

Interactive Exchange Workshop for VET Professional Teacher Training Program

Hotel Residence, Lake Balaton, Hungary

Monday June 3rd - Friday June 7th



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The iQVet history.

Standardization, Competence Units and the emerging Micro Credentials

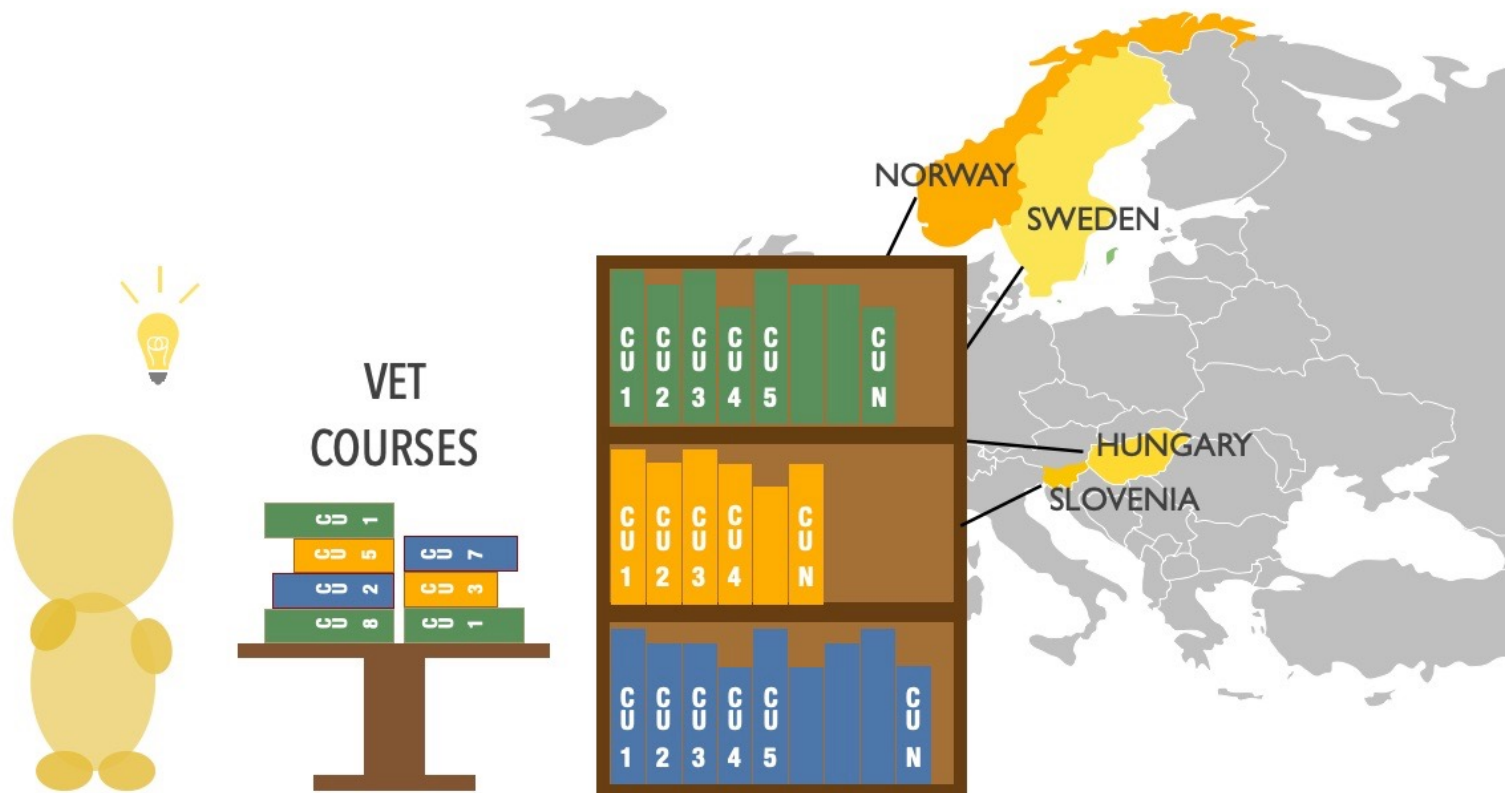
Session 1: 09.00 - 1200

Monday June 3rd

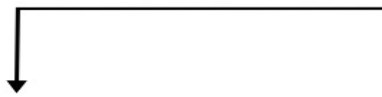
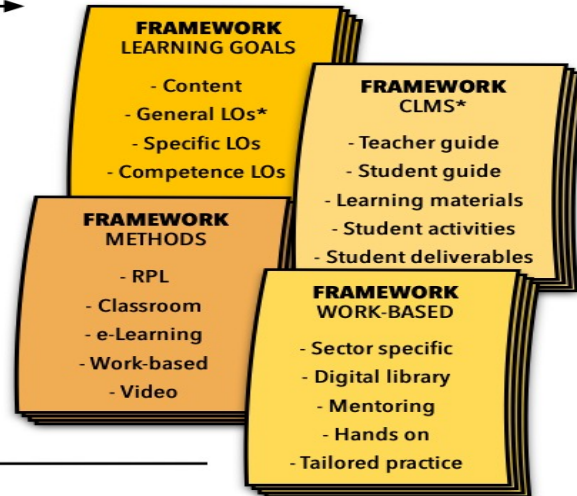
D3.1 Work-based VET practitioner guidelines

- iQVet pilot project - tries to innovate in:
 - **(Silent)Knowledge**
 - **Skills**
 - **Competence**
- D3.1 Train the trainer course
 - **Session 1: VET practitioner development guidelines**

VET practitioner development guidelines



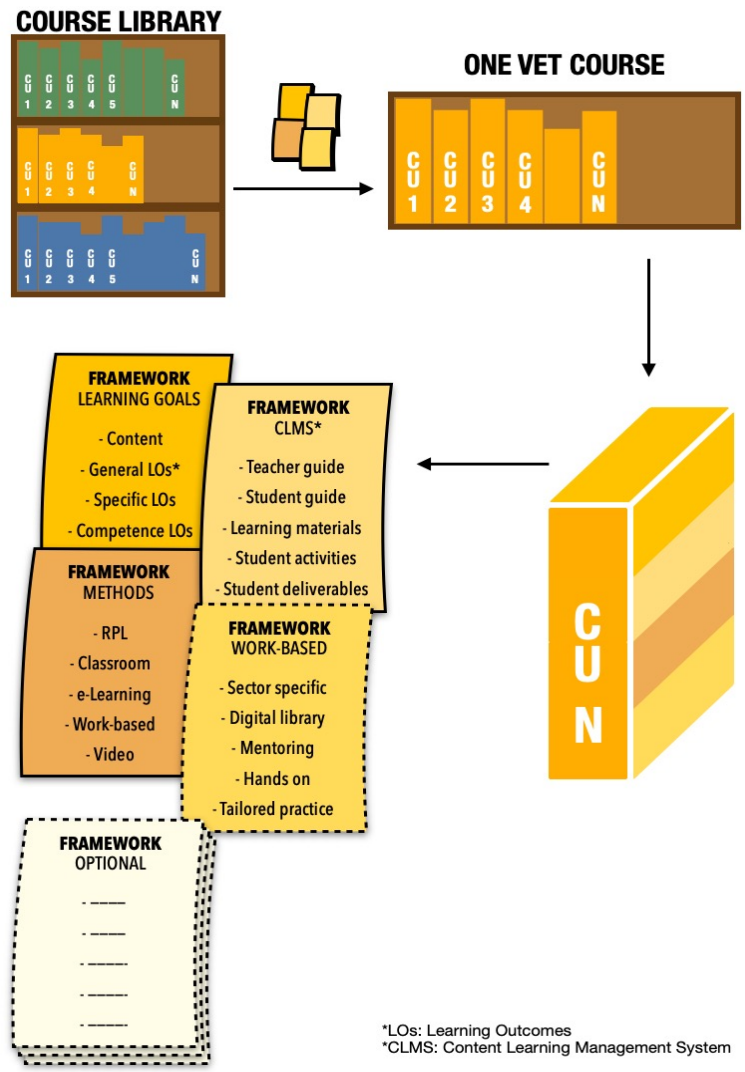
COURSE LIBRARY



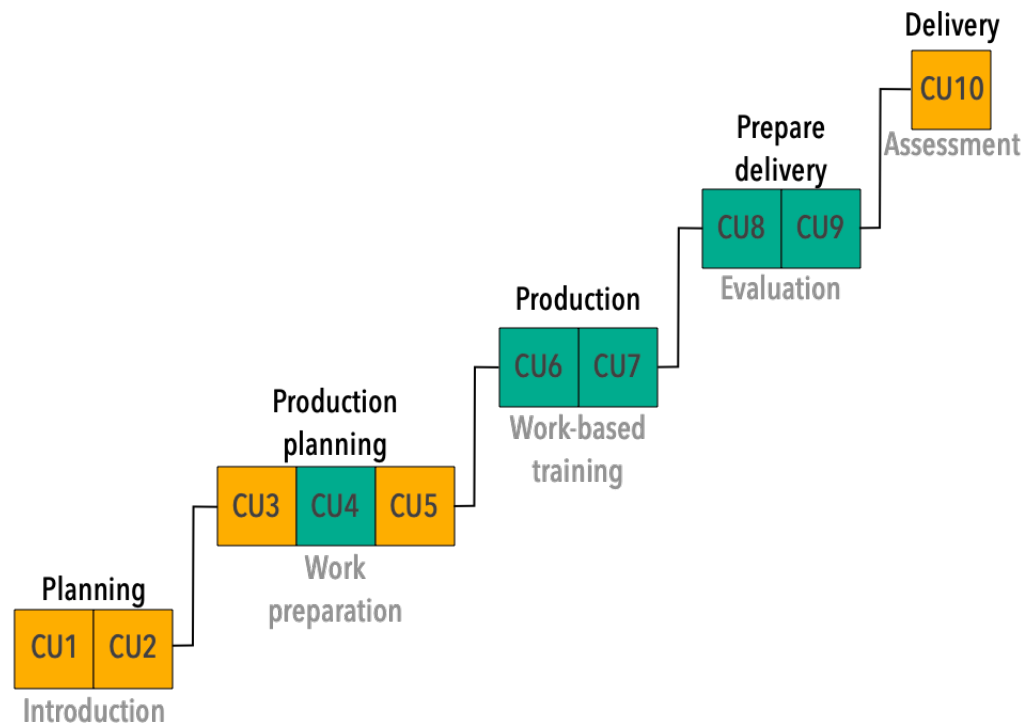
ONE VET COURSE



*LOs: Learning Outcomes
*CLMS: Content Learning Management System



Example of a course



VET practitioner development guidelines

- **New innovation:**

- Standardization of developing materials in Competence Units (CUs)
 - Before training
 - During training
 - After training
 - Beyond training – In the labour market
- Constructing prototype for improved teacher collaboration and cooperation
- Prototype is currently applied in:
 - Fish farming courses
 - Courses for training of inspectors in metal joining industry

Cooperation and Collaboration prototype

1.1 Course content/outcomes →	1.2 General learning outcomes →	1.3 Specific learning outcomes →	1.4 Access conditions		
Access conditions Access conditions content					
2.1 Teaching guidelines	2.2 Student guidelines	2.3 Student exercises	2.4 Course materials	2.5 RPL	
RPL Recognition of prior learning content					
3.1 Assessment	3.2 MC -Record of Achievement	3.3 NQ/EFW Diploma			
NQ/EFW Diploma Nation. qual. content					

General Learning Outcomes

Descriptions indicating the Learning Outcomes (LOs) relevant to the qualifications at level 4 in the EQF system. The LOs include:

Knowledge: The candidate should have knowledge of.....

- EQF: Factual and theoretical knowledge in broad contexts within a field of work or study
- Industry: Have the overview of the National Qualification curriculum.

Skills: The candidate will be able to.....,

- EQF: Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study
- Industry: Will be able to recognize and apply the National Qualification curriculum on standard problems.

General Learning Outcomes

Competence (EQF - Responsibility and autonomy): The candidate should be able to

- EQF: 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.
- Industry: Should be able to apply the National Qualification curriculum on new, non-standard problems.

References: EQF - Europass

<https://europass.europa.eu/en/description-eight-efq-levels>

Specific Learning Outcomes

- The SLO applies the LOs in the GLO framework, structured like measurable descriptions that are organized in the categories Knowledge, Skills and Competences.
- The SLO transforms these into a flexible, operational training framework that is applying measurable descriptions and the same categories Knowledge, Skills and Competences.

Specific Learning Outcomes

- The training materials and training activities are structured around the CUs. A CU should contain two types of assessment solutions:
 - Micro training applying e-learning should be assessed by applying multiple choice tests. This will typically be relevant for theoretical training.
 - Work-based training practices should be assessed and approved by the site manager.

Cooperation and Collaboration

A CU could contain materials and activities that is stimulating and describing how to train students in applying cooperation and collaboration in their professional work.

These features are deeply needed by industry applying advanced production.

- This helps supporting delivery of training that better reflects companies production schedule, without increasing training delivery costs.

Cooperation and Collaboration

This includes collaboration and cooperation within a discipline, and between disciplines:

- Materials and activities could investigate work processes and contexts in the work that professional staff should perform, i.e. what are the consequences of not delivering professionally good work?
- What should a professional worker do if the materials they receive is not professionally good enough? This entails a responsibility to speak up if their start-up materials is not good enough and that they are responsible for ensuring that the work they deliver is of a good professional standard.

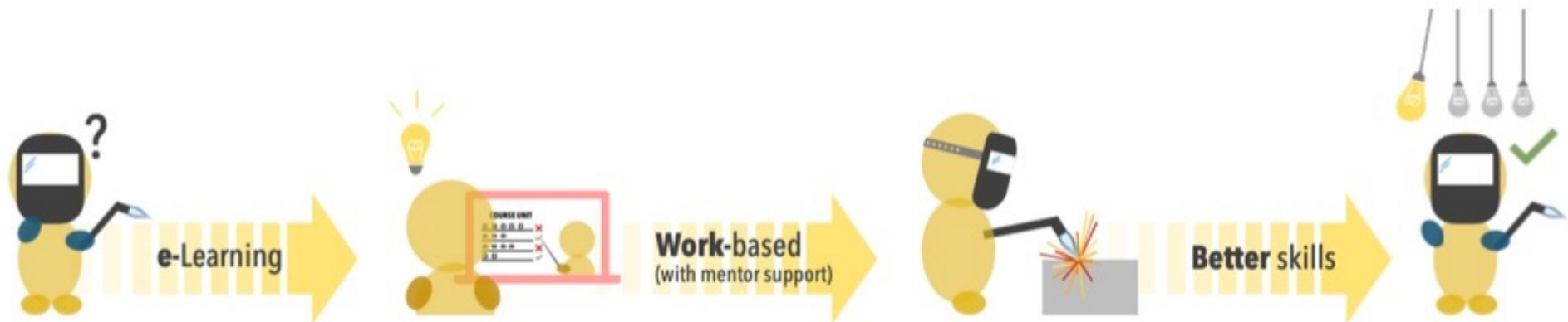
Micro-Training Activities

- The (micro) training activities should be designed to help students learn and understand the differences between Knowledge, Skills and Competences.
- In continuing VET (micro) training activities, which the students will receive when they start working in industry, these three terms will be widely used.
- Moving some tasks to an online format, suggests that many training activities that have traditionally been synchronous and instructor-paced in a class-room, can be made asynchronous and self-paced.

Improved Mastering Experiences

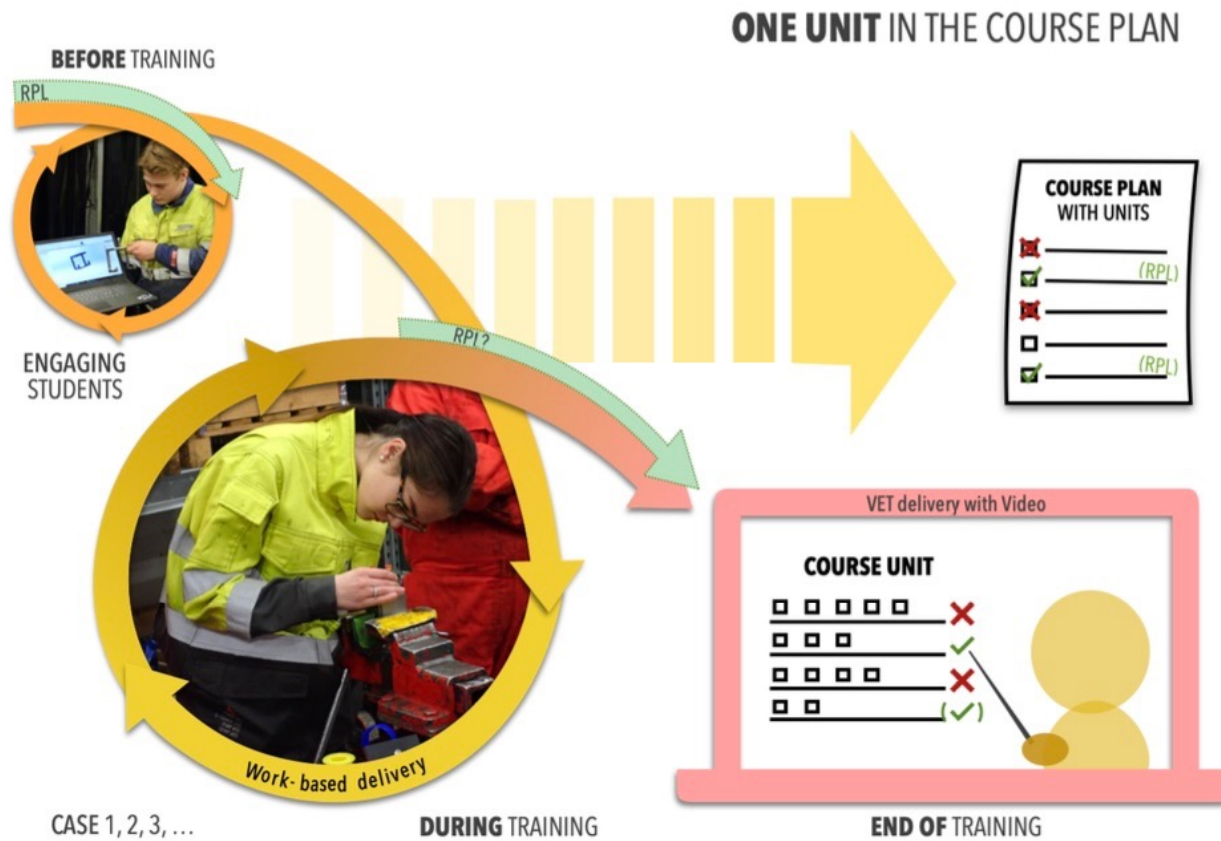
- Learning is a social experience that requires interactions and interactivity between the students, and between the students and their teachers.
- The training should be delivered as problem based learning that follows the industrial production process.
- Theoretical knowledge is immediately transferred into work-based learning by providing regular feedback of students learning that is linked to work-based practice.

A venue combining theory with work-based training practices



The work-based learning applies learning outcome descriptions: What knowledge, which skills, and which competences are wanted?

A venue combining Recognition of Prior Learning with Work-Based practices



Optimized effect of training

- Apply Recognition of Prior Learning (RPL) with pre-testing of students knowledge and skills
- Analyze feedback and adjust course plan
- Prepare and apply cases that stimulate and trig discussions to optimize the effect of training