

Partners

The project is led by Forschungsinstitut Betriebliche Bildung (f-bb)/Research Institute for Vocational Training which has strong experiences in research activities concerning European Transparency Instruments.

The consortium consists of six core partners including the coordinator f-bb.

3s research laboratory from Austria has developed the VQTS model and is also experienced in the mechatronic sector. The French partner CIBC (Centres Interinstitutionnels de Bilan de Compétences) is an expert for the assessment of competences and can give valuable input in terms of documentation and validation of competences. The Polish partner TNOIK is in close contact with the Polish industry and the Polish state. They are both experienced in ECVET projects and in projects with regards to mapping competences at the workplace. The Institute for Employment Research (IER) of the University of Warwick (UK) has worked closely with companies and skills councils on a number of projects over the last 15 years in mechanical engineering, automotive and aerospace supply chains; also it has strong links with trade unions, colleges and the UK Commission for Employment and Skills. The Swiss partner ECAP is very experienced in quality assurance and evaluation.

3s research laboratory (Austria)
www.3s.co.at

CIBC Bourgogne Sud (France)
www.cibc-bourgogne.fr

The Institute for Employment Research (United Kingdom)
www2.warwick.ac.uk/fac/soc/ier/aboutier

Towarzystwo Naukowe Organizacji i Kierownictwa (Poland)
www.tnoik.org

ECAP Foundation (Switzerland)
www.ecap.ch

Dates and Information

Project Title	Quality by Units – Developing VET-Quality by using ECVET-Units
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Contracting Authority	National Agency BILDUNG FÜR EUROPA at the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung (BIBB)) www.na-bibb.de
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Information

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Quality by Units

Developing VET-Quality by using ECVET-Units



Background

There is agreement among stakeholders from different VET systems that the focus on learning outcomes can help to improve the quality of education. Nevertheless, how these learning outcomes can be produced in vocational education, how competence oriented examinations should be designed and how an appropriate assessment of the results can be made, are still mostly unanswered questions. For this reason, in the project "Quality by Units" partners from countries with different VET systems want to test a commonly applicable didactic concept for improving the quality of education.

The focus lies upon the qualification/working area "Mechatronics" that was already analysed within several ECVET-projects. It turned out that the practice of VET could benefit from using units of learning outcomes and competence assessment procedures.

In different countries the logic of ECVET will be anchored by testing on how a learning outcomes approach can nationally lead to quality assurance in VET. Different VET systems will be taken into account. Especially for school based vocational systems, it is innovative to use ECVET specifications because the usability of acquired skills and competences cannot directly be assessed at the work place. Therefore, the learning outcome orientation within school based systems can lead to employability skills and occupational competence.

Programm

It is the aim of the project to transfer good practice from the German project "EDGE" (part of the DECVET initiative) and the Austrian project "VQTS" to different VET systems in order to come to a common understanding on how ECVET could work in the different contexts and thereby come to a better understanding across Europe.

In a first step, common key activities of the working area will be identified in the partner countries France, Poland and UK based on the experiences made in Germany and Austria.

In a second step, a common taxonomy table will be developed in order to ease communication across the participating countries. Country reports will be prepared that contain specific information on applied competence assessment procedures within the VET systems on the basis of common learning units. The results will be used to develop common standards for competence assessment procedures.

In a third step, a reality test in France, Poland and UK will show how these standards will be integrated in the VET processes for enhancing quality in VET processes.

In a last step, the experiences made will be discussed on a more general level with different stakeholders of the VET systems in each testing country. The aim is to analyze country-specific findings in order to come to overall guidelines for the countries involved in the project. The experiences will be published to give an idea how higher quality in VET processes can be applied by using competence based assessment procedures.

Implementation

1. Creating a common understanding

- Identification of common key activities in the partner countries FR, PL, UK and adaptation of the Austrian VQTS-matrix
- Identification of country specifics regarding the learning outcomes approach and competence assessment procedures
- Development of a common taxonomy table

2. Identifying common quality criteria

- Identification of common quality criteria in the description of learning outcomes, learning units and competence assessment
- Proposal for common standards

3. Reviewing the identified criteria in practice

- Realising the quality criteria in the VET systems of FR, PL and UK
- Evaluation of the efficiency and practicability by means of qualitative interviews

4. Developing recommendations

- Discussion of the experiences made on a more general level with different stakeholders
- Modification of the identified criteria
- Development of common recommendations for a better quality in VET processes by using the logic of ECVET, e. g. the learning outcomes approach