

Develop a qualification grid for the vocations Electro-Mechanical Technician and Metal Cutting Technician

COMMET Work package III Summary of project outcomes

The task of the project partners consisted in examining the three dimensional competence grid model (eight spheres of action, four competence dimensions specialist, methodological, social and personal competence) and six phases of a complete action, with regard to application on a national level.

The feedback of most partners was mainly based on national curricula from which spheres of action, spheres of tasks or learning were deducted. The assignments of the dimensions of competence according to the model were discussed in a controversial way, with an emphasis on classification of methodological competences. With regard to personal and social features, constant characteristics were found in many cases (in and outside of the spheres of action), which is also true for job descriptions. A further item in the discussion, from the point of view of the participants, led to the question whether six phases of a complete action could be usefully applied to industrial vocations.

Each partner put the main emphasis of representation in accordance of his special horizon. This procedure supported the process of the methodological aims and the discussion process.

In France, there are two different approaches with regard to vocations. One is based on the index Register ROM (by job description) the other is based on the Register Index Metallurgie CQPM (by vocational qualifications), which is currently under scrutiny, since all metal processing professions have to correspond to the RNCP (national qualifications index). There are many qualification possibilities in France, especially for the metal cutting technician. Those interested can find places in the metal processing industry, and over the Ministries of Education and Labour. But these different ways lead necessarily to different qualifications, description of competences, and consequently differences in the educational level. The French are of the opinion that an apprenticeship in the metal processing industry comes closest to reality. They basically ask themselves whether the vocations mean the same throughout the EU.

In Italy methodologies are being made according to national and sectoral guidelines. Promotion of international job competence is given during vocational training. Competence profiles are according to model and are being discussed in sector companies. (five spheres of action)

The competence profile in Finland is based on national curricula for the metal processing and the electro industries, which have been amended in 2002 and 2006. Contrary to other countries the metal cutting technician is not a separate profession but one competence among others; (six spheres of action). The Danish competence profile is according to model; (without spheres of action).

Of special interest was the methodology based on job descriptions, presented by the Hungarian experts. Actions are defined as work tasks (duties), subdivided in partial steps and labeled with competence features according to EQR.

In Spain the description of achievements is only given after having successfully absolved the corresponding courses in vocational training. There is a classification of vocational qualification in seven spheres of action. Changes in vocational education are on a national level are being implemented.

All participants found significant and necessary the regulations of competences for international vocational competences of action.

The aim is to encourage mobility of the employees within the EU and particularly within the countries of their partners. This is why compatibility and standardization of job description is indispensable. The bbw proposes the EUROPASS, according to the Irish model. This possibility is being examined independently in each participating country.

Project Partners:

P1 bbw Germany

P2 UPM Spain

P3 CEFORALP France

P4 Kopernikusz Hungary

P5 SIAV Italy

P6 SDE College Denmark

P7 ISAI FCG Finland



Lifelong Learning Programme

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