


THE RELATIONSHIP BETWEEN CREDIT SYSTEMS AND QUALIFICATIONS FRAMEWORKS

Thierry JOSEPH 22nd January 2010






ECVET / ASSET PROJECT PRESENTATION

Thierry JOSEPH le 20 Janvier 2010



**CONTEXT OF THIS PRESENTATION:**

- An account of a first-hand experience
- Director of a Vocational and Educational Training Centre
- European Dimension in the centre's project
- Implication over the last few years in various classic mobility projects






**CONTEXT OF THIS PRESENTATION:**

- Experience in mobility
- A non-ECVET specialist

**However I am involved in two ECVET projects:**



- ASSET project - as pilot of the project
- OPIR project - as an associated training centre




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**A PRESENTATION in 3 STEPS:**

- A short presentation of the ASSET project
- A comparison between two different approaches
  - ASSET approach
  - OPIR approach
- Several comments to conclude

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**ECVET / ASSET PROJECT**


**« Automobile Service Sector Ecvet Testing »**

This aims to test **ECVET** in the Automobile Service Sector

Testing Period: **2009 to 2011**

**Objective:**

“ Move from classic mobility to mobility integrated and recognised”


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**ECVET / ASSET PROJECT**

**The partnership:**

- 4 countries: France – Finland – Romania – Hungary
- 11 partners
  - Training Centres
  - Competent Institutions
  - Professionals



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**One favourable context:**

- One PRODUCT: The automobile
- One FINDING : Identical technology
- One POSTULATE: Identical competences
- A professional sector strongly implicated in mobility

➡ **Points of convergence which should facilitate the writing of units of LO and credit transfers**



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**Why the ASSET Project:**



The number of learners concerned by mobility is not increasing or by very little

**Obstacles:**

- Financial difficulties
- Regulations
- Technico-Administrative

**But also:**

- A lack of time



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**ECVET - a lever for encouraging mobility:**

**A solution to the lack of time by complete integration into training programmes**



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ASSET APPROACH

**STEP1:**

**Construction of common units of LO open to mobility**

- Definition of a job profile
- Identification of “**Key activities**” from converging points identified during the analysis of work situations
- Identification of necessary competences
- Construction of “**Units of Learning Outcomes**”






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Analysis Grid

	YES	NO	Maintenance	Servicing	Diagnostic
<b>Petrol Engines:</b>					
Direct and indirect Injection Systems	XXXX		XXXX	XXXX	XXXX
<b>Diesel Engines:</b>					
Diesel pollution control systems	XXXX		XXXX	XX X	XXXX
Mechanical diesel injection systems	XXX		XXX	XXX	XXX
Electrical diesel injection systems	XXXX		XXXX	XXXX	XXXX
<b>Mechanical systems:</b>					
Cooling and lubrication systems	XXXX		XXXX	XXXX	XXXX
Distribution system	XXXX		XXXX	XXXX	XXXX
Intervention on the upper part of the engine	XXXX		XXXX	XXXX	XXXX
Internal engine sealing	XXXX		XXXX	XXXX	XXXX
Mechanical transmission	XXXX		XXXX	XXXX	XXXX
Mechanical or classical assisted steering systems	XXXX		XXXX	XXXX	XXXX
<b>Drivetrain</b>	XXXX		XXXX	XXXX	XXXX
<b>Regulated air conditioning and refrigerating circuit</b>	XXXX		XXXX	XXXX	XXXX
<b>Automatic transmission systems</b>	XXXX		XXXX	XX X	XX X
<b>Direction control and steering systems</b>	XXXX		XXXX	XXXX	XXXX
<b>Stability management systems of the vehicle</b>	XXXX		XXXX	XXXX	XXXX





ASSET APPROACH

**STEP 1:**

**Criteria for the choice of units of LO**

- Convergence:** corresponding to the qualifications awarded by the different partners
- Dimension:** compatible with a three week mobility period
- Chronology:** corresponding to the moment chosen for the mobility







ASSET APPROACH

**INJECTION AND IGNITION SYSTEMS IN PETROL ENGINES**

KNOWLEDGE	SKILLS	COMPETENCES
<b>1 - General description</b> 1.1 Combustion 1.2 Fuel 1.3 Advanced theory of combustion	S1 Explain physical phenomena of combustion in petrol engines S2 Identify the elements of the injection and ignition systems	C1 Diagnose and repair indirect petrol injection system C2 Diagnose and repair direct injection system
<b>2 - Indirect injection system</b> 2.1 Fuel supply system 2.2 Fuel pressure 2.3 Air supply system 2.4 Electrical circuits 2.5 The different ignition systems 2.6 Control unit input and output signals 2.7 Diagnostic tools 2.8 Diagnostic, maintenance and servicing	S3 Explain how each element of the injection and ignition system works S4 Use electrical diagrams for fault diagnosis S5 Measure pressure and flow S6 Establish a diagnostic procedure to identify the fault S7 Apply the diagnostic procedure using the diagnostic tools	C3 Diagnose and repair the ignition circuit C4 Organise the work respecting health and safety rules
<b>3 - Direct injection system</b> 3.1 Air-fuel ratio 3.2 Diagnostic, maintenance and servicing		







ASSET APPROACH

**STEP 1:**

**Definition of the conditions for implementing ECVET**

- Duration of the mobility period
- Access to units of LO
- Resources needed
- Assessment Conditions
- Validation Criteria






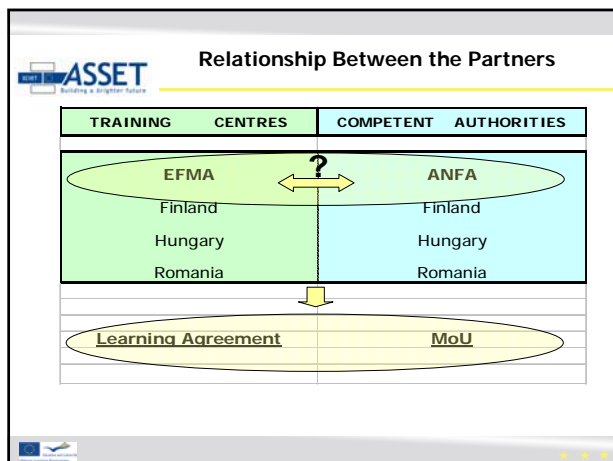
ASSET APPROACH

**STEP 2:**

**Construction of Tools for the application of ECVET**

- MoU between competent institutions
- Learning Agreement between training centres for mobility implementation
- Conditions for allocation of credit point





**Comparison ASSET / OPIR**

ASSET PROJECT	OPIR PROJECT
Project Initiative CI	Project Initiative TC
Units of LO	Units of LO
CI solicited for recognition	TC solicited for implementation
Impact on the certification process	Impact on the organisation of the training programme
<b>For the TC</b> Legitimacy: To be acquired	<b>For the TC</b> Legitimacy: Given
Involvement: Secure	Engagement: To be set up

**Comparison ASSET / OPIR**


	ASSET PROJECT	OPIR PROJECT
Nature of the Qualification	Branch Certificate	National Education Certificate
Conditions for qualification implementation	Closed	Semi Open
Flexibility	Low	Relative

**Several comments:**

Using ECVET for transnational mobility depends on mutual trust between the partners:

- Between competent authorities
- Between training centres

➔ But also, in the national context, between competent authorities and training centres

 **Several comments:**

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Moving to integrated and recognised mobility :

**Needs:**

- Quality partnerships
- Experience in leading mobility projects

**Demands:**



- The capacity to organise training in modules


**Modifies:**

- The link training centre / competent authority

**Leads to:**

- A greater autonomy for training centres



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**Thank you for your attention**

