



Lifelong Learning Programme



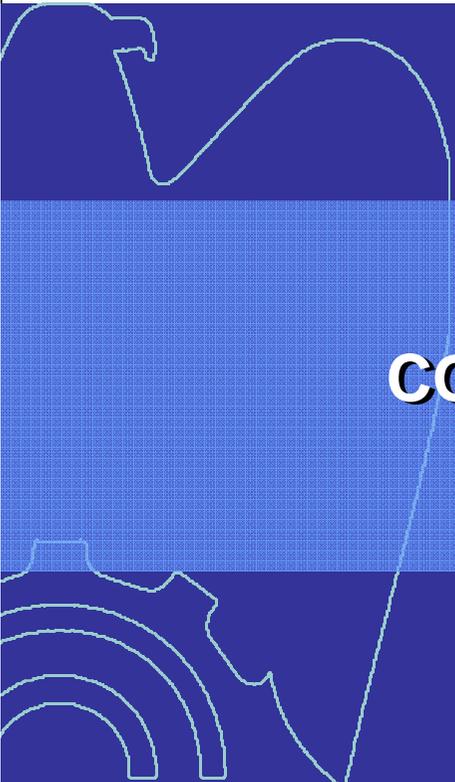
COMMET

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Transfer of Innovation

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Transfer of innovation and new methods for identifying vocational competences within vocational education in the metal and electrical sector as illustrated by two vocations



CONFINDUSTRIA VENETO SIAV S.p.a

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Project: COMMET

Transfer of innovation and new methods for identifying vocational competence within vocational education in the metal and electrical sector as illustrated by two vocations

Work package III

Qualification grid for the vocation **Metal Cutting Technician**

Sphere of activity 1	Machine programming
Sphere of activity 2	Machine setting and cutting
Sphere of activity 3	Metal foil positioning and burrs removing
Sphere of activity 4	Transport and warehousing
Sphere of activity 5	Machine maintenance and malfunction handling

<u>Sphere of activity 1</u>	<u>Machine programming</u>			
	<u>Competence Dimension</u>			
<u>Phases of the complete activity</u>	<u>Specialist Knowledge</u>	<u>Methodological competence</u>	<u>Social competence</u>	<u>Personal competence</u>
<u>Analysing</u>	Able to analyse technical drawing; Able to understand CAM programme outputs	Able to gather information; Able to connect and elaborate information	Able to express critiques and contribute to constructive analysis with supervisor(s); Able to analyse the feasibility of a <u>workpiece</u> proposed in the technical drawing	Able to gather information; Able to use information
<u>Planning</u>	Able to foresee the standard <u>workpiece</u> manufacturing; Able to foresee non-standard featured <u>workpiece</u> manufacturing	Able to plan the standard <u>workpiece</u> manufacturing; Able to plan non-standard featured <u>workpiece</u> manufacturing	Able to discuss solution proposed by project designers; Able to develop willingness to communicate; Able to co-operate; Able to contribute to specialist practice	Able to identify problems; Able to handle problems on a cooperative basis
<u>Performance</u>	Able to transfer technical/CAM drawings into DXF programming	Able to apply the machine programme procedures; Able to comply with internal procedures	Able to agree solution(s) proposed by project designers; Able to communicate	Able to apply basic IT skills; Able to develop further interest in ITC; Able to observe and assess the machine programming
<u>Checking</u>	Able to monitor optimal solution implementation (less burrs/scraps/waste, less time= more efficiency)	Able to contribute to standard procedures	<u>Able to communicate results</u>	Able to comply monitoring procedures; Able to identify the optimal solution(s)

5 interviews

- 3 experts:

- a. An University professor (Business Organization Chair)
- b. A HR developer expert
- c. A Vocational trainer and expert in an Academic institute for Managers training

-2 companies : 1 involved in WP III – HR dept.
1 company not previously involved – HR dept.

The grid was sent 4 days in advance and then further explained and commented by phone and face to face.

1. The **spheres of activity**, are they defined and outlined appropriately?

Both the experts and the companies agreed the spheres of activity are appropriately outlined. One expert suggests to add a “**people management/coaching**” sphere.

2. The **phases of a complete action**, are they described to the point?

The phases are definitely very detailed. The companies feel the phases even too detailed. One expert suggests to add a **Labour Code and other law** regulations within the Specialist knowledge column, as well as the ability to consider **economic** factors in each activity phase and competence dimension. Nonetheless, some useful information are still missing.

Let me give you an example for Metal Cutting from an expert: “In the sphere of activity “Machine maintenance and malfunction handling”, and in particular, in the “Analysing” phase, there is the specialist knowledge “Able to identify problems”. In my opinion, the statement is very unspecific. It is opportune to specify the typology of problem (simple? Complex?) and, then, how we could determine if a problem is simple or complex (causes? Context? Effects on the performances of the process?)”

3. The **competence dimensions**, are they plausible/ feasible? And which distinctions do you prefer: those of the SQF or those of competence profiles?

The difference between social and personal competence is not so clear on the headlines. Social competence could be better defined as “organizational”? Shall the personal competence refers somehow to individual attitudes instead of skills?

4. The **competence profiles**, are they applicable, e.g. to the certificate supplement of the Europass?

The competences profiles needs to be improved to be fully applicable.

Improvement suggestions:

-The profiles are a **static** tool. Companies need to link description of competences to an **evaluation grading**, in order to identify training needs and get guidelines for actions. An expert suggests to link the last “Evaluation” phase to the first “Analysis”, in order to set out an **”innovation/improvement”** dynamic input.

-Introduce the **“experience”** variable in order to identify at least “junior”, “middle” and “senior” levels.

-The use of **Europass** is not yet developed enough to consider it. Nonetheless the outputs of the competence profiles could be useful to fill the EU CV.

5. Between the competence profiles and the SQF, can you imagine to apply these or a combination between them in your HR department? If it were a combination, what should it look like?

The SQF seems a more complete tool, but the leveling grades and the nuances need to be explained and an **assessment scale** need to be set out. Parameters and criteria shall include **practical examples** in order to facilitate users.

Moreover, a **checklist** based on the profile grids could be an integrating tool easier to apply, as part of the competence definition is provided by the technical supervisor, who rarely has any HR management skill.

Creating standards based on the competence profiles might be very useful if they **highlight competence gaps** and provide suggestion to an individual **growth** towards the **next level**.

Profiles' group / guidelines are defined in strict relationship to **technical/professional competences** in order to:

- provide **flexible guidelines to design vocational training actions** and to secure the focus on core competences **NOT fully developed in the competence profile**
- be a **reference for the Training Plan**

National contract categories 3th to 6th:

- **Incorporate ISFOL model (repository)**
- **incorporate transversal skills** – Vision: sector/ supply chain/ safety/ labour law/ innovation

National contract categories 5th to 6th:

- **K & S: autonomy/ responsibility/ results & improvement + technical C**

National contract category 7th:

- **underline and enhance management competences**
 NOT INCLUDED in the competence profile





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