

Allocation of Credit Points according to ECVET

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1 Introduction

LABITAS is an innovation transfer project with partners from Germany, Ireland and Austria. The aim is to develop a qualification program for operational further training concerning health and safety at work and workplace health management in small and medium-sized enterprises (SME). The project “Benefit-optimized and cost-efficient health and safety management in craft enterprises” (NOAH)¹, sponsored by the Federal Ministry of Education and Research, already prepared the ground for this.

The project is based on the fact that enterprises with less than 10 employees often do not fulfill the national requirements for health and safety management in practice. Furthermore in businesses from this size aspects of health and safety are not given sufficient consideration. An important part of the LABITAS project is to develop and implement a qualification seminar “Health and safety management in SME” within the frame of a Pool Mentoring. This means that 10-15 entrepreneurs from small enterprises build a pool in which they participate in workshops about selected topics in the field of health and safety management. For this system we use an open concept with process and client oriented methods (read more about this in chapter 3.5).

The benefit for the participants should be obvious beyond the content wise benefit and the profit within the company. Furthermore the transfer to other European countries is a central goal of the project which makes it essential to establish a transnational understanding of the benefits. As a consequence we decided to develop a transnational and understandable assessment frame in order to allow a formal certification. For this purpose we chose the approach of the “European Credit System for Vocational Education and Training (ECVET). ECVET is an instrument to transfer, accumulate and acknowledge learning results in the field of vocational training (read more about this in chapter 2).

In the concept at hand we will give you a short introduction to the idea, background and requirements of ECVET. After this the Pool Mentoring and the Qualification concept will be explained and finally the consolidation of the two concepts will be illustrated in detail.

2 European Credit System for Vocational Education and Training

¹ Vgl. auch www.noah-projekt.de

2.1 Basic Idea

The European Credit System for Vocational Education and Training (ECVET) is a method to accumulate, acknowledge and transfer credit points in the field of vocational education and training (VET). It was developed in 2002 after the Copenhagen-Process for the improvement of vocational education in Europe enforced the development of a system to transfer credit points for VET. The Member States and the European Parliament finally approved the legislation in June 2009². This process is related to the European Credit Transfer system (ECTS) for universities initiated by the Bologna conference in 1999. Up until now ECVET was tested in pilot projects, but the practical implementation is still to be done (read more about this in chapter 2.3).

2.2 Goals

Basically the goals are the valuation of qualifications and the certification of further training in order to establish compatible, binding and consistent quality standards. These standards are independent from national characteristics and educational institutions and support the ongoing improvement of vocational education and training.

The concept of a qualification which is certified through the ECVET system allows the valuation of competencies with a given assessment method and is not based on the valuation of measures in further training. The concept is rather following the idea of acknowledging competencies independent from the way they were accumulated. Thus it has the role of an intermediary for the different national educational systems which often inhibit a transnational exchange of experiences.

Due to this ECVET aims to enhance the mobility in the field of VET by making it easier to transfer learning results. It furthermore offers the opportunity to quantify learning results that were accumulated beyond the normal vocational education, e.g. in the interface of vocational education and further training in a European context. In addition to this it is also possible to impute learning results from measures that were not completed. This will be a great advantage for people with different educational paths. So after all the main goal of ECVET is to enhance Lifelong Learning.

Obviously ECVET is not only important for big companies with different branches but also for small and medium-sized enterprises. With ECVET they have the chance to dispose their staff deployment and valuation of further training on a transnational level and standardize qualifications and pay groups according to the European and German Qualification Frame (EQF/ DQR).

² Vgl. Europäische Kommission (2012). ECVET. http://ec.europa.eu/education/lifelong-learning-policy/ecvet_de.htm. Stand: 16.11.12.

2.3 Current state

The Qualification Frames for Europe (EQF) and Germany (DFQ) divide the achievable qualifications in different levels and therefore they are a good basis for the implementation of ECVET in vocational education and training. The experience with ECTS in universities supports the implementation process as well. But still ECVE follows a different idea than ECTS: While the credit points in the university are given according to effort, ECVET tries to evaluate the achieved knowledge, skills and competencies.

Since 2007 ten pilot projects were conducted in German-speaking countries to test the implementation of ECVET in different interfaces of vocational education: This pilot project initiative by the Federal Ministry of Education and Research to develop a German Credit Points System for Vocational Education and Training (DECVET) was completed this year. The projects focused on the interfaces

- between vocational preparation and vocational education
- within vocational education and between vocational education and
- vocational further training in different industries.

Though a complete test of the new system to the allocation of points for obtained learning results could not be achieved in any of the projects. However it was possible to test and adapt the steps for implementing the credit point system for the qualification. In this process it became obvious that the allocation of learning result units in the vocational education framework remains to be difficult.

The project „Lernpunkt Lehm“ is a good example for the connection of vocational education and an EQF/EQR system, but up until now it was not approved by a Chamber of Crafts. This underlines the need and the requirements for a certification³. Further problems are the following aspects and questions:

- fragmentation of the existent curricula and modularization of vocational education
- Programs with less content, less value and less salary replace the classical vocational education programs
- Lack of clarity if only trained staff can assess the achieved learning results or if this can be done within the final exams that take place anyway.
- How does this work for qualifications that do not end with a final exam?

³ Vgl.: Lern Punkt Lehm (2012). Mobilität und lebenslanges Lernen im europäischen Lehmbau. Handbuch Lehmbau. http://lernpunktlehm.de/wp3/?page_id=1270. Stand: 09.11.2012.

- Up until now there are no benchmarks how to allocate credit points to achievements.

This shows that a standardized qualification procedure neither exists in Germany nor in other European countries. Nevertheless since the beginning of 2012 the system was step by step applied and used for vocational education. In 2014 the experiences from this will be evaluated in order to start further adaption processes⁴.

⁴ Vgl. Dr. Beate Ludwig. Europäisches Kreditpunktesystem in der Berufsbildung. IHK zu Leipzig.

2.4 Guidance from pilot projects

From the pilot projects within the DECVET initiative by the Federal Ministry of Education and Research (2010) it was possible to identify some steps that have a positive impact on the practical implementation of ECVET. These steps are:

1. Determination of separate learning units that lead to a qualification
2. Description of knowledge, skills and competencies that can be achieved in the separate units
3. Allocation of the units to EQR levels
4. Quantitative and qualitative assessment of the units by using credit points
5. Accumulation of credit points
6. Transfer of credit points

The existent pilot projects did not go any further than describing the units; therefore there are no experiences yet about the effort orientation of ECTS and the result orientation of ECVET. As the LABITAS project is a measure whose learning results cannot be evaluated right away but only after the implementation, a practical solution for this problem was developed: it is measured according to the learning results that were quantified related to the effort (read more about this in chapter 4).

3 Qualification concept and Pool Mentoring

3.1 Initial consideration

The special conditions of SME bring specific requirements with them when it comes to the implementation of health and safety management. Due to limited personnel and financial resources the existent potential, (human) resources and roles/ functions need to be utilized more than in big companies.

An international comparison of Germany, Austria and Ireland showed different exit criteria concerning existent structures in the field of health and safety management. Also the countries have quite different levels of self-initiative and awareness of the topics.

Against this background the implementation of a Pool Mentoring is a good opportunity to sensitize the enterprises for the topic and arouse their interest and engagement.

3.2 What is Pool Mentoring?

For three years now the Training Association Home Automation Saxony Anhalt supports small and medium-sized enterprises in the region Halberstadt in the field of health and safety management. This concept of regular meetings about specific topics is known as "Pool Mentoring".

10-15 SME planning to enhance their health and safety management meet on a regular basis (min. 2 times a year) for pool meetings. These meetings can be workshops, seminars or presentations. The center of the Support Service is the responsible person for this pool. He/she picks up relevant topics, connects the partners and supports the enterprises in implementing concrete measures. The responsible person is supported by an occupational physician, a safety expert and a skilled trainer for functional knowledge. Besides the regular events the responsible person is always approachable for questions and also visits the enterprises. Moreover the network of different enterprises helps the participants to see above their horizons and benefit from other people's experiences. The positive impact of participating in the Pool Mentoring is visualized in the following chart:

Advantages of Pool Mentoring

- Collective introduction, organisation, financing and implementation...
 - ... of activities to fulfil the officially required standards for health and safety management
 - ... of a health and safety management including an analysis
 - ... of information and introduction events
 - ... of activities concerning stress, sports etc.
 - ... of qualified seminars
- Cooperation with other enterprises and exchange of experiences
- Reduced effort of time, organisation and money
- Sensitization for health and safety management issues
- The Pool Support Service is an instrument that is easy to adapt to different conditions, target groups and topics.

Chart 1: Advantages of Pool Mentoring

3.3 Content

During the LABITAS project we found out that SME are quite hard to approach, especially the limited resources of time make the acquisition very hard. As a consequence the original, determined NOAH concept was developed into an open and participative program following a process oriented idea. This gives the participants more influence on the topics around health and safety management and maximizes the benefit as well as the willingness to participate (read more about this in chapter 3.4).

The participants of the Pool Mentoring have the chance to choose between the topics mentioned in the following chart. The selection of topics is based on written and oral interviews about the interests and needs that were conducted within the LABITAS project.

Chart 2: Topics for the workshops.

Possible topics for the Qualification seminar
<ul style="list-style-type: none">▪ Occupational safety▪ Risk assessment/ Evaluation▪ Demographic change▪ Stress management▪ Communication with apprentices▪ Communication with clients▪ Conflict management▪ Teambuilding▪ Time management▪ Ergonomic consultation▪ Back pain prevention▪ Movement classes▪ Nutrition consultation▪ Work organisation▪ Of course the enterprises are free to contribute their own topics.

3.4 Learning goals

The goal of the Pool Mentoring is not to train experts for health and safety management but to sensitize and motivate the SME in Ireland, Germany and Austria to take action in the field of health and safety for their employees. Within this frame the participants get information and tips about the topics they chose. Besides this own experiences should be reflected and awareness of a healthy and safe way of working should be raised. But also the development of a healthy lifestyle is a wished-for effect. This is especially important in small enterprises where the entrepreneurs also have the function of a role model. The opportunity to choose the most interesting topics ensures a direct benefit for the enterprises and motivates them to participate and take responsibility for the process. In the last workshop the basis for a continuing Pool Support Service is created to make sure the enterprises can be supported in the future.

The **superior learning goals** for all countries are:

- The advantages, requirements, structures and methods of Pool Mentoring are conveyed.
- The enterprises are sensitized for health and safety management.
- The participants have a holistic and resource oriented understanding of health.
- The participants focus on their employees and they deal with their needs and suggestions.
- The participants of the Pool Mentoring exchange experiences.
- The participants gained knowledge about legal regulations, principles, methods and general ideas in health and safety management.
- The participants are ready to act autonomously in health and safety management.
- The participants take part in the Pool Mentoring beyond the project.

3.5 Methods

The couched learning goals underline that this concept is not about conveying a lot of knowledge that can be tested afterwards. It is about sensitizing, motivating and supporting enterprises in improving their health and safety management. In order to achieve this, we use the approach of process oriented learning which adapts to the conditions and learning situations of the participants and takes place in a frame of group interaction. In this frame the trainer and the participants have the same right to take decisions about the topics (chart 2), the methods and the time frames to learn. Right from the beginning the participants are responsible for the learning process and involved in a process oriented learning environment that has a positive effect on their motivation and attitude towards the topic. They don't just consume the subject matter; they shape and influence the topics within the defined frame.

The focus on practice and individuality conveys sense and concernment in the learning process and the participants see that they talk about their important topics and that they have an influence on how and what they learn. This makes it more unlikely to experience passivity or resistance from the participants.

For the participants the focus is in the specific occupational practice. Therefore theoretical knowledge is transformed to applicable skills through active and experience oriented learning.

Entscheidend für das methodische Vorgehen ist die Berücksichtigung folgender Aspekte:

For a successful process it is very important to consider the following aspects:

- **Present topics:** The participant's expectations and experiences should be set before the workshop starts and based on this the participants can choose the topics they are most interested in. The trainer should present the topics in a comprehensive and descriptive way by using different media (flipcharts, pin board, PowerPoint)
- **Involve the participants:** The learning process is based on the experience of the entrepreneurs and works with a lot of questions. The participants are supposed to discuss the questions in the plenary or write them down on small papers or on flipcharts. This ensures that the participants identify with the topics and apply them in their practical work. Using these method specific characteristics of countries or enterprises can be taken into account as well.
- **Assure results:** The participant's answers are collected and arranged on pin boards. The results of the workshops are documented as well by taking photos.

- **Assign transfer tasks:** The transfer tasks are supposed to make the participants transfer their theoretical knowledge to the practice and hence ensure sustainability. The Pool Mentor and the trainer support the entrepreneurs in this. The tasks should fulfill the following requirements:
 - They involve the participants.
 - They have a signal effect on the employees: „Your health is important for us!“
 - The entrepreneurs deal with the topics also beyond the workshops.
 - They integrate the topics in their everyday operations.
 - Transparency

This could be an example for a task for the first pool meeting: In the first workshops the participants are sensitized for the topics of health and safety management. They are analyzed the resources and stress factors in their enterprise and identified possible potential. Now the transfer task could be: *“Take your employee’s opinions. What do they think about health topics? Where do they see the need for changes and what could be the resources? What activities, changes or measures are they wishing for? You can do this by conducting staff talks as well as a survey. If you need support for this please feel free to contact us.”*

Another task concerning work safety would be: *„Make a folder in which you collect all the documents and activities you find in your enterprise. Then arrange an appointment with your Pool Support responsible and issue a risk assessment“.*

- **Get feedback:** At the end of every workshop the trainer asks the participants to give a short feedback about the process of the workshop, the individual learning results and the satisfaction. This can happen in the plenary or through a chart on the pin board. Furthermore the participants fill out a short survey. For every item the mean score of all evaluations will be calculated. The more the participants were satisfied with content, methods and trainers, the higher the value will be.
- **Material:** The described methods require at least three pin boards, pins, flip-charts, pens and paper cards per workshop.



Abbildung 1: Material

- **Room and setting:** The chairs should stand in a circle to create an open atmosphere in which the participants are encouraged to participate and involve.



Abbildung 2: Room and setting

You will find a more detailed and pictorial description of the method in the curriculum for trainers which was issued within the LABITAS project.

3.6 Requirements for trainers and Pool Mentors

The curriculum aims at future Pool Mentors who are going to initiate a pool, take care of it and support the participants. The responsible person should at least possess the following knowledge and experience. If he/she does not, support and professional knowledge from a safety expert and an occupational physician need to be ensured.

- Basic knowledge about work and health
- Advanced knowledge about work safety and health and safety management in enterprises
- Experience with consulting in enterprises, especially in small and medium-sized enterprises

In order to ensure that the learning goals are achieved it is necessary that the Mentor engages professional trainers for the chosen topics. This can be regarded as a binding instruction. The trainers should have the following qualification:

- Basic knowledge about work and health
- Advanced knowledge about work safety and health and safety management in enterprises (provable by an adequate education and work experience)
- Proven professional knowledge about the respective topics (through university degree, vocational education or work experience)
- Experience in consulting for SME
- Experience in further education, preferably with interactive methods
- Experience in moderation

3.7 Concluding structure

The qualification concept includes four theme-blocks for two years, but of course also has the option to continue.

The topics were already presented and discussed within a workshop. Subsequently the enterprises are supposed to bring the theoretical knowledge into their company through the transfer tasks and implement it. The structure of the Pool Support Service is shown in chart 3:

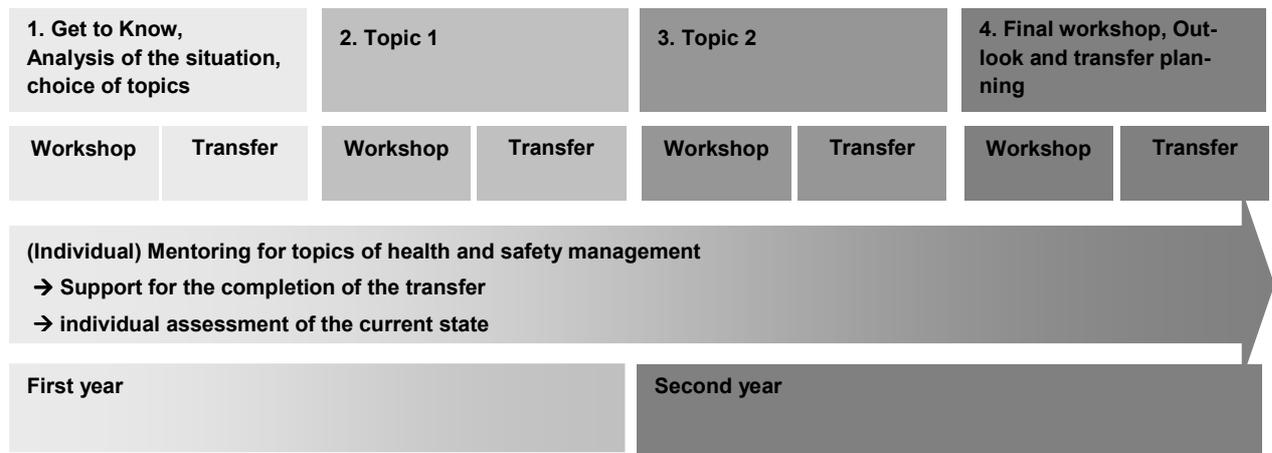


Chart 3: Concluding structure

4 Adaption and consolidation of the qualification

In the following we want to present a concept to quantify the learning results from the Pool Support according to the ECVET concept (chapter 2).

4.1 Preliminary considerations

As mentioned in chapter 2 there are no examples yet how the allocation of ECVET points can work. In the field of professional further education there are even less concepts and experiences about this.

This makes it hard to take existent concepts for this, but it can also be considered as a chance: A new concept that doesn't have to refer to existent ones can support and push the idea of ECVET.

Besides this some critical points in the implementation of the new system remain. Some of them can be discussed in this concept; others need to be solved by long term testing in practice.

4.2 Definition of learning results

One of the main points of ECVET is to use learning results to describe qualifications. For this step the Federal Institute for Vocational Education and Training offers useful instruments like "Guidelines for describing units of learning outcomes"⁵.

In this case –and in other cases in occupational further education- it is a special challenge because often there are no binding curricula that define learning units in further training.

The National Coordination Office for ECVET defines learning results as "a statement about what learners know, understand and are able to do after the learning process is finished"⁶.

In the LABITAS project the participants learn in workshops within the Pool Support and through the transfer tasks. This method is supposed to ensure the sustainability of the learning process and the practicability of the measures.

Like we already mentioned in chapter 3.3 it is not the aim of the project to educate safety experts, it is about sensitizing and motivating the SME in Ireland, Germany and Austria to get active in the field of health and safety management. The qualification is considered successful if the participants embark on the topics, deal with them and follow topic related activities.

⁵ Vgl. Bundesministerium für Bildung und Forschung (Hrsg.). Geographische Mobilität in der Berufsbildung: Guidelines for describing units of learning outcomes. www.ecvet-info.de/_media/Guidelines_for_describing_units_of_learning_outcomes.pdf (Stand: 24.01.2013)

⁶ Please find further information about this in the curriculum for trainers (chapter 3.3.3) that was issued within the labitas project.

Consequently the learning results LABITAS needs to implement ECVET are oriented on the continuing participation of the entrepreneurs in the workshops as well as in the transfer task and the measures to continue the qualification after the two years of Pool Support.

For this effort-based definition of learning results it is indispensable that the trainers and responsible people fulfill the qualification requirements and that the standards of methods in the workshops are complied. This ensures that the mentioned learning results can be achieved in the given time.

In the following chapter the quantification of the learning results is described, after that you will find an overview about the learning results and their value in ECVET points in the charts 3 and 4.

4.3 Quantification of learning results

For the quantification of the learning results from LABITAS we chose an effort-based method. Like mentioned above the main point is not to gain theoretic knowledge, but rather the participation of the entrepreneurs in the workshops, the transfer tasks and the final workshop. Through these points the most important goal – the sensitization for health and safety management- is achieved. A single validation of these goals is not possible and is not meant to be the main point of this approach. Another core theme is the participative approach of the qualification. This is shown in the free choice about the workshop topics while determined topics would be against the principle of participation. This point also underlines the importance of the qualification of the trainers and responsible persons who support the participants in choosing the topics. The good experience with credit points in universities support this effort-based principle.

The time effort for the participants to achieve the qualification is oriented on our experience from the implementation of health programs and measures and the experiences from the LABITAS project. The allocation of time resources to the qualification packages are as follows:

The time frame for the qualification is two years. The participants commit to take part in four seminars about the chosen topics (chapter 3.3). According to the limited time resources these workshops take only three hours. Furthermore the implementation of the learned knowledge in the enterprise is ensured through the transfer tasks. The transfer tasks need a time frame of ten hours.

Hence the whole qualification has a workload of 52 hours. In order to consider effort as well as learning results from ECVET, the allocation of points regards contents and time effort. Therefore the workshops have more points than the transfer tasks that

can easily be integrated in the daily routine. For the three hours workshops the participants get 20 ECVET points, for the transfer tasks they get 10 points. Consequently the participants can achieve 120 points during the 52 hours in two years. To get the certificate “Healthy and safe SME” these points must be completed⁷.

An overview about the learning results within the qualification and the allocated points can be seen in chart 3.

⁷ Appendix A 2.

Chart 3 : Overview about the quantification of the learning results.

	Work form	Content	Learning results	Time frame	ECVET points
Year 1	Workshop 1	Get to know Current state Choice of topics	<ul style="list-style-type: none"> The advantages, requirements, structures and methods of the Pool Mentoring are clear. The participants have a holistic and resource-based understanding of health. The participants exchange experiences. The participants are willing to participate in the Pool Mentoring. 	3 hours	20 CP
	Workshop 2	Topic of choice 1	<ul style="list-style-type: none"> The participants are sensitized for topic 1 and see the need to focus on it. The participants exchange experiences about topic 1. The participants know laws, procedures, and basic facts about topic 1. The transfer task for topic 1 is couched to ensure the transfer of the knowledge into the enterprise. 	3 hours	20 CP
Year 2	Workshop 3	Topic of choice 2	<ul style="list-style-type: none"> The participants are sensitized for topic 2 and see the need to focus on it. The participants exchange experiences about topic 2. The participants know laws, procedures, and basic facts about topic 2. <p>The transfer task for topic 2 is couched to ensure the transfer of the knowledge into the enterprise.</p>	3 hours	20 CP

	Work form	Content	Learning results	Time frame	ECVET points
	Workshop 4	Final workshop Outlook Transfer planning	<ul style="list-style-type: none"> • The advantages, requirements, structures and methods of the Pool Mentoring are clear. • The participants have a holistic and resource-based understanding of health. • The participants exchanged experiences. • The participants know laws, procedures, and basic facts in the field of health and safety management. • The participants are ready to act autonomously in the field of health and safety management. • The participants engage in the Pool Mentoring also beyond the project. 	3 hours	20 CP
Year 1	Transfer task 1		<ul style="list-style-type: none"> • Health plays an important role in the enterprise. • Knowledge about legal regulations, basics, processes and terms in health and safety management are transferred from theory into practice: Current state and desired state are compared. • Topics of health and safety management get high attention in the enterprise. 	10 hours	10 CP

	Work form	Content	Learning results	Time frame	ECVET points
	Transfer task 2		<ul style="list-style-type: none"> • The employees are sensitized as well about the chosen topic 1. • Employees have knowledge about legal regulations, basics, processes and terms in health and safety management concerning the chosen topic 1. • Employees are willing to act autonomously in the field of topic 1. • A structure and awareness to deal with topic 1 is established and continues beyond the end of the project. 	10 hours	10 CP
	Transfer task 3		<ul style="list-style-type: none"> • The employees are sensitized as well about the chosen topic 2. • Employees have knowledge about legal regulations, basics, processes and terms in health and safety management concerning the chosen topic 2. • Employees are willing to act autonomously in the field of topic 2. • A structure and awareness to deal with topic 2 is established and continues beyond the end of the project. 	10 hours	10 CP
Year 2	Transfer task 4		<ul style="list-style-type: none"> • Health plays an important role in the enterprise. • The employees have knowledge about legal regulations, basics, processes and terms in health and safety management, especially in the chosen topics. • The employees are willing to act autonomously in the field of health and safety management. • The enterprise still reflects about resources and potential concerning health and safety management. A second analysis of the current state 	10 hours	10 CP

	Work form	Content	Learning results	Time frame	ECVET points
			<p>showed once again the topics and potentials the enterprise should deal with.</p> <ul style="list-style-type: none"> • Through the Pool Mentoring further engagement is ensured beyond the end of the project. 		
	Total:			52 hours	120 CP

4.4 Maintenance of the certificate

The basic idea of ECVET was to accumulate the given credit points and therefore help to document the “Life Long Learning”⁸ process.

The qualification system Qualification system „Health and safety management in small and medium-sized enterprises“ tries to meet these expectations and understands it as an incentive to establish the accumulation of credit points beyond the time frame of the Pool Mentoring. Through this method the imparted knowledge shall be enlarged and enhanced and the sustainability of the concept will be intensified. Furthermore the participants can benefit from the advantages of the Pool Support Service⁹.

Hence the participants are invited to take part in the annual workshops and the respective transfer tasks after the end of the 2-years training course. Through this the participants can achieve the certificate “Safe and healthy SME”.

The deepening workshops are again quantified with credit points. The subsequent annual workshops have a time frame of three hours respectively 20 CP. The transfer tasks in the subsequent time period are not that intense and planned to take five hours. They are quantified with five CP.

The result is an annual workload of eight hours after the training seminar in order to get 25 CP and retain the certificate.

The content and weighting according to credit points in the subsequent workshops can be seen in chart 4.

⁸ European Commission (2012): The European Credit System for Vocational Education and Training (ECVET). http://ec.europa.eu/education/lifelong-learning-policy/ecvet_en.htm. Stand: 26.11.2012'

⁹ Chapter 3.2.

Chart 4: Quantification of the learning results to achieve the certificate.

	Work form	Topic	Learning results	Time frame	Credit Points
Every subsequent year	Workshop		<ul style="list-style-type: none"> • Health still has an important value in the enterprise. • The participants of the Pool Mentoring still exchange experiences. • Enterprise and employees are willing to act autonomously in the field of health and safety management. • Through the Pool Mentoring further engagement is ensured beyond the end of the project. 	3 hours	20 CP
	Transfer task		<ul style="list-style-type: none"> • Health still plays an important role in occupational daily life. • Enterprise and employees are willing to act autonomously in the field of health and safety management. 	5 hours	5 CP
	Total:			8 hours	25 CP

4.2 Memorandum of Understanding

Signing the Memorandum of Understanding is a good way to ensure that the criteria to achieve the certificate are met. In this declaration the involved partners –Pool Mentor, trainer and entrepreneur- agree on the common criteria and the processes for quality management, assessment and validation of the learning results. The given example is oriented on the submission that was created in the CREDCHEM¹⁰ project. The following aspects are written in it:

- a. General aims of the agreement
- b. Duration of validity of the agreement
- c. Information about the partners
- d. Information about the required learning results
- e. Agreement about responsibilities
- f. Quality Management
- g. Verification of the learning results units
- h. Validation and approval of the results
- i. Signatures

Please find an example of the Memorandum of Understanding in Appendix 1.

Now we would like to summarize the requirements to achieve the certificate (for Quality Management) that we mentioned before in the chapters 3-4.4. Without the fulfillment of these requirements it is not possible to describe learning results and give Credit Points. The following criteria need to be met:

- The trainer has the required qualifications.
- The Pool Mentor has the required qualifications (check also chapter 3.6).
- The given methods are applied (according to chapter 3.4 and the curriculum for trainers).
- The required quantity of hours within the Pool Mentoring is fulfilled (check chapter 4.2).
- The time frames of the transfer tasks are appropriate and met by the entrepreneur (check chapter 4.2).

¹⁰ CREDCHEM (Credit-Transfer-System Chemiesektor) is one of the 11 projects in Europe that were selected to support the development of a sector-specific credit points system and try them in mobility programs. It started in January 2009 and was initiated by the Federal Institute for Vocational Education and Training (BIBB). An example of the Memorandum of Understanding can be found on: Bundesinstitut für Berufsbildung; Bundesministerium für Bildung und Forschung (Hrsg.). Einheitliche Dokumente für MoU und LA. http://www.ecvet.info/_media/CREDCHEM_Partnerschaftsvertrag_deutsch.pdf. (Stand: 28.11.2012).

- The process in the topics of health and safety management goes according to legal regulations so the enterprises see their benefit in fulfilling the requirements.

If these criteria are met the certificate for the qualification course can be handed over to the participants. Please find an example for the certificate in Appendix 2.

Appendix 1: Memorandum of Understanding



Leonardo da Vinci – Transfer of innovation project
Labitas – Labor et sanitas



Memorandum of Understanding

This document is a voluntary agreement between the partners about the requirements to achieve the certificate “Safe and healthy SME”. It will include criteria and processes for Quality Management as well as general aims like goals and duration. By signing this partners commit to the stated agreements.

This agreement contains the following aspects:

- a) General aims of the agreement
- b) Duration of validity of the agreement
- c) Information about the partners
- d) Information about the required learning results
- e) Agreement about responsibilities
- f) Quality Management
- g) Verification of learning results units
- h) Validation and approval of the results
- i) Signatures

a. General aims of the agreement

A Memorandum of Understanding defines the general frame for the cooperation. All partners – Pool Mentor, trainer and participating entrepreneurs- commit to fulfill the given requirements in order to achieve the certificate “Safe and healthy SME” and to prove them.

b. Duration of validity of the agreement

The agreement is valid for the whole duration of the Pool Support Service – respectively two years starting with the first workshop.

Memorandum of Understanding

c. Information about the partners

The agreement is signed by the involved partners like the Pool Mentor, the trainer and the involved enterprises.

d. Information about the required learning results

For the quantification of the learning results we chose an effort-based method. Like mentioned above the program is not about gaining examinable knowledge but rather about participation in the measures, workshops, transfer tasks and subsequent workshops. Through this the main goal – sensitization for health and safety management topics- will be achieved. A single assessment of these goals is not possible and shall not be the point of the ECVET certification.

The participants commit to take part in **four Pool Mentoring events** about chosen topics in the time frame of two years. Taken into account the limited time resources the workshops have duration of **three hours**. Adding to the invested time during the workshops the gained knowledge shall be applied in practice through the transfer tasks. The transfer tasks are designed to take around **10 hours**.

The whole qualification system has a workload of 52 hours.

Please find a detailed description of the learning results in the document „ECVET- Qualification Training- Certification” (www.labisas.eu)

Memorandum of Understanding

f. Responsibilities within the qualification

Responsibilities		
Measure	responsible	
Signing the Memorandum of Understanding	PB, TR, UN	
Organisation of Pool events	PB	
Informing participants about current topics, processes and events	PB	
Individual Consultation	PB	
Participation in four Pool events	UN, PB, TR	
Carrying out the transfer tasks	UN	
Support for transfer tasks	PB, TR	
Performance of Pool events	TR	
Functional individual consultation	PB, TR	
Settlement of costs	UN	
Active participation	UN	
Sensitivity	UN, TR, PB	
Pool Mentor (PB)	Trainer (TR)	Entrepreneur (UN)

g. Verification of learning results units

Memorandum of Understanding

Based on the extensive documentation through the Pool Mentor and the trainers the investments of time and actual activities within the Pool Mentoring in the field of health and safety management can be proved.

h. Quality Management

Without the following aspects it is not possible to describe learning results and the allocation of Credit Points is not legitimate. The following criteria need to be fulfilled in order to achieve the certificate:

- The trainer has the required qualification (according to the curriculum for trainers, www.labis.eu).
- The Pool Mentor has the required qualification (according to the curriculum for trainers, www.labis.eu).
- The given methods are applied (according to the curriculum for trainers, www.labis.eu).
- The required amount of working hours within the Pool Mentoring is fulfilled (according to “ECVET – Qualification Training- certification”, www.labis.eu).
- The time frames of the transfer tasks are appropriate and met by the entrepreneur (according to “ECVET – Qualification Training- certification”, www.labis.eu).

If these criteria are met, the certificate of the Qualification Training can be handed over to the participants.

i. Validation and approval of results

The Pool Mentor is responsible for the certification and validation of the investments. He confirms that the engagement and activities in the Pool Mentoring are sufficient to achieve the certificate “Safe and healthy SME”.

Memorandum of Understanding

j. Signatures

With their signatures the partners confirm that their information is right and they accept all the stated policies and requirements.

Institution: _____

Position in the Institution: _____

Signature: _____

Seal:

Institution: _____

Position in the Institution: _____

Signature: _____

Seal:

Institution: _____

Position in the Institution: _____

Signature: _____

Seal:

Appendix 2: Certificate „Safe and healthy SME“



Leonardo da Vinci - transfer of innovation project
Labilas – Labor et sanitas

Certificate „Safe and healthy SME“

Mrs./Mr.

Company

Mrs./Mr. XXXXXXXXXXXXX

Took part in a 2 years qualification in the framework of pool mentoring. The total coverage of 52 hours is equivalent to 120 credit points in accordance with ECVET.

Following content has been taught/audited:

- Basic principles of Health & Safety and of Occupational Health Management (OHM).
- The attendance for self dependent action and engagement regarding the implementation of health promoting / constitutional measurements has been proved.
- Self dependent activities regarding Health & Safety and regarding Occupational Health Management (OHM) have been verified according to following topics:
 - Topic of choice 1
 - Topic of choice 2
- The acquisition of knowledge regarding legal standards, principles, procedures and general terms of Health & Safety and of Occupational Health Management (OHM).

Date/City

Signature trainer

Signature and seal of institution