

# **ECVET System for No Borders in Tourism Hospitality European Training and Work N.E.T.WORK**

**147788-LLP-1-2008-1-IT-ECVET**

## **EXPERIMENTATION REPORT**

**COUNTRY**    ITALY   

**PARTNER ORGANISATION**    PROVINCE OF PERUGIA   

### **INDEX**

- The operational planning of the experimentation
- The experimentation: numbers
- The experimentation: results
- The application of the ECVET system: strengths and weaknesses

This project has been funded with support from the European Commission. This publication [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

## The operational planning of the experimentation

*Briefly describe the ways in which operational planning was carried out, that is:*

- *Number and type of Bodies/organisations contacted to propose the experimentation*  
UN CONTATTO CON Iter scarl, Agenzia formative accreditata da Regione Umbria, con molti anni di esperienza nel sistema formative regionale

- *Method of identifying the above-mentioned bodies (institutional network, previous relations, new contacts, etc.)*

Iter è una delle principali Agenzie formative partner della Provincia di Perugia in progetti finanziati dal FSE

Avremmo inoltre voluto effettuare esperienze di mobilità ad un paio di stagisti, ma i partner di Network che ho interpellato (Portogallo e Slovenia) non hanno risposto.

- *Outcomes of the contacts and first weaknesses*

Ottimi risultati nel lavoro con Iter.

## The experimentation: numbers

*Report in a discursive manner some quantitative elements of the experimentation, specifically:*

- *Number Bodies/Organisations with which the agreement was reached: one*
- *Type of Body/Organisation (Training agency, Service company, Educational institution): Training Agency*
- *Number of pathways involved in the experimentation: One*
- *Typology of pathways involved in the experimentation (level): IV level (IFTS)*
- *Title of the pathway: Tecnico superiore per l'assistenza alla direzione di strutture ricettive*
- *Number of beneficiaries involved (Trainer/VET system operator, Learner, Other): trainer: 8; VET system operator: due; Learner: 18*
- *Typology of beneficiaries of the pathways where the experimentation was conducted (level of instruction, unemployed, persons who have never worked, employed, men, women, age, etc): diplomati, di cui 16 disoccupati, 13 donne, età fra 24 e 45 anni*
- *Duration of the experimentation: 4 mesi*
- *Number of meetings held to carry out the experimentation: 4*
- *Method of coordinating and accompanying the experimentation (initial information meeting, meetings "in itinere", direct administration of the instruments, etc.): (initial information meeting, meetings "in itinere" with Vet system operator and trainers*
- *During the experimentation did the operators involved need support?*

No

*If Yes, the support was required:*

- to understand the approach*
- to use the tools*
- to understand the objectives of the experimentation*
- other \_\_\_\_\_*

## The experimentation: results

*Briefly describe the results of the experimentation, commenting the grids filled out (Grid for the verification of the training contents of the pathway according to the ECVET system- Attachment 05 and Verification and Evaluation method Grid – Attachment 06): gli strumenti della sperimentazione sono molto simili a quelli utilizzati nella nostra regione per la progettazione e la realizzazione delle azioni formative, nonchè per la valutazione delle L.O.; i risultati pertanto sono molto positivi*  
*Report on the level of comprehension, interest and satisfaction shown by those involved (trainers, coordinators and teachers: vedi sopra).*

*Also please briefly indicate whether:*

Has the involvement of the operators in the experimentation been easy/difficult? It has been easy  
If it wasn't easy, please explain why (ex. timing, insufficient interest in the topic, training methodology, etc)

## The application of the ECVET system: strengths and weaknesses

*Briefly and descriptively, list a maximum of 3 Strengths and 3 Weaknesses of the experimentation, giving your considerations relating to the strengths and weaknesses of the application of the ECVET system to your National reference system.*

Starting the experimentation, it was difficult to link Network Project and IFTS course “Advanced technician for attendance to reception structures management” project ; though being this last already composed by means of Training Units (U.F.), articulated by learning contents.

As we all know, in Ecvet system , a unit is a set of knowledge, skills, and competences which constitute a coherent part of a qualification. A unit can be the smallest **part of a qualification** that can be assessed, transferred, validated and, possibly, certified. A unit can be specific to a single qualification or common to several qualifications. The characteristics of units (content, size, total number of units composing a qualification, etc.) are defined by the competent body responsible for the qualification at the appropriate level. The definition and description of units can vary, according to the qualifications system and the procedures of the competent body. However, the ECVET system proposes to provide for every unit:

- the generic title of the unit;
- the knowledge, skills and competence which are contained in a unit;
- the criteria for assessment of the corresponding learning outcomes.

A learning outcomes is, on its turn, the set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate **after completion of a learning process**.

So, the unit is a part of a qualification, while the l.o. is part of a process. The greatest difficult in Ecvet model is here: one must join the description of a work with the description of the process that will be necessary to train a person who will do that work. It seems to be a certain concept overpopulation in Ecvet tools (L.O., competence, skills), that complicates the work of comparison among different countries learning pathways. Moreover, it should be clearly distinguished the description of the professional profile ( units/ competences) from the description of the learning process (l.o., knowledge, skills).

Given this, the fact remains that, once the problem of the different terminology used to indicate the same “objects” was overcome, it was relatively easy to use the ECVET and Network tools. I would also remind you that this year the Region of Umbria has fully adopted the theoretical models of ECVET, and the Province of Perugia is adapting its instruments (project forms, indications for the planning of training pathways) to conform to the Regional directives.