



PRESENTATION ON TESTING EU PROFILES

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CREATIVITEIT, VAKMANSCHAP

EN ONDERNEMERSCHAP

MADE BY YOU

ROAD MAP TO EU CORE QUALIFICATIONS

- **National Reports** on Qualification profile and the organisation of the vocational training and education for each of the 7 partner countries were written by each partner.
- **Cabinetmaking and Upholstery**
Each report was backed up, where possible, by **interviews** with stakeholders (workers and employers) to complete the desk work.
- **Synthesis report** was conceived and written by external experts (Kings College London) after gathering more info about on how specific **skills, knowledge** and **competences** are represented in the curricula of the partner countries

DIFFERENT SYSTEMS IN PARTNER COUNTRIES

Differences in

- The pathways the qualifications are developed.
- The way these are transferred into the curricula for training institutes.
- How the training is organised in schools, training institutes and on the work floors of companies.
- Organisation of the certification.

FIRST VERSION OF JOINT PROFILES

IG Metall put up 2 profiles that could be tested based on the findings in the synthesis report

A. General description of the profession

B. Related professional tasks were put into **clusters** of learning outcomes:

- a) producing furniture / upholstery
- b) guide production processes
- c) take measurements
- d) apply surface treatments and coatings
- e) assemble fit and install

KNOWLEDGE, SKILLS , COMPETENCES

Each proposed profile contains 3 Lists

All aspects of professional action that were on some point in the process spotted as a **possible part of the qualification** in any country were put in three lists, so it was possible to get them scored by each partner if they were indeed represented in their national curricula.

Knowledge	Skills	Competences
Technical drawings	Use machines	Solve problems
Constructions	Take measurements	Act in a team
Production methods	Control quality	Keep overview

KNOWLEDGE, SKILLS, COMPETENCES

- 3 groups of aspects of the 'luggage' a professional beginner should possess
- They are closely inter-related
- What comes first ? **S K C** or **K S C**
- "Competence" is poly-interpreted
- Some examples of different notions that are possible on concepts that we used

KNOWLEDGE

Know **what**: is about “what is it, how is it named, what are differences”

Know **why**: is about laws, principles, processes

Know **how**: is about operational knowledge and capability ,
how do you do things.

Know **who**: where do you go if you want to know more;
who can provide missing knowledge (people, organisations, literature

SKILLS IN THE BOLSTER-UP PROJECT

Specialist skills

We considered skills as related to the specific jobs in the professions of cabinetmaking and upholstery

These are usually **hard skills**.

SKILLS: ability to DO something
simple or complex

Hard skills

Specific technical
activities

Soft skills

Qualities and strengths
that are specific to an
individual worker or
learner

TWO MORE TYPES OF SKILLS THAT WERE CONSIDERED AS *COMPETENCES*

Transferable skills

- Can be used in a variety of situations or jobs.
- You transfer them from one job to another.
- They make you adaptable.
- They can be hard or soft skills.

Examples: **problem solving, working unsupervised, communication/writing skills**

Self-management skills

- Self-management skills enable you to work well in different types of situations with a variety of people. Examples: **meeting deadlines, being motivated and showing initiative.**

COMPETENCE TWO DEFINITIONS

- Ability to **apply learning outcomes** adequately in a defined context (education, work, personal or professional development).
or
- Ability to **use** knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

START OF TESTING PROCEDURE

- Call upon partners to contribute to general test questions on use and validity of the profile
- Partners formed **focus groups**
- Testing packages (forms, instruction) were sent around
- Skills, Knowledge and Competences can be rated as belonging to the profile's
 - **Core** or **minor**
 - **Formal learning** or **informal learning**

FEEDBACK FROM PARTNERS COLLECTED

- Filled in forms with comments on profiles received
- Marking grids for knowledge, skills, and competences with scores are processed

Proposal of a **revised** profile based on outcomes and comments in the testing:

- Workflow based
- Basic common level plus two advanced main streams in the profile

a. **Industrial** worker b. **Craft sector** worker

FIRST LISTS OF KNOWLEDGE, SKILL, AND COMPETENCE ASPECTS

Skills	Knowledge	Competence
Cabinet making		
28 + 13 added in testing	24 + 12 added	25 + 7 added
Upholstery		
24 + 5 added in testing	25 + 7 added	26 + 4 added

WARSAW MEETING

Discussions on first results

Do all the results represent a EQF level 4 education ?

Agreed upon earlier but not available in every partner country.

Decision to check this again by all

Which aspects are entered in a revised profile ?

Decision to take only those which are scored positive by all 7 partners.

SECOND ROUND OF TESTING

- Email contacts
 - Repetitive checks on good understanding of each aspect
- ↓
- Repositioning of several aspects Changes from competence to knowledge or skill and vice versa
 - Realising the impossibility to construct a common complex profile with subdivisions (not existing and therefore not endorsed by all partners)

CORE PROFILE CABINETMAKING WITH 4 UNITS

1. Preparation of the production of Furniture and parts of furniture
2. Production of furniture and parts of furniture
3. Installing of furniture
4. Completing the work – assignment



CORE PROFILE UPHOLSTERY WITH 4 UNITS

1. Preparation of the production of Upholstery and upholstery parts
2. Production of upholstery and furniture parts
3. Assembly of upholstered parts
4. Completing the work – assignment

CABINETMAKING UNIT 1 PREPARATION

Knowledge - knows	Skills – is able to	Competence – is competent to
<ul style="list-style-type: none"> •acceptance standards •technical drawings, applied mathematics •historical styles •technical regulations •cutting and sharpening techniques •computerized equipment •fittings 	<ul style="list-style-type: none"> •assist in the implementation of quality assurance methods •read technical drawings •select fittings 	<ul style="list-style-type: none"> •act competently within the production system (combine knowledge, skills and professional attitude in everyday work) •understand the logistic process in the plant •work in a way that respects the interests of co-workers and colleagues

CABINETMAKING UNIT 2 PRODUCTION

Knowledge - knows	Skills – is able to	Competence – is competent to
<ul style="list-style-type: none"> •construction of furniture •joining techniques •ergonomic principles and measurements •different basic materials, wood species •manual tools •woodworking machines, basic maintenance •automated machines, basic maintenance •computerized equipment •measuring methods and tools •wood protection •coatings and techniques to apply •health and safety regulations, personal protection •documentation procedures 	<ul style="list-style-type: none"> •use and carry out basic maintenance of tools and equipment •use and carry out basic maintenance of machines •take measurements •produce furniture parts and furniture •prepare work pieces before coating •apply fluid and solid coatings with manual tools •use automated equipment •use computerized equipment •mount fittings 	<ul style="list-style-type: none"> •control quality of own work •ensure accuracy and reliability •work in a cost and time-effective way •use materials and machines within the whole process efficiently and effectively •take on responsibility for compliance with health and safety regulations

CABINETMAKING UNIT 3 INSTALLING

Knowledge - knows	Skills – is able to	Competence – is competent to
<ul style="list-style-type: none">•mounting and assembly techniques•different types of auxiliary material and its properties and handling•documentation procedures	<ul style="list-style-type: none">•combine parts of furniture to a complete furniture•combine different furniture to a system	<ul style="list-style-type: none">•judge work results, control work process

CABINETMAKING UNIT 4 COMPLETING

Knowledge - knows	Skills – is able to	Competence – is competent to
<ul style="list-style-type: none">•basic maintenance of tools and equipment in order to prepare for next work assignment•documentation procedures	<ul style="list-style-type: none">•read ,understand and fill in documentation•deal adequately with different types of waste	<ul style="list-style-type: none">•maintain an overview

UPHOLSTERY UNIT 1 PREPARATION

Knowledge - knows	Skills – is able to	Competence – is competent to
<ul style="list-style-type: none"> •company structure and responsibilities of other departments •the company's data system •technical drawings •fittings •acceptance standards •documentation procedures •technical regulations 	<ul style="list-style-type: none"> •use the company's ICT systems, standard software and workplace-specific software •read technical drawings •choose fittings 	<ul style="list-style-type: none"> •act competently within the production system (combine knowledge, skills and professional attitude in everyday work)

UPHOLSTERY UNIT 2 PRODUCTION

Knowledge - knows	Skills – is able to	Competence – is competent to
<ul style="list-style-type: none"> •construction of upholstery (and mattresses) •different basic materials •different types of auxiliary material and their properties and handling •techniques •manual tools, basic maintenance •portable electrical and pneumatic tools •measuring methods and tools •health and safety regulations 	<ul style="list-style-type: none"> •select, check, transport and store materials •deal with materials by hand and machine •use and carry out basic maintenance of tools and equipment •make upholsterd parts •cut materials to size •sew covers 	<ul style="list-style-type: none"> •work in a cost and time-effective way •use materials and machines within the whole process efficiently and effectively •ensure accuracy and reliability •take on responsibility for compliance with health and safety regulations •act competently within the production system (combine knowledge, skills and professional attitude in everyday work)

UPHOLSTERY UNIT 3 ASSEMBLY

Knowledge - knows	Skills – is able to	Competence – is competent to
<ul style="list-style-type: none">•mounting and assembly•fittings	<ul style="list-style-type: none">•select and mount fittings	<ul style="list-style-type: none">•judge work results, control work process•maintain an overview

UPHOLSTERY UNIT 4 COMPLETING

Knowledge - knows	Skills – is able to	Competence – is competent to
documentation maintenance waste	read, understand and fill in documentation does basic maintenance deal with waste	<ul style="list-style-type: none">•take on responsibility for compliance with health and safety regulations•maintain an overview

OUT OF THE PROFILE

- The decision to take only aspects in that are to be found in the curricula by all partners ,did put relevant aspects out of the profile.
- A list of the aspects that were scored 'YES' by 6 or 5 partners and just stayed out was made for later reference

Cabinetmaking		
knowledge	skills	competence
15 aspects	14 aspects	12 aspects

OUT OF THE PROFILE SOME EXAMPLES

Knowledge	Skills	Competence
-the company`s data system (6)	software and workplace-specific software (6)	act within innovation team (6)
-design of furniture (6)	speak idiomatically and professionally	-reflect on possibilities for improving processes (6)
different producing methods and their work-flow and sequence of operations (6)	keep to the scheduled maintenance (6)	take care of citizenship
environment protection (6)	-transport and store materials (6)	solve problems
efficient energy use(5)		

GENERAL NOTES

The profile looks applicable for use in the partner countries....but every country has its own (legal) procedures to build its qualifications.

In most level 4 education profiles 'coaching of co workers' is not represented, in others countries this has its place.

Entrepreneurship did not enter the profile but in some countries this is essential for level 4 in their national QF

Importance of 'client oriented behaviour' depends on the sector one is working in.

GOOD COMMUNICATION IS ESSENTIAL

- Always double check what a partners means by a term or a phrase.
- Our project language is not the native language of most of us and can cause lack of clarity and understanding.
- Let's do away with semantic (language) differences and refer to EU documents when cooperating in EU projects

LOOKING BACK AND FORTH

ECVET points (European **credit points** for vocational training and Education) could not be attributed yet. We were not able to connect our model with ECVET

Three learning steps :

1. I know things
2. I know things and I can do things
3. I know things , I can do things and I can develop things

Time estimates that partners attributed to the units of learning outcomes in the profiles differ largely.

The pathways through qualifications are too diverse to make a comparison.

These issues have to be worked out yet.

WHAT IS IT LIKE TO BE PARTNER IN THE BOLSTERUP PROJECT

It is a confrontation with :

- Cultural differences
- Language differences
- Organisational differences in qualification structure
- One's own background in the profession

The dream is to advance meters instead of steps, but the practical reality proves that there will be many small steps .

An important aspect of every European project will be: learn to **understand** and **value** each other

OPEN QUESTIONS

- How can we use the EU profiles as a means to stimulate mobility and exchange of workers and students ?
- How can we extend this project to more EU member countries ?
- Can the profiles reach a formal status in the future ?
- Can they play a specific role in certification ?
- More.....

CHALLENGES

- To keep the core profiles up to date
- and deal with **innovation**
- To achieve **interaction** between national qualification structures and the EU core profiles
- To **connect** to similar or related EU projects
- To stimulate contacts between schools and training institutes to **exchange** about curricula

INNOVATION

IN TECHNIQUES , IDEAS
AND MATERIALS

ASKS FOR AN OPEN ATTITUDE

3D PRINTING



KNOTTED CHAIR

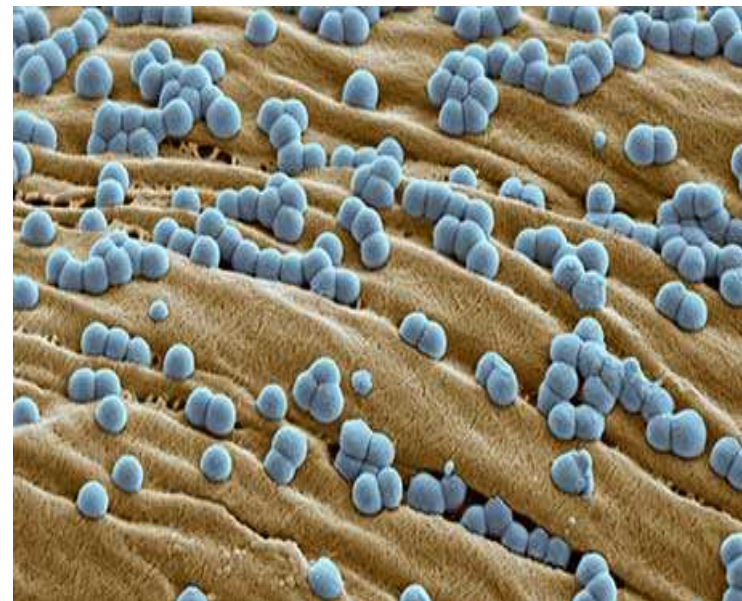


INNOVATION IN UPHOLSTERY

TECHNIQUE



MATERIALS



MORE OPEN ENDS ??

'**Citizenship**' stayed out of the profile.



- Development of
- a personal education /learning plan
 - a personal action plan
 - reflection skills
 - communication skills
 - building an e portfolio
 - speaking one foreign language
 - intercultural competences
 - open attitude, curiosity

Tool for Mobility !

PORTFOLIO

- Evidence of what a professional person is capable of
- Process oriented
- Product oriented

Many attempts all over Europe but no practical uniformity or recognition



THANK YOU FOR YOUR ATTENTION

Bedankt

Dziękuję

Merci

Tak for Det

Danke

Mulțumesc

Благодаря

THE END