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ECVET Skills Platform

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OVERVIEW

ECVET Skills Platform aims to help overcome skills mismatch between VET system and labour market with a focus on CNC Machine Operating. The skills mismatch refers to a discrepancy between the demand and supply of skills on the labour market; namely, the skills sought by employers are different from the skills offered by workers.

The skill mismatches are a growing concern for Europe's competitiveness. Thus, education needs to drive up both standards and levels of achievement to match the demand. To achieve excellence in VET, training curricula must be able to react to the demand for advanced vocational skills tailored to the regional economic context, by systematically being renewed and by the active involvement of businesses, especially SMEs.

The ECVET Skills Platform will promote the interaction between the labour market and vocational education systems to contribute the right skill-match. It also supports VET systems to fulfil labour market needs by guiding them on how to embed and teach technical skills, personal and conceptual skills. In addition, the project contributes to the visibility of the market's skill demand.

AIMS

The project aims to develop an innovative platform that will promote interaction between the labour market and VET providers. ECVET Skills Platform will facilitate to overcome the current skill mismatches in CNC Machine Operating. Through ECVET Skills Platform, the firms will rank personal, conceptual, and technical skills required on the labour market. On the other end of the line, VET systems will have an opportunity to closely monitor ranking of the skills and adapt their curriculum to be compatible with labour market needs.

The ECVET Skills Platform aims to develop a curriculum and training content for CNC Machine Operator at EQF Level 4 that will include personal and conceptual skills along with technical skills. The proposed curriculum and training content will be based on the valued skills relevant for labour market. As such, the proposed educational intervention will not only ensure the satisfaction of labour market as final beneficiaries, but it will also have a positive impact on VET institutions, teachers, and trainers. By means of these interventions, it is aimed to contribute to high-quality VET provision in the long term.

RESULTS

1. Skills Map: a comprehensive mapping of needs for personal, conceptual, and technical skills defined for CNC Machine Operators in each partner country.
2. Definitions of Skills with Learning Outcomes for EQF Level 4: It aims to analyse technical, personal, and conceptual skills in units of learning outcomes.
3. ECVET Skills Platform: interactive platform between labour market and VET systems that will allow the labour market to value skills needed for CNC Machine Operators and give VET teachers and trainers the opportunity to understand the demand and improve the curriculum accordingly.

ECVET Skills Platform

4. Curriculum Design for Skills of EQF Level 4: The curriculum will include personal, conceptual, and technical skills.
5. Training Content: The training content will guide VET teachers and trainers on how to teach the skills demanded by the labour market.

Learning outcomes

6. Content-rich Learning Materials: videos, promotions, presentations for increasing the effectiveness of training materials.
7. White Paper for Student Involvement: academic introduction of the project by communicating the process of student involvement to the relevant stakeholders, labour market, and VET providers.



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ECVET Skills Platform

Curriculum Design of Skills for EQF Level 4

Learning Outcomes

This output is a synthesis of the results obtained through the voting of skills by the institutions in each partner country, after identification of the skills on the platform developed in the IO3.

Following the identification of skills on the platform, labour market representatives voted on the skills most needed for CNC Machine Operators. According to the results of voting, a training curriculum was developed consisting of 10 modules including personal skills, technical skills and conceptual skills, which takes into account local, regional, and national differences.

The curriculum was designed in a modular structure that includes 3 Modules namely Technical Skills, Personal Skills and Conceptual Skills covering 10 Units in total (5 units for Personal Skills, 3 units for Technical Skills and 2 units for Conceptual Skills). The possible skills (42 in total) with definitions of Learning Outcome to be involved in the curriculum were defined by the project partnership and voted by the CNC sector representatives through the ECVET Skills Value Platform.

Approach to the Creation of Training Curriculum

The process during the creation of training curriculum was participatory involving all the stakeholders of VET and the sector and covering the steps below:

- Setting up of the Theoretical Framework analysing European and National Qualification Frameworks.
- Defining the Competence Framework and creating the Learning Units.
- Defining the Professional Profile for the CNC Machine Operator
- Defining a Skills Map for a CNC Machine Operator covering Technical, Personal and Conceptual Skills with the definitions for Personal and Conceptual ones in order to avoid misconception.
- Developing the Learning Outcomes expressed in terms of Knowledge, Skills and Responsibility and Autonomy.
- Validating the Skills Map and the Learning Outcomes through the focus meetings with sector representatives and VET teacher/trainers
- Selecting the Learning Outcomes to be involved in the Curriculum through ECVET Skills Value Platform on which the sector representatives from each partner country vote for the Skills they think important for a CNC Machine Operator.
- And finally developing the Curriculum using ECVET tools

Project Partners



T.C. İSTANBUL VALİLİĞİ

Governorship of İstanbul
Local Public Authority
www.istanbul.gov.tr



İSTANBUL
SANAYİ ODASI

Istanbul Chamber of Industry
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Association
www.iso.org.tr



İTÜ

Istanbul Technical University
Higher Education Institution
www.itu.edu.tr



Yakacık Vocational and
Technical High School
yeml.meb.k12.tr



Research Institute
www.infodef.es



EUROMASC

Non-governmental
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www.euromasc.org



AKETH

VET Center
www.aketh.gr



VET Center
www.sbg-dresden.de



VET Center
www.bsw-ggmbh.de



Research Institute
<http://www.kist-consult.com/>

Info-days Events

Each partner organised info-days to the relevant stakeholders from the labour market. The Project and the ECVET Skills Value Platform were introduced to more than 150 stakeholders. Most of these participants were VET teachers, sector representatives, CNC operators and students. According to the feedbacks, the platform was found to be as an important instrument for developing dual vocational training. Furthermore, the participants complimented the interaction channel between diverse stakeholders and expressed their interest.



OVERALL CONCLUSION

As a result of skills voting process, the most voted 10 learning units under 3 modules were selected. The most important technical skills were selected as Occupational Health and Safety Measures, Environmental Measures, Technical Comprehension, Operation of CNC Machine I and Quality Control & Equipment Maintenance. While most voted personal skills were Self-Management, Working Effectively in a Team and Personal Development; the prominent learning units for conceptual skills were Conceptual Skills I and II.

Module Name	Learning Unit Name	Learning hours	ECVET Point	
M1. Technical Module	LU1. Occupational Health and Safety Measures	9	60	2
	LU2. Environmental Measures	6		
	LU3. Technical Comprehension	12		
	LU4. Operation of CNC Machine I	18		
	LU5. Quality Control & Equipment Maintenance	15		
M2. Personal Module	LU1. Self-Management	12	30	1
	LU2. Working Effectively In a Team	12		
	LU3. Personal Development	6		
M3. Conceptual Module	LU1. Conceptual Skills I	12	30	1
	LU2. Conceptual Skills II	18		
TOTAL		120		4



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