

The **aire** concept

Vocational training differs enormously all over Europe. But everywhere, there are systems of how to train Electricians. The training is realized on the levels 3, 4 and 5 of the EQF (European Qualifications Framework).

For these reasons, we opted for the following model:

1. We define “modules” although they are not independent teaching units. They are meant to be integrated into the existing learning structures of each school, region or country. The AIRE concept should be regarded as a catalogue or shopping list. Checking the learning outcomes obtained within the local system and comparing them with the AIRE modules, there should be a congruency of 85%. That means, 85% of each module must be covered.
2. If 85% of all modules (i.e. AIRE modules 1 through 8 plus the 50% of the training to become an Electrician) are covered, then the student can get an AIRE stamp or an AIRE certificate, which reflects the relevant learning outcomes that the student can deliver.
3. Should a school not be able to provide all modules within the regular training scheme, there are the following solutions:
 - a. The school offers additional courses in order to complete the AIRE setup.
 - b. The school cooperates with other schools/education providers which offer the missing training (e. g. a language school, AIRE partner schools all over Europe).
 - c. The student can provide certified partial certificates which are recognized as parts of the AIRE catalogue. (e. g. B2 Technical English) from any accredited institution.
 - d. The student can provide evidence in external examinations.
4. In order to distinguish between the different levels of the EQF, the AIRE modules are defined accordingly. The AIRE certificate will reflect the EQF level. This also means that on level 3 the maintenance skills have far more of an importance and on level 5 the competences necessary for processes and customer service are stressed a lot more. On level 4, the students should demonstrate to dispose of a broad training which comprises all elements equally.
5. On level 5, there is a difference as far as the first four modules are concerned. There should be a specialization in Photo Voltaic, Solar Thermal or Wind energy (module 1.1, 1.2 or 1.3). There could also be the specialization in one field of module 3. (If the candidate is the holder of an AIRE 4 certificate, the general background is secured. If the candidate is an Electrician without previous AIRE certification, the specialization should be accompanied with an introductory course about modules 1 through 3.) Modules 4 through 8 must all be covered.
6. The setup of the modules covered should always belong to one and the same EQF level so that this one level is certified as a whole at the end.



For all AIRE certificates, these are the general rules:

The **key competences** as defined by the EU should be provided before the vocational training starts. They will of course be improved during the training.

The **General Vocational Competences** should comprise 50% of the training in the field of electricity. All the accredited AIRE schools should have recognized standards on the different EQF levels.

For the Specific **AIRE Vocational Learning Outcomes** (regarding knowledge, skills and competences) the following titles for AIRE modules are defined:

Module 1.1	PV*
Module 1.2	Solar Thermal*
Module 1.3	Wind*
Module 2	Another specialization
Module 3	Others*
Module 4	Safety
Module 5	Processes
Module 6	Customer Service
Module 7	Entrepreneurship
Module 8	Technical English

*Modules 1 through 3 are subdivided into the following aspects:

- Energy generation
- Construction
- Management (location, supply of different types of renewable energy, combination, ...)
- Control (IT remote control)
- Efficiency (taking the best results out of it)
- Maintenance
- Repair
- Energy storage
- Feeding the grid
- Recycling and repowering

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