

INTELLECTUAL OUTPUT 5 METHODICAL GUIDELINES FOR THE SELECTION, USAGE AND ADAPTATION OF DEVELOPED MODULES IN DESIGNING OF THE INITIAL VET CURRICULA

European Partnership for Service Specialists

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Erasmus+

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The Consortium



KARALIUS MINDAUGAS
VOCATIONAL TRAINING CENTER

DIE JOHANNITER
Johanniter-Akademie
Bildungsinstitut Mitteldeutschland



EUROFORM RFS



The high quality initial vocational training, adult education as well as secondary education are being provided while training service business specialists in Karalius Mindaugas Vocational Training Centre (Lithuania). The Centre has over 300 staff and 2800 students. The scope of specialties embraces sectors of beauty, business, health and social welfare. The self-directedness, independence of youth is encouraged at project work, civic initiatives, and practice periods in the enterprises in Lithuania as well as in the EU countries. Training is implemented on basis of holistic principles, when big attention is paid to aspects of philosophy, psychology, ecology, culture and development of entrepreneurship.

The Bildungsinstitut Mitteldeutschland of the Johanniter-Akademie (Germany) is a center of vocational studies in social and medical working fields. It is one out of nine institutes of the Johanniter Unfallhilfe e.V. (Aid organization of St. Johns - NGO). Right now we are educating about 460 students in the vocations of kindergarten/pre-school teachers, geriatric care, paramedic and practical nurse (medical). As a part of Johanniter Unfallhilfe e.V. the Bildungsinstitut Mitteldeutschland of the Johanniter-Akademie is directly connected with practical institutions. This are the emergency service of the St. John Ambulance Germany. So the school works hand in hand with a practical institution.

FEDERAZIONE CNOS FAP VENETO is a part of The Federazione Nazionale CNOS-FAP which is an Italian non-profit association providing a public service in the vocational guidance, education and training. The CNOS-FAP Federation and its members operates at international, national, regional and local levels, where training programmes and plans are designed in 16 Italian regions with 60 Centres coordinated by the National Office, mainly through: vocational training for young people (from 14teen to 18teen years basic); higher and specialized vocational training in the industrial and service sectors; continuous training initiatives linked with the labour market; transnational projects, especially with European Union and other institutional stakeholders; distance and mobility training programmes responding to the needs of workers and labour market.

Euroform RFS is an Italian VET institution established in1996 and accredited by the national government of Italian Republic and Calabria Region (Prot. 0318ASS3 - 0001) and operates in sector of vocational training and orientation. Euroform RFS organizes basically tailored training courses in different sectors regarding safety on the job, international trade, business administration and marketing, project management and administration, Italian language courses for foreigners, protection and management of environment, sustainable tourism, import and export, ecc. It has developed training on-the-job, e-learning, blended training as Euroform RFS gives a particular attention to ICT- based training, innovative training methods.

Esprominho – Professional School of Minho (Portugal), is a private vocational training school that initiated its activity in the 1999-2000 academic year, but has over 20 years of cumulative experience in the service of vocational training from the Noroeste Pioneira (Northwest Pioneer) project. With prior operational authorization nº 72, it teaches vocational courses of level IV that confer an equivalency to secondary school's 12º grade; education and training courses of dual certification for youth and adults with academic equivalence to basic and secondary levels, and finally, training courses and professional development for active people during or outside normal working hours.

Wisamar is a non-profit educational institute in Leipzig, Germany, acting in vocational, cultural and adult education. Wisamar works in three areas: 1. Competence and dialogue Center - we offer different approaches to support the labour market integration of drop-outs and unemployed in general as well as for people that are seeking for orientation; 2. Project Office - we are an experienced partner and coordinator of different EU funded projects in thematic areas such as social and labour market integration, innovations in education and culture & creativity; 3. Intercultural learning & EU Mobility - we organize intercultural language classes for people with migrant background that want to live and work in Germany. In addition we welcome annually around 400 persons in EU mobility projects and are sending for different organisations in the city and region of Leipzig.

The SBG Dresden (Germany) is an established non-profit professional educational institution with a tradition of over 60 years and 80 permanent employees. It is embedded in the dual system of vocational training in Germany and combines training in training workshops closely with the company training. Learning in the work process is an important educational concept of the SBG. This ensures that the learners are employable after completing their qualification. Part of the SBG is the Dresden Institute of Floristry (DIF) which is working in close cooperation with the Professional Association of German Florists - Association of Saxony.

I. Background

International cooperation between the initial vocational education and training (VET) is very often focused on the mobilities of students, teachers and trainers, on the development of the joint new training and/or study programmes and other issues. All these fields of cooperation are very important for improvement of quality and attractiveness of initial VET in the different countries. However, the potential benefits of such cooperation can remain very limited, if this cooperation does not entail methodical and holistic exchanges in the field of curriculum design by considering the comparative strengths, weaknesses, opportunities and threats of curriculum design in the partners.

Establishment and development of long-term partnerships and networks of the initial VET institutions focused on the curriculum design in the different occupational fields present by itself good opportunities to improve the contents of VET curricula and make them more oriented to the international labour market needs. Thus enhancing effective and beneficial international movement of students and graduates in the European Union (EU).

II. Intellectual Outputs

Intellectual Outputs are tangible products, which are related to the set aims of the European Partnership for Service Specialist, abr. Europartnerss project, particularly to establish the partnership of initial VET institutions focused on the intensive cooperation in designing and implementing of the initial VET curricula in the occupation fields of Floristic, Hospitality Management, Paramedic and Image Design.

The project consists of five Intellectual Outputs summarising the findings of the following work processes:

- a) Analysing and comparing the work processes of selected occupations (Florist Manager, Administrator of Hospitality Services, Paramedic and Fashion Shop Designer) in the partners countries by identifying the main changes of the work processes and their implications to the needs of competences;

Intellectual Output 1 Comparative study of the work processes of selected fields in the partner countries

- b) Comparing of the competences and learning outcomes outlined in the curricula of Florist Manager, Administrator of Hospitality Services, Paramedic and Fashion Shop Designer provided by the partners' institutions;

Intellectual Output 2 Comparative study of the competences outlined in the curricula of the selected fields in partners' institutions

- c) Setting-up a catalogue (list) of the work processes and related competences typical for partners' countries;

Intellectual Output 3 Catalogue of the work processes and related competences typical for partners' countries

- d) Designing of the training modules for the selected work processes;

Intellectual Output 4 Training modules for the selected work process

- e) Testing of the designed modules in the training systems of partners countries;

Intellectual Output 5 Guidelines for the selection, usage and adaptation of developed modules in designing the initial VET programmes

III. Summary of Intellectual Output 5

Intellectual output “Methodical Guidelines for the Selection, Usage and Adaptation of Developed Modules in Designing of the Initial VET Curricula” contains information what is work process analysis, why it is relevant for the design and development of qualifications and curricula of the EQF level 5, the steps of execution of work process analysis and applied methods, how to use the results of work processes analysis for curriculum design, how to use these results for the updating and improving of the existing VET curricula, etc. The main goal of the guidelines is to describe the methodology and main steps which were taken in order to prepare training programmes compatible with international labour market needs and requirements of EQF level 5 qualifications. These guidelines might be used by VET organizations, VET experts and teachers, who are involved in curriculum design, institutions and bodies responsible for the occupational standards. The material is available in English.

A Work process analysis for design of qualifications referenced to
the EQF level 5

A 1 What is work process analysis?

Work process can be defined as the systemic setting of the work tasks and operations defined by the same object of work and characterised by the typical technological, ergonomic, socio-economic, cultural conditions and the context of the work environment. Mastering of the work process requires to understand and apply the different settings of theoretical knowledge, skills and practical experience in a systematical way. Work process knowledge is oriented towards whole work and business processes and therefore is not just confined to experience at one specific workplace (cf. Spöttl, 2003).

Referring to the holistic and systemic character of the work process, its analysis also requires holistic and systemic approach. Work process analysis is a complex research activity focused on the contents of the work process and aiming to disclose the competences needed for the mastering of work process.

Every work pattern/ process within a professional occupation is structured systematically and therefore has its importance in teaching these tasks. For a curriculum this means that there is a strong need to unveil the structures of work and work processes. The challenge is to get a profound look into the world of work not only from the point of view from the outside but also from within the views of those doing the actual work. This requires a researcher who has the professional knowledge about the sector/ trade he does research in as well as the necessity to speak the same language as the worker. Not meaning the language of a certain mother tongue but even more that is to say the language of the workers about the work itself. Only this enables the researcher to get the trust required to get a broad and deep insight of any work process.

A 2 Why it is relevant for the design and development of qualifications and curricula of the EQF level 5?

The relevance of the work process analysis for design and development of qualifications and curricula of the EQF level 5 is defined by the following reasons:

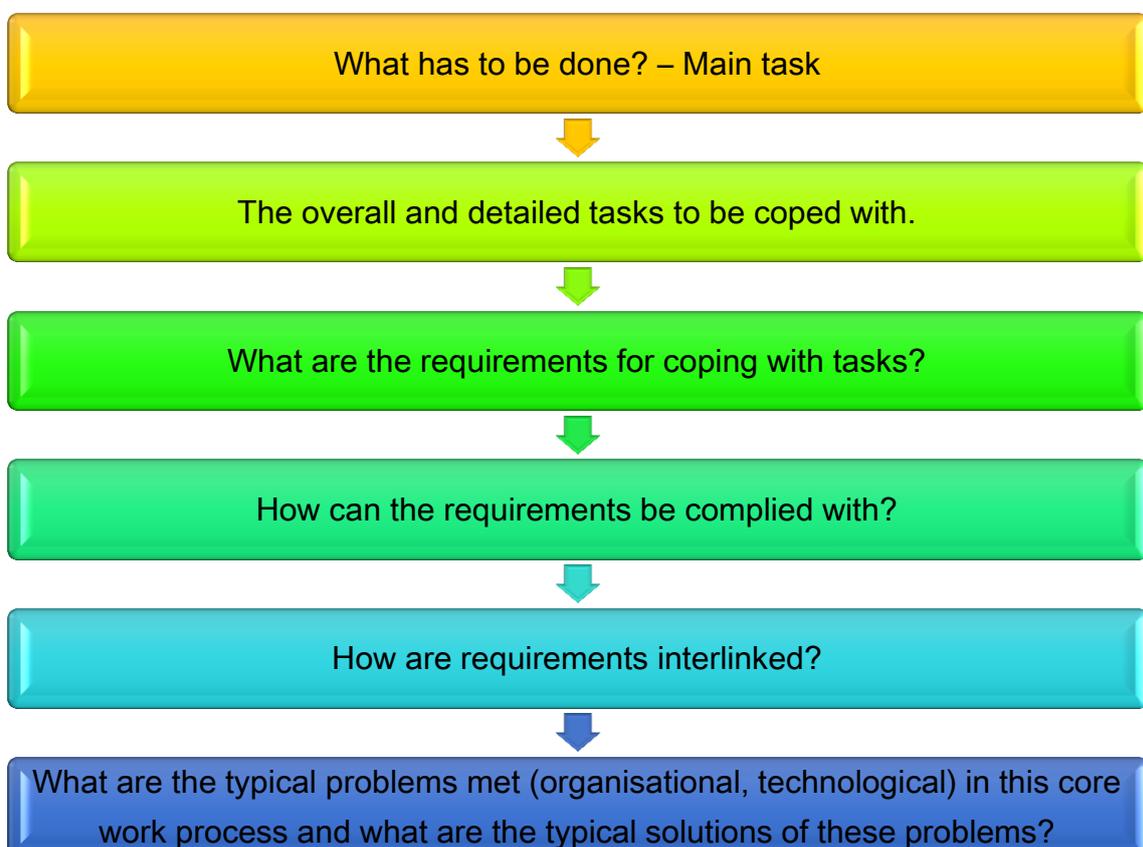
1. The nature and complexity of the occupations and activities that are relevant to qualifications referenced to the EQF level 5. These occupations and activities are characterised by complex work processes that include mastering and management of the technologies, work organisation approaches and measures. The work tasks are complex, diverse and dynamically changing (both contents and context change). The competences applied in these activities are also complex through integration of the theoretical knowledge,

work-process know-how, tacit experiential knowledge, practical skills and attitudes. For these reasons identification of competencies in these activities requires more complex and holistic approach than simple functional analysis.

2. Occupations and activities relevant to the qualifications referenced to the EQF level 5 can be characterised by very dynamic change and instability in terms of structure, contents and context. In many countries there can be noticed increasing volume of such occupations and qualifications caused by the current technological and organisational changes (4th industrial revolution), flattening of the management structures, introduction and development of the lean production approaches etc. This instability of the context and contents of occupations and qualifications requires holistic approach in analysis of occupations and design of qualifications.

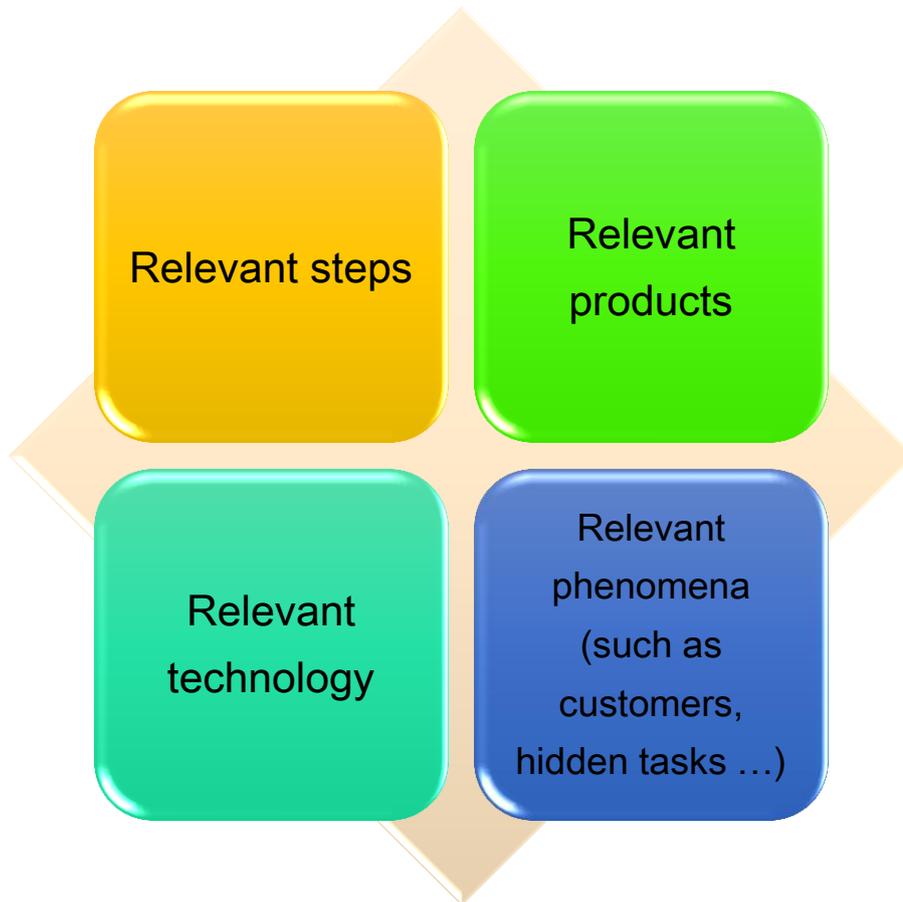
A 3 The steps of execution of work process analysis and applied methods.

Analysis of work processes starts from the exploration of their structure and contents. This can be done by the experts or experienced professionals dealing with the analysed work processes. First of all, they should define the core work processes typical for occupation and to describe these core work processes by answering the following questions:



Afterwards each core work process should be analysed in more detailed way.

Write down activities (core work tasks) relevant to carry through the core work processes:



Write down the tools and methods relevant to carry through the activities.

Describe work organisation requirements and specificities necessary / relevant to carry through the activities.

Write down the requirements of the accomplishment of core work process defined by the

- customer,
- company,
- government,
- skilled worker himself/herself.

After such analysis, there can be identified the competences that are needed for the execution of the core work tasks. These competences should be described in the holistic

way, avoiding splitting them into separate categories, such as knowledge, skills and key skills.

B Design of the vet curricula/modules providing qualifications
referenced to the EQF level 5

B 1 How to use the results of work processes analysis for curriculum design? How to use these results for the updating and improving of the existing VET curricula?

After identification of the core work processes and related competences it is required to search for the units of qualifications/competence fields defined in your curricula that match the best your defined core work processes.

This task might be completed using the following tables:

Table 1. List of core work processes and related competencies of the occupation

Unit of core work processes	Final core work process	Related core competences
<i>Example:</i> CUSTOMER RELATIONS	<i>Receiving guests</i>	<i>Welcome and see off guests</i>
		<i>Collect information on the needs of holidaymakers</i>
		<i>Evaluate recreation opportunities</i>
		<i>Provide information to guests on accommodation services, places of interest in a city, events and landmarks the guests intend to visit</i>
		<i>Prepare and share information about the arriving guests and their requests with other hotel service departments as well as prepare reports on service orders</i>
		<i>Inform customers and service providers about new recreation services and their effectiveness</i>
	<i>Manage of hospitality customers service</i>	<i>Help to address a variety of issues raised</i>
		<i>Handle complaints and suggestions from customers</i>
STAFF MANAGEMENT	<i>Organize and coordinates the team work</i>	<i>Cares about the staff relations</i>
		<i>Relates with staff from each service</i>
	<i>Ensure the management and functional human work team</i>	<i>Coordinate the team's activities</i>
		<i>Guide and support the team</i>

(Please add rows if necessary)

Table 2. Comparison of core work processes and units of qualifications/competence fields defined in the curricula

Core work processes	Units of qualifications/competence fields defined in the curricula	Complete match	Partial match	No match found
<i>Example: Receiving guests</i>	<i>Provision and administration of the accommodation services in the hospitality enterprises</i>	x		
<i>Manage of hospitality customers service</i>	<i>Establishment and organisation of the hospitality business.</i>		x	
<i>Organize and coordinates the team work</i>	<i>Organisation of the continuous work process in the hospitality enterprises</i>	x		
<i>Ensure the management and functional human work team</i>	<i>Organisation of the continuous work process in the hospitality enterprises</i>	x		
<i>Preparation for the work</i>	<i>Organisation of the continuous work process in the hospitality enterprises</i>		x	
<i>To manage a quality system</i>	<i>Establishment and organisation of the hospitality business.</i>		x	
<i>Additional tourism services: active and passive recreation services</i>				x
<i>Wellness management and organization</i>				x

(Please add rows if necessary)

After comparison there can be obtained the following results:

Majority of compared core work processes and units of qualifications / competence fields defined in the curricula fit to each other. It indicates, that competences in the existing curricula fit well to the results of work process analysis and correspond to the identified competence requirements.

There is only partial match between core work processes and units of qualifications/competence fields defined in the curricula. It shows, that: a) curriculum contents is oriented to the different requirements or to other work processes than the analysed work process; b) contents of curriculum is outdated and requires revision. In both

cases the results of work process analysis provide the possibility to expand, revise and update the curriculum or its parts.

Majority of compared core work processes and units of qualifications / competence fields defined in the curricula does not fit to each other. It indicates, that the competences of curriculum, as well as provided qualification is related to the different work processes, than the analysed ones. In this case the amendment of curricula by using the results of work process analysis can take form of additional specialisations or units of qualification.

In order to complete the comparison, it is needed to answer also these questions:

- Which are the competence of your curricula that do not correspond to the core competences derived from work processes? Are these competences important and for the execution of work in a given occupation?
- What could be the recommendations concerning curriculum design?
- What should be the optimal structure of the competence-based VET curricula providing EQF level 5 qualifications? What should be the main structural parts of curricula and qualifications (competencies, units of qualifications)?

Referring to the above mentioned specific features of the qualifications and competencies referenced to the EQF level 5, the optimal structure of competence-based VET curricula of these qualifications should take into consideration the following requirements:

1. The structure of the competence-based VET curricula should create possibilities for the holistic acquisition and assessment of the theoretical and practical (tacit) knowledge needed for the mastering of the work processes. Narrow task-based modules do not fit for this purpose, nor the split of the training programme into such modules with the option of free choice for learners. The idea of introductory modules could be very effective, when these modules provide the basic theoretical and practical knowledge on the work process at the beginning of the learning process and then other modules recur to the particular knowledge typical for the covered activities or tasks.

2. The module should be oriented to the provision of competencies needed for the core work task or even core work process. It should be avoided to structure the modules on the basis of tasks or operations.
3. Complexity of activities requires systemic approach in organising of training and assessment of competencies. Therefore the contents of modules should permit development and assessment of the knowledge and skills provided in the other modules (transversality of competence development in the modules).

B 2 How to formulate the competences for the VET curricula referenced to EQF level 5? What are the specific feature of the contents and structure of these competences?

The accomplished analysis of the work processes and curricula referenced to the EQF level 5 disclosed, that there is no need of specific requirements for the formulation and usage of competences in the VET curricula referenced to the EQF level 5. However, relative complexity of the work processes that combine psycho-motoric, organisational and intellectual activities requires to describe competences in the holistic and integrated way by avoiding their splitting into separate clusters of knowledge, practical skills and attitudes. The dynamics of change of the contents and context of work processes and activities related to the qualifications referenced to the EQF level 5 also supports this idea, because it is more easy and convenient to monitor the changes of such holistic competences and to update their formulations.

C Comparability of the EQF level 5 qualifications and application of the designed vet curricula for the mobility of vet students and apprentices

C 1 How to compare the competence-based curricula providing EQF level 5 qualifications? What are the specific issues that have to be considered when comparing VET curricula and arranging mobilities of VET students seeking for EQF level 5 qualifications (especially in the assessment of competencies)?

The activities and exercises of comparison of the competence-based curricula executed in the project proved, that competence-based comparison of curricula presents no major methodological problems or obstacles. In this comparison there were followed the following methodological principles:

1. The descriptors of core work processes present useful reference for comparison of curricula, because they cover the core competence requirements, that can be differently reflected in the curricula, but can also help to track and to compare the competences referenced to these requirements. Therefore such comparison can be executed more effectively when there are first identified the references of competence formulations of curricula to the typical core work processes and then the competences references to the same work processes can be compared.

2. The major difficulties and problems in the comparison of curricula are related to the different structure and contents of the competences, as well as to the different levels of qualifications provided by the curricula. This is quite common challenge when comparing curricula referenced to the EQF level 5, because in some countries and sectors of activities there are no qualifications referenced to this level. For example, in Lithuania the paramedic qualifications are referenced to the LTQF and EQF levels 4 and 6 and they cover all important competences for these occupations. Work process analysis showed that currently running training and study programmes meets the requirements of labour market. What regards international dimension of the work carried out, there was of course some mismatch between work processes in Lithuania and Germany.

Quite often the EQF level 5 curricula can be compared with the curricula providing lower or higher level qualifications in the same occupational field. For example, while developing Fashion shop designer occupation descriptors there was a problem to find existing EQF level 4 training programmes which would be close to Fashion shop designer occupation. However there was a level 6 study programme, which was close to Fashion shop designer. Thus there was very important to do work process analysis and prepare descriptors of the work

processes in order to make sure continuity of the competences between level 4, level 5 and level 6.

The other difficulty which is faced is the eternal question about the difference between skills and competences. Even being aware of the definitions, it presents difficulties to make a distinction between both terms in comparing the curricula and the descriptors of work processes. In this case it is suggested to apply holistic concept of competence which integrates knowledge, skills and attitudes and is derived from the core work tasks.

D Discussion and conclusions

D 1 Prospects of application of the project results for the design and implementation of the new VET curricula and qualifications.

The partners suggested the following ideas on how the project results can be applied for the design and implementation of the new VET curricula and qualifications:

- Developed methodologies, materials of analysis and comparison of work processes and curricula will serve as training materials for the training of teachers who will be responsible for new modular curricular development.
- The prepared methodologies and examples will be used for development of modular training and study curricula providing qualifications referenced to the EQF level 5, as well as for improving already existing VET programmes.
- Project products will be used to enrich discussions with employers regarding evaluation of competences and awarding of qualifications referenced to the EQF level 5.
- The methodical guidelines for analysis of work processes and comparison of curricula will be useful for the improvement and development of the existing VET curricula, as well as for design of the new VET curricula referenced to the EQF level 5.
- The know-how developed in this project is useful for the participation in the projects and activities for development of occupational standards, national modular VET study programmes, formal and non-formal adult education study programmes. Some partners developed complete new level 5 curricula referring to the examples developed in the project.

D 2 Prospects of application of the project results for the mobility of learners and workers

The project has implemented also student's mobility for all occupations involved. The students were happy with the results they have achieved abroad, and the ability to compare different working environments. The project also has developed the basis for future mobility organization between project partners, thus the mobility will definitely take place.

The mobilities implemented in the project proved, that suggested work process and competence-based comparison of the curricula provides solid and sufficient basis for the effective organisation and execution of mobilities.

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Consisting of:

Karalius Mindaugas Vocational Training Centre, Lithuania, Kaunas

Johanniter Akademie Bildungsinstitut Mitteldeutschland, Germany, Leipzig

Euroform RFS, Italy, Rende

Esprominho - Escola Profissional Do Minho, LDA, Portugal, Braga

SBG Dresden, Germany, Dresden

Wisamar Bildungsgesellschaft Gemeinnuetzige GmbH, Germany, Leipzig

Federazione CNOS FAP Veneto, Italy, Venezia Mestre

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