

ECVET goes Business

Unit 1: Introduction to ECVET and European Transparency Instruments (ETIs)

Place, Country
Date 2016

The objectives of ECVET goes Business:

- ❖ To develop an approach to make ECVET and other European transparency instruments more relevant to the needs of HR managers and to encourage the integration of these tools in common HR processes and practices in local companies in each partner country.
- ❖ It is envisaged that by the end of this project, European companies and HR managers will be better equipped and informed to use these transparency tools in their practices which govern company recruitment; employee career planning; employee development through training; cultivation of leadership skills and performance management, as well as other common HR practices.

The specific aims of the project are to:

- ❖ Develop an approach which will make ECVET and European transparency instruments relevant and applicable to standard human resource processes and practices in European companies,
- ❖ Provide materials and information in a format and language that human resource managers,, business owners and workers can understand and use,
- ❖ Increase the demand for transparency instruments and the mainstreaming of ECVET into standard HR practices at company level; and at the same time gather the feedback, opinions and needs of companies in relation to how ECVET can be used, and provide this feedback to the European community involved in developing policy and in implementing ECVET in each country.

The main target groups of ECVET goes Business are

- ❖ Human Resource Managers
- ❖ Human Resource staff in companies
- ❖ Job coaches and career guidance professionals
- ❖ Supervisors
- ❖ Line managers
- ❖ Social partners and wider stakeholders with an interest in ECVET and EU transparency tools.

The rationale behind the ECVET goes Business project:

- ❖ HR managers today are under increasing pressure; with declining budgets, and the introduction of HR technologies, social media and data analytics to recruitment practices, it is clear that the traditional modes and methods of working in this profession are in decline.
- ❖ HR professionals need to understand the implications of globalisation, work-force diversity, the contingent workforce, changing skill requirements, employee empowerment and the need for modern skill sets such as competence in foreign languages and digital literacies.
- ❖ HR managers are now looking for more efficient ways of managing, sourcing and aligning the right talent with the new demands of their companies – this project proposes the use of ECVET and other EU tools.

Relevance of ECVET and EU tools to Globalisation:

- ❖ It is widely accepted that national borders do not contain the parameters of the available workforce in today's society.
- ❖ With the free movement of workers across Europe and with the rise of multinational corporations, recruitment in the modern business world is a global affair.
- ❖ As well as there being a worldwide pool of human capital to choose from, there is also pressure on the HR manager to ensure the company's employees have the right knowledge, skills and competences to deliver the company's goals in the global market.

Relevance of ECVET and EU tools to Globalisation:

- ❖ However this can be complicated when HR manager is not able to interpret or understand the skills and competences which workers from abroad can offer the company; this is where the EU transparency tools can help.
 - ❖ ECVET makes vocational education and training programmes comparable across EU Member States;
 - ❖ Similarly ECTS ensures the accreditation and recognition of third-level qualifications across country borders;
 - ❖ Tools such as the Europass CV and European Skills Passport can help jobseekers to format and present their qualifications, as well as their skills and competences, in a standardised format that they can be easily understood and interpreted by HR professionals in any EU country.

Relevance of EU tools to Work-force Diversity:

- ❖ Research shows that diversity in the workplace is a key driver of innovation and creativity and is of paramount importance if companies want to attract and retain top talent (Forbes, 2011).
- ❖ Through the use of EU transparency tools which help to translate qualifications and experience attained abroad to make them understood in any EU nation, HR managers can directly target individuals from other countries who have the skills, competences and literacies required for a job.
- ❖ EURES is the European Commission's bespoke job mobility portal. Through the online platform, HR managers can advertise vacancies to all workers across Europe through one portal or alternatively they can search for employees through their national EURES offices.

The steps undertaken to date to achieve project aims:

Project partners have:

- ❖ Implemented an introductory research study so as to develop products that meet the needs and requirements of all target groups;
- ❖ Developed a Human Resource Handbook, taking into account the key processes of human resource management and offering support for the use of the European Credit Transfer System of Vocational Education and Training (ECVET) and transparency instruments by embedding specific tools in case studies provided in the Handbook.
- ❖ Developed a training programme for all professionals, providing practical access to the application of ECVET and transparency instruments in their daily Human Resource management processes.

The aim of the ECVET goes Business training:

This training aims is to act as a comprehensive introduction and overview for HR managers, career guidance counsellors, business managers and supervisors so that ECVET and EU transparency tools can be easily understood, adapted and integrated into common practices in human resources across Europe.

What is ECVET:

- ❖ ECVET stands for the European Credit system for Vocational Education and Training.
- ❖ It helps individuals who are seeking to acquire a Vocational Education and Training (VET) qualification to move between countries and gain access to lifelong learning opportunities.
- ❖ It also helps recruiters from across Europe to access members of the workforce from all Member States of the EU; targeting the specific skill set the company needs and helping to add to the company's human capital.
- ❖ ECVET makes work-related training undertaken abroad in Europe more easily understood and readable by making it easier to transfer, to have recognised and to accumulate assessed learning outcomes in VET.

The aims of ECVET are to:

- ❖ Make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications;
- ❖ Make it more attractive to move between different countries and learning environments;
- ❖ Increase the compatibility between the different vocational education and training (VET) systems across Europe, and the qualifications they offer;
- ❖ Increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

(European Commission, 2016)

How does ECVET work?

- ❖ Under the ECVET system the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations is facilitated.
- ❖ The central criteria to assess and validate skills, competences and qualifications are an individual's learning outcomes.
- ❖ Learners get credit points for their learning outcomes which can be transferred from one qualifications system to another and can also be accumulated over time, in different countries or in different situations.

How does ECVET work?

- ❖ ECVET achieves the transfer and recognition of VET by describing units of learning outcomes as parts of qualifications that can be assessed and validated.
- ❖ The ECVET structure gives an indication of the size of units and qualifications in ECVET points; where 60 ECVET points represents one full year of VET study.
- ❖ The system allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System (ECTS).

Understanding Learning Outcomes in ECVET:

- ❖ To implement ECVET it is necessary that qualifications are described using learning outcomes.
- ❖ Learning outcomes can then be grouped to create units.
- ❖ A **unit** is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated.
- ❖ Assessed learning outcomes constitute credit.
- ❖ **Credit** is the basis for enabling the transfer between learning contexts and for the accumulation of learning outcomes.

Understanding Learning Outcomes in ECVET:

- ❖ In ECVET, learning outcomes are used as a basis for credit transfer and accumulation.
- ❖ Learning outcomes are not dependent on the learning process or the learning context in which they have been achieved and therefore it is possible to use them to identify whether or not what the learner has achieved in one learning setting or context is comparable to what s/he is expected to have achieved in another setting or context.

Understanding ECVET Points:

- ❖ ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.
- ❖ Together with the descriptions of learning outcomes and information about the level of qualifications, ECVET points can support the understanding of a qualification. The number of ECVET points allocated to a qualification, can indicate for example, if the scope of the qualification is narrow or broad.
- ❖ The number of ECVET points allocated to a unit provides the learner with information concerning the relative weight of what s/he has accumulated already and also informs the learner of what remains to be achieved.

ECVET Credit, Credit Transfer and Accumulation:

- ❖ **Credit** for learning outcomes (i.e. credit) designates individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.
- ❖ Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript.
- ❖ Based on this documentation, other institutions can recognise learners' credit.
- ❖ **Credit** is a different concept than ECVET points.

ECVET Credit, Credit Transfer and Accumulation:

- ❖ **Credit transfer** is the process through which learning outcomes achieved in one context can be taken into account in another context.
- ❖ **Credit transfer** is based on the processes of assessment, validation and recognition.
- ❖ In order to be transferred, learning outcomes have to be assessed.
- ❖ The outcome of the assessment is recorded in a learners' personal transcript and constitutes credit.
- ❖ On the basis of the assessed outcomes the credit can be validated and recognised by another competent institution.

ECVET Credit, Credit Transfer and Accumulation:

- ❖ **Credit accumulation** is a process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes.
- ❖ Accumulation of credit is decided by the competent institution responsible for the award of the qualification.
- ❖ When the learner has accumulated the credit required and when all the conditions for the award of the qualification are fulfilled, the learner is awarded the qualification.
- ❖ In ECVET, accumulation is enabled by the use of units of learning outcomes that can be progressively assessed, validated and recognised.

ECVET Technical Components:

- ❖ There are certain elements of the ECVET model which are specific to the European education and training sector, and less applicable to the field of Human Resource Management.
- ❖ These include:
 - ❖ *Memorandum of Understanding*: framework agreement between partner organisations, from two or more countries, outlining arrangements and procedures for the individual learner to complete training abroad.
 - ❖ *Learning Agreement*: agreement signed between learner and training provider/institution which defines and describes the conditions for the mobility of the individual learner.

ECVET Technical Components:

- ❖ The third Technical Component of ECVET is the *Personal Transcript*.
- ❖ The Personal Transcript aims to record the knowledge, skills and competence acquired by the learner in the course of a mobility stay.
- ❖ It is completed by the receiving institution, documents the knowledge, skills and competence acquired on the basis of the applicable learning agreement and contains information about how the learner was tested and assessed.
- ❖ This is particularly useful for HR professionals to determine the employee's core competencies; especially where competency-based pay is used in the company.

ECVET Technical Components: *Personal Transcript*

Sample Content of the Personal Transcript:

Contact details of learner:

Name: _____

Address: _____

Telephone: _____

Email: _____

Date of birth: _____

ECVET Technical Components: *Personal Transcript*

Sample Content of the Personal Transcript:

Mobility stay:

Details on the receiving institution: _____

Beginning and end of VET stay, duration in weeks: _____

Daily work and learning times: _____

Details on the learning and work context: _____

ECVET Technical Components: *Personal Transcript*

Sample Content of the Personal Transcript:

Learning Outcomes:

Acquired knowledge, skills and competence, incl. ECVET points (if relevant):_____

Details about testing (procedures, methods, criteria):_____

Assessment results:_____

ECVET Technical Components: *Personal Transcript*

Sample Content of the Personal Transcript:

Signatures:

Host Institution: _____

Name, function/role: _____

Learner: _____

Name: _____

Place, date: _____

Group Discussion: *Over to you!*

- ❖ How can you use the ECVET Personal Transcript in your HR practices?
- ❖ Discuss the value of tools like the Personal Transcript to modern HR!



What is the EQF and ECTS?

❖ The European Qualifications Framework (EQF)...

...“is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe” (European Commission, 2008).

It is a translation tool that helps communication and comparison between qualifications systems in Europe.

❖ ECTS stands for the European Credit Transfer and Accumulation System. This system allocates points to higher education qualifications to make them more comparable across higher education systems in Europe.

How does the EQF Work?

- ❖ The EQF helps to compare national qualifications systems and enable communication among them.
- ❖ At the core of the EQF are eight common European reference levels, which are described in learning outcomes: knowledge, skills and competences.
- ❖ This makes it more understandable what a learner with a qualification related to the EQF knows, understands and is able to do.
- ❖ This approach also makes it possible to compare qualifications awarded through all types of education and training from school education to academic, professional and vocational at each of its levels

(European Commission, 2016).

How does the EQF Work?

- ❖ The most important principle of the EQF is the learning outcomes approach.
- ❖ The learning outcomes approach shifts focus to what knowledge, skills and competences the learner has acquired by the end of the learning process.
- ❖ Implementing the EQF requires that all qualifications that are related to the EQF, via national qualifications frameworks, are described in terms of learning outcomes.
- ❖ All participating countries - Member States, candidate countries and Liechtenstein and Norway - are voluntarily developing or implementing their own National Qualifications Frameworks (NQFs) based on learning outcomes.

Understanding the EQF:

- ❖ As well as being a framework for comparing qualifications, the EQF offers a wide range of transparency instruments, supporting tools and initiatives that all aim to foster the mobility of people and facilitate the comparability of skills, knowledge and competences.
- ❖ These tools include ECVET, EQAVET, ECTS, Europass, Euroguidance, and a range of other tools aimed at enhancing the mobility of a wide cohort of people, from different economic sectors and industries and at a range of educational levels.
- ❖ Each of 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level and are described in terms of the knowledge, skills and competences attained.

Understanding the levels of the EQF:

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of responsibility and autonomy.
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 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

Understanding the levels of the EQF:

EQF Level	Knowledge	Skills	Competence
Level 3	Knowledge of facts, principles, processes and general concepts, in a 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	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 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	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Understanding the levels of the EQF:

EQF Level	Knowledge	Skills	Competence
Level 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	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 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	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

Understanding the levels of the EQF:

EQF Level	Knowledge	Skills	Competence
Level 7	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	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	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	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	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

Introducing ECTS:

- ❖ ECTS makes qualifications in higher education more transparent across Europe and facilitates the recognition of all higher education qualifications by employers, and in other universities, across Europe.
- ❖ ECTS works by advocating that institutions which apply ECTS publish their course catalogues online, including detailed descriptions of study programmes, units of learning, university regulations and student services.
- ❖ This system is well developed and widely used in Europe, meaning that qualifications attained in Poland, for example, are comparable to those offered by Spanish universities; and degree programmes in Sweden are of the same value as those awarded by British universities.

How ECTS Works & Benefits to HR:

- ❖ Course descriptions contain ‘learning outcomes’ (i.e. what students are expected to know, understand and be able to do by the end of the course) and workload (i.e. the number of contact and autonomous study hours students typically need to complete in order to achieve these outcomes).
- ❖ Each learning outcome is expressed in terms of credits, with a student workload ranging from 1,500 to 1,800 hours for an academic year
- ❖ One credit generally corresponds to 25-30 hours of work.
- ❖ ECTS is useful for HR managers looking to recommend a mobility period abroad for an employee’s progression, or recruit employees who have completed higher education abroad.

Understanding ECTS:

- ❖ ECTS is a learner-centred system based on the student workload required to achieve prescribed outcomes of a certain programme of study.
- ❖ The workload refers to the amount of time a learner needs to complete the learning activities, such as self-study, seminars, projects or exams, to achieve the course outcomes.
- ❖ The credits can be attached to study programmes, courses or even modules within a course.
- ❖ Learners can also accumulate credits and pass them over to other institutions to continue with their studies.

Understanding EQF:

So how can you better recognise ECTS in employees qualifications?

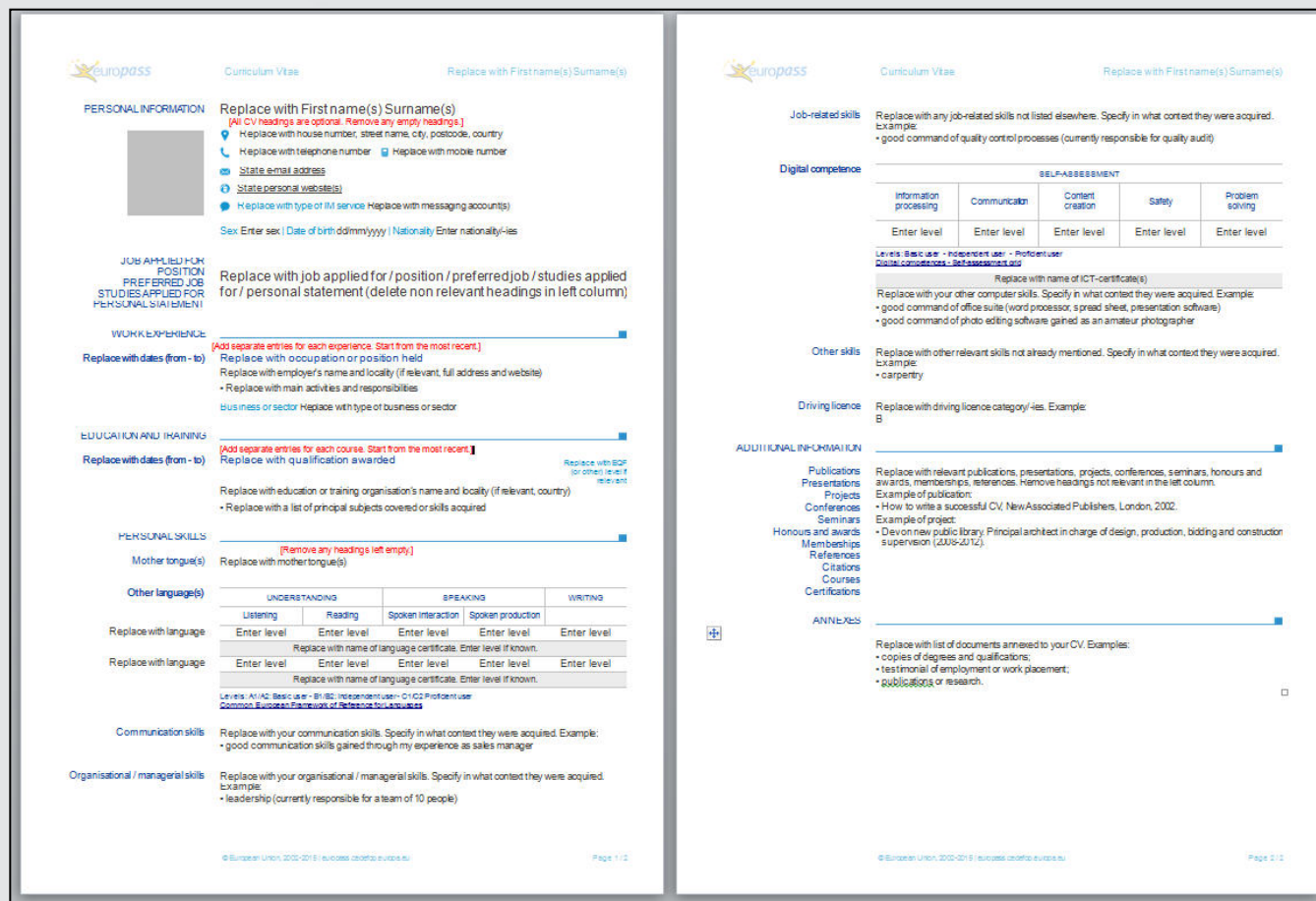
- ❖ A full-time student would need to complete 60 ECTS per academic year, which represents about 1,500 to 1,800 hours of study.
- ❖ According to the ECTS, study programmes in Europe are worth the following number of credits:
 - ❖ Bachelor's degrees (first cycle) are worth 180 - 240 ECTS (3 to 4 years).
 - ❖ Master's programmes (second cycle) are worth 60 - 120 ECTS (1 to 2 years).
 - ❖ PhD studies (third cycle) have no ECTS range.

What is Europass?

- ❖ Europass is a European Union initiative to increase transparency of qualification and mobility of citizens in Europe.
- ❖ Europass is one of the most useful of all EU transparency tools for HR managers, as it has been developed with the intention of getting Europe's population moving; supporting individuals to work and learn abroad and to have their qualifications and experience recognised and understood no matter where they go in Europe.
- ❖ Europass consists of five documents to help make an individual's skills and qualifications clearly and easily understood in all EU Member States - these documents are profiled in the following slides...

Introducing the Europass CV:

- ❖ The Europass CV helps jobseekers to present their academic, training and professional achievements effectively and clearly when applying for a job.
- ❖ This template encourages jobseekers to list their skills and competences to respond directly to the core competencies listed in a job advertisement.
- ❖ The Europass CV was developed to standardise the way jobseekers present their skills when applying for jobs in Europe; by providing a uniform format which ensures jobseekers give quality, accurate information in their CV.
- ❖ When advertising a job, HR managers are encouraged to ask applicants to use the Europass CV so that they can have a clearer idea of the skills and competences of the applicants.



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PERSONAL INFORMATION

Replace with First name(s) Surname(s)
(All CV headings are optional. Remove any empty headings.)
Replace with house number, street name, city, postcode, country
Replace with telephone number Replace with mobile number
State e-mail address
State personal website(s)
Replace with type of IM service Replace with messaging account(s)
Sex: Enter sex | Date of birth: dd/mm/yyyy | Nationality: Enter nationality-ies

WORK EXPERIENCE

Replace with dates (from - to)
(Add separate entries for each experience. Start from the most recent.)
Replace with occupation or position held
Replace with employer's name and locality (if relevant, full address and website)
Replace with main activities and responsibilities
Business or sector: Replace with type of business or sector

EDUCATION AND TRAINING

Replace with dates (from - to)
(Add separate entries for each course. Start from the most recent.)
Replace with qualification awarded
Replace with education or training organisation's name and locality (if relevant, country)
Replace with a list of principal subjects covered or skills acquired

PERSONAL SKILLS

Mother tongue(s)
(Remove any headings left empty.)
Replace with mother tongue(s)

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level

Replace with name of language certificate. Enter level if known.
Replace with name of language certificate. Enter level if known.

Communication skills

Replace with your communication skills. Specify in what context they were acquired. Example:
• good communication skills gained through my experience as sales manager

Organisational / managerial skills

Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:
• leadership (currently responsible for a team of 10 people)

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Job-related skills

Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example:
• good command of quality control processes (currently responsible for quality audit)

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Enter level	Enter level	Enter level	Enter level	Enter level

Levels: Basic user - Independent user - Proficient user
Digital competences - Self-assessment tool

Replace with name of ICT-certificate(s)

Replace with your other computer skills. Specify in what context they were acquired. Example:
• good command of office suite (word processor, spreadsheet, presentation software)
• good command of photo editing software gained as an amateur photographer

Other skills

Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example:
• carpentry

Driving licence

Replace with driving licence category-ies. Example:
B

ADDITIONAL INFORMATION

Publications

Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column.
Example of publication:
• How to write a successful CV, New Associated Publishers, London, 2002.

Conferences

Example of project:
• Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2009-2012).

Honours and awards

Memberships

References

Citations

Courses

Certifications

ANNEXES

Replace with list of documents annexed to your CV. Examples:
• copies of degrees and qualifications;
• testimonial of employment or work placement;
• publications or research.


The Europass
CV can also
be completed
online at:
<http://europass.cedefop.europa.eu/documents/curriculum-vitae>

Introducing the Europass Skills Passport:

- ❖ The European Skills Passport (ESP) is an electronic portfolio, designed to support a jobseeker's CV.
- ❖ This portfolio can contain copies of the other Europass tools – CV, Language Passport, Certificate and Diploma Supplements, as well as containing other proof of qualifications, references from previous employers or transcripts from language courses completed, etc.
- ❖ In HR, the ESP can help the process of short-listing, as HR professionals can filter applications based on what competences are mentioned in the Europass CV, and how this is backed-up with evidence from the portfolio.
- ❖ ESP can be completed online: <https://europass.cedefop.europa.eu/editors/esp>

Introducing the Europass Mobility:

- ❖ The Europass Mobility document helps individuals to describe a period they have spent abroad for education and training; it can also be used to describe volunteering work or work placements completed in another European country.
- ❖ This resource is of most use to HR managers if they are planning to send employees abroad to complete training and they want a document to record the skills and informal qualifications they have acquired while abroad.
- ❖ For VET programmes completed abroad, the Mobility document can be combined with the ECVET Personal Transcript to capture the experience of employees learning abroad.



Europass Mobility


Holder of the document

1 SURNAME(S) *	2 FIRST NAME(S) *	3 ADDRESS
Read	Stephan	32 Reading Road Birmingham B1 2ND UNITED KINGDOM
4 DATE OF BIRTH	5 NATIONALITY	
09 04 1989	British	
dd mm yyyy		


Issuing organisation

6 NAME OF THE ORGANISATION *	7 DOCUMENT NUMBER *	8 ISSUING DATE *
Vocational College of Greenfield	EM UK-1235456	09 09 2016
		dd mm yyyy

Sending partner

9 NAME AND ADDRESS *	10 STAMP AND/OR SIGNATURE
Vocational College of Greenfields Dept of Biomechanics 213 Bell Street 123540 Sheffield UNITED KINGDOM	
11 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *	12 TELEPHONE
Owads Jules	+44-113 343 12 34
13 TITLE/POSITION	14 E-MAIL
Senior teacher	joh@bla.uk

Host partner


15 NAME AND ADDRESS *	16 STAMP AND/OR SIGNATURE
Palermo Multimedia Ltd 213 Via Giovanni 123540 Palermo ITALIA	
17 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *	18 TELEPHONE
Giuliano Marco	39 (01) 12 34 56
19 TITLE/POSITION	20 E-MAIL
Head of technical development	mgulliano@bravo.it

* Headings marked with an asterisk are mandatory.

Europass Mobility is a standard European document, which records details of the contents and the results - in terms of skills and competences or of academic achievements - of a period that a person of whatever age, educational level and occupational status has spent in another European country (EU/EEA and candidate countries) for learning purposes.

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Europass Mobility

Description of the Mobility experience

21 OBJECTIVE OF THE MOBILITY EXPERIENCE *

To acquire a work experience in an international environment

22 EDUCATION OR TRAINING INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED

Upper secondary vocational qualification - Electrician (mandatory placement)

23 COMMUNITY OR MOBILITY PROGRAMME INVOLVED

Exchange programme with the Chamber of commerce of Palermo

DURATION OF THE MOBILITY EXPERIENCE

24 FROM * 01 | 09 | 2015 25 TO * 30 | 03 | 2016

dd | mm | yyyy dd | mm | yyyy

Skills acquired during the Mobility experience

26A ACTIVITIES/TASKS CARRIED OUT *

- Install and test switch gear and distribution boards
- Locate and rectify faults in wiring systems and in electrical equipment
- Install, test, commission and maintain light fittings and controls

27A JOB-RELATED SKILLS

At the end of placement, the trainee was able to:

- Interpret schematic diagrams and flow charts
- Install and test wiring systems for lighting and power distribution
- Complete job-related documentation

28A LANGUAGE SKILLS

- At the end of placement, excellent level of communication; processing of orders from Italian-speaking customers

29A COMPUTER SKILLS

- Using Office suite tools to record and manage electronic documents

30A ORGANISATIONAL / MANAGERIAL SKILLS

- Capable of organising the tasks carried out during the placement

31A COMMUNICATION SKILLS

- Excellent communication skills exhibited in daily contact with customers
- Good knowledge of corporate practices for dealing with customers' requests
- Fits in well with members of the team

32A OTHER SKILLS



Basic first aid training (15 hours) organised by the Red Cross - Certificate obtained at the end of the training

33A DATE * 09 | 04 | 2016

dd | mm | yyyy

34A SIGNATURE OF THE REFERENCE PERSON/MENTOR *

35A SIGNATURE OF THE HOLDER

* Headings marked with an asterisk are mandatory.

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Introducing the Europass Language Passport:

- ❖ The Europass Language Passport is a self-assessment document where individuals can describe their level of competence in a foreign language.
- ❖ It is linked to the Common European Framework Reference for Languages (CEFR), as those who complete the Passport template are asked to choose their level of language proficiency based on the CEFR's six levels.
- ❖ HR managers are encouraged to ask potential employees to complete the language passport if language skills are required for a new post in their company.
- ❖ The Language Passport can be completed online:

<https://europass.cedefop.europa.eu/editors/en/lp/upload>



Language Passport

Replace with First name(s) Surname(s)

Mother tongue(s)
Replace with mother tongue(s)

Other language(s)
Replace with other languages

Replace with language

Self-assessment of language skills

Understanding

Speaking

Writing



Replace with level (e.g. B1)
Replace with level label (e.g. independent user)

Replace with level (e.g. B1)
Replace with level label (e.g. independent user)

Replace with level (e.g. B1)
Replace with level label (e.g. independent user)

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Replace with level label (e.g. independent user)

Replace with level (e.g. B1)
Replace with level label (e.g. independent user)

Certificates and diplomas

Title	Awarding body	Date	Level*
Replace with name of certificate or diploma	Replace with name of awarding body	Replace with date of issue	Replace with level (e.g. B2)

Linguistic and intercultural experience

Description	Duration
Using languages for study or training / Using languages at work / Using languages while living or travelling abroad / Mediating between languages (delete non relevant types of experience or replace with your own text): Replace with description of experience	Replace with dates (from - to)

Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	I can understand familiar voices and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main points in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the speaker is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I have no difficulty in understanding speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any form of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences. For example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday materials such as advertisements, prospectuses, manuals and guides and I can understand short simple personal letters.	I can understand facts the content, main points of high frequency materials or job-related language. I can understand the description of events, feelings and wishes in personal texts.	I can read articles and reports concerned with contemporary issues in which the writers express particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including technical, specialist or professionally-related texts such as manuals, specialised articles and literary works.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me to formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, leisure and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey the shades of meaning precisely. I do have a problem. I can reconstruct around the difficulty an essentially new other people are likely to use.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can describe a study or work project or a hobby in an oral presentation.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can make a presentation on a topic using giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects relating to my field of interest. I can make a presentation on a topic using giving the advantages and disadvantages of various options.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the listener to follow and remember significant points.
Writing	Spoken production	I can write a short, simple postcard for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write very simple personal letters. For example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can communicate clearly describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my field of interest. I can write a report, passing on information or giving reasons in support of an argument. I can write a letter or e-mail on a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can write clear, detailed text in an appropriate style, using a range of sentence length. I can understand complex subjects in a letter, an essay or a report. Understanding what I consider to be the better reasons. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports and essays, supported by relevant and appropriate evidence. I can write a letter, an essay or a report. Understanding what I consider to be the better reasons. I can select a style appropriate to the reader in mind.
	Writing						

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* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.

The Europass Language Passport is part of the European Language Portfolio endorsed by the Council of Europe (<http://www.eupl.eu>).

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Introducing the Europass Certificate Supplement:

- ❖ The Certificate Supplement is a document describing the knowledge and skills acquired by holders of vocational education and training certificates.
- ❖ It provides additional information to that already included in the official certificate and/or transcript supplied by the VET provider, making it more easily understood, especially by employers or institutions abroad.
- ❖ The Certificate Supplement is linked to the ECVET model and allows individuals to describe their skills and competences following the completion of VET qualifications, once the VET programme is attained abroad.
- ❖ The Certificate Supplement can form part of the European Skills Passport and can be completed online: <https://europass.cedefop.europa.eu/editors/en/esp>



Europass certificate supplement ⁽¹⁾



Eire/Ireland

1. Title of the certificate ⁽²⁾
Early Childhood Care and Education
⁽³⁾ in the original language

2. Translated title of the certificate ⁽²⁾
⁽³⁾ if applicable. This translation has no legal status.

3. Profile of skills and competences	
Purpose	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to work independently and under supervision in a range of Early Childhood Care and Education (ECCE) settings and or to progress to higher education and training.
Knowledge	
Breadth	Demonstrate a broad range of knowledge related to the learning, well-being and development of children and their identities in the field of Early Childhood Care and Education (ECCE).
Kind	Demonstrate knowledge of some theoretical concepts and abstract thinking pertinent to ECCE practice to include child protection, with significant depth in certain areas.
Know How & Skill	
Range	Demonstrate a broad range of practice, interpersonal, reflective and pedagogical skills in providing for the holistic needs of babies and young children at group and individual level.
Selectivity	Exercise judgment in selecting appropriate procedural responses to routine, varied and unfamiliar situations and challenges within an ECCE setting.
Competence	
Context	Demonstrate knowledge and skills within a range of varied and specific ECCE practice contexts and settings.
Role	Contribute to the planning, implementation and evaluation of the curriculum in support of the learning, wellbeing and development of all children recognising the importance of working in partnership with staff, parents/guardians/carers/families and the broader community.
Learning to Learn	Take responsibility for own learning in a structured context.
Insight	Reflect on personal values and practices to inform self understanding and personal development.

4. Range of occupations accessible to the holder of the certificate ⁽³⁾
--

⁽²⁾ if applicable

⁽¹⁾ Explanatory note

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers and Recommendation of the European Parliament and of the Council 2008/C 111/01 of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

More information available at: <http://europass.cedefop.europa.eu>

Introducing the Europass Diploma Supplement:

- ❖ The Europass Diploma Supplement is issued to graduates of higher education institutions along with their degree or diploma and describes the knowledge and skills acquired by graduates of higher education programmes of study.
- ❖ It offers employers more detail regarding what potential employees covered when completing their course at third-level and is linked to the ECTS model.
- ❖ The Europass Diploma Supplement is issued by the higher education institution awarding the original diploma or degree.
- ❖ The Supplement can form part of the European Skills Passport and can be completed online: <https://europass.cedefop.europa.eu/editors/en/esp>



INSTITIÚID TEICNEOLAÍOCHTA LEITIR CEANAINN
LETTERKENNY INSTITUTE OF TECHNOLOGY
EUROPASS DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, content, context and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. HOLDER OF THE QUALIFICATION	
1.1 Surname McNulty	1.2 First name Joseph Peter
1.3 Date of birth (day/month/year) 22/09/1976	1.4 Student ID number or code (if available) L123456; 456789 H
2. QUALIFICATION	
2.1 Name of qualification Bachelor of Business Studies	Title conferred -
2.2 Main field(s) of study Accounting / Finance	
2.3 Institution awarding the qualification QQI (Quality and Qualifications Ireland)	Status State agency established by the Quality Assurance and Qualifications (Education and Training) Act 2012 See www.qqi.ie
2.4 Institution administering studies Letterkenny Institute of Technology	Status Recognised higher education institution in Ireland established under the Institutes of Technology Act, 2006.
2.5 Language(s) of instruction/examination English	
3. LEVEL OF THE QUALIFICATION	
3.1 National Framework of Qualifications level Honours Bachelor Degree (NFQ Level 8 / EQF Level 6)	3.2 Official length of programme In full-time mode 4 years (240 ECTS Credits) In part-time mode, 240 credits may be accumulated over several years.
3.3 Access requirement(s) Leaving Certificate (or equivalent); further details www.lyit.ie	
4. CONTENTS AND RESULTS GAINED	
4.1 Mode of study Full-time	
4.2 Programme requirements Learner must satisfy programme requirements as prescribed in the Approved Course Schedule and the Marks and Standards of the Institute; subject pass mark is generally 40%	

Europass Diploma Supplement

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4.3 Programme details (e.g. modules or units studied), and individual grades/marks/credits obtained:

*Marks out of 100%; Pass Marks generally 40% **The ECTS grade is a relative grading indicating the learner's performance within the cohort.

A top 10%; B next 25%; C next 30%; D next 25%; E next 10%.

Code	Subject	Stage	Marks	ECTS credits*	ECTS grade**
FN101	Introduction to Financial Accounting		63	7	B
FN102	Financial Accounting I		56	7	B
FN103	Introduction to Finance I		45	7	C
MT106	Calculus for Finance I		42	7	B
FN202	Financial Accounting 2		54	8	C
FN206	Finance 1		53	8	B
EC201	Finance 2		48	7	C
EC203	Microeconomics 1		51	7	B
EC205	Microeconomics 2		41	7	B
EC207	Econometrics		56	8	B
EC208	Applied Economics: Euro Economy		54	8	B
FN306	Corporate Finance		55	8	D
FN308	Derivatives		51	7	C
FN310	International Finance 1		47	7	B
FN399	International Financial Markets		48	8	D
EC301	Finance Thesis		51	8	C
EC307	Econometrics 2		47	7	C
EC308	Applied Economics: Fiscal Policy		52	7	C
Overall average			59%		

4.4 Grading scheme and, if available, distribution guidance

Marks out of 100%; Pass mark 40%
Award grading based on final stage average

4.5 Overall classification

Pass with 2nd Class Honours, Grade 2

5. FUNCTION OF THE QUALIFICATION

5.1 Access to further study

Degree programmes may entitle access to postgraduate study.

5.2 Professional status (if applicable)

This award entitles the learner, on application, to Associate Membership of the Institute of Professional Front Row Forwards.

6. ADDITIONAL INFORMATION

6.1 Additional information

6.2 Further information sources

www.lyit.ie

7. CERTIFICATION

7.1 Date

7.2 Signature

7.3 Capacity

7.4 Official stamp or seal

Europass Diploma Supplement

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Brainstorm: *Over to you!*

- ❖ Now that you have received copies of the Europass templates, brainstorm how can you use the Europass tools in your HR practices?
- ❖ Discuss the value of the Europass tools to modern HR practices!



What is EQAVET?

- ❖ EQAVET stands for ‘EU Quality Assurance in Vocational Education and Training’ and constitutes the European standard for Quality Assurance for vocational education and training.
- ❖ EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

Why is EQAVET relevant to HR?

- ❖ EQAVET is beneficial to HR practices because prior to countries adopting this framework, VET providers used contrasting and often unequal quality standards when designing and delivering VET content.
- ❖ While ECVET allows VET qualifications to be comparable across EU Member States, EQAVET assures that the quality of teaching and learning is also comparable.
- ❖ This means that HR professionals can seek to send their employees abroad for quality specialised training if required, or similarly can recruit employees from abroad without doubting the quality of the VET they have completed.

How does EQAVET Work?

- ❖ The EQAVET Framework is based on a cycle of quality assurance and improvement that consists of four phases including:
 1. Planning,
 2. Implementation,
 3. Assessment and evaluation
 4. Review and revision of VET.

- ❖ EQAVET includes a range of indicators which are intended to support the evaluation and quality improvement of a country's vocational training.

What are the EQAVET Indicators?

- ❖ The 10 EQAVET indicators are interlinked and each impacts on the others:
 - ❖ Indicator 1. Relevance of quality assurance systems for VET providers
 - ❖ Indicator 2. Investment in training of teachers and trainers
 - ❖ Indicator 3. Participation rate in VET programmes
 - ❖ Indicator 4. Completion rate in VET programmes
 - ❖ Indicator 5. Placement rate in VET programmes
 - ❖ Indicator 6. Utilisation of acquired skills at the workplace
 - ❖ Indicator 7. Unemployment rate
 - ❖ Indicator 8. Prevalence of vulnerable groups
 - ❖ Indicator 9. Mechanisms to identify training needs in the labour market
 - ❖ Indicator 10. Schemes used to promote better access to VET

How can EQAVET Indicators be used?

Case study from Ireland – Introduction to Work-based Apprenticeship Training

- ❖ This case study focuses on apprentices, company-based and continuing VET
- ❖ Fáilte Ireland provides strategic and practical support to develop and sustain Ireland as a high-quality and competitive tourist destination.
- ❖ As part of its remit, Fáilte Ireland oversees a Traineeship in Professional Cookery for those seeking to work with food in the tourism industry.
- ❖ The two year traineeship supports “on the job” learning with one day/week in a college.
- ❖ In order to be eligible for the traineeship, participants must be in current employment in an approved hotel, bar or restaurant.

Reference: <http://www.eqavet.eu>

How can EQAVET Indicators be used?

Case study from Ireland – Introduction to Work-based Apprenticeship Training

- ❖ The traineeship comprises work based learning (four days a week) and college based learning (one day a week) with full-time work based placements at the start and end of each year.
- ❖ The programme offers training opportunities for those with minimal entry requirement and is important in the hospitality sector where a large proportion of the workforce can lack qualifications in this discipline.
- ❖ The programme allows participants to combine training for a high level internationally-recognised qualification whilst working almost full time.

Reference: <http://www.eqavet.eu>

How can EQAVET Indicators be used?

Case study from Ireland – How is quality assured?

- ❖ The traineeship is widely supported by employers in the tourism and hospitality industry including hotels, restaurants, cafes, industrial caterers etc.
- ❖ Central to the quality assurance of the programme is Fáilte Ireland's selection of employers. Those selected need to:
 - ❖ be approved and registered
 - ❖ appoint an establishment mentor to guide and support the trainee
 - ❖ release the trainee to attend college on a day release basis
 - ❖ abide by a code of practice

Reference: <http://www.eqavet.eu>

How can EQAVET Indicators be used?

Case study from Ireland – How is quality assured?

- ❖ The traineeship is only offered by approved employers who are capable and willing to support the trainee and meet the programme's objectives.
- ❖ As part of the support offered to the trainee, the employer appoints an industry mentor who guides the trainee through the programme and ensures learning objectives and deadlines are met.
- ❖ Participating employers must also attend a mentor training workshop.
- ❖ Trainees complete reflective journals and meet the agreed training plan.
- ❖ Achievement has to be confirmed by the industry mentor and progress is assessed by the college lecturer.
- ❖ This ensures each trainee meets the programme's objectives

Reference: <http://www.eqavet.eu>

How can EQAVET Indicators be used?

Case study from Ireland – How is quality assured using EQAVET?

- ❖ Working with the employers, Fáilte Ireland's has to ensure the training content is practical and relevant.
- ❖ For employers, in return for supporting a student and providing a structured work environment, the programme must benefit their business.
- ❖ The traineeship relies on the collaboration and close working of the three partners i.e. the educator, the industry and the trainee.
- ❖ In this way, in assuring quality in the traineeship programme, the following EQAVET indicators can be used as best practice:
 - ❖ Indicator 6. Utilisation of acquired skills at the workplace
 - ❖ Indicator 9. Mechanisms to identify training needs in the labour market

Reference: <http://www.eqavet.eu>

What is CEFR?

- ❖ CEFR is the acronym given to the Common European Framework of References for Languages.
- ❖ This framework comprises the international standard for describing language ability and is used around the world to define and describe the language skills of an individual.
- ❖ This framework contains six levels of language proficiency and competence, each with a description of ability in listening, reading and writing at each level ranging from A1 for beginners, up to C2 for full proficiency in a language.
- ❖ To progress to the next level on this scale, an individual is required to complete the corresponding assessment for that level.

Common European Framework of Reference for Languages (CEFR)

Level			General Description
Proficient User	C2	Mastery	Highly proficient – can use language very fluently, precisely and sensitively in most contexts
	C1	Effective Operational Proficiency	Able to use language fluently and flexibly in a wide range of contexts
Independent User	B2	Vantage	Can use language effectively, with some fluency, in a range of contexts
	B1	Threshold	Can communicate essential points and ideas in familiar contexts
Basic User	A2	Waystage	Can communicate within a limited range of contexts
	A1	Breakthrough	Can communicate at basic level with help from a listener

Descriptor of language ability at levels C1 & C2 on CEFR:

Level	Listening	Reading	Writing
C1	Can contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	Can read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.	Can prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.
C2	Can advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.	Can understand documents, correspondence and reports, including the finer points of complex texts.	Can write letters on any subject and full notes of meetings or seminars with good ex

Descriptor of language ability at levels B1 & B2 on CEFR:

Level	Listening	Reading	Writing
B1	Can express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.	Can understand routine information and articles, and the general meaning of non-routine information within a familiar area.	Can write letters or make notes on familiar or predictable matters.
B2	Can follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	Can scan texts for relevant information, and understand detailed instructions or advice.	Can make notes while someone is talking or write a letter including non-standard requests.

Descriptor of language ability at levels A1 & A2 on CEFR:

Level	Listening	Reading	Writing
A1	Can understand basic instructions or take part in a basic factual conversation on a predictable topic.	Can understand basic notices, instructions or information.	Can complete basic forms, and write notes including times, dates and places.
A2	Can express simple opinions or requirements in a familiar context.	Can understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	Can complete forms and write short simple letters or postcards related to personal information.

How is CEFR relevant to HR?

- ❖ The CEFR framework is useful for HR managers who are seeking to recruit employees with language skills, or to track the progress of an employee who is undertaking language skills training.
- ❖ The framework contains a simple scale which makes it easy for employers and HR managers to understand the language proficiency of an employee, or potential employee, based on the assessment they have completed on this scale.
- ❖ The framework structure also ensures that HR managers can easily compare the language qualifications obtained by an individual abroad with similar language courses and exams in their own country.

What is NARIC?

- ❖ NARIC is composed of a network of National Academic Recognition Information Centres.
- ❖ Through the work of these centres, diplomas, qualifications and periods of study undertaken in other countries can be recognised in all countries that participate in this network – EU Member States and countries in the EEA and the European Higher Education Area (EHEA).
- ❖ NARIC acts mostly as an information resource; facilitating the exchange of information and best practice between countries and providing a means of undertaking a comparative analysis of the quality of qualifications from different countries in the network.

How is NARIC relevant to HR?

- ❖ NARIC is useful to HR professionals because it provides non-educationalists with accessible information on the quality of education in countries right across Europe and North America.
- ❖ With national centres in 55 countries including Australia, New Zealand and United States, HR managers have a contact point where they can seek further advice and better understand how national qualifications from around the world compare to one another.
- ❖ This can be very useful if HR managers are recruiting employees from abroad or employees who have qualifications attained abroad, as they will be supported to make the best appointment for their company.
- ❖ For a list of national centres, HR managers can visit: <http://www.enic-naric.net/contact.aspx>

Thank you for completing:

Unit 2 – Introduction to ECVET and European
Transparency Instruments (ETIs)

ECVET goes Business

Training

Place, Country
Date 2016

Learning Unit 2

Personnel Planning

Why do we need ECVET and
European Transparency Instruments (ETI) in
HR?

How can they be used for
strategic, tactical and operational
personnel planning?

Construction of the Brenner Base Tunnel



- Construction simultaneously on both sides
→ intercultural communication
- Limited time for the recruiting process
- Need for personnel with a wide range of skills at different levels while ensuring the highest possible degree of quality
→ efficient comparability of competences

European Transparency Instruments (ETI)

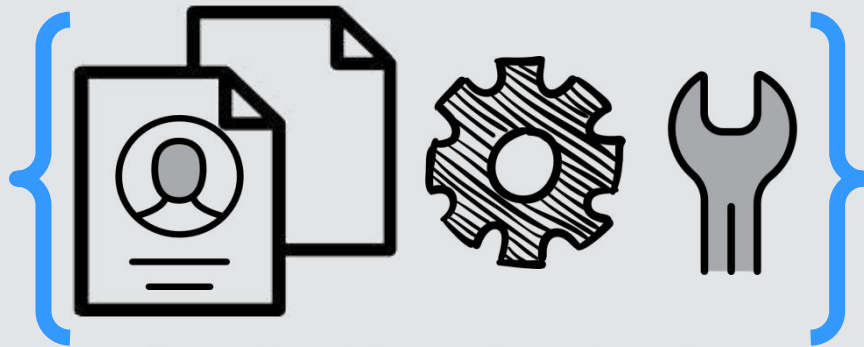
- **EQF:** descriptors of 8 levels of knowledge, skills & competences
- **CEFR:** 6 levels of language skills
- **ECVET:** credit points & descriptions
- **Europass:** CV, Language Passport, Certificate & Diploma Supplements, Europass Mobility

Planning Personnel Requires:

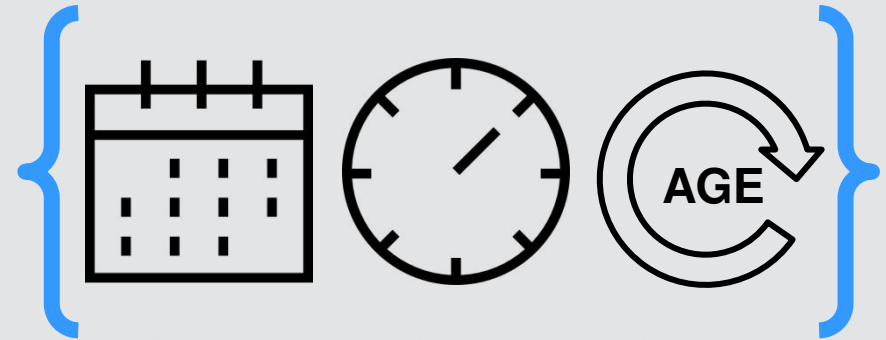
- comparing current needs with current and future personnel composition
- surplus or shortfall?
- staff composition = personnel requirements?

Which approaches are available and recommended?

Operational Personnel Planning



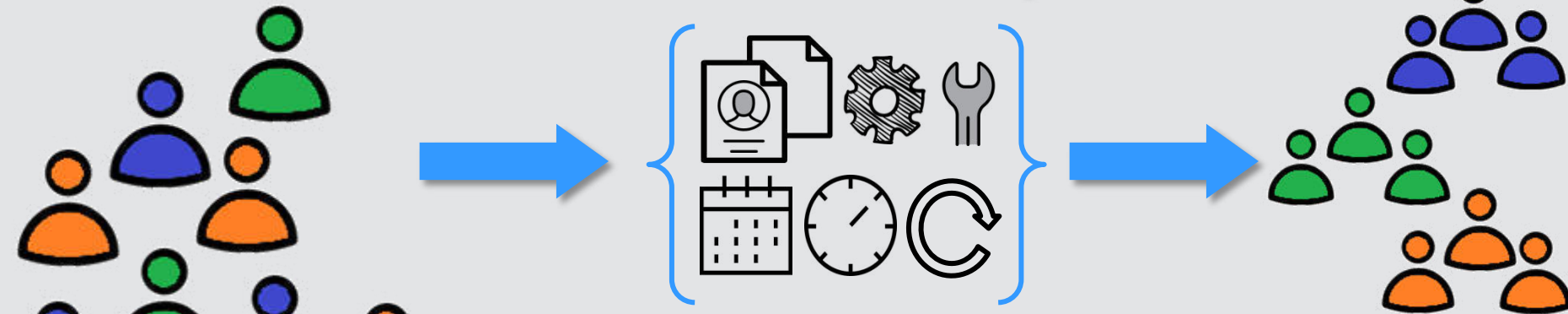
Qualitative Analysis



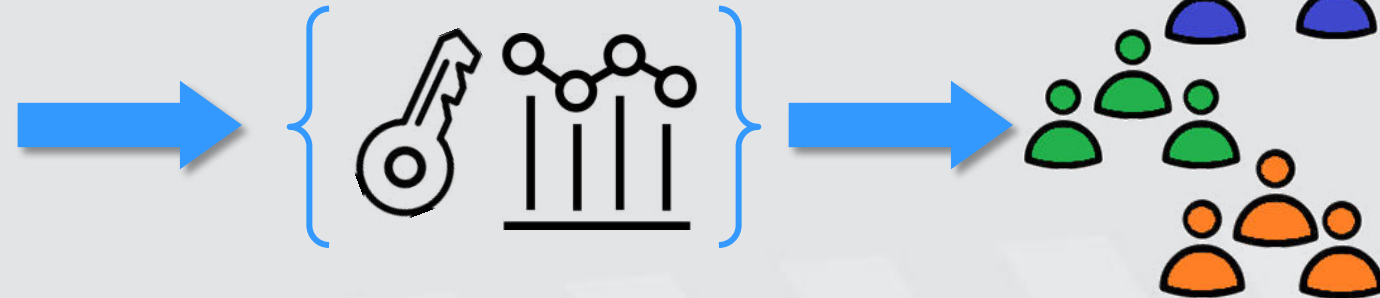
Quantitative Analysis



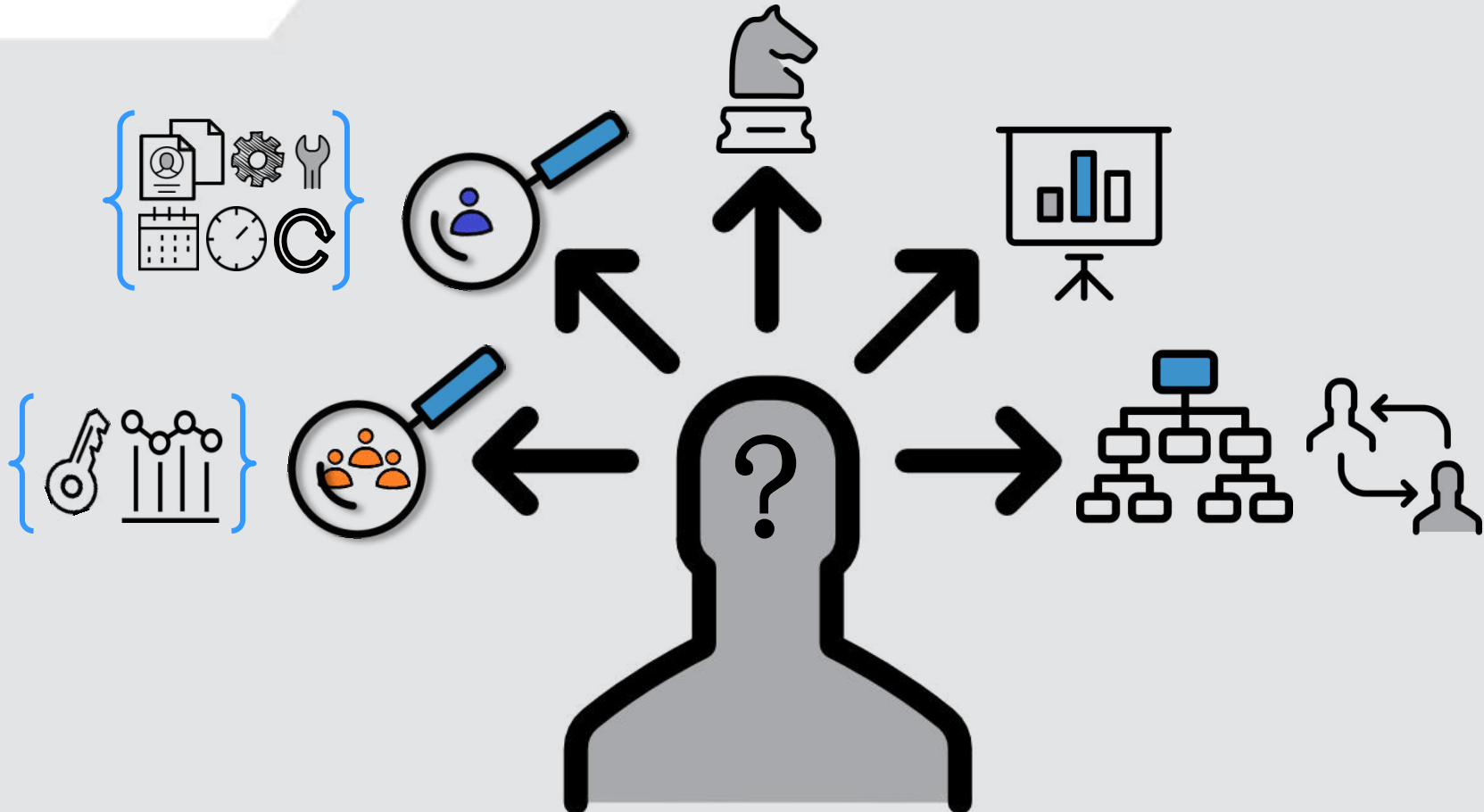
Qualitative Analysis



Quantitative Analysis

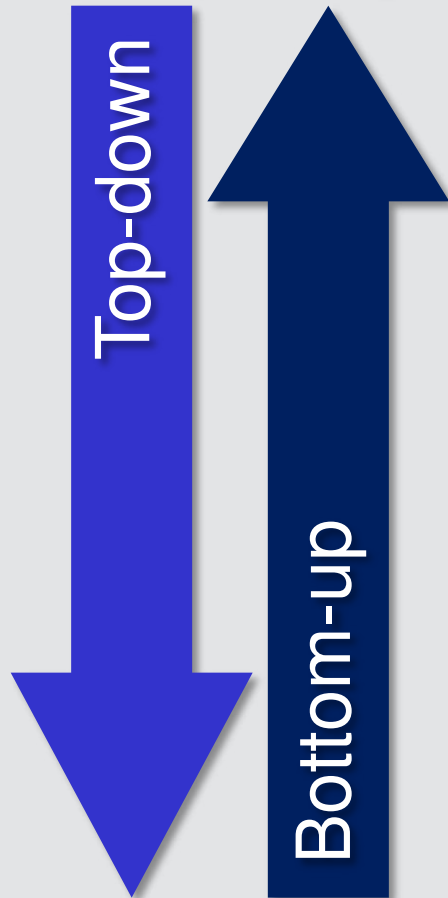


Strategic Personnel Planning

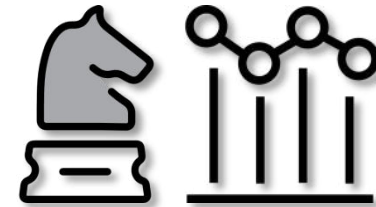


Past Development

Future Challenges



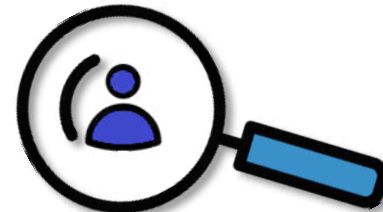
Strategic Level



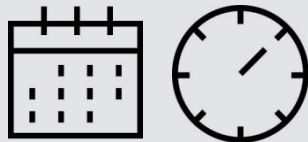
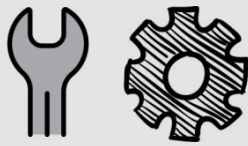
Tactical Level



Operational Level



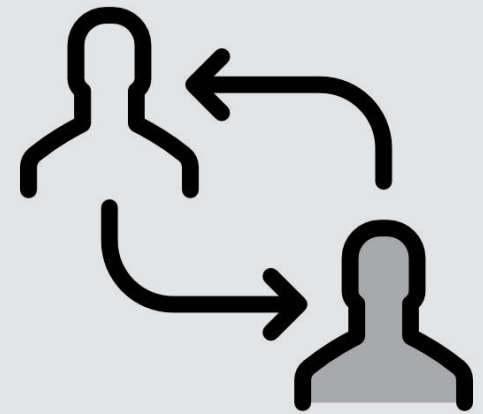
Assess Current Workforce: Personnel Statistics



- Profession
- Gender
- Age
- Salary
- Working hours
- Length of service

Keep the analysis updated with any changes!

- **Autonomous Changes**
 - + Return of staff from parental leave, educational leave, sick leave ...
 - Retirement, extended holiday, ...
- **Company-initiated Changes**
 - + Recruitment, employment of fully trained apprentices, ...
 - Redundancies, long-term training, ...



Assess Current Workforce

current workforce composition
+ additions
– departures


= future workforce composition

Personnel Planning


Step 2: Influencing Factors



Internal Factors

- 
- workforce productivity
 - the degree of mechanisation and automation
 - level of organisation within the company
 - type and quantity of the products and services that are offered

External Factors

- 
- legal requirements concerning staffing and worker participation
 - health and safety regulations
 - changes within the market

Challenge:

Predicting Future Development!

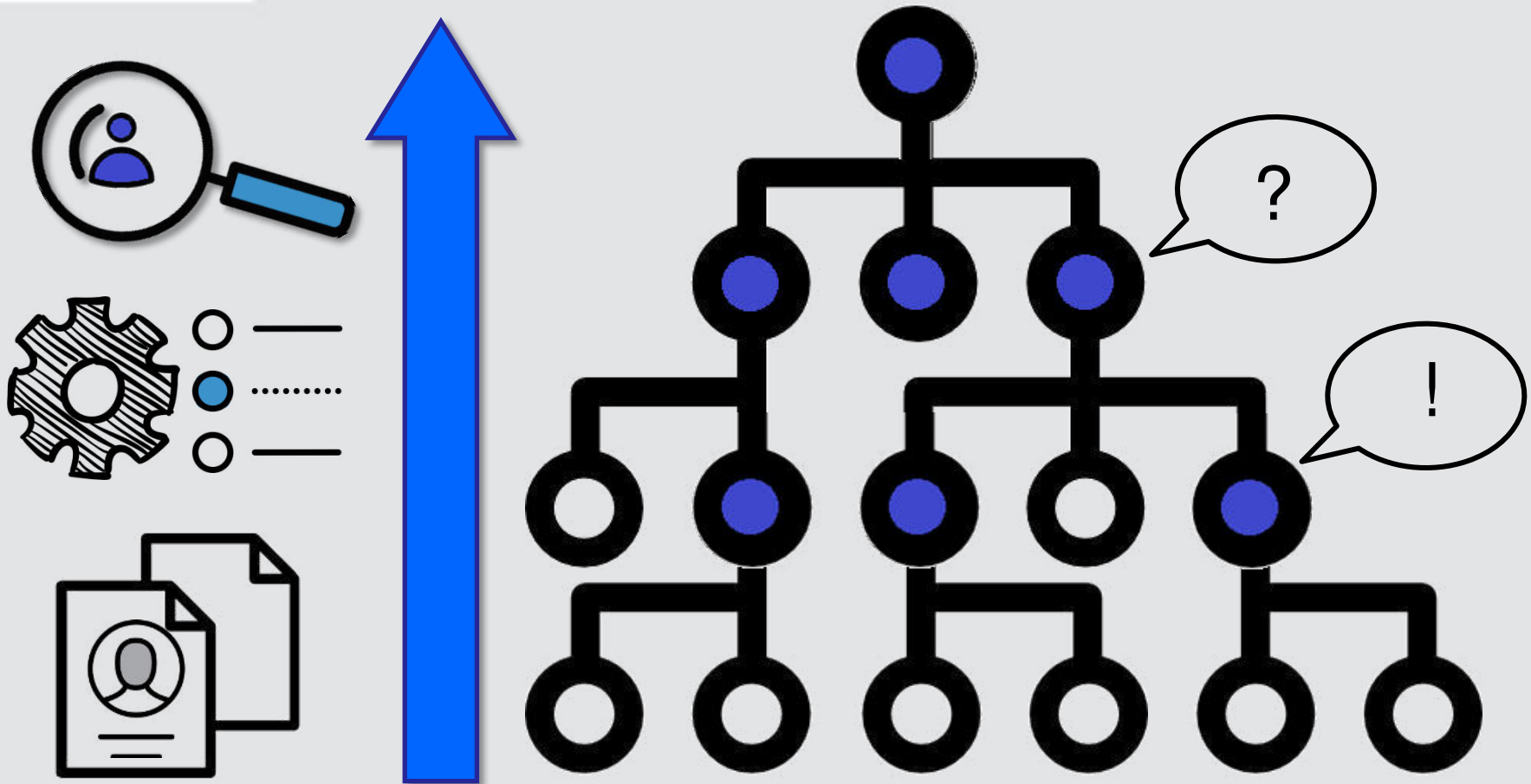


Job Planning / Workplace Method

- Qualitative, operational & bottom-up approach
- Suitable for bureaucratically structured organisations, technical personnel, administrative staff, managers, ...
- Based on the organisational structure chart, respective job plan, existing job descriptions including requirements.

Process:

- 1) Department heads are requested to provide quantitative & qualitative personnel requirements → estimated staffing needs
- 2) Requirements are agreed with respective senior line manager & coordinating planning unit
- 3) Ensure ongoing sharing of relevant information!



Key Indicator Method

- Quantitative and tactical approach
- Key indicators = benchmarks that represent dependencies/relationships for personnel requirements of different business indicators
- Suitable for personnel requirements that are largely determined by the number of quantitative units produced or processed

Why Key Indicators?

They change if one influencing factor changes!

→ quick determination of revised personnel needs!

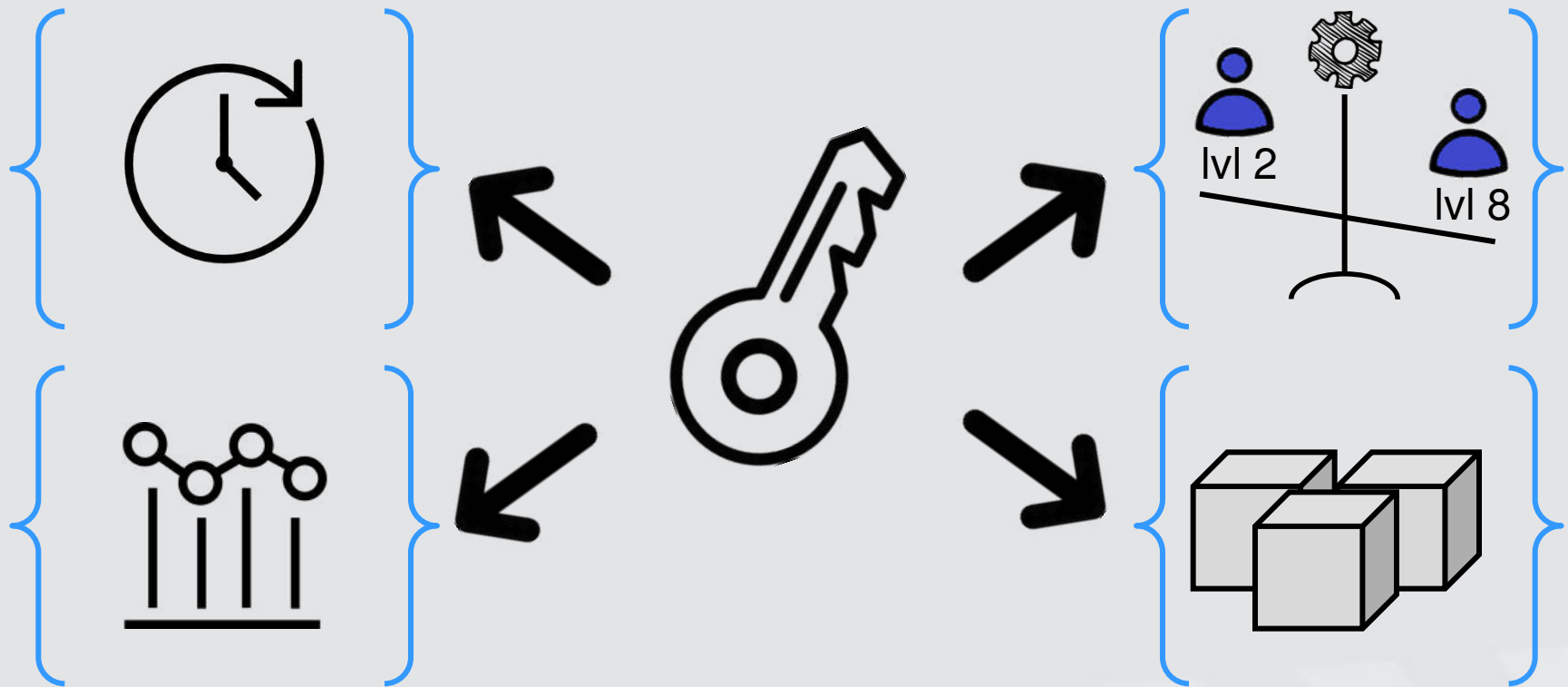
$$\text{Personnel Requirements} = \frac{\text{amount of work}}{\text{performance per employee}}$$

Process:

- 1) Start examining the current workforce
- 2) Assume a stable relationship between personnel needs and influencing factors
- 3) Determine the posts required by means of statistical forecasts
- 4) Assess the relationship between influencing factors and personnel requirements using key indicators



Examples of key indicators



Another challenge arises:

Increased complexity of planning models
due to ...

- Internationalism
- Fragmentation / Individualisation
- Specialised Skills vs. Key Competences?

How can European Transparency Instruments **simplify and standardise** personnel planning processes?

*Warning of side-effect:
It could make your job much easier!*

EQF – European Qualifications Framework

- Translation Tool
- Allows comparison of national qualifications systems
- 8 reference levels that describe learning outcomes in terms of:
 - Knowledge
 - Skills
 - Competences

Time for practice...

... Try it on your own!

EQF level 4 is EQF level 4 across Europe.

This is a significant advantage as it simplifies recruitment and workforce evaluation, and for this reason expanding personnel statistics to include this information is definitely very worthwhile.

CEFR – Common European Framework of References for Languages

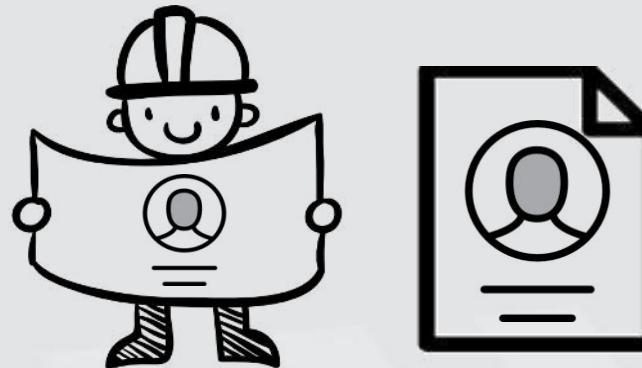
- Compares language qualifications
- Listening, writing and speaking competence
- 6 levels
 - A1, A2: Basic User
 - B1, B2: Independent User
 - C1, C2: Proficient User

Time for practice...

... Try it on your own!

YOUR TURN!

Develop a **job description profile** including
EQF descriptors & CEFR levels
for a particular job
in your company / institution / organisation!



End of Learning Unit 2.

Thank you for your attention!

ECVET – European Credit system for Vocational Education and Training

- Transfer, recognise and accumulate learning outcomes
- Units of learning outcomes
→ qualifications are assessable and easily validated
- 60 ECVET points = one full year of VET study

Europass

- Europass CV and Skills Passport
- Language Passport
- Certificate Supplement
- Diploma Supplement
- Europass Mobility

Human Resources Planning Activity		European Transparency Instrument
Current Workforce Planning		EQF Descriptors
		Learning outcome descriptions (ECVET)
		The Common European Framework of Reference for Languages (CEFR)
Job Descriptions		EQF Descriptors
		Certificate supplement and diploma supplement
		CEFR
Qualitative Workforce Measures		EQF Descriptors
		Learning outcome descriptions (ECVET)
Trends in Human Resources Planning	Internationalisation	EQF Descriptors
		Certificate supplement and diploma supplement
	Fragmentation – Individualisation	Learning outcome descriptions (ECVET)
	Key Competences	EQF Descriptors
		Learning outcome descriptions (ECVET)

ECVET goes Business

Training

Place, Country

Date 2016

Learning Unit 3

Attracting Staff - Recruitment and Selection

In this unit we're dealing with the HR process of: "Recruitment and selection"

- How can I attract the most talented people?
- How can I select the most suitable and qualified candidate?

What is this HR process all about?

‘Attracting’ means that companies need to address and attract employees which match their needs the most.

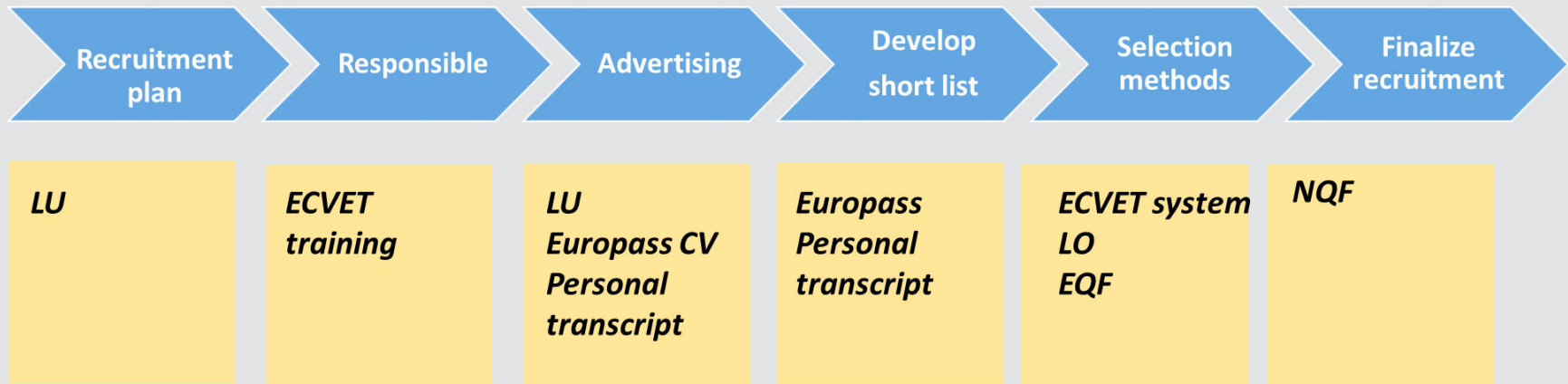
Important benefits of recruitment and selection could include:

- Recruiting employees who are well-skilled and well-qualified for the job.
- Attracting employees who have the potential to increase innovative measures and productivity within the company.
- The company can maintain its competitiveness

The recruitment process steps



Which ECVET instruments can help to make the recruitment process more effective



- *LU refers to ECVET Learning Units;*
- *LO refers to ECVET Learning Outcomes*

New challenges in attracting employees in the automotive supplier sector

A practical example

PlaSup...

- is a supplier in the automotive industry in Hungary;
- specializes in manufacturing plastic products by primarily focusing on thermoplastic parts;
- has 25 years in operation;
- has had a growing number of employees, totaling at present approximately 120 people.



The PlaSup story

They have been selling their products just for home market until now, but due to increasing competition in the automotive and plastic industries they have decided to expand and would like to sell their products in foreign markets, also.



Therefore, they need to recruit additional employees with the right skills to address the increasing production demand.

The recruitment procedure within PlaSup is as follows:

Managed by: the HR Manager and the Managing Director

Channels: Local newspapers and internal channels

The advertisement contains:

- Company's data
- A brief job description
- Overview of the required knowledge and experiences

The selection process includes: long list – short list - interview

Time for practice...

... Try it on your own!

The challenges of PlaSup:

- Presence of multi-national companies in the region
- Transmigration of professional workers



There is a lack of qualified workers which are needed for the expansion of the company.

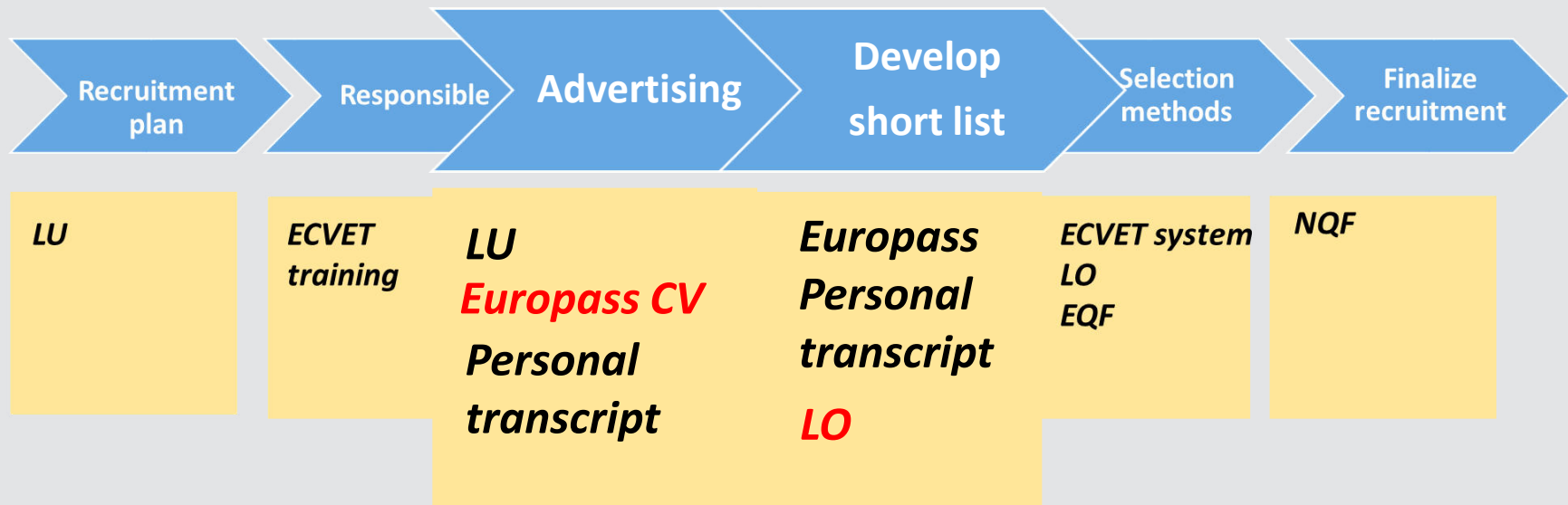
Time for practice...

... Try it on your own!

The management has decided to develop a new HR procedure to attract staff. Firstly, they will develop a new recruitment strategy which integrates the ECVET and ETI instruments.



The recruitment process steps with ECVET and ETI instruments



- LU refers to ECVET Learning Units;
- LO refers to ECVET Learning Outcomes

European Transparency Instrument: Europass CV


- Part of a set of Europass tools
- Consistently reviewed and updated
- Widely used

Benefits of using Europass CV

- ✓ Reviewing CVs takes less time and it easier to conduct
- ✓ More detailed information about candidates' qualifications
- ✓ The candidates' skills and qualifications are more easily understood

Have a look at the Europass CV

Europass CV



SZEMÉLYI ADATOK Nelly Frizura

Fonó utca 4, 8242 Veszprém (Magyarország)
 +36 11234567 +36 691234567
 nfrizura.nelly@dotmail.com
 Skype: nelly.frizura

BETÖLTETNI KIVÁNT MUNKAKÖR Fodrász

SZAKMAI TAPASZTALAT

2005. május - jelenleg **Női fodrász**
 Gyöngyvölgy Szépségápoló, Sopron
 - hajvágás ollóval, hajválogó géppel és borotvával, frizuraalkotás
 - tartóshulim készítése
 - hajfestés, színezés
 - számítógépes frizuraalkotás
 - hajszáltest, hajformázás

2004. augusztus - 2005. február **Női fodrász gyakornok**
 Schwarzkopf Hajválogószalon, Bécs
 - hajmosás, masszázsolás
 - hajvágás ollóval, hajválogó géppel és borotvával, frizuraalkotás
 - tartóshulim készítés
 - hajfestés, színezés
 - hajszáltest, hajformázás

2003. szeptember - 2004. június **Fodrász tanuló**
 Hajbálszem Fodrász Iskola, Veszprém
 hajmosás, fejmasszázs, hajvágás, beszállítás

TANULMÁNYOK

2002. szeptember - 2003. június **Fodrász**
 Hajbálszem Fodrász Iskola, Veszprém
 marketing, anyagismeret, munkavédelem, hajvágás technikák, női szakmai gyakorlat, férfi szakmai gyakorlat, hajhosszabbítás, póthaj-készítés, haj- és fejbőrpolás, parókák készítése, sminkelési alapismeretek, német

1998. szeptember - 2002. június **Erettség**
 Bartók Béla Gimnázium, Veszprém

SZEMÉLYES KÉSZSÉGEK

Anyanyelve Magyar

Time for practice...

... Try it on your own!

Europass Interoperability: what is it about?

https://www.youtube.com/watch?v=XXPHgH_Mq4w



How did the company use Europass CV?

1. They created a sub-page on the company's website
2. They developed a ready-made, electronic CV template according to the structure of the Europass CV

ECVET-Instrument: Learning Outcomes

What does it describe?

- Learning Outcomes are statements of what a learner knows, understands and is able to do upon completion of a learning process.

What is it made of?

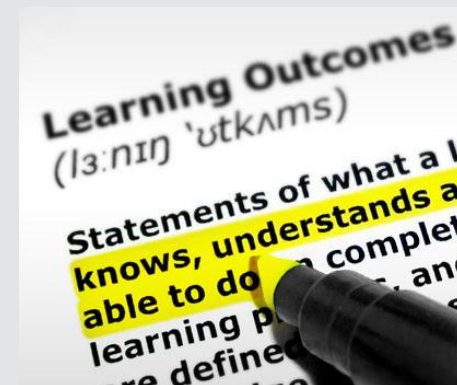
- Knowledge – Skills - Competences

What does it compose?

- Learning Units

How did the company use Learning Outcomes?

The required knowledge, skills and competences were described according to the the learning outcomes in order to specify the requirements for candidates more clearly.



Time for practice...

... Try it on your own!

Learning outcomes used elsewhere within the process of ‘attracting’ employees.

- Establishing job profiles
- Advertisements
- Selection of candidates
- Scanning for required competences, knowledge etc. to create a short list

Other Instruments to be used here:

- **EQF** and **NQF** levels are to be studied by the established HR team in order to better understand the different levels of qualifications covered in various countries;
- Use of the instruments such as the **European Skills Passport**, the **Language Passport**, the **Europass Mobility**, the **Certificate Supplement** and the **Diploma Supplement**, is encouraged in order to better understand the candidates' knowledge, skills, competences and experience gained abroad.

End of Learning Unit 4.

Thank you for your attention!

ECVET goes Business

Training

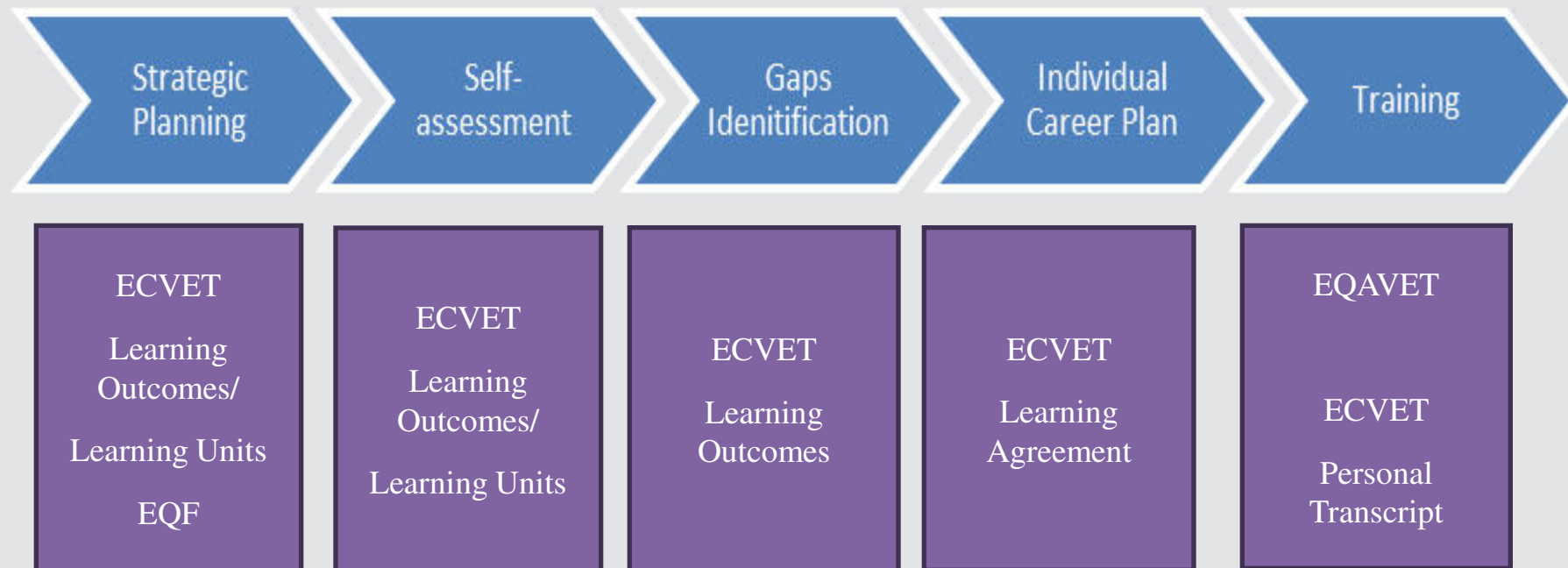
Place, Country
Date 2016

Learning Unit 4

Personal and Career Planning

In this learning unit, participants be introduced to effective HRM practices for dealing with career planning, how it is necessary to motivate employees to match the organisation's vision with their own goals; and how it is necessity for HRM to develop **individual career plans** to fit into the organisation's vision.

1. Short presentation of Personal and Career Planning within the process of HR development;
2. Following this introduction, participants will be introduced to the key processes and activities of individual career planning;
3. In the third step, 2 European instruments will be brought into discussion and connected with personnel planning discussion (Learner Agreements and the use of Learning Units)
4. In the fourth step, participants will be asked to develop individual career plans using these EU tools
5. In the final step the participants will reflect on the learning content of the unit (SWOT)



Career development should be considered from the perspective of both the organisation and the employee:

1. Organisation: What Skills and Knowledge do we require to achieve our Business Goals?
2. Employee: What are the Skills and Knowledge I think critical to my current and future Career Plans?

Time for practice...

... Try it on your own!

- The final version of a career plan is always designed by the employee and his supervisor or some other representative of the company.
- It is important that the employees are adequately prepared for an **interview**.
- Career goals are formulated on the basis of the interview where the self-assessment and the supervisor's assessment are coordinated and on the basis of challenges and desires for further career development and gaps in competences which are identified.

A proven method to meet these needs of organisations and the employees involves:

- Developing career paths that enable employees to understand their options to grow within the organisation;
- Gathering the information to determine what skills they would need to achieve this;
- Remember, career paths can entail promotions or lateral transfers. A solid career path programme requires detailed job descriptions and support through management coaching;
- Identifying and updating an employee's career plan.

Time for practice...

... Try it on your own!

- Learning Agreement is designed for each employee separately. This is an agreement on the implementation of activities to achieve the objectives set out in the career plan.
- The Learning Agreement defines the liabilities of employees and the company.
- A plan for implementation is clearly defined.
- The Learning Agreement has to contain an agreement on the mode of assessment or the method of the termination of the training programme.

- The core of the Learning Agreement structure is formed by the Learning Outcomes that can be in a form of one or several Learning Units.
- Learning Units have to be written clearly, known to the employee and adapted to his/her abilities.

Time for practice...

... Try it on your own!



End of Learning Unit 6.

Thank you for your attention!

10 min

- Objective/Challenge (3 min)
- Overview of training (7 min)

30 min

- Short presentation of Personal and Career Planning in the process of HR development (10 min)
- Lesson 1 – Creating your own career plan (20 min)

25 min

- Key processes and activities for individual career planing (10 min)
- Lesson 2 - Career planing discussion (15 min)

10 min

- Break

35 min

- Learning Agreement (10 min)
- Learning Outcomes and Units (10 min)
- Lesson 3 – Improve your own career plan with EU tools (LA and LU/LO) (15 min)

10 min

- SWOT
- Conclusions

ECVET goes Business

Training

Place, Country
Date 2016

Learning Unit 5

Training and Development

This unit introduces the HR process of:
“Development and Retention of staff”

- How can I retain staff in the company?
- How can I keep staff satisfied so that they stay in the company?

What is this HR process all about?

Human resource development, i.e. employee training and development, can be described as an educational process which involves sharpening personal skills and traits, changing attitudes and gaining additional knowledge to enhance the performance of employees.

Important benefits of training and development could include:

- Increased productivity
- Reduction in staff turnover
- Job satisfaction
- Employee retention
- Career development

Let me introduce you
to...

...Hans Gerhard!



http://www.adpic.de/lizenzfreie_bilder/Menschen/Gruppen%20Beruf/Gesch_ftsmann_telefoniert_mit_Smartphone_487840.html

Hans Gerhard is the
CEO of „Avegia
Personnel Services.“



http://www.adpic.de/lizenzfreie_bilder/Menschen/Gruppen%20Beruf/Gesch_ftsmann_telefoniert_mit_Smartphone_487840.html

Avegia Personnel
Services...
...20 employees
...Combination of
Recruitment Services,
Interim Management,
Staffing and Temping



<http://www.kostenlos-fotos.de/fotos/displayimage.php?pos=-4103>

That's Franziska
Ehrlichmann.

She is the assistant of
Hans.



<http://www.heimarbeit.de/als-virtuelle-sekretaerin-geld-verdienen/>

Although Franziska is quite satisfied with her job, she would like to have more responsibility.

She would like to increase her knowledge and explore opportunities for training abroad.



<http://www.heimarbeit.de/als-virtuelle-sekretaerin-geld-verdienen/>



Franziska outlined her plans and aspirations cautiously to Hans. As he wants to keep his assistant, they have to find a mutually beneficial solution for Franziska and the company itself.

So, how can the company retain staff and satisfy employee's personal career needs?

Franziska thinks of ECVET and the European Transparency Instruments.

It's time that "ECVET goes Business".

Start by looking for partners abroad...

- ... Current and previous partners who the company has cooperated with
- ... Certified training agencies
- ... International Chamber of Commerce or Chamber of Commerce Abroad
- ... Exhibitions
- ... E-Trade-Center (e.g. ixPOS)
- ... Recommendations

- Jakov Horvat is a HR manager in the “Institute of Further Education” in Koper, Slovenia.
- He’s a long-time business associate of Hans and is capable of handling this issue.



http://www.paula-bewegt.de/index.php/Was_zahle_ich.html

To enable Franziska and other employees to profit from a training programme abroad, the specifics of the training have to be clear.

Use the ECVET Instrument:
Memorandum of Understanding (MoU)

Objective of MoU:


- Do partners understand and agree on their roles and tasks?
- Is there open communication and clear channels of communication?
- Do the partners have clear and explicit objectives for their participation in this partnership?
- Is there a clear agreement among partners about expected achievements?
- Are all actors concerned aware of the content of the MoU and the issues they have agreed upon?
- Is the information included in the MoU sufficient to outline the general framework of cooperation?

Step 1: MoU




Co-funded by the
Erasmus+ Programme
of the European Union

Have a look at
the MoU:



Memorandum of Understanding

Version 2013



'File code' of the Memorandum of Understanding (optional)

text here

1. Objectives of the Memorandum of Understanding

The Memorandum of Understanding¹ (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

Are other objectives agreed on? Please tick as appropriate	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – these are:
--	---

¹ For more information and guidance on the establishment of a MoU please refer to the ECVET User's Guide: 'Using ECVET for geographical mobility (2012) - Part II of the ECVET Users' Guide - Revised version – including key points for quality assurance' – available at: http://www.ecvet-projects.eu/Documents/ECVET_Mobility_Web.pdf

1

Time for practice...

... Try it on your own!

ECVET Instrument: Learning Agreement (LA)



Franziska explains her needs and asks to be sent abroad to complete the training programme.

Hans checks what is the best possible solution for the company as well. Following this, Hans discusses the objectives of the training with both Franziska and Jakov.

Objective of LA:

- What learning outcomes are to be achieved?
- How will learning outcomes be assessed?
- How is the learners' credit validated and recognised?
- Does the host organisation agree with preparing the learner for the achievement of these learning outcomes?
- Is there an agreement about how the host institution will document the results of the assessment?

Time for practice...


... Try it on your own!

Step 2: LA




Co-funded by the
Erasmus+ Programme
of the European Union

Have a look at
the LA:



Learning Agreement

Version 2013



1. Information about the participants	
Contact details of the home organisation	
Name of organisation	Lathi Region Vocational College
Address	Hallituskato 20, 54201 Lathi
Telephone/fax	Tel.: +351234567 Fax: +356539876
E-mail	Firstname.lastname@finland.fi
Website	www.europa-finland.fi
Contact person	Onni Haapajärvi
Telephone/fax	Tel.: +351234567 Fax: +356539876
E-mail	Onni.haapajaervi@europa-finland.fi
Contact details of the host organisation	
Name of organisation	Europa Berufskolleg am Waldgrund in Neuss
Address	Gräbchen 25, 41460 Neuss
Telephone/fax	Tel.: +491234567 Fax: +496539876
E-mail	info@berufskolleg.waldgrund.de
Website	www.berufskolleg-waldgrund.de
Contact person	Michael Starnberg
Tutor/mentor	Coordinator international relationships Erasmus+
Telephone/fax	Tel.: +491234567 Fax: +496539876
E-mail	Michael.Starnberg@berufskolleg-waldgrund.de

Results of the training:

- What and how, in which context, on which level is the employee able to demonstrate that they have achieved the learning outcomes?

European Transparency Instrument: Europass Mobility

Description of the Europass Mobility Experience:

Content in Europass Mobility	Example
Objective of the Europass Mobility Experience	To acquire new abilities in leading intercultural teams
Initiative during which the Europass Mobility experience is completed, if applicable	Further education and training (non-compulsory)
Qualification (certificate, diploma or degree) to which the education or training leads, if any	Not applicable (no certificate, diploma or degree after a one-day training)
Community or mobility programme involved, if any	None
Duration of the Europass Mobility Experience	From 01.09.2016 to 02.09.2016

Time for practice...

... Try it on your own!

End of Learning Unit 5

Thank you for your attention!

ECVET goes Business

Training

Place, Country
Date 2017

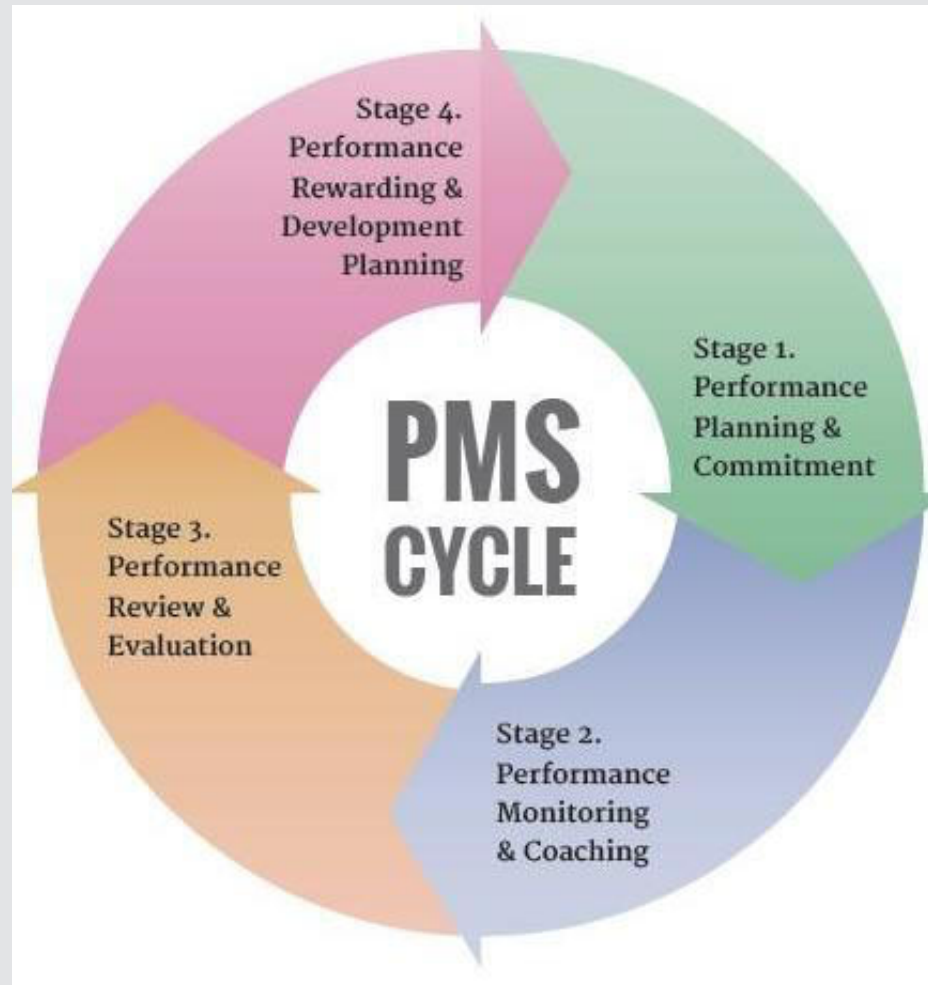
Learning Unit 6

Assess - Performance Management

- Performance Management is an on-going process where supervisors and employees work together to plan, monitor, and review an employee's work objectives, goals, and professional development.
- It is comprised of frequent informal conversations including coaching, feedback and support to employees about their work, needs and accomplishments related to the duties and expectations of their position.

The Performance Management process is a cycle, usually composed of 4 stages:

1. **Planning**: setting performance targets;
2. **Monitoring and Coaching**: observing employees' performance and providing feedback;
3. **Evaluation**: evaluating employees' performances and competences;
4. **Rewarding and Development**: linking performance with reward and recognition.



Planning: Setting performance targets.

- Employees and managers meet to clarify expected outcomes for the year (or other agreed period of time) and set objectives that link the employee's job to organizational objectives.
- Objectives define what employees are expected to accomplish.
- Managers and employees should aim to define S.M.A.R.T. objectives.

S.M.A.R.T. means:

- Specific
- Measurable
- Attainable
- Relevant
- Time-based

Try to set up your
SMART goals!
Go to Exercise 1

Where did S.M.A.R.T. Goals originate?

- In 1981, George T. Doran, a consultant and former director of corporate planning for Washington Water Power Company, published a paper called, “There’s a S.M.A.R.T. Way to Write Management’s Goals and Objectives.”

Monitoring and Coaching: observing employees' performance and providing feedback.

- Following and supporting the implementation process, observe employees' performance and check-in with them regularly, providing feedback

Follow the
example in
Annex 1!

Evaluation: evaluating the performances and competencies of employees.

- The primary objective of Performance Review is to support the employee to reach their highest level of performance by creating awareness as to their strengths and areas that require further development.

Take a look at
exercises 2 and 3!

Go to the tool ([Annex 1](#)) and answer the following questions:

- 1) *What kind of tool is this?*
- 2) *What kind of purposes does this tool have?*
- 3) *Which stage of the Project Management Cycle does the tool belong to?*
- 4) *How could you implement it, if you were the supervisor?*
- 5) *Please, define a job profile that could correspond to the job profile the tool is referring to.*

Key skills and LOs description:

1. Find 2 job profiles belonging to 2 different sectors and pitched at two different levels in a company, i.e. management, entry level, etc.
2. Identify key knowledge, skills and competences for each job profile.
3. Translate selected knowledge, skills and competences into Learning Outcomes.
4. Fill in at least 2 Learning Outcome Matrices (provided in the following slides).

- *Each unit has a title, a summary description and more detailed description of Knowledge, Skills and Competences*

Unit x	Title of the Unit		
	He/ she is able to... (summary description)		
	Knowledge	Skills	Competence
	He/she knows/ is familiar with ...	He/she can/tests ...	He/she is responsible for/supervises...

Examples:

Knowledge:

He/she is able to

- ... describe structural characteristics which are responsible for the behaviour and properties of a chemical substance
- ... differentiate between separation and mix principles and corresponding procedures
- ... describe the functioning of components, assemblies and systems of a vehicle
- ... assign the necessary documents for service and maintenance
- ... explain regulations concerning the handling of hazardous substances

Skills:

He/ she is able to

- ... receive orders and plan own procedural steps
- ... analyse data and present it as a basis for decisions
- ... use information and communication technologies taking into account data protection requirements
- ... develop a marketing plan and use marketing and PR instruments
- ... select chemical agents and production procedures and make up formulas

Competence (in the sense of taking over responsibility and autonomy):

He/ she is able to

- ... calculate production and service costs and analyse profitability
- ... apply problem solving strategies
- ... reflect upon his/her own action
- ... cope with and withstand strain and stressful situations in a way that is not harmful to health
- ... communicate with appreciation with patients, family members/reference person groups involved in the care process
- ... express and receive situation-based criticism

Rewarding and Development: linking performance with reward and recognition.

- At this stage, good performance in work is rewarded (i.e. with a salary bonus and/or benefits) and further development in the employee's career is planned.

Case Study:

Assessing and Certifying Competences

- A group of non-EU citizens arrived in Italy in search of a job.
- A VET provider has been entrusted with assessing their skills and competences and certifying them.
- Local companies have declared their interest in hiring these job-seekers.

- As these workers came from different education systems and have acquired competences and skills through informal and non-formal education pathways, a performance-based assessment process has been designed as an effective and feasible solution to certifying and validating their knowledge, skills and competences. |

Can you think of a solution to this problem?

- A committee of three experts was set up
- This committee was tasked with developing a set of evaluation criteria based on the most relevant skills composing the job profiles being advertised, and a performance-based evaluation process was defined.
- The performance-based evaluation sessions have been documented and rated, and a final certification was issued.

- This solution was designed using the ECVET principles and framework.
- The ECVET framework provides advice and tools for Learning Outcomes-based assessments through its format for describing content, performance-based evaluations, skills and competence validation and its mechanisms for converting learning units and outcomes into credits, which can be transferred between different educational systems.

- The final certification was issued including a description of the Learning Outcomes which were positively assessed, the attributed ECVET credit points and the description of the EQF level attained.

- The performance-based approach can help in evaluating skills acquired in informal and non-formal contexts, while the description of the Learning Outcomes achieved provides a clear overview of the knowledge, skills and competences which are being evaluated.

- Credits can immediately show the relevance and the weight of skill sets, and references to the EQF can give additional information about the educational level attained.

Try to define key
skills and Learning
Outcomes in Exercise
3!

1. Identify a problem that one of the job profiles, presented earlier in this unit, could encounter.
2. Define the main problems, challenges and variables, including people and resources.
3. Identify at least 2 possible solutions to the problems and challenges identified in step 1.
4. Break down the characteristics of a good problem solver into knowledge, skills and competences

1. On the basis of the knowledge, skill and competence defined earlier in this unit, select the key traits to assess via a performance-based assessment session.
2. Identify which of these key traits can be assessed through the performance of tasks.
3. Define the assessment procedures; including the potential individuals/organisations who would participate on the assessment committee and possible assessment tools.
4. Try to complete the relevant sections of the selected tools with key information about the assessment.

1. With reference to activity 3, make a list of useful EU transparency tools.
2. Identify all stakeholders involved and define a Memorandum of Understanding for the assessment.
3. Convert the content assessed into ECVET credit points.
4. Identify the corresponding levels on the EQF and NQFs of the countries concerned.

End of Learning Unit 6.

Thank you for your attention!

ECVET goes Business

Training

Place, Country
Date 2016

Learning Unit 7

Leadership Development

In this Learning Unit, unit 7 we are dealing with the HR process of “Leadership Development”

- ✓ How can I develop an effective leadership programme within the company?

Structure of the learning unit

- 1. Introducing Leadership Development**
- 2. Presentation of the European Transparency Instruments (ETI)**

Tools introduced; following by a discussion and exchange:

- 2.1. ESCO**
- 2.2. EURES**
- 2.3. EQF**

- 3. Practical examples - exercise**

1. Leadership Development

Leadership Development:

- Leadership Challenges in Business
- MANAGER vs LEADER (Top 10 Differences Between Managers and Leaders)



<https://www.youtube.com/watch?v=8ubRzzirRKs>

1. Leadership development presentation

Leadership Development:

- Current and future leadership needs

LEADERSHIP DEVELOPMENT CHECKLIST	
STEPS	CHECKLIST FOR LEADERSHIP DEVELOPMENT
1	Determine the best leadership style for your organisation
2	Identify current and potential leaders within the company
3	Identify leadership gaps
4	Develop succession plans for critical roles
5	Develop career planning goals for potential leaders
6	Develop a skills roadmap for future leaders
7	Develop retention programmes for current and future leaders

2. Presentation of the European Transparency Instruments (ETI)

How you use ETI in the leadership development process, specifically: European Skills, Competences, Qualifications and Occupations (ESCO), European Qualifications Framework (EQF) and EURES?

What are the Strengths, Weaknesses and Benefits of each?

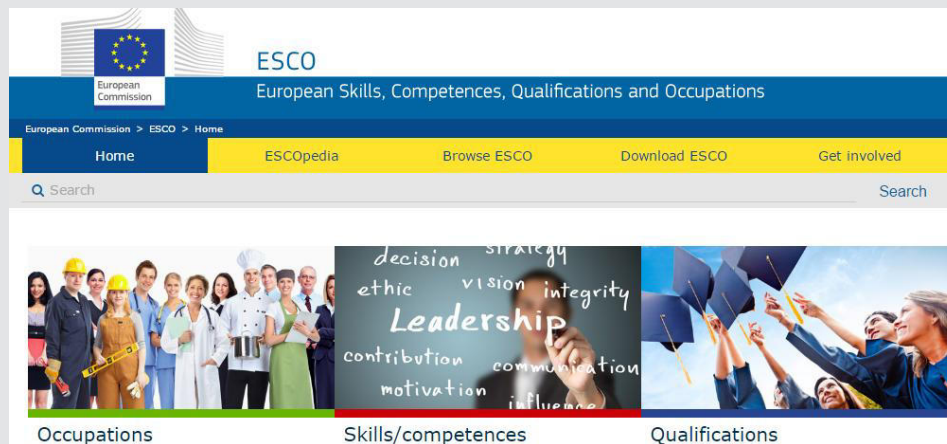
2.1. ESCO

2.2. EURES

2.3. EQF

2. Presentation of the European Transparency Instruments (ETI)

2.1. ESCO



<https://ec.europa.eu/esco/portal/home?resetLanguage=true&newLanguage=en>

2. Presentation of the European Transparency Instruments (ETI)

2.1. ESCO

2.1.1.- How can the ESCO tool help me with my daily tasks?.

2. Presentation of the European Transparency Instruments (ETI)

2.1. ESCO

2.1.2. Engage in a group discussion on the following points....

- ✓ Do you think this tool is useful in the leadership development process ?
- ✓ Which are the main Strengths, Weaknesses and Benefits you can perceive?

2. Presentation of the European Transparency Instruments (ETI)

2.2. EURES

- Are you a jobseeker looking to make the most of the European job market?
- Or are you an employer open to recruiting from Europe's vast talent pool?

Then look no further than EURES, your partner in recruitment for jobseekers and employers throughout Europe!!.

2. Presentation of the European Transparency Instruments (ETI)

2.2. EURES

**EURES: a bridge between employers and jobseekers
across Europe.**



https://www.youtube.com/watch?v=II_dJdKZCBo

2. Presentation of the European Transparency Instruments (ETI)

2.2. EURES

2.2.1. How can a jobseeker use the **EURES** portal?

- The EURES Portal is a central place for European jobseekers and employers to meet.
- With a brand design, upgraded user interface, and a new tool for creating and searching for CVs, the EURES Portal is now more attractive and user-friendly than ever.

2. Presentation of the European Transparency Instruments (ETI)

2.2. EURES

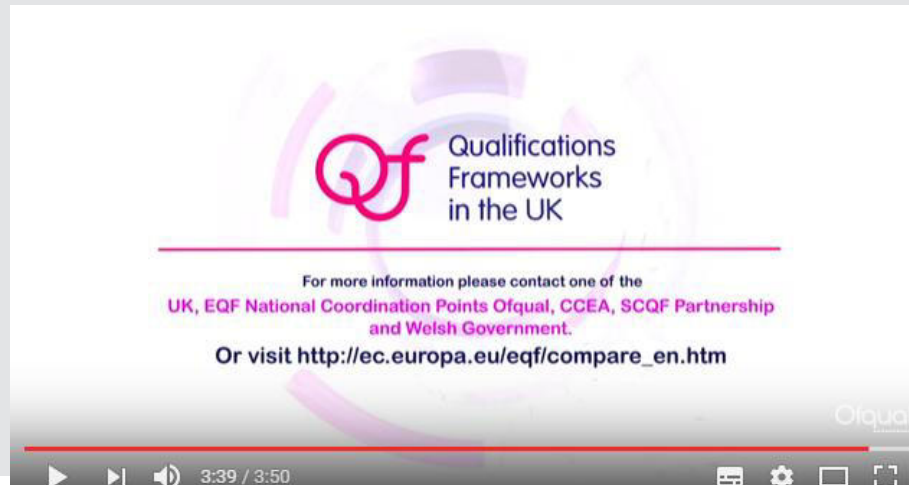
2.2.2. Engage in a group discussion on the following
points....

- ✓ Do you think this tool is useful in the leadership development process ?
- ✓ What are the main Strengths, Weaknesses and Benefits you can perceive?

2. Presentation of the European Transparency Instruments (ETI)

2.3. EQF

European Qualifications Framework (EQF)



<https://www.youtube.com/watch?v=MBGQuyYy7qA>

2. Presentation of the European Transparency Instruments (ETI)

2.3. EQF

2.3.1.- Introduction into EQF and ECVET

2. Presentation of the European Transparency Instruments (ETI)

2.3. EQF

2.3.2.- Now it is time for the debate....

- ✓ Do you think this tool is useful in the leadership development process ?
- ✓ Which are the main Strengths, Weaknesses and Benefits you can perceive?

Time for practice...

... Try it on your own!

WORK OUT!!

“Now, identify your own company’s leadership development process visually. Do you see points where you could adopt the tools: ESCO, EQF and EURES, and integrate them into your processes?”

End of Learning Unit 7.

Thank you for your attention!

ECVET goes Business Training Course

Learning Unit 8: Conclusion

Task / Objective: Participants will reflect on the workshop and will review and suggest revisions to the content and core elements of the 7 training units.

Duration: Approx. 30 min

Format: Group work

Material: Flipchart / Board; Cards; Pencils

Introduction

Following a short summary of the previous 7 units (PowerPoint), a final reflection concludes the workshop. Participants will reflect on the knowledge and skills they have gained through their involvement on the programme.

Tasks

- *Ask participants to share their opinions: What were the most important aspects of the training units? What content will affect their working life and procedures most? Which tools seem to be the most “usable” ones?*
- *Ask participants to think about these questions and to note keywords on cards.*
- *Ask participants to explain why they choose these keywords.*
- *Pin cards and cluster them according to the main themes of the 7 training units.*