

Time to test the developed products in Bilbao

The EURIAC project is heading half time. In September 2012, the first students will be given the opportunity to participate in a European learning experience as part of their vocational education pathway in industrial automation. During this first mobility exchange, students and teachers from Finland, Sweden, Spain, and the Netherlands will test and evaluate one of four newly developed units of learning outcomes in industrial automation.

In order to provide students international vocational education opportunities, the project members in EURIAC have spent the past year on preparing and producing, besides the units of learning outcomes, a number of support documents, agreements, and routines necessary to carry out the European Class in Industrial Automation (EURIAC). Time has also been spent on selecting and preparing the students. The products will now be tested and evaluated to be ready to be used for subsequent mobilities after the completion of the EURIAC project. (See list of products below)

Interested in our products?

The products of the EURIAC project will be published on the project website when the final versions are completed. We hope that other European providers of and stakeholders within vocational education and training will find them useful. If you are interested in any of our products before the publication, please contact us:

pernilla.ohberg@kungsbacka.se or andreas.martensson@kungsbacka.se

Aspects of interest

Aim

- Deliver 4 European vocational education units of learning outcomes in industrial automation at EQF 4
- Offer students in vocational education the opportunity to learn abroad

ECVET

We make practical use of ECVET

Programme

Lifelong Learning Programme

Duration

October 2011 – October 2013

Final Conference

September 19-20, 2013 in Kungsbacka, Sweden

List of products ready for evaluation:

- Memorandum of Understanding
- Learning Agreement
- Units of Learning Outcomes in Industrial Automation
- ECVET Glossary
- Global Mobility Plan
- Student Application for Mobility
- Student Assignment for Mobility
- Market Investigation in Industrial Automation



More competence in automation - Market analysis

“All professionals in operation and maintenance should have certain competencies in automation. We have to promote competence in Automation on the work floor.” This is the opinion of a lot of production and / or maintenance managers today.

Questionnaire

In the scope of the on-going EURIAC project, a market analysis was conducted to define modern industrial competence profiles in automation. The aim of the market analysis was to identify the skills needs of the operating and maintenance personnel of companies from different branches in Europe.

Read more about the EURIAC market analysis at our website:

<http://www.euriac.eu/downloads.html>

Construction of vocational units of learning outcomes step by step

Based on the result from the market analysis conducted in the beginning of 2012, the teachers in vocational education and training and the representatives from Industry together decided on four educational units of Learning Outcomes. The units correlate to the competences most asked for by the industry. The units are designed as common industrial work tasks. Each unit consists of a number of learning outcomes categorised as knowledge, skills, and competences.



Students and project members met up in Bilbao September 2012 to evaluate the created products

Read more at:

<http://www.euriac.eu/News/First%20mobility%20in%20Spain%20in%20September/First-mobility-in-Spain-September-2012.html>

Work tasks and Learning Outcomes give a new dimension

European education systems are widely different. Some are based on work tasks, others on units and credits. Common to many of them is that they are based on learning input which means that they rather focus on duration, locality and pedagogical method rather than on learning outcomes, i.e. what the learner knows and is able to do when having finished the learning pathway.

Describing the learning content in terms of learning outcomes adds a new dimension the learning experience. To begin with, it will be easier for the individual and a potential employer to understand the results of the learning experience - i.e. what the individual actually knows and is able to do - if the learning experience is defined as learning outcomes. Secondly, if a learner drops out of a learning experience, it will be easier to validate and recognise the learning he/she gained before dropping out if the learning pathway is described in terms of learning outcomes.

Read more at:

<http://www.euriac.eu/News/Learning%20Outcomes%20120824/Learning-Outcomes.html>

Teachers' involvement from day one is a factor of success

The EURIAC project will produce four vocational education units in automation in accordance with the ECVET specifications. The units will be tested with students and teachers during the autumn 2012 and spring 2013 as four mobilities at the partner schools in Spain, the Netherlands, Finland, and Sweden.



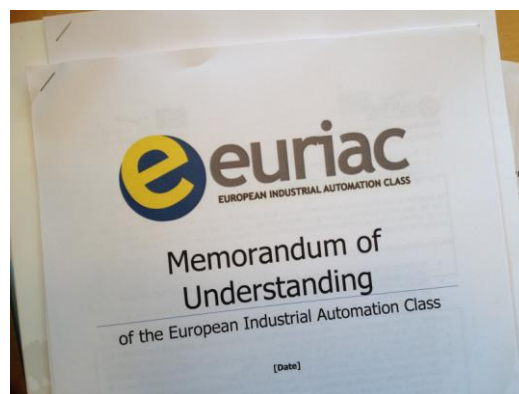
Guided tour at Radius College, the Netherlands

The immediate involvement of teachers in vocational education in the process of designing the units of learning outcomes and in the discussions with the industry on skills needs has been a factor of success. Moreover, it has also proved to be wise to arrange for the teachers to visit each other's schools to understand the needs and possibilities with each learning pathway involved in the EURIAC project.

Read more at: www.euriac.eu/News/Teachers%20involvement%20from%20day%20one/Teachers%20involvement.html

EURIAC has created the structure for a Memorandum of Understanding

The vocational education partners in the EURIAC project has created and signed a Memorandum of Understanding (MoU) that states the conditions and principles of the mobility exchanges that will be conducted with students within the scope of the project. The Memorandum of Understanding will also be used for subsequent rounds of mobility exchanges within the European Class in Industrial Automation in the future.



Read more at:

www.euriac.eu/News/Memorandum%20of%20Understanding%202012/Memorandum%20of%20Understanding.html

Annual ECVET Forum: Building the ECVET Community of Practice

During the summer 2012, the Third Annual ECVET Forum was organised. The German and Dutch partners in the EURIAC project participated in the forum. Christiane Eberhardt, BIBB, Germany was invited to the Forum in order to talk on ECVET implementation strategies by sharing her experience from another EU-project; CREDCHEM. In the EURIAC-project we make use of the results gained in the CREDCHEM-project.

Two other members of the EURIAC project also participated; Annejet Goede ROC West Brabant, the Netherlands and Debbie van Iersel, Radius College, the Netherlands.

Read more about the workshop and download documents at:

<http://www.cedefop.europa.eu/EN/events/19618.aspx>

Discussion paper from the pilot projects SME Master Plus, AEROVET, CREDCHEM and VaLOGReg about their experiences with ECVET

ECVET as a vehicle for better mobility? Moving from recommendation to practice

A discussion paper from the pilot projects SME Master Plus, AEROVET, CREDCHEM and VaLOGReg about their experiences with ECVET was published in the spring of 2012. The German partner BIBB in the EURIAC project was the project manager of the CREDCHEM project.

A brief pick from the paper:

The demand for greater transparency of vocational qualifications and competences has been on the European agenda for many years. The EU Member States have set themselves ambitious goals in the form of the Copenhagen Declaration of 2002 and subsequent related agreements and The Education and Training 2020 Work Programme, which have once again given rise to the question of how international connectivity of educational systems in Europe can be ensured.

Vocational education and training needs to become more international if it is to counter the new economic and social challenges it faces. A high degree of expectation has been invested in the introduction of the European Credit System for Vocational Education and Training (ECVET) within this context. The aim here is to create the conditions which will enable mobility of learners to be improved, both between and within the national educational systems.

Read the entire discussion paper at:

<http://www.bibb.de/veroeffentlichungen/de/publication/show/id/6889>

Project partners

Sweden: Kungsbacka Municipality, Elof Lindälvs gymnasium and UTEK AB

Germany: Bundesinstitut für Berufsbildung (BIBB)

Finland: Optima Samkommun

Spain: Politeknika Ikastegia Txorierrri, S Coop. Ltda

the Netherlands: ROC West Brabant and Radius College

Switzerland: Wear Management

The newsletter is created by the Communication Coordinator in the EURIAC project - Carin Johansson. Tips and comments about the contents of the newsletter, please contact Carin Johansson at carin.i.johansson@kungsbacka.se.

For more information about the project, please visit our website at: www.euriac.eu or contact Pernilla Öhberg (Project Manager) pernilla.ohberg@kungsbacka.se or Andréas Mårtensson (Lead Partner) andreas.martensson@kungsbacka.se.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Fredrik from Sweden traveled to Spain in September to test the unit Working with FMS (Flexible Manufacturing System) system