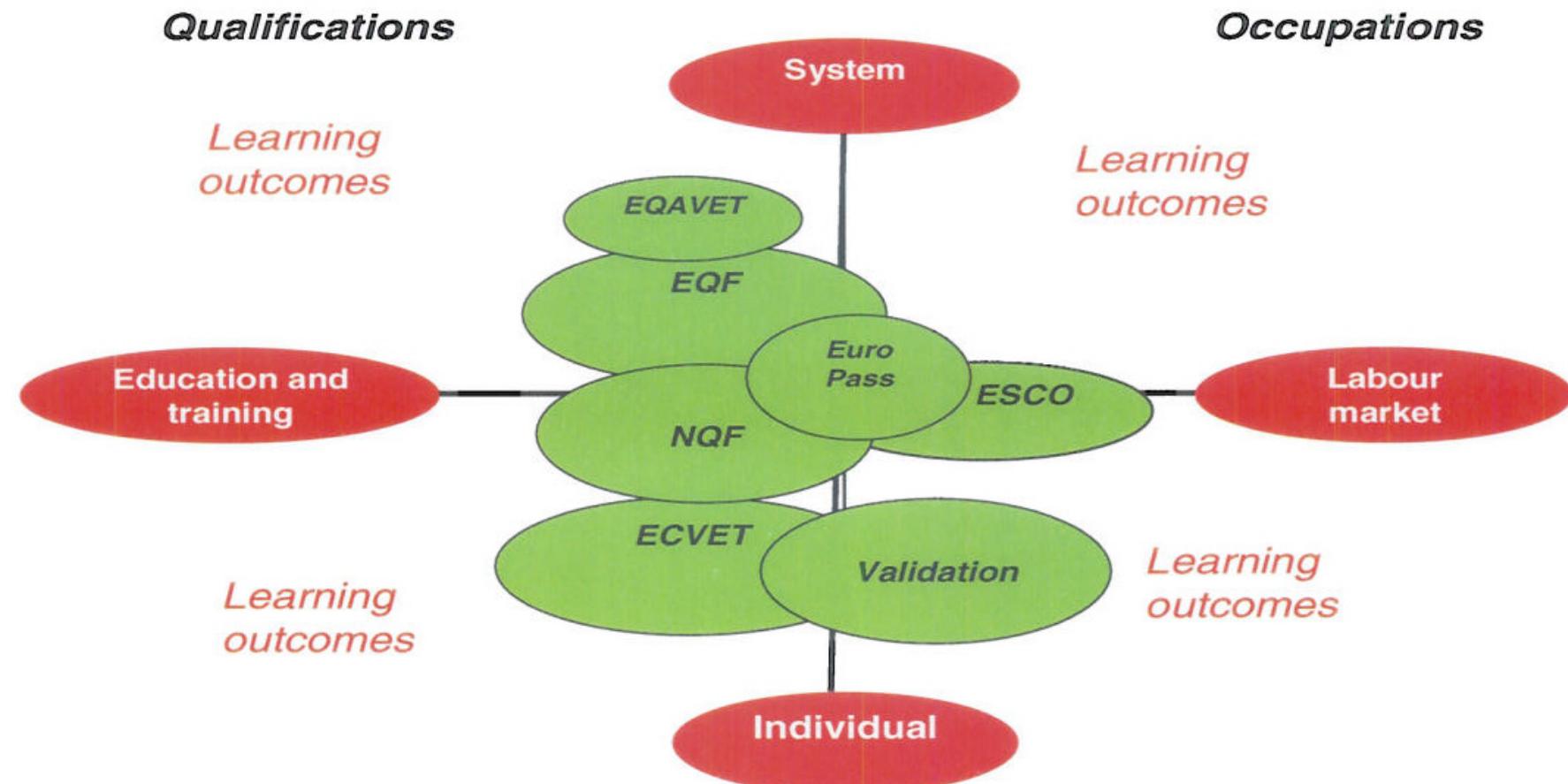


A Complex Structure Needs Complex Instruments

8



European Instruments and Principles



Quelle: Cedefop 2011

Level	Knowledge	Skills	Competences
1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
3	Knowledge of facts, principles, processes and general concepts in field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	<ul style="list-style-type: none"> take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	<ul style="list-style-type: none"> exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Level	Knowledge	Skills	Competences
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	<ul style="list-style-type: none"> • exercise management and supervision in contexts of work or study activities where there is unpredictable change • review and develop performance of self and others
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	<ul style="list-style-type: none"> • manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • take responsibility for managing professional development of individuals and groups

Level	Knowledge	Skills	Competences
7	<ul style="list-style-type: none"> Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields 	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	<ul style="list-style-type: none"> manage and transform work or study contexts that are complex, unpredictable and require strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Difficulties in Transfer – NETWORK

VERIFICATION AND EVALUATION OF LEARNING OUTCOMES

47788-LLP-1-2008-1-IT-ECVET (Agreement nr. 2008-3996 / 001-001)

- UNIT 1 - To coordinate the operational running of the reception department

Learning Outcomes

Italy	Level	Portugal	Level	Slovenia	Level
To superintend and manage the approach phase	4	Organize and coordinate the activities of the reception service and ensure the most complex activities		To accept, negotiate and manage the reservations (booking) and associated documentation	3
To superintend and manage the check in and check out phases	4		5	Accepts and advises guests, performs check in and checkout procedures, issue the bill	3
To superintend and manage the live in phase	4			Prepares, forwards and sells the services of hospitality establishments	3

He/she is able to

- accept, negotiate and manage the reservations (booking) and associated documentation
- Accept and advise guests, perform check in and checkout procedures, issue the bill
- Prepare, forward and sell the services of hospitality establishments
- use modern computer and informational technology
- make accurate work estimation and plan daily activities to meet the service needs and accomplish the objectives of the sector
- make decisions on complex situations or problems within the reception service activities.
- analyze the most common complaints and propose general procedures for problem solving.
- manage, establish procedures and take decisions on specific situations, such as: no-shows, over-booking, cancellations, waiting lists, GDS management.
- establish friendly and correct relationships with customers, accepting their demands and complaints or dealing with their stay problems
- manage potentially conflicting situations with customers

Tourism and ECVET

Tourism is all about mobility

ECVET is a means of mobility

**Tourism and hospitality education enhance mobility
for students and workers**

**=> ECVET is a necessary tool especially for the
mobile tourism and hospitality industry**

The Aim of ECVET

- Increasing **transnational mobility** as a part of initial and continuing vocational training (VET)
- Facilitating **transnational lifelong learning**
- Facilitating **permeability and transparency** within training systems (build bridges between VET and higher education level)
- Creating a common **trans-sectoral “currency”** which is accepted by all training institutions
- Improving the recognition of learning outcomes achieved by **informal learning**



ECVET

oead'
Nationalagentur
Lebenslanges Lernen
National Agency for
Lifelong Learning

17

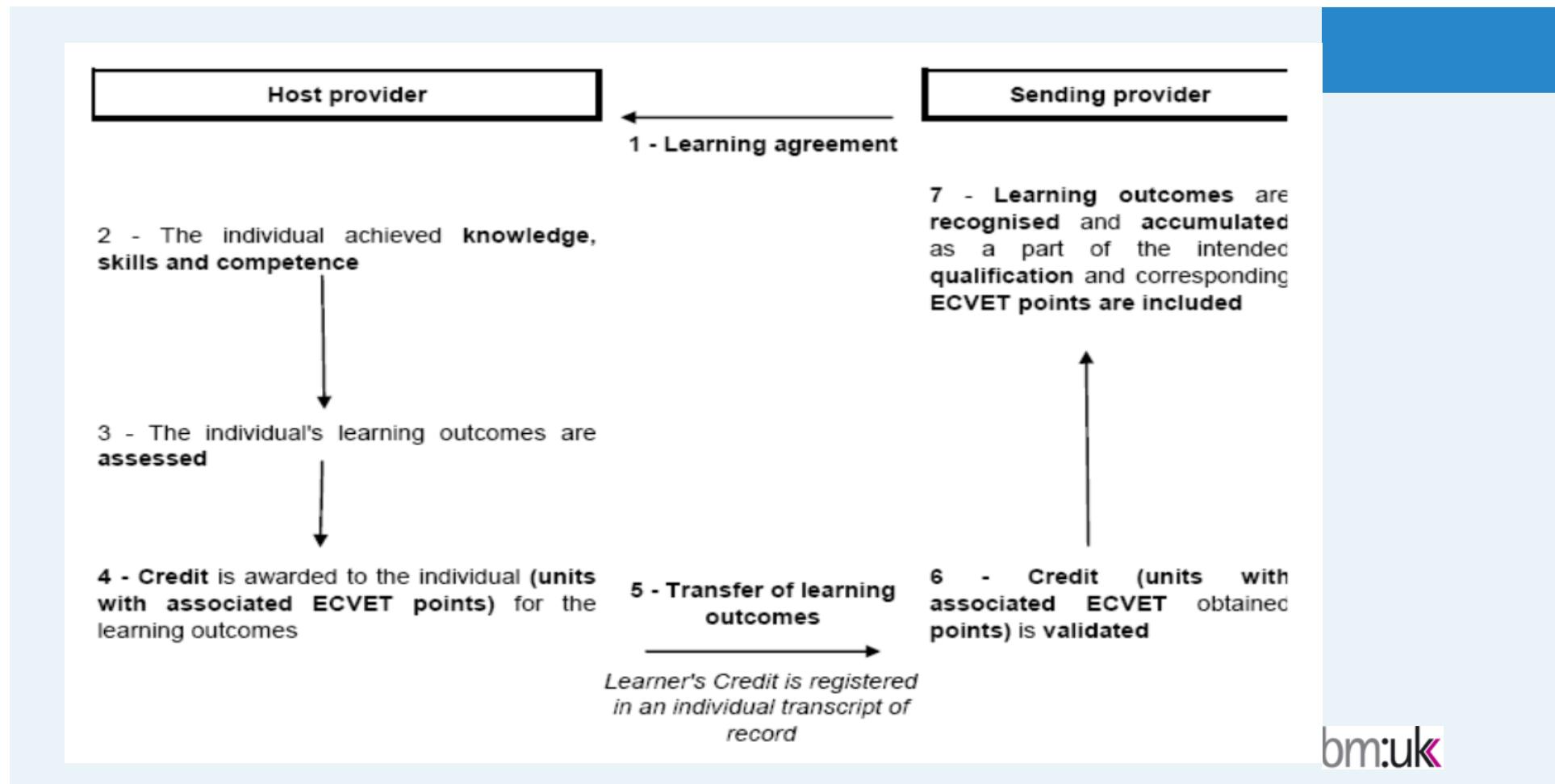
European Credit System for Vocational Education and Training

**Documentation of Vocational Qualification
Enhance mobility
Accreditation for further use in education**

- Formal Learning
- Nonformal Learning
- Informal Learning

bm:uk

ECVET and Formal Learning



ECVET and Nonformal or Informal Learning

**Context A: professional and life experience
(non-formal and informal learning context)**



1 - The individual achieves **knowledge, skills and competence.**

Context B: towards the qualification

5 - **Learning outcomes are recognised and accumulated as a part of the intended qualification and corresponding ECVET points are included.**

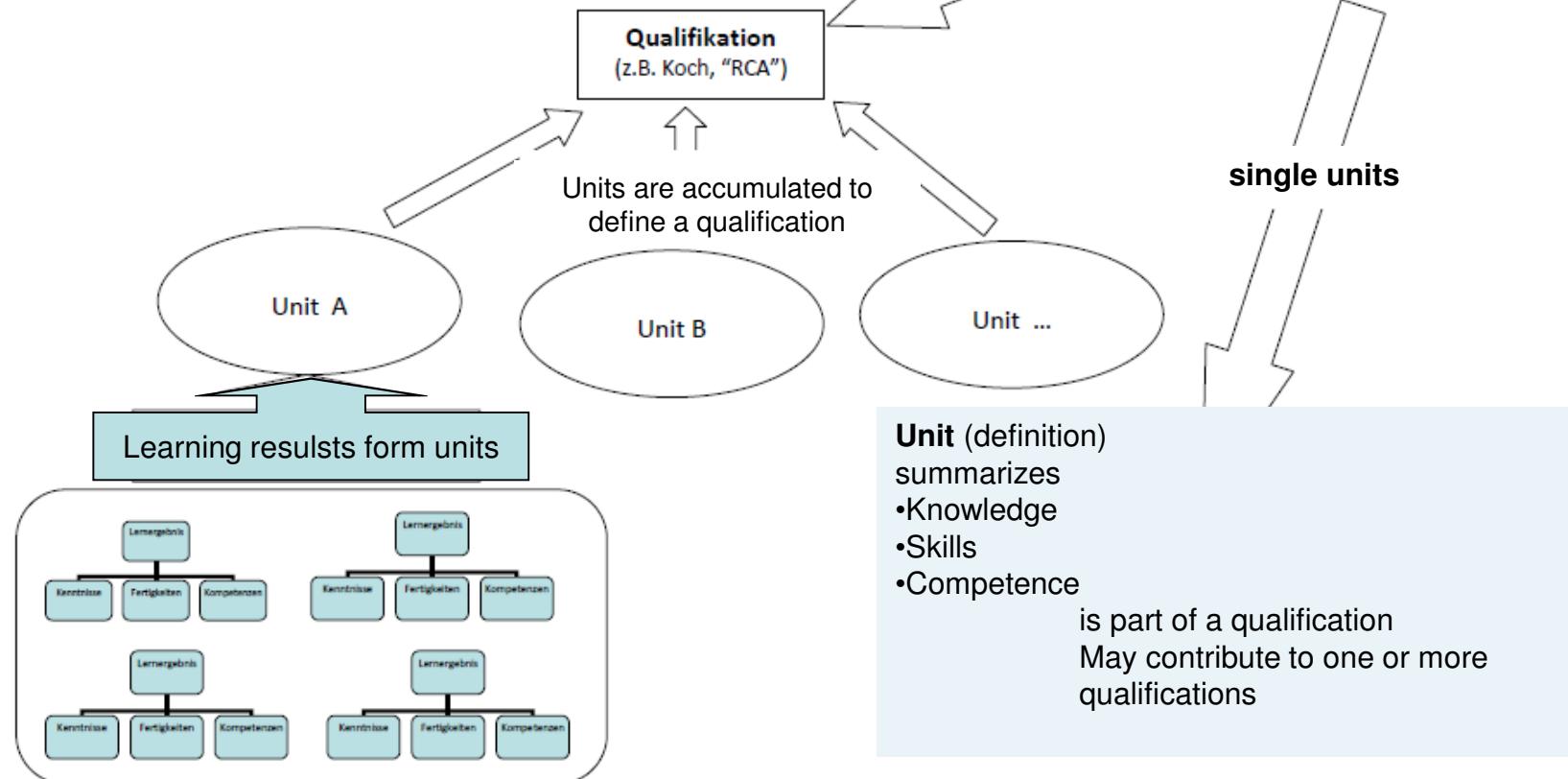
4 - **Credit obtained (units with associated ECVET points) is validated by the competent institution empowered for this task.**

3 - **Credit is awarded to the individual (units with associated ECVET points) for the achieved and successfully assessed learning outcomes.**

2 - The individual's learning outcomes are **assessed.**



Learning Outcome Orientation in ECVET



Unterlage erstellt von Mag. Brigitte Heffeter



Unternehmensberatung Heffeter
A-5340 St. Gilgen, Pöllach 79
www.heffeter.com



Programm für
lebenslanges
Lernen

Assessment, Validation Recognition in the Transfer Process to Another Setting

- ⇒ Assessment of learning outcomes means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;
- ⇒ Validation of learning outcomes means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;
- ⇒ Recognition of learning outcomes means the process of officially attesting achieved learning outcomes through the awarding of units or qualifications.

(N.E.T. WORK, p. 30)



ECVET-Points

Numeric description and measure of solved units

European Agreement on Workload definition:
60 points p.a. in formal full time vocational education (equivalent to the academic ECTS system)

ECVET- Punkte

Einheit	ECVET- Punkte
Einheit 1	14
Einheit 2	10
Einheit 3	8
Einheit 4	15
Einheit 5	22
Einheit 6	10
Einheit 7	18
Einheit 8	16
Einheit 9	12
Einheit 10	14
Einheit 11	5
Einheit 12	18
Einheit 13	14
Einheit 14	8
Einheit 15	6
Einheit 16	22
Einheit 17	10
Einheit 18	18
Qualifikation	240

22



Programm für
lebenslanges
Lernen





How to Get ECVET Started



**Memorandum of Understanding
between institutions
Learning Agreement
student/apprentice and
institution/organization**

**Documentation of learning and achieved knowledge
Validation of outcome by sending or next institution**





Examples for ECVET Projects In Tourism



ECVET TOUR University of Salzburg, 3s, SMC (Studien und Management Center) Saalfelden

oead'

Nationalagentur
Lebenslanges Lernen

National Agency for
Lifelong Learning



ECVET-TOUR FOR
TOURISM AND
MOBILITY

THE PROJECT

The ECVET-TOUR for tourism and mobility is within the life long learning program (Leonardo da Vinci) a project supported by the European Community in the field of tourism - cook and hotel and restaurant assistant - in vocational education and training.

Transparency and acceptance of competences and qualifications are very important in the field of vocational and further education. People working in tourism industry do not have the possibility to compare their qualifications so far. The project ECVET-TOUR tackles this problem. In order to reach the gained target a competence-profile model (VQTS – Vocational Qualification Transfer System) should be developed for the tourism area (cook, hotel and restaurant assistant) to describe the relevant key-competences. These key-competences should be regarded in perspective of the fields of activity and their development.

The classification of the ECVET-credit points should establish a meaningful profile of a person and its competences and qualifications. This model should be field-tested in a mobility program.



Programm für
lebenslanges
Lernen

ECVET and VQTS



THE PROJECT

The ECVET-TOUR for tourism and mobility is within the life long learning program (Leonardo da Vinci) a project supported by the European Community in the field of tourism - cook and hotel and restaurant assistant - in vocational education and training.

Transparency and acceptance of competences and qualifications are very important in the field of vocational and further education. People working in tourism industry do not have the possibility to compare their qualifications so far. The project ECVET-TOUR tackles this problem. In order to reach the gained target a competence-profile model (VQTS – Vocational Qualification Transfer System) should be developed for the tourism area (cook, hotel and restaurant assistant) to describe the relevant key-competences. These key-competences should be regarded in perspective of the fields of activity and their development.

The classification of the ECVET-credit points should establish a meaningful profile of a person and its competences and qualifications. This model should be field-tested in a mobility program.



Result

Analysis of Key Competences

WORK PACKAGE 2: Analysis of key competences

The basis for the transfer model will be created through the "analysis of key competencies" in Work package 2. This is based on empirical methods of social research (secondary analysis, qualitative interviews and survey) and begins with the creation of questionnaires and interview guides as a prerequisite for the subsequent surveys and their analysis. The following products are ready for download:

International Comparison of sphere of competences

[ECVET-TOUR IC final report in English](#)

[ECVET-TOUR IC final report in German](#)

International Country Comparison - quantitative survey

[ECVET-TOUR IC survey in English](#)

Result

Definition of Competences in Professions

WORK PACKAGE 3: Model transfer

This package consists of the transfer of the VQTS model (Vocational Qualification Transfer System). It was used for designing competence matrices for the two vocations selected:

1. cook and
2. hotel- and restaurant trade commercial assisstant

(as the profession is called in Austria, related professions in other countries:
receptionist or hotel specialist in Germany)

Competence matrix cook

[ECVET-TOUR Competence matrix cook in English](#)

[ECVET-TOUR Competence matrix cook in German](#)

Competence matrix HGA

ECVET-TOUR HGA Competence Grid

FIELDS OF COMPETENCE	STEPS OF COMPETENCE DEVELOPMENT			
Check-in/Check-out	He/she welcomes the guests in a friendly way, provides essential information concerning the room or the offers of the establishment without being asked, is able to fill in the respective forms, to make out an invoice, and to say goodbye to the guests in a friendly way. He/she is able to correspond in written form, to connect telephone calls and to deal with reservations.	He/she is able to up-date the data base of guests with the help of the electronic data processing systems and to put invoices into the accounting settlement system. He/she communicates with colleagues and with other departments of the establishment and forwards the respective relevant information. He/she knows about and can deal with cultural differences and their specific requirements. He/she is able to discern them, deal with them and he/she is also able to communicate in a foreign language.	He/she is able to survey the state of reservations and room occupation by using the reservation system, and can manage short-term changes of guests, and therefore is able to plan efficiently in advance. He/she checks on staff and controls whether the electronic report and data bank systems are properly maintained.	
Room Sales and Marketing	He/she knows the rules of fixing a price and is able to sell a room under given preconditions. He/she knows the different offers of the establishment, is able to evaluate the different	He/she knows how to implement the instruments of market observation, knows the trade competitors on the market and the location factors, knows the offers and demands and is able to estimate the position of	He/she is able to use the marketing mix in order to develop specific marketing measures and to evaluate the results. He/she is able to analyse the gained data and to deduct the consequences.	He/she is cooperating with the marketing department and, together with them, designs a marketing plan and fixes the sales targets (selection of target groups, creation of new products, new sales channels,



The TourBo Project

New Professional Profile The Recreational Assistant

oead'



TOURISMUSSCHULEN
SALZBURG
KLESSHEIM



Internships and Qualification Development
Due to ECVET or EQF/NQF Levels

Project Issue

- + Better integration of internships into vocational education
- + Qualification check due to EQF frames
- + Integration of Internships into ECVET system
- + Development of Instrumentaria to display knowledge/skills/competence of students according to the educational level



Benefit for students / schools

- Effective contribution of internships to students' personal and vocational development
- ECVET accreditation of internship results
- Better integration in learning process

Benefit for enterprises

- Knowledge on qualification level of trainees
- Effective placement of students during their internship time
- Better co-operation for high quality vocational education

Contact and information
Dr. Franz Heffeter
Tourismusschule Salzburg Klessheim
M. heffeter@tss.at
P +43-622-88 12 62-12

Stephan Streitz
Tourismus-PT Baden-Württemberg
Stellenangebote.wuerttemberg.de
+49-711-2631-08



New approach to qualification and training in internships

bm:uk



Programm für
lebenslanges
Lernen

The Recreation Assistant (RCA)

- a new professional training

oead'

Nationalagentur
Lebenslanges Lernen
National Agency for
Lifelong Learning

7 Modules:

1. Framework Conditions
2. Service
3. Social Psychological Principles
4. Target Groups
5. Regional Studies
6. Creating a Program
7. Self-Management



- Accreditation of credit points by some international studies of the tourism and hospitality sector
- Informal and non-formal learning outcomes and professional experience are being recognized
- Emphasis on direct guest contact

The Recreation Assistant (RCA) is being developed in a lifelong-learning project with the goal of europewide recognition.

Contact and Information:
Volkshochschule Papenburg gGmbH
Ms. Birte Joacks
Phone: +49 4961 / 922343 (Germany)
birte.joacks@vhs-papenburg.de
www.tourbo.eu

This project has been funded with support from the European Commission.
This communication reflects the views only of the author; and the Commission cannot be held responsible for any use which
may be made of the information contained therein.



2012

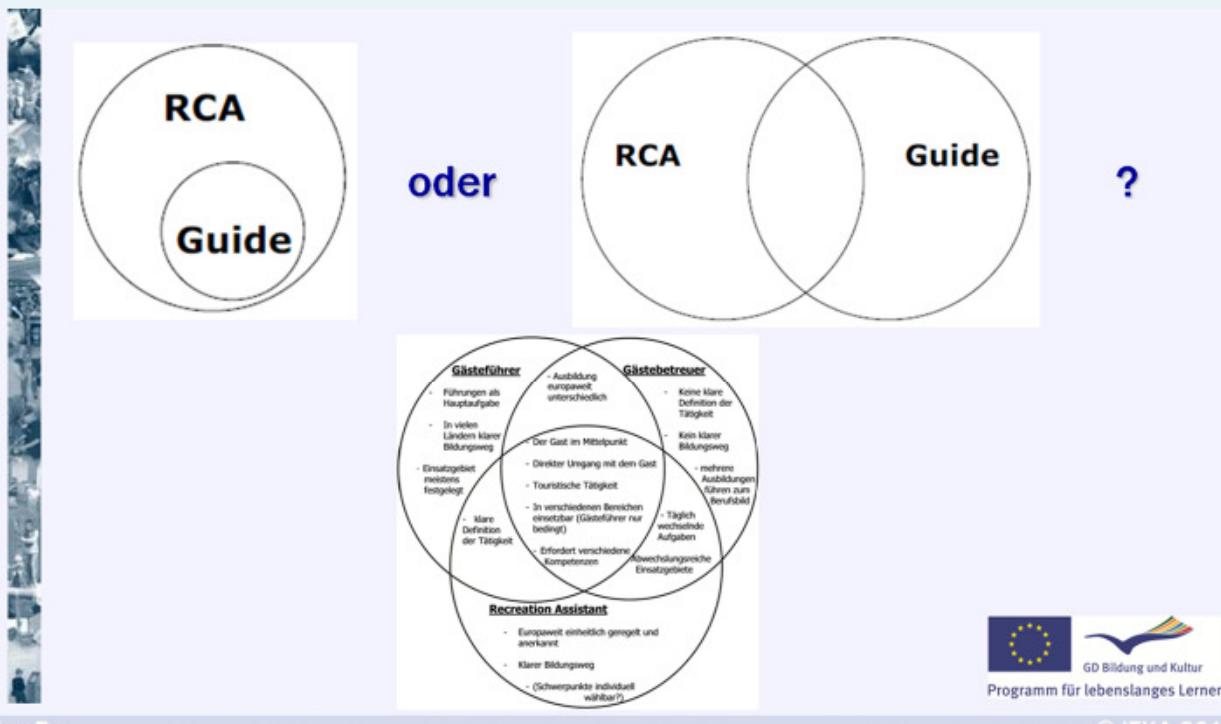
bm:uk



Programm für
lebenslanges
Lernen

31

The Framework of Qualifications RCA and Tourist Guide



Target Groups and Content

Module Content and Hours

Modul	Umfang
1 Rahmenbed.	20 h
2 Service	16 h
3 Soz.psy. Grdl.	40 h
4 Zielgruppen	28 h
5 Regionalkunde	40 h
6 Progr.gest.	40 h
7 Selbstman.	20 h
Summe	204 h

Intended/Discussed EQF Level

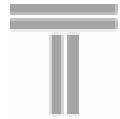
EQF	D	SI	HU ?
1	1	1	
2	2	2	
3	3	3	
4 RCA	4 RCA	4	
5	5	5	
6	6	6/1	
7	7	6/2	
8	8	7	
		8/1	
		8/2	

Target Groups are

- People working already in tourism but lacking a formal qualification
- People with formal qualifications in another field looking to change their professional work field
- People with qualifications in tourism looking for higher education (e.g. University of Applied Sciences)

Intended NQF:

- Germany: 4
- Hungary / Slovenia: 6



TOURISMUSCHULEN
SALZBURG
KLESSHEIM



ead'
Nationalagentur
Lebenslanges Lernen
National Agency for
Lifelong Learning

Internships and Qualification Development Due to ECVET or EQF/NQF Levels

Project Issue

- Better integration of internships into vocational education
- Qualification check due to EQF frames
- Integration of internships into ECVET system
- Development of instrumentaria to display knowledge/skills/competence of students according to the educational level



Benefit for students / schools

Effective contribution of internships to students' personal and vocational development

ECVET accreditation of internship results

Better integration in learning process

Benefit for enterprises

Knowledge on qualification level of trainees

Effective placement of students during their internship time

Better co-operation for high quality vocational education

bm:uk



Programm für
lebenslanges
Lernen



Accreditation of Internships in Vocational Education

BBS Wittmund and TSS Klessheim

Checking and comparing of existing curricula under the aspect of formal and non-formals competences

Exchange of students and teachers to evaluate the matching of theory and outcome of teaching and learning

Development of parameters for the measurement of the relation of internships and school education

Description of self guided aims of students in the planning process of the respective internship

Integration of the results into the further teaching/learning process

A New Approach to Internship

Pre internship: Students and mentoring teachers develop targets for the intership
Issues shall be SMART (Specific – Mesurable – adequate – realistic – timely)
Enterprises get information on the knowledge-skills level of the student (NQR!)
After internship: integration of internship outcome into the individual and group learning process
Accreditation of the knowledge gained through internships in ECVET credits

Internship Documentation Sheet I

1	Ferialpraktikum im Betrieb									
2	Ausbildungsstand, Zielvereinbarung und Lernfortschritt									
3										
4	Zeitpunkt:	nach dem 2. Semester								
5	Klasse:	Kolleg - Hotelmanagement		Name:						
6	Leitgegenstände:	Küchenorganisation, Ernährung		Schuljahr:						
7										
8	Allgemeine Beschreibung der Deskriptoren									
9	Qualifikationsniveau (NQR)	Kenntnisse (knowledge)		Fertigkeiten (skills)		Kompetenz (competences)				
10		sind das Ergebnis der Verarbeitung von Information durch Lernen, bezeichnen die Gesamtheit der Fakten, Grundsätze, Theorien und Praxis in einem Arbeits- oder Lernbereich. Im EQR werden Kenntnisse als Theorie- und/oder Faktenwissen beschrieben		stellen die Fähigkeit dar, Kenntnisse anzuwenden und Know-how einzusetzen, um Aufgaben auszuführen und Probleme zu lösen. Im EQR werden Fertigkeiten als kognitive Fertigkeiten (logisches, intuitives und kreatives Denken) und praktische Fertigkeiten (Geschicklichkeit und Verwendung von Methoden, Werkzeugen und Instrumenten) beschrieben		meint die nachgewiesene Fähigkeit, Kenntnisse, Fertigkeiten sowie persönliche, soziale und methodische Fertigkeiten in Arbeits- oder Lernsituationen und für die berufliche und/oder persönliche Entwicklung zu nützen. Im EQR wird Kompetenz im Sinne der Übernahme von Verantwortung und Selbstständigkeit beschrieben				
11										
12	Lehrplan, Inhalte, Kompetenzen, Selbsteinschätzung des/der Studierenden und Fremdeinschätzung durch die betreuende Lehrkraft									
13	Ausbildungsinhalte lt. ECVET	Kenntnisse (knowledge)	Selbsteinschätzung	Lehrkraft	Fertigkeiten (skills)	Selbsteinschätzung	Lehrkraft	Kompetenz (competences)	Selbsteinschätzung	Lehrkraft
14	Kompetenzbereich		Beurteilung (Schulnoten)			Beurteilung (Schulnoten)			Beurteilung (Schulnoten)	
15	<i>Ernährung und Gesundheit</i>	kennen im Überblick Vorkommen, Aufbau, Aufgaben und die wichtigsten Eigenschaften von Kohlenhydraten, Fetten, Eiweiß, Wasser, Mineralstoffen, Spurenelementen und Vitaminen			können grundlegende enzymatische Verdauungs- und Stoffwechselvorgänge erklären			verstehen grundlegende Zusammenhänge zwischen Ernährung und Gesundheit, überprüfen ihr eigenes Ernährungsverhalten und sind bereit kritisch zu reflektieren, erkennen Fehlernährung und deren Gefahren		

Internship Documentation Sheet II

40									
41									
42									
43	Angaben zum Praktikumsbetrieb								
44	Name:								
45	Ort:	PLZ:		Straße:					
46	Betriebsleiter/in::			direkte/r Vorgesetzte/r:					
47	Telefon:			e-mail:					
48	Zeitraum des Praktikums:	von	bis						
49	Abteilung:								
50	Position/en während des Praktikums:	1.		2.		3.			
51	Zielvereinbarung/en (Ich-Botschaften, SMART) mit dem Betrieb nach Evaluation des Wissensstands in gemeinsamem Gespräch mit der Lehrkraft (Beratung):				Ergebnis des Praktikums/Kompetenzgewinn - Selbsteinschätzung als Basis zur Auswertung im Unterricht				
52	nicht mehr als 5 Ziele, jeweils 1 Bereich	Kenntnisse	Fertigkeiten	Kompetenz	--	-	nicht feststellbar	+	++
53	1.				--	-	nicht feststellbar	+	++
54	2.				--	-	nicht feststellbar	+	++
55	3.				--	-	nicht feststellbar	+	++
56	4.				--	-	nicht feststellbar	+	++
57	5.				--	-	nicht feststellbar	+	++
58									
59	verbaler Bericht - Praktikumstagebuch über jede Praktikumswoche								
60	Beilage								
61									
62									
63	Verwertung im Unterricht nach Gespräch mit der Lehrkraft zu Beginn des 3. Semesters								
64	z.B. Präsentation spezieller Kenntnisse im Unterricht, Übernahme von anleitenden Funktionen, Anwendung von Kenntnissen, die im Praktikum erworben wurden, für die ganze								
65									
66									
67									

Example for the Description of Units

39

VQTS Competency Matrix „Electronics/Electric Engineering“

Kompetenzbereiche (Kernarbeitsaufgaben)	Stufen der Kompetenzentwicklung (Kompetenzentwicklungsschritte)		
1. Vorbereiten, Planen, Montieren und Installieren elektrischer und/oder elektronischer Systeme für Gebäude und industrielle Anlagen	Er/Sie kann einfache elektrische und elektronische Installationen (Kabel, Steckdosen, Anschluss- und Verteilungssysteme, Platinen, modulare elektronische Komponenten, Computerkomponenten) vorbereiten und durchführen sowie die notwendigen Verdrahtungen und Bestückungen vornehmen und überprüfen.	Er/Sie kann elektrische und modulare elektronische Installationen planen, vorbereiten und anschließen (z.B. Energieversorgung in Privat- und Geschäftsräumen inkl. Beleuchtung; Wechsel- und Drehstrom; elektronische Systeme als Verbaueinheiten, drahtloses LAN, Multimediasysteme). Er/Sie kann den Kunden beraten und die geeignete Realisierungsvariante entsprechend Kundenspezifikationen auswählen.	Er/Sie kann komplexe elektrische und/oder elektronisch vernetzte Installationen planen (z.B. Systeme der Energieverteilung, Gebäudem Managementsysteme / KNX, Regelungs- und Überwachungssysteme, Gebäudezugangssysteme, RFID Systeme) und anschließend durchführen. Nach Kundenanforderungen kann er/sie die Funktionalität der Installation mit computergestützten Werkzeugen konfigurieren, warten und diagnostizieren.

Units and ECVET Points Accreditation

40

Unit 4: Engine Emission in Petrol and Diesel Engines

KNOWLEDGE	SKILLS	COMPETENCE
<p>K1: Exhaust Gases</p> <p>K1.1: Composition K1.2: Air – fuel ratio K1.3: European anti-pollution standards</p> <p>K2: Pollution Control</p> <p>K2.1: Catalytic converter K2.2: Exhaust gas recycling K2.3: Particle filter K2.4: On Board Diagnosis (OBD) K2.5: Diagnostic, maintenance and servicing</p>	<p>S1: Perform diagnostic test to enable the assessment of exhaust gas values with diagnostic information.</p> <p>S2: Use OBD diagnostic for the evaluation of engine faults.</p> <p>S3: Carry out On Board Diagnosis (OBD)</p> <p>S4: Read stored diagnostic trouble codes and diagnose the causes of emissions or driveability problems.</p> <p>S5: Carry out emissions inspections on diesel and petrol engines (Certificates of Emissions Control)</p>	<p>C1: Diagnose and repair malfunctions of engine emission systems in petrol and diesel engines</p> <p>C1.1: Identify with precision the symptoms of the fault C1.2: Select the hypotheses of the fault depending on the symptoms C1.3: Test the system C1.4: Validate the malfunction and choose the appropriate action to be done C1.5: Respect the methods and schedule</p> <p>C2: Organise the work respecting health and safety rules</p>

CREDIT POINTS



FINLAND	FRANCE	HUNGARY	ROMANIA
+			
2	3	7	2

Quelle: <http://www.assetecvet.eu>

Einheiten von LE u. ECVET Punkte – Beisp.

VQTS
Kompetenzprofil-
zertifikat (inkl.
ECVET-Punkte) –
basierend auf der
Kompetenzmatrix
„Elektronik/Elektro-
technik“

Quelle:
<http://www.vocationalqualification.net>

Kompetenzprofilzertifikat (KPZ)					
Titel des Ausbildungsanbieters/-programms:		Dauer der Ausbildung:		EQR Niveau	
Name der für die Ausstellung des KPZ zuständigen Person		Name der Person in Ausbildung		Datum der Ausstellung	
Kompetenzbereiche (Kernarbeitsaufgaben)		Stufen der Kompetenzentwicklung Kreditpunkte			Kreditpunkte (Org.profil)
1. Vorbereiten, Planen, Montieren und Installieren ...		5	5	10	20 10
2. Kontrollieren, Warten und Instandhalten ...		5	5	5	15 10
3. Aufstellen, Inbetriebnehmen und Justieren ...		10	10		20 10
4. Entwerfen, Anpassen und Modifizieren ...		5	5	10	30 10
5. Entwickeln kundenspezifischer ...		10	10	15	35 20
6. Überwachen und Unterstützen ...		5	10	10	25 15
7. Installieren, Konfigurieren, Modifizieren ...		10	15	25	50 25
8. Diagnostizieren und Instandsetzen ...		5	10	10	25 15
Kreditpunkte für das berufliche Profil:					220 115
Zusätzliche Kompetenzen (bzw. Fachbereichen), die im Rahmen des Ausbildungsprogramms erworben werden, aber nicht Teil des beruflichen Profils sind:					20 5
Gesamtsumme der Kreditpunkte					240 120

41



Useful Documents



The European Credit System for
Vocational Education and Training
ECVET
Get to know ECVET better
Questions and Answers
Revised February 2011



Using ECVET for Geographical Mobility
PART II OF THE ECVET USERS' GUIDE



WORKING PAPER
No 14

The development of
ECVET in Europe
(2011)

42

CEDEFOP
European Centre for the Development of Vocational Training



Necessary conditions
for ECVET
implementation

bm:uk

Programm für
lebenslanges
Lernen

DG EAC: http://ec.europa.eu/education/lifelong-learning-policy/doc50_de.htm

ECVET Team: <http://www.ecvet-team.eu/>

ECVET pilot projects: <http://www.ecvet-projects.eu/>

NetECVET: <http://netecvet.com/>

ADAM: <http://www.adam-europe.eu/adam/thematicgroup/ECVET>

Cedefop: <http://www.cedefop.europa.eu/EN/about-cedefop/projects/european-credit-system-for-vocational-education-and-training/index.aspx>



ECVET

A European
Approach to
Vocational
Learning

A Glimpse Over
the Fence

Abb.: Wissen Plus 1/12

bm:uk



... man lernt
nie aus!

45

1010 Wien

Ebendorferstraße 7

T +43 1 534 08-0

F +43 1 534 08-699

lebenslanges-lernen@oead.at

www.lebenslanges-lernen.at

ECVET – A Journey of Studies
<http://vimeo.com/24782956>