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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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Content-rich Learning Materials

At this point, it is aimed to enhance the effectiveness of this platform by developing content-enrich materials covering the intended educational curriculum in the form of videos, promotions, narratives and presentations that contain educational information prepared in accordance with the educational curriculum. Obviously, the preparation and publication of such educational materials through the platform does not only lead the content of the education to be diversified but also publishing such educational materials on these websites makes it easier for individuals in the society to have Access to the subject. Thus, it is possible to reach larger number of populations. Since the trainees and students can benefit from these training materials without having to spend any financial cost, the richness and quality of the training will be increased.

Value-added of Content-rich Learning Materials

Innovation: The innovative part of the preparing content reach materials on CNC Operating in accordance with the new curriculum is the fact that these materials will not only focused on the technical skills, but also the personal and conceptual skills. With this curriculum tailored to the skill needs of firms, such visual training materials will enrich education and increase its quality.

Expected Impact: The most widespread impact of this outcome is the common accessibility of the training curriculum and training materials - specifically designed for the needs of the firms - through a website. Publication of such materials in digital media will increase accessibility. Therefore, the visual materials for the skills required for CNC Machning in the labor market will contribute to the improvement of the students in vocational high schools and to the training of the trainers in these vocational high schools.

Transferability potential: As the training materials published on the website will be accessible to each individual, it will increase the transferability of the information contained therein between different individuals.

Project Partners



T.C. İSTANBUL VALİLİĞİ

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



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Research Institute

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

Approach to Content-rich Learning Materials

The process during the creation of content-rich learning materials was covering the steps below:

- Determination of Content-rich materials**
 At this stage of the outcome, it was determined what visual information is needed to enrich the curriculum based on the skill list in each different country. Thus, the content of these educational materials was determined prior to the publication of any type of visual educational material.
- Preparation of visual training materials**
 In this activity, the preparation of visual education materials was realized. After determining what the required material was, videos / presentations were prepared by the trainers. These visual materials were prepared in their native language in each country. At which intervals and how often visual materials will be prepared were determined by the relevant trainers.
- Publishing visual training materials on website**
 In this last activity, necessary work was done to publish the visual education materials on the website. These materials were uploaded to the websites.



Dear teachers, what can you say about the environmental awareness?

OVERALL CONCLUSION

As a result of skills voting process, the most voted 10 learning units under 3 modules were selected. Following the preparation of curriculum, the learning contents for these selected skills were designed for 120 hours. In addition to these learning contents, to enhance the effectiveness of this platform, more than 30 content-rich learning materials covering the intended educational curriculum in the form of videos, promotions, narratives and presentations were developed by the partners.



www.ecvetskillsplatform.eu

www.skillsmatching.eu

<https://ecvetskills.aketh.eu/>



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