- EU-Program “Leonardo da Vinci” Transfer of Innovation -
DE/10/LLP-LdV/TOI/147346

„MobilityExcellence – European Bridge for Competence Recognition“

Agenda

Mobility Excellence
PROJECT MEETING
DERRY, NORTHERN IRELAND
27th, 28th and 29th April 2011

Topics / objectives for our discussion

- Discussion about our last Minutes/Conclusions Kick-off Frankfurt (Oder)

- National Report (state of the art)

- Units of learning outcomes (definition)
- practical work with cemes

- Web_Site (layout,content,pictures, Who will publish the information?)

- method and validation procedure / assessment in mobility
- Memorandum of Understanding

open discussion:
- Update ADAM
- Work in moodle / skype
- Reporting / Monitoring
- look to our Timetable / project proposal –> next steps ->meeting Malta
- individual questions

Topics / objectives for our discussion

Units of learning outcome

UNITS of learning outcome

A credit system (ECVET) makes it possible to divide a qualification into units or into partial objectives the objectives of a programme of vocational and educational training.

Each unit is defined in terms of knowledge, skills and competences (KSC) and can be characterised by the relative level of the learning outcomes involved, which may be defined by a reference level and by its volume which may be expressed in points or other factors.
Each unit may or may not[2] be awarded separately.

A unit constitutes part of a qualification (certificate, diploma...).
It can be the smallest part of the qualification being evaluated, validated and/or certified.
A unit can be specific to a single qualification or common to several qualifications.

German law

SzG

Knowledge, Skills, Competences

This bundle of competences must be demonstrated in examinations regulated by law the "Vocational Education and Training Act"

>>National Report <<

Remember! VET_Profile (selected competences)

Competences Office Clerk

Specialist in the hotel business

1.Step: Competence appraisal (Observation)

Description of the agreed units of learning outcomes			
Description			**Duration**
x	**Unit 1**	Office appliances	1 week
x	**Unit 2**	Office processes	2 weeks
x	**Unit 3**	Statistics	2 weeks
x	**Unit 4**	Word processing	2 weeks
Description of joint work tasks or work processes / Activities			
Unit 1		-professional handling of company resources, especially office equipment, business- and copying machines -using office equipment ecologically and economically efficient -instruct technical service of office appliances	1 week
Unit 2		-administer office supplies -post processing (inbox, distribution, outbox) -filing -scheduling	2 weeks
Unit 3		-data acquisition to create statistics -data preparation and presentation -analysis of data and evaluation of results	2 weeks
Unit 4		-use word processing, recording and reproducing devices -touch-typing -formulate and format texts according to given facts by use of works of reference -chose the appropriate type of corporate correspondence	2 weeks

Next Step:
„Assessment in cemes“

The CEMES – Method (Hans**)**
CEMES is the trade mark
for a qualified method of competence recognition
and certification for managers,
specialists and other eployees in European companies

The Three-Level-Method of competence recognition
is a testing method for technical competences.
The three levels include Multiple-Choice questions,
open questions and if so a individual assessment.

CEMES – Method > Hans

Input ?

German law
Standard Office Clerk
SzG
Knowledge, Skills, Competences
This bundle of competences must be demonstrated in examinations regulated by law the ”Vocational Education and Training Act”

Office Clerk learn **3 years**!
(dual system>in company and vocational school)

Before the end of the second year of training, trainees sit an intermediate examination consisting of practical and written elements. The trainee receives a certificate of participation in the intermediate examination, identifying the training stage.
no level / ne degree!)
(>> most of our participants in mobility)
after 3 years
final examination
(MPC / open questions)
=skilled worker= **Level 4**

Competences possible in Mobility (4-6 weeks)

Competences Office Clerk

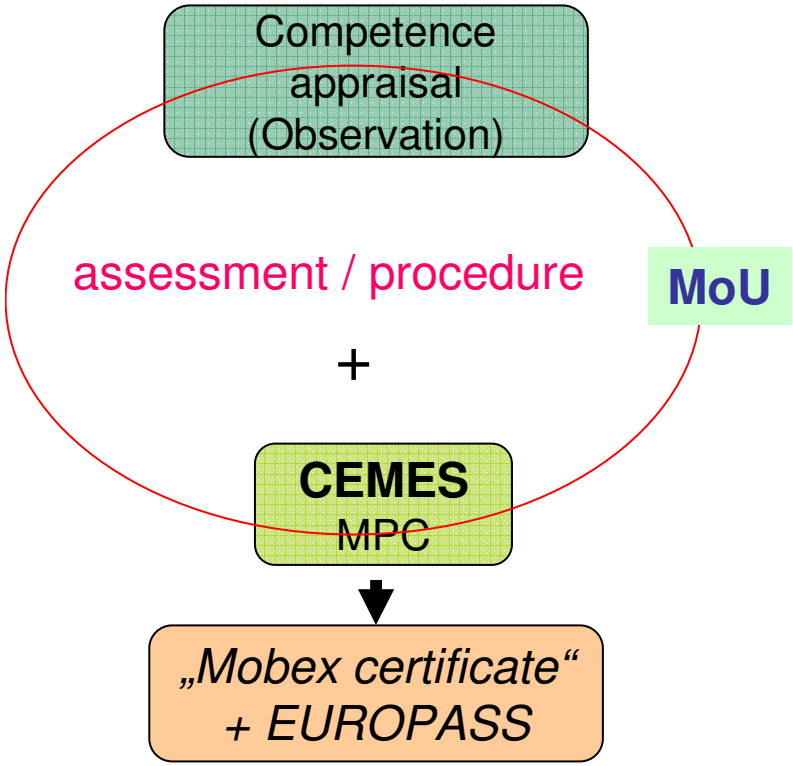
Competences Office Clerk cemes-structure

We must adapt / Change the **tasks!**

IHK-Projektgesellschaft mbH OSTBRANDENBURG

Education and Culture DG
Lifelong Learning Programme

AZUBI MOB!L



Next steps:

- 10 tasks for different Competences (from german standards (level) ?*in german*?)

- translation and modification
  for e.g. >> (page 9)

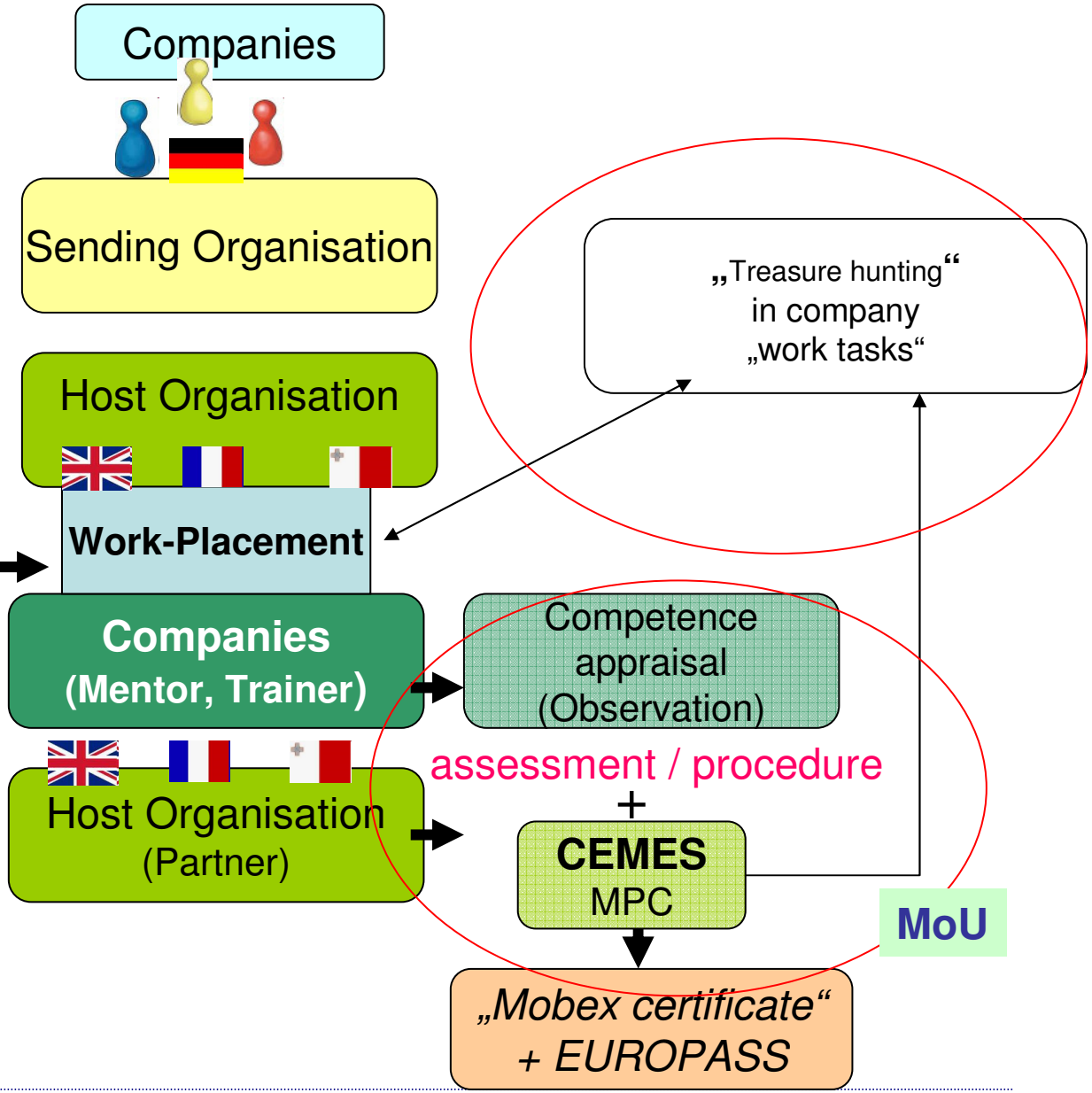
- adaption and translation
  specific or general MC
+ 2 native OpenQuestion

> cemes

-LdV Mobilty 100 IVT
- 348 Job_Profiles by law
! **Hotel and Business Administration sector**...!

High diversity in our VET-Systems
National report
+++ Web-Site +++

UNITS of learning outcome



WEB Site

Logo

Layout

Pictures

Navigation

Content

How / Who will publish ..??

Topics / objectives for our discussion

National Report

> **Malta** (Massimo), **France** (Florence), **Germany**

- Important information about our different VET Systems
- Overview abut our National Qualification Framework
- Image… for our Region, …as Hosting and Sending Partner

>> **Web Site** as "information site" about our "training system"

…for outgoinng and incoming students,

…..internships, apprenticeships ,trainees,…

… transparency, level of training, recognition of qualification

>> ***Web_site*** ***>>Content Structure***

(Massimo)

?? Comparison ??? ***Added value ???***

Topics / objectives for our discussion

- open discussion:

- Update ADAM
  <pdf>

- Work in moodle / skype

- Reporting / Monitoring
- look to our Timetable / project proposal –>

  next steps ->meeting Malta

- open questions

MoU

(page 18)

The memorandum of understanding is a key device which creates the climate of trust in which credit transfer can operate. The Memorandum is a document drawn up in accordance with ECVET rules by partner organisations. It provides information about:

- The nature of the sending and receiving institutions on either side of the transfer arrangement – each needs to be able to trust the other in relation to competence to make or give awards at the appropriate level, to assign or allocate credit. This need may be met through the quality assurance framework, or it may operate through a specialised process

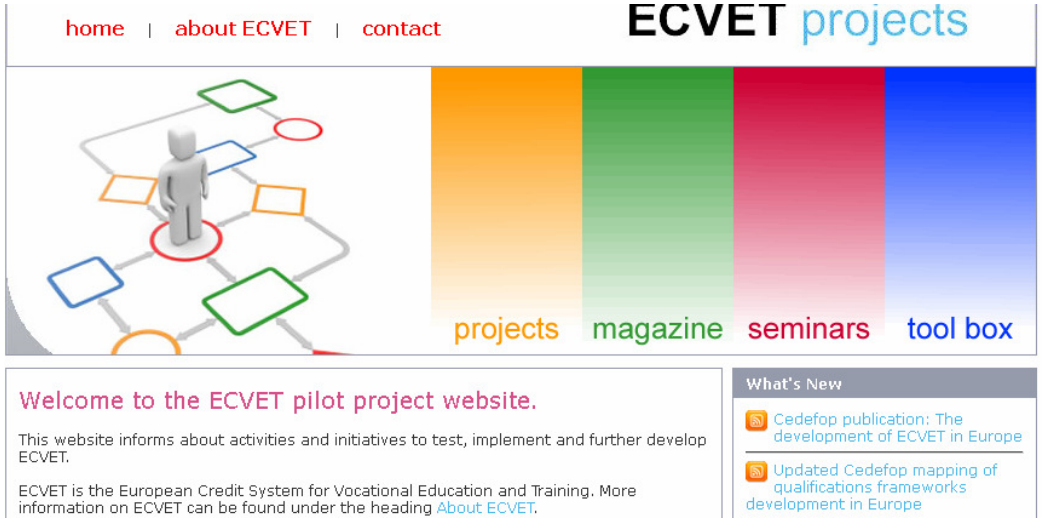
- The equivalence of the learning involved on either side of the transfer arrangement. For this, a number of tools have been developed which are designed to define or identify the nature of the learning:

o Reference levels, establishing the relative level at which the learning outcomes, for which units and credit is to be given, are placed

MoU

http://www.ecvet-projects.eu

pdf File Page 13



- Assessement
- Certificate
-

What does a MoU contain?

A MoU contains statements through which the parties concerned:

- *accept each other's status as competent institutions,*
- *accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer,*

  This agreement is based on transparency of information concerning the above processes.
- *agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU,*

  Such conditions will depend on the purposes and the context of partnerships.
- *agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF,*

  The level of detail regarding this point will vary depending on the partnership.
- *identify other actors and competent institutions that may be involved in the process concerned and their functions.*

  MoUs define the roles of other competent institutions with regard to functions such as signature of learning agreements, assessment, issuing of learners' personal transcript, etc.