



Dr. Franz Heffeter




An Innovative Approach To Vocational Education and Training

Project Partners



- Volkshochschule Pagenburg gGmbH
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Internet: www.vhs-pagenburg.de
- Institut für Freizeitwissenschaft und Kulturarbeit e.V., HS Bremen
Internet: www.ifka.de
- Ländliche Erwachsenenbildung Regionalbüro Weser-Ems
Internet: www.leb.de
- Városlödi Villa – Waldschule Iglauser Park, Ungarn
Internet: www.iglauserpark.hu
- Notranjski Ecological Center, Slowenien
Internet: www.nec-cerknica.si
- Unternehmensberatung Heffeter, Österreich
Internet: www.heffeter.com
- Tourismusschulen Salzburg Klesheim, Österreich
Internet: www.ts-salzburg.at
- Betriebswirtschaftliche Fachschule SP Tourismuswirtschaft der Berufsbildenden Schulen für den Landkreis Wittmund
Internet: www.bbs-wittmund.de

Project Description




- Funded by EU/Lifelong Learning/Leonardo da Vinci/Innovation Transfer 10/2010 – 9/2012; Co-financing via Metropolregion Bremen-Oldenburg, Landkreis Friesland and Jade University Wilhelmshaven
- Project Issue: Improvement of regional vocational education, training and quality
- Innovation transfer to gastronomy and tourism
- Measuring of quality of non-formal and informal qualifications for the integration into a European Qualifications System EQF and ECVET
- Development of adequate measurement devices
- Increase of work mobility through standardized qualifications

Lifelong Learning Programme

Project Outcome

- The Recreational Assistant




- New approach to qualification and training in internships

The Recreation Assistant (RCA) - a new professional training



7 Modules:

1. Framework Conditions
2. Service
3. Social Psychological Principles
4. Target Groups
5. Regional Studies
6. Creating a Program
7. Self-Management



- Accreditation of credit points by some international studies of the tourism and hospitality sector
- Informal and non-formal learning outcomes and professional experience are being recognized
- Emphasis on direct guest contact



The Recreation Assistant (RCA) is being developed in a lifelong learning project with the goal of European recognition.

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BREMEN/OLDENBURGER
METROPOLREGION

Modules of the RCA Qualification Program



Module	Learning Objectives	Competences	Assessment	Measurement	Recognition
1. Framework Conditions	... (detailed description)				
2. Service	... (detailed description)				
3. Social Psychological Principles	... (detailed description)				
4. Target Groups	... (detailed description)				
5. Regional Studies	... (detailed description)				
6. Creating a Program	... (detailed description)				
7. Self-Management	... (detailed description)				

Internship Documentation Sheet II



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43 **Angaben zum Praktikumsbetrieb**

44 Name: _____

45 Ort: PLZ: _____ Straße: _____

46 Betriebsleiter: _____ direkter Vorgesetzter: _____

47 Beginn: _____ Ende: _____

48 Zeitraum des Praktikums von _____ bis _____

49 Abteilung: _____

50 Praktikum während des 1. 2. 3. Semesters

51 **Zielevereinbarungen (ich-Botschaften, SMART) mit dem Betrieb nach Evaluation des Wissensstands in gemeinsamen Gespräch mit der Lehrkraft (Beratung):**

Bereich	Kommunikation	Fertigkeiten	Kompetenz	Ergebnis des Praktikums/Kompetenzniveau - Selbsteinschätzung als Basis zur Auswertung im Unterricht		*	**
				++	+		
52	++	++	++	++	++	+	++
53	++	++	++	++	++	+	++
54	++	++	++	++	++	+	++
55	++	++	++	++	++	+	++
56	++	++	++	++	++	+	++
57	++	++	++	++	++	+	++
58	++	++	++	++	++	+	++

59 **verbaler Bericht - Praktikumsstagebuch über jede Praktikumswoche**

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63 **Verantwortung im Unterricht nach Gespräch mit der Lehrkraft zu Beginn des 3. Semesters**

64 z.B. Präsentation spezieller Kenntnisse im Unterricht, Übernahme von anderen Funktionen, Anwendung von Kenntnissen, die im Praktikum erworben wurden, fa. da ganze

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Upcoming Events



Figure 1. ECVEIT governance structure



In: The Development of ECVEIT in Europe. CEDEFOP Working Paper 10, Luxembourg, 2010, p.12

- **ECVET/NQR Conference in Klessheim Austria**
- **October 21, 2011**
- **The importance of European Qualification Frameworks and ECVEIT for the Vocational Education**
- **Further information and programme:**
www.heffeter.com

QF -Purposes

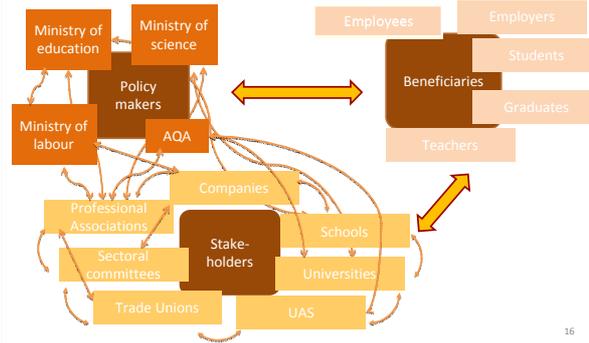


Report of The OECD Thematic Group on the Development and Use of Qualifications Frameworks

- to create a **better match of qualifications with knowledge, skills and competences** and a **better linking of qualifications to occupational** (and broader labour market) **needs**, present and future.
- to **bring coherence to subsystems of qualifications**, e.g. higher education, adult learning, school awards and in particular vocational education and training qualifications, by creating an overarching framework for them.
- to support **lifelong learning** (by opening up access, targeting investments and recognising non-formal and informal learning).
- to **facilitate the involvement of political actors and stakeholders**, especially in vocational education and training

(OECD 2007)

Partners, Parties and Beneficiaries of QF



EQF



Level	Knowledge	Skills	Competences
1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
3	Knowledge of facts, principles, processes and general concepts in field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	<ul style="list-style-type: none"> • take responsibility for completion of tasks in work or study • adapt own behaviour to circumstances in solving problems
4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	<ul style="list-style-type: none"> • exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change • supervise routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

EQF



Level	Knowledge	Skills	Competences
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	<ul style="list-style-type: none"> • exercise management and supervision in contexts of work or study activities where there is unpredictable change • review and develop performance of self and others
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	<ul style="list-style-type: none"> • manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • take responsibility for managing professional development of individuals and groups

EQF



Level	Knowledge	Skills	Competences
7	<ul style="list-style-type: none"> Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields 	<p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<ul style="list-style-type: none"> manage and transform work or study contexts that are complex, unpredictable and require strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
8	<p>Knowledge at the most advanced frontier of a field of work or study and at the interface between fields</p>	<p>The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</p>	<p>Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</p>