

Accreditation of the 8 key competences of the YOTE Project by ECVET

YOTE training course

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1. Introduction: The European Framework: from the qualification FQF to the Credit (ECVET)

The need for recognition and harmonization of professional qualifications and labour mobility patterns in Europe requires establishing a system of training with credits recognized and accepted by all countries.

This system would allow the accreditation system of some countries to be acknowledged in others, granting studies in different countries the security of their compatibility and recognition within the European Union.

At the university level there has been progress under the Bologna agreement, which has facilitated the implementation of the European Higher Education Area (EHEA). In this academic part, the EHEA is based on the European Credits Transfer System (ECTS), which may indicate the way forward in this field.

On the recommendations of the European Parliament 2009, it is proposed the creation of a European credit transfer system for vocational education and training as means to implement approval processes and labour mobility in the EU: the European Credits Vocational Education Transfer (ECVET).

1.1 The ECVET framework

ECVET is defined as a technical and methodological framework to describe qualifications in terms of units of learning outcomes with associated credits.

It aims to promote transnational mobility and access to lifelong learning. It establishes a technical framework for the transfer, recognition and, where appropriate, the accumulation of individual learning outcomes in both formal and non-formal and informal, with a view to obtaining a qualification.

1.2 ECVET methodology

The ECVET methodology includes inseparable provisions:

- The description of qualifications in terms of learning outcomes (knowledge, aptitudes and skills).
- The existence of a transfer process for learning outcomes including assessment, validation, recognition and accumulation of learning outcomes.
- Using a point system assigned to learning outcome qualifications and units.

2. YOTE Framework

Youth on the Empowerment “YOTE” is a Leonardo da Vinci European project funded by the European Commission within the Lifelong Learning program.

The main idea is to provide our students better educational levels through strong leadership, commitment and an effective mechanism in order to change attitudes and practices. That is strengthening knowledge and innovation in the educational sector as the main guides to improve our future growth. This requires improving the quality of our education, promoting innovation and knowledge transfer. In our project we will address Vocational Training within an integrated approach, encompassing key and vocational competences. It is our intention in this project to create a new methodology designed by experts, and to pass it to teachers in order to educate their students to the fact that they must assume long life learning. We want to design an empowerment strategy to make the students responsible of their own professional and personal life in order to improve young people’s entry into the labour market through an integrated action covering counselling, guidance and empowerment.

The aim of the project is to create a methodology about the 8 key competences established by **the recommendation of the European Parliament and of the Council of 18 December 2006:**

1. **Communication in the mother tongue**
2. **Communication in foreign languages**
3. **Mathematical competence and basic competences in science and technology**
4. **Digital competence**
5. **Learning to learn**
6. **Social and civic competences**
7. **Sense of initiative and entrepreneurship**
8. **Cultural awareness and expression**

According to the recommendation of the European Parliament and of the European Council,

“Competences are defined as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment”.

The YOTE training course provides a set of keys and transferable skills, which have been established by the European Parliament, that are necessary for young people to access to the labour market. This YOTE “methodology” covers the knowledge, skills and attitudes that vocational students need for lifelong learning and to get a job.

The YOTE course implements the key competences of the non-formal education in the formal education in order to facilitate the training for employment of the vocational students near to entering the labour market.

We have created a course according to the ECVET methodology, based on learning outcomes about each unit of competence and applicable to different VET sectors, that promotes mobility programs to acquire and improve the key competences.

Key competences, as a combination of knowledge, skills and aptitudes, are fundamental in a society based on knowledge and absolutely necessary for entering the labour market.

4.1 General Statement–Training for employment

The option “general statement” of the YOTE training course, contains “learning outcomes required by vocational students to complete their periods of “Training for employment”.

This choice is open for students from different branches of vocational training, during their “training for employment “period of preparation for the workplace. In this matrix you can find the learning outcomes of each key competence applied to the job search process.

Competence	Knowledge	Skill	Attitude	Learning outcomes
Communication in the mother tongue	<p>Knowledge of vocabulary, functional grammar and the functions of language. It includes:</p> <ul style="list-style-type: none"> -awareness of the main types of verbal interaction; - a range of literary and non-literary texts; - the main features of different styles; - registers of language; - the variability of 	<p>The skills to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt their own communication to the requirements of the situation.</p>	<p>It involves disposition to critical and constructive dialogue, appreciation of aesthetic qualities, willingness to strive for them, and interest in interaction with others.</p>	<p>They are able to <i>express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form:</i></p> <ul style="list-style-type: none"> -Writing: They are able to write a curriculum properly. -Speaking: They are able to keep a job interview. -Listening: They are able to assimilate the instructions received in the workplace and implement them. -Reading: They are able to assimilate the information contained in their contract

	<p>language;</p> <p>- communication in different contexts</p>			and working papers.
<p>Communication in foreign languages</p>	<p>It requires knowledge of vocabulary and functional grammar and awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages.</p>	<p>It consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and produce texts which are appropriate to the individual's needs.</p>	<p>It involves appreciation of cultural diversity, interest and curiosity in languages and intercultural communication.</p>	<p>They are able to <i>express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form:</i></p> <p>-Writing: They are able to complete an application form.</p> <p>-Speaking: They are able to attend clients from other countries.</p> <p>-Listening: They are able to understand the requirements of the clients from other countries.</p> <p>-Reading: They are able to look for job opportunities abroad in internet.</p>
<p>Mathematical competence and basic competences in science and technology</p>	<p>Mathematics includes a sound knowledge of:</p> <p>-numbers, measures and structures;</p> <p>-basic operations and basic mathematical presentations</p> <p>-an understanding of mathematical terms and concepts;</p> <p>-an awareness of</p>	<p>The skills to apply basic mathematical principles and processes in everyday contexts at home and work, and to follow and assess chains of arguments. An individual should be able to reason mathematically, understand mathematical</p>	<p>It is based on the respect of truth and willingness to look for reasons and to assess their validity.</p> <p>-An attitude of critical appreciation and curiosity;</p> <p>-an interest in ethical issues and</p>	<p><i>They are able to develop and apply mathematical thinking in order to solve a range of problems in everyday situation at works.</i></p> <p>-They are able to develop bank transferences, payments and bills.</p> <p>-They are able to develop mathematical calculations applied to work.</p> <p>- They are able to use and handle technological tools and machines to develop</p>

	<p>the questions to which mathematics can offer answers.</p> <p>Science and technology, comprise the basic principles of the natural world, fundamental scientific concepts, principles and methods, technology and technological products and processes, as well as an understanding of the impact of science and technology on the natural world.</p>	<p>proof and communicate in mathematical language, as well as to use appropriate aids. In addition, they should have the ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion.</p>	<p>respect for both safety and sustainability, in particular as regards scientific and technological progress in relation to oneself, family, community and global issues</p>	<p>their work.</p> <p>-They are able to exploit the results using technological tools.</p> <p>-They are able to adapt to changes that occur in the field of new technologies.</p>
<p>Digital competence</p>	<p>Understanding and knowledge of the nature, role and opportunities of IST in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and</p>	<p>The ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognizing the links. Individuals</p>	<p>Attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional</p>	<p><i>They are able to apply in internet for job vacancies.</i></p> <p><i>-They are able to use computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet in their workplace.</i></p> <p><i>They are able to use different computer</i></p>

	<p>management, and an understanding of the</p> <p>opportunities and potential risks of the Internet and communication via electronic media (email, network tools) for work, leisure, information sharing and collaborative networking, learning and research.</p>	<p>should have skills to use tools</p> <p>to produce, present and understand complex information and the ability to access, search</p> <p>and use Internet-based services.</p>	<p>purposes also supports this competence.</p>	<p><i>programs at workplace.</i></p> <p>They are able to make a selection of new information resources and technological innovations, and enable the development of specific tasks or the achievement of goals.</p>
<p>Learning to learn</p>	<p>Learning to learn requires an individual to know and</p> <p>understand their preferred learning strategies,</p> <p>the strengths and weaknesses of their skills and qualifications, and to be able to</p> <p>search for the education and training opportunities</p> <p>and guidance and/or support available.</p>	<p>Requires firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills necessary for further learning.</p> <p>Building on these skills, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's</p>	<p>A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and change.</p>	<p>-They are able to identify available job opportunities, and the ability to overcome obstacles in order to learn successfully.</p> <p>-They are able to organize at work place through effective management of time and information, both individually and in groups.</p> <p>-They are able to learn from mistakes to improve their skills in the workplace.</p>

		<p>learning, career and work patterns, and, in particular, the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning.</p>		
<p>Social and civic competences</p>	<p>Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment. Knowledge of how a healthy lifestyle can contribute to this for successful interpersonal and social participation. This is essential to understand the codes of conduct and manners generally accepted</p>	<p>This competence includes the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a</p>	<p>Attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication. They should value diversity and respect others, and be prepared both to overcome prejudices and to compromise.</p>	<ul style="list-style-type: none"> -They are able to use different tools for conflict resolution. -They are able to apply negotiation techniques at workplace. -They are able to respect for social and cultural differences. -They are able to learn from each other).

	<p>in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture.</p>	<p>constructive way. They should also distinguish between the personal and professional spheres.</p>		
<p>Sense of initiative and entrepreneurship</p>	<p>To identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation.</p>	<p>Involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, debrief, evaluate and record effective representation and negotiation. Also the ability to work both as an individual and collaboratively in teams.</p>	<p>It is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work.</p> <p>It also includes motivation and determination to meet objectives, whether personal goals or aims are held in common with others, including at work.</p>	<p><i>-They are able to propose ideas to improve their work.</i></p> <p><i>-They are able to turn ideas into action.</i></p> <p><i>- They are able to plan and manage projects in order to achieve objectives.</i></p> <p><i>- They are able to seize opportunities at the workplace.</i></p>
<p>Cultural awareness and</p>	<p>It includes an awareness of local, national and</p>	<p>It includes the ability to relate one's</p>	<p>A solid understanding of one's own</p>	<p><i>-They are able to use their creativity to improve the work results.</i></p>

<p>expression</p>	<p>European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture.</p>	<p>own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts.</p>	<p>culture and a sense of identity can be the basis for an open attitude towards and respect for diversity of cultural expression. A positive attitude also covers creativity and the willingness to cultivate aesthetic capacity through artistic self-expression, and participation in cultural life.</p>	<p>-They are able to take care not only of the content but also the aesthetic part of the work done in the workplace.</p> <p>-They show a positive attitude.</p> <p>-They are able to understand that the willingness to cultivate aesthetic capacity and participation in cultural life generate positive attitudes that will be better professional.</p>
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According to the ECVET guidelines the methodology /training course is based on learning outcomes and related to each Unit of competences/key competence that the vocational students should acquire and assimilate to be prepare for the labour market. We can call them according to the YOTE training course “The EmpowerVETs” (the empowered VET student).

4.2 Benefit of YOTE training course for a concrete sector

According to the ECVET methodology, it is necessary to define the concrete sectors of vocational training receiving benefit from YOTE Training course, the “learning outcomes” required for the concrete sectors under ECVET qualifications. YOTE training course offers, on the one hand, a previous “general statement” in which the training course contains “learning outcomes” required for “*Training for employment*”, available for all vocational students.

On the other hand, it offers a “specific statement” –containing Two specific sectors (tourism and care) linking the key competences with the specific matrix of ECVET abilities of both sectors.

4.2.1 Tourism

Reception and client welcoming

EQF Level: 4

Units of Learning Outcome	Learning Outcome	Knowledge	Skills/attitude	European Key competences <u>Click on the underlined words and you are linked to the explanation</u>
<p>handle the operational running of the department, according to parameters of efficiency, effectiveness and quality</p>	<p>He/she is able to manage the approach and sales <i>phases</i></p> <p><i>(is able to make reservations according to demand and the occupancy and service-distribution plan)</i></p>	<ul style="list-style-type: none"> • He/she knows the principles and procedures for basic use of ICT • he/she knows communications techniques • He/she knows the necessary procedures for room reservation operations • he/she knows the hotel mission, as well as the services available to customers • he/she knows two foreign languages 	<ul style="list-style-type: none"> • he/she optimizes the use of computer tools in the reception service • supplies information on the availability of services and the sales terms • receives requests for reservations using various communications tools • confirms or rejects reservations on the basis of the capacity optimization plan • manages cancellations, over-bookings and changes in reservation • is able to communicate 	<p><u>Digital competence</u></p> <p><u>Learning to learn</u></p> <p><u>Mother Tongue</u></p> <p>Learning to learn</p> <p>Mother Tongue</p> <p><u>Foreign language</u></p> <p>Digital competence</p> <p>Foreign language</p> <p>Digital competence</p> <p><u>Initiative/entrepreneurship</u></p> <p>Digital competence</p> <p>Initiative/entrepreneurship</p> <p>Foreign language</p> <p>Learning to learn</p>

			with guests in two foreign languages	
	<p>He/she is able to manage the check in phase</p> <p><i>(is able to welcome guests and take care of them)</i></p>	<ul style="list-style-type: none"> • He/she knows the methodologies and techniques of the check-in system • he/she knows the way to handle emergency procedures 	<ul style="list-style-type: none"> • he/she records the arrival on the obligatory documents • he/she opens an account and a position for the client • he/she finds out the guest's needs • he/she communicates company regulations • he/she informs new guests about the range of hotel services 	<p>Digital competence</p> <p>Mother Tongue</p> <p>Foreign language</p> <p>Learning to learn Initiative/entrepreneurship</p> <p>Mother Tongue</p> <p>Foreign language</p> <p>Mother Tongue</p> <p>Foreign language</p> <p>Learning to learn</p>
	<p>He/she is able to manage the "live in" phase</p> <p><i>(including car rentals, sightseeing tours, reservation and confirmation of tickets to shows, manual and electronic records, delivery of keys or magnetic room cards and providing luggage service, handling</i></p>	<ul style="list-style-type: none"> • he/she knows established principles for the resolution/satisfaction of customer's complaints, suggestions, needs and expectations 	<ul style="list-style-type: none"> • he/she handles complaints • he/she manages the procedure for handling correspondence and registering information addressed to the customers • he/she takes care of the safety of guests and their property • he/she masters communication over the 	<p>Mother Tongue</p> <p>Foreign language</p> <p>Learning to learn</p> <p>Foreign languages</p> <p>Foreign language</p> <p><u>Social and civic competence</u></p> <p>Foreign language</p> <p>Mother Tongue</p> <p>Foreign language</p>

	<p>telephone services, distribution of correspondence, exchange of foreign currency, care of luggage and valuables, etc.)</p>		<p>telephone</p> <ul style="list-style-type: none"> • He/she masters procedures in a state of emergency (death, theft...) 	
	<p>He/she is able to carry out the activities of registering charges and of administrative and statistical management</p>	<ul style="list-style-type: none"> • He/she knows the administrative procedures for guest registration • he/she knows methods for gathering and reporting statistical data 	<ul style="list-style-type: none"> • he/she records changes • he/she prepares reports and printouts • he/she conducts administrative controls • he/she applies documentation filing techniques • he/she updates the guest database • he/she updates occupancy status • he/she prepares data on reservations and keeps statistics (receptions and rejections) 	<p>Mother Tongue</p> <p><u>Mathematical, Science, Technology</u></p> <p>Digital competence</p> <p>Learning to learn</p> <p>Initiative/entrepreneurship</p> <p>Digital competence</p> <p>Initiative/entrepreneurship</p> <p>Mathematical, Science, Technology</p> <p>Learning to learn</p>
	<p>He/she is able to carry out the activities of the check out phase (namely charging</p>	<ul style="list-style-type: none"> • he/she knows the proper "check-out" procedures • he/she knows Reception back-office procedures 	<ul style="list-style-type: none"> • he/she records the departure on the obligatory documents • he/she prepares statement of 	<p>Digital competence</p> <p>Mathematical, Science, Technology</p> <p>Mathematical, Science, Technology</p>

	<p><i>accounts, billing, payment of debts, checks, manual or computer records, collecting keys of magnetic cards and providing luggage services and transport</i></p>		<p>account, concludes and makes out an invoice</p> <ul style="list-style-type: none"> • he/she authenticates and enters credit and cash payments • he/she exchanges foreign currencies and prepares statement of exchange according to daily rates 	<p>Mathematical, Science, Technology</p>
<p>Inform and give advice to guests on services and events in the local environment</p>	<p>He/she is able to carry out the activities of gathering information on the opportunities offered by the surrounding territory</p> <p><i>(Including car rentals, sightseeing tours, reservation and confirmation of tickets to shows etc...)</i></p>	<ul style="list-style-type: none"> • He/she knows the historical and cultural resources and tourist services to provide customers with information • he/she knows the sources and techniques for finding information on events 	<ul style="list-style-type: none"> • He/she gathers and records information about the cultural, environmental and gastronomic opportunities of the territory • he/she keeps the data base of opportunities up to date 	<p>Mathematical, Science, Technology</p> <p>Digital competence</p> <p>Learning to learn</p> <p><u>Cultural awareness and expression</u></p> <p>Digital competence</p>
	<p>He/she is able to integrate the tourism offer within the contribution of other public and private stakeholders of</p>	<ul style="list-style-type: none"> • He/she knows the principles for constructing a tourism supply package integrated with the territory • he/she knows the 	<ul style="list-style-type: none"> • he/she contacts and collaborates with other operators to formulate integrated tourism supplies 	<p>Mother Tongue</p> <p>Learning to learn</p> <p>Social and civic competence</p>

	the territory	principles of destination management	<ul style="list-style-type: none"> • he/she handles relations with intermediaries both of tourism and non-tourism-related distribution 	
	He/she is able to promote tourism destination where the structure is located	He/she knows the principles of territorial marketing	<ul style="list-style-type: none"> • he/she informs about and promotes the cultural, natural and food&wine opportunities of the territory • he/she helps guests with transportation, reservations, gathering information on services outside the hotel and on the historical and cultural environment • he/she sells souvenirs and other promotional and contact material 	<p>Mother Tongue</p> <p>Foreign language</p> <p>Learning to learn</p> <p>Initiative/entrepreneurship</p> <p>Cultural awareness and expression</p> <p>Mother Tongue</p> <p>Foreign language</p> <p>Learning to learn</p> <p>Cultural awareness and expression</p> <p>Foreign language</p> <p>Learning to learn</p>
Maintain efficient communication with other departments in the hotel	He/she is able to see to the organization of work, the definition of procedures and the operational effectiveness of the reference division in relation to the	<ul style="list-style-type: none"> • He/she knows the techniques of internal business communications • he/she knows the ways in which the functions of various department interact 	<ul style="list-style-type: none"> • he/she organizes models of cooperative behaviour oriented towards results, in function of the objectives and of the organizational system of the business 	<p>Learning to learn</p> <p>Learning to learn</p> <p>Initiative/entrepreneurship</p> <p>Learning to learn</p> <p>Initiative/entrepreneurship</p>

	<p>various divisions of the hospitality business</p>		<ul style="list-style-type: none"> • he/she sees to the application of coordination mechanisms based on company directives • he/she optimizes the passing of information, by organizing and managing aggregation moments (briefing, debriefings, reporting, etc) • he/she applies functional control techniques to the work of his/her own division in relation to the company's quality objectives 	
	<p>He/she is able to coordinate the processes of production and supply of the service in relation to the other services of the hospitality business</p>	<p>He/she knows the procedures of internal communication between departments</p>	<ul style="list-style-type: none"> • he/she informs the other departments of the client's particular needs • he/she informs main kitchen and, if necessary, other departments about booked rooms and pre-announced group arrivals on a daily basis • he/she reports complaints to the 	<p>Mother Tongue</p> <p>Learning to learn</p> <p>Social and civic competence</p> <p>Mathematical, Science, Technology</p> <p>Digital competence</p> <p>Social and civic competence</p> <p>Mother Tongue</p>

			<p>sales department</p> <ul style="list-style-type: none"> • he/she informs sales department about guests allocations and their period of stay in the hotel 	
<p>Ability to choose appropriate ways for organizing his/her own and, as necessary, staff activities, in the hotel reception department</p>	<p>He/she is able to define goals and activities in the reception service based on the strategies, available resources and standards set by management</p>	<p>he/she knows the procedures for the management of reception area human resources, materials and equipment</p>	<ul style="list-style-type: none"> • He/she contributes in the planning and acquisition of necessary goods and materials • he/she collaborates in the implementation of quality, hygiene and safety-at-work programmes • he/she collaborates in the implementation of hotel promotional programmes 	<p>Learning to learn</p> <p>Learning to learn</p> <p>Learning to learn</p>
	<p>He/she is able to plan and organize his/her own work according to parameters of efficiency and effectiveness and work in team</p>	<ul style="list-style-type: none"> • he/she knows the rules for establishing a positive working environment • he/she knows the techniques of organizing work and performing different tasks 	<ul style="list-style-type: none"> • He/she plans and organizes his/her own work • he/she checks planned daily activities • he/she solves organizational problems and problems connected with performing individual tasks together with co- 	<p>Mathematical, Science, Technology</p> <p>Initiative/entrepreneurship</p> <p>Mathematical, Science, Technology</p> <p>Initiative/entrepreneurship</p> <p>Social and civic competence</p> <p>Mother Tongue</p>

			<p>workers and superiors</p> <ul style="list-style-type: none"> • he/she uses professional terminology • he/she works in a team 	<p>Learning to learn</p> <p>Social and civic competence</p>
<p>Ability to perform financial assignments and execute commercial activities and ensure quality control of the services and work conducted</p>	<p>He/she is able to collaborate with hotel management in the definition of targets and procedures to promote and conduct commercial activities</p>	<ul style="list-style-type: none"> • he/she knows the fundamentals of using ICT to manage commercial activities • he/she knows the techniques of quality management of the reception service 	<ul style="list-style-type: none"> • he/she identifies the level of customer satisfaction and defines measures to adjust services • he/she uses the quality control techniques of the reception service • he/she organizes gathered data and prepares charts and reports • he/she develops on-line promotion and sales procedures • he/she elaborates virtual product lines and a shopping cart for on-line transactions 	<p>Learning to learn</p> <p>Initiative/entrepreneurship</p> <p>Learning to learn</p> <p>Digital competence</p> <p>Initiative/entrepreneurship</p> <p>Digital competence</p> <p>Initiative/entrepreneurship</p>
	<p>He/she is able to collaborate in evaluating the quality of services, in verifying the level of</p>	<ul style="list-style-type: none"> • he/she knows the main process analysis methodologies and business diagnosis tools 	<ul style="list-style-type: none"> • he/she applies data-gathering methods (surveys, interviews, targeted observation) referring to the 	<p>Learning to learn</p> <p>Initiative/entrepreneurship</p> <p>Learning to learn</p> <p>Initiative/entrepreneurship</p>

	<p>customers satisfaction and in making the necessary adjustments</p>		<p>specific sector</p> <ul style="list-style-type: none"> • he/she monitors the production processes in relation to descriptors and indexes of quality, productivity and profitability • he/she applies the directives regarding access to and handling of sensitive data • he/she elaborates an action plan for positioning his/her sector within the company market 	<p>ship</p> <p>Initiative/entrepreneurship</p> <p>Initiative/entrepreneurship</p>
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4.2.2 Care

Care operator

ECVET POINTS	UNIT OF LEARNING OUTCOMES	LEARNING OUTCOMES	ECVET Sub-points	Knowledge	Skills/attitude	Key competence <u>Click on the underlined words and you are linked to the explanation</u>
25	Carrying out the care operator role within the organization structure and service and	Working in team	7		<p>He/She can work in team</p> <p>He/She can recognize and respect different roles</p> <p>He/She can</p>	<p><u>Learning to learn</u></p> <p><u>Social and civic competence</u></p> <p>Learning to</p>

	cooperate with the caring staff				recognize the organizational context of services.	learn
		Handing and understanding files, charts, and forms to record what is observed during the service	5		He/She can cooperate to define procedures and protocols related to his/her tasks of care giving, housekeeping and health-hygienic interventions He/She can work according to his/her competences and respecting the procedures and protocols defined by the working team	
		Cooperating to verify the quality of the service	6	He/she knows the main tools for quality monitoring and evaluation.	He/She can cooperate to define care projects and to verify their results He/She can cooperate to verify the properness and quality of services	Social and civic competence Learning to learn
		Using common computer tools	1		He/She can carry out basic computer operations He/She can use the software at a basic level under specific training	<u>Digital competence</u>
		Carrying out the working activities respecting privacy	3		He/She can manage his/her activities confidentially and ethically	Learning to learn Social and civic

		regulations			He/She can identify the ways of upgrade his/her knowledge through self-training and refresher courses	competence <u>Initiative/entrepreneurship</u>
		Cooperating for the realization of training of support operators	3		He/She can recognize and apply safety at work regulations to protect his/her health and the assisted person's health He/She can assist the student during the training period and transmit knowledge He/She can give an evaluation of the student assisted in the training period	Initiative/entrepreneurship <u>Mother Tongue</u> Learning to learn
	Carrying out the care operator role within the welfare network	Recognizing services and their function on the territory			He/She can identify the organization of social and health services and the one of informal networks He/She can involve informal networks, can relate to social, health, socio-sanitary, recreational, cultural structures on the territory (operate and cooperate)	Initiative/entrepreneurship Mother Tongue Learning to learn <u>Cultural awareness and expression</u>

		Informing the client about services	3		He/She can carry out specific activities to counsel the assisted person and the family about the services on the territory	<u>Foreign language</u> Digital competence Learning to learn Social and civic competence Initiative/entrepreneurship
		Supporting the client and the family to get access to the services	4		He/She can accompany the patient to get access to services He/She can handle simple bureaucratic procedures	Foreign language
	Indirect Assistance through activities of housekeeping, hygiene and comfort of the environment	Using techniques of domestic intervention	7		STEP 1 He/She can operate and cooperate with the patient and the family for the housekeeping and the maintenance of the living space; He/She can operate to maintain environmental hygiene; He/She can cooperate with the patient and the family for the hygiene and change of personal and bed linen, for purchases; He/She can	Mother Tongue Foreign language <u>Mathematical, Science, Technology</u> Learning to learn Mathematical, Science, Technology

					operate and cooperate with the patient and the family in assisting during the preparation of meals, also following particular dietetic prescriptions.	
			2		<p>STEP 2</p> <p>He/She can apply techniques of environmental hygiene;</p> <p>He/She can carry out a correct body hygiene to the patient;</p> <p>He/She can carry out correct procedures of environmental hygiene in facilities and hospitals;</p> <p>He/She can carry out checks and verify the effectiveness of the practices of environmental hygiene.</p>	
		Using techniques to ensured assisted person's safety reducing at maximum risks	2		He/She can identify living habits and risking/dangerous conditions for the assisted person	Learning to learn

		Using techniques of environment sanitation	7		<p>STEP 1</p> <p>He/She can handle procedures for the sanification of the environment</p> <p>He/She can clean and cleanse the environment</p> <p>He/She can carry out checks and verify the effectiveness of the practices of environment sanification</p>	
			3		<p>STEP 2</p> <p>He/She can carry out all the steps of cleaning, cleansing, disinfection and prepare the material to be sterilized and its storage</p> <p>He/She can carry out all the operations to prepare a sterile field</p>	
		Using techniques of hotel intervention	3		<p>He/She can prepare the environment for meals and cooperate to food distribution</p> <p>He/She can supply and change linen, can transport and dispose dirty or infected linen</p>	
		Using techniques	5		He/She can make beds (free or	

		to make beds			occupied beds, stretchers, cradles)	
		Applying techniques to organize, use and eliminate materials	6		He/ She can guarantee the collection and storage of different types of waste according to established protocols in relation to the operational context.	Social and civic competence
	Direct assistance to the partner	Using techniques in daily activities in order to satisfy the basic needs and according the type of assisted person	3		He/ She can involve the assisted person, the family and other figures as resources in the care within the living context He/ She can identify the different stages of drawing up a project of personal assistance He/ She can recognize, in different contexts, the proper relationship dynamics in order to relate with a suffering assisted person He/ She can recognize environmental situations and the assisted person's conditions for which it is necessary to apply	Mother Tongue Foreign language Learning to learn Initiative/entrep reneurship Learning to learn Learning to learn Initiative/entrep reneurship Learning to learn Initiative/entrep reneurship Foreign language

					<p>different technical competences</p> <p>He/ She can identify, through observation, the most common symptoms and signs which indicate variations in a person's clinical conditions (pallor, sweating, agitation and confusion), risking situations (reddening of skin, total or partial refusal of food, self-harm behaviours, harmful behaviours) to inform the professional operators</p> <p>He/ She can recognize the ways of collecting, reporting and communicating general and specific problems of an assisted person</p> <p>He/ She can recognize the conditions of risk and the most common syndromes due to prolonged bed rest and immobilization</p> <p>He/ She can make simple interventions</p>	
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					regarding health education for assisted persons and their families.	
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5. YOTE Outcomes

The European definition of learning outcomes, which uses the terms of knowledge, skills and competence, is the common denominator that fits with the diversity of existing approaches to describe learning outcomes.

ECVET does not provide a template of the format of learning outcomes descriptions. Such templates or classifications may exist at national, regional or system level (for example as part of national qualifications frameworks).

In the YOTE Training Course learning outcomes for different VET qualifications and units are clearly identified and described to enable mutual understanding of qualifications and judgments on:

- Whether the qualifications covered in the framework of a partnership for mobility lead to the same or similar occupation;
- Whether learning outcomes, as described in one setting or context, are comparable with those expected in another setting or context.

6. Validation and Accreditation

A validation of the YOTE course is done through partnership with the certificate to be signed and with the official seal of the institutions involved in the project.

The partners are seeking ways to include this course in their curricula; in the case of the Spanish partner, for example, the YOTE course has been included in the mobility plan of the centre, as mandatory training for vocational training students who want to participate in a mobility program offered by the centre.

Finally, the accreditation through the National Qualification Framework is based on the implementation of ECVET in each partner country.

7. The implementation of ECVET in project partners

7.1. Application of ECVET in Austria

The education and training system in Austria offers a wide range of different structures for apprenticeship and studies. Beside the dual system of apprenticeship, in which school-leavers learn for a job in an enterprise and in school, a pure school-based vocational training exists for a special range of jobs or special target groups.

The implementation of ECVET in Austria is based on a holistic national strategy and it is coordinated by Section II of the Federal Ministry of Education and Women's Affairs. Working groups currently compile partial strategies which consider the competence distribution in the Austrian education environment and goal of each education sector. On first hand it is all about the provision of high quality vocational education and offering continuing education after finishing one qualification.

Goals of the implementation of ECVET in Austria:

In detail the implementation of ECVET in Austria pursues following goals:

- Further development of learning outcome orientation (similar to e.g. competence oriented curricula, education standards, competence models of vocational trainings for healthcare professions, etc.) and related to this the support of a paradigm shift from input to output orientation.
- More efficient implementation of mobilities in Austria and in other countries, and quality improvement of mobility phases and internships in vocational training.
- Increased permeability within the national education system on the most essential interfaces of the Austrian qualification landscape by improved mutual recognition of already provided learning results.
- Improved recognition of formal, non-formal and informal acquired learning outcomes in the sense of "teaching time optimization"
- Increased employability in the Austrian and European labour market by improved documentation of acquired competences.

ECVET should offer support in the following areas:

- Planning and implementation of regional/geographical mobilities for learning purposes (e.g. practical trainings abroad, mobility phases, etc), as well as
- Support of the permeability within the national system (e.g. on the interfaces between different forms of vocational training, on-the-job-training, higher education and adult

education) in the sense of lifelong learning

The implementation of ECVET is under way, but the National Agency for Lifelong learning has announced that ECVET is a priority in the provision of funding.

<http://www.ecvet-info.at/de/node/361>

7.2. ECVET Implementation in Germany

Implementing ECVET in Germany is supposed to support the mobilities between different countries and the interfaces within the German education and training system. Accreditation procedures have been developed and tested in different projects between 2007 and 2012 funded by the Federal Ministry of Education and Research under the guidelines of the DECVET (Development of a Credit System for Vocational Education and Training in Germany).

The education and training system in Germany offers a wide range of different structures for apprentice and studies. Beside of the successful dual system of apprenticeship, in which school-leavers learn for a job in an enterprise and in school, a pure school-based vocational training exists for a special range of jobs or special target groups. Furthermore, the universities of applied sciences foster their cooperation with enterprises to conduct the so called dual studies, a combination of studying at the University of Applied Science and working and training in an enterprise. The universities with their system of bachelor and master, and the adult education which offers special certificates and learning outcomes too show some aspects of the diversity of the German education and trainingsystem.

The interface between these different systems could be improved by using procedures for the accreditation and recognition of competences and learning outcomes.

A national coordinating body assists institutions or projects which aim to develop and implement the ECVET in Germany. For fundamental issues of application of ECVET procedures and tools to improve the transparency and recognition of professional skills acquired abroad, the National Coordinating Body is the contact person.

A National Team is composed of 13 ECVET experts who were involved in different areas of vocational training in the development of ECVET instruments and their practical testing. The task is to make ECVET in the area known and advise and support education practitioners in the implementation.

As one result of all these efforts the Board of the Federal Institute for Vocational Education adopted on 26 June 2014 a recommendation on the structure and design of training regulations under the guideline of competence orientation which should increase the implementation of the German Qualifications Framework (DQR) in training regulations.

<http://www.euvetsupport.eu/index.php?id=193>

<http://www.bibb.de/dokumente/pdf/HA160.pdf>

7.3 Implementation of ECVET in Greece

It is clear that the application of ECVET to Greek reality is neither simple nor easy. However, this is a major challenge for the Greek society since the country's EU perspective is not only imperative but also necessary from the existing socio-economic conditions.

At the same time, factors such as the fiscal stalemate in the country, European and international economic crisis, the rapid changes in economic and social structures, the rise in unemployment, changes in the demand for occupation and qualification etc, are important parameters that we need to look at carefully.

The inclusion of Greece in the financial impasse, the prolonged phase of recession and crisis - debt, apparently create an unfavourable environment to thrive alternative policies in education. On a second level, the crisis and the country's problems can be a historic opportunity to uplift and redefine our educational coordinate policy designed to promote the European perspective and the country's inclusion on the "hard core" of the EU.

Clearly, the need for national initiatives and reforms is an imperative objective in the midst of such adverse conditions; the European perspective requires affirmative seeing mainly through the prism of what in modern terms we call "creative scepticism".

This means that it is necessary to avoid the barren negativism and whatever is associated with introversion. Our overall attitude is to be consistent with critical assimilation and promote all the tools that can strengthen the Greek education system, employment, social cohesion, suspension inequalities, European integration based on equality and social solidarity.

It is therefore necessary to focus on the issues that reinforce the inside of the Greek society and targeted struggle against any distortions or irrationality prevail, with the aim of curing the social and political awareness in the field of reforms and active tools.

<http://www.iky.gr/ecvet>

7.4 Implementation of ECVET in Spain

In Spain, VET is coherent with the ECVET philosophy. The VET system is based on modular learning programmes. All the diplomas from initial VET within the education system are 2000 hours in duration. Both intermediate diplomas and higher level diplomas are expressed in learning outcomes and permit acquiring professional competences following established standards in response to production sector needs. All the diplomas support acquiring and improving personal and social competences, and exercising active citizenship. The new system for validation of professional competences acquired through professional experience establishes the assessment and partial accreditation of units of competence of professional qualifications (established standards), included in VET diplomas or certificates of professional standards.

The competence units thus accredited can result in the validation or exemption of the corresponding modules included in either VET diplomas or certificates of professional standards.

At the moment, the validation procedure is only used for vocational education and training at both levels, intermediate and higher. However, the Ministry of Education is working on the legal framework on validation for university level. The first draft of the royal decree recognizes universities' autonomy and states that each university will decide on modules or units to validate, to a maximum of 15%, as well as on the method to be used. Once an official decision on ECVET is reached across government, working groups, including all relevant stakeholders and linking to different advisory bodies, could be set up.

The Ministry of Education, Culture and Sport will be responsible for ECVET arrangements concerning IVET, and the Ministry of Labour and Immigration for CVET. The NCP is the Subdirectorate General on VET of the Ministry of Education, Culture and Sport.

<http://www.euvetsupport.eu/index>