

Project Partners

France

Centre d'études et de recherche
sur les qualifications

www.cereq.fr



Germany

Bundesinstitut
für Berufsbildung

www.bibb.de



Spain

Universitat Rovira i Virgili

www.urv.cat



United Kingdom

University of Warwick

www.warwick.ac.uk



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AEROVET

Identification of sector-related qualifications according to common demands of being employed by enterprises of the European Aeronautic and Space Industry – (second leaflet)

Main Idea

The European Aircraft Industry is an outstanding example of an intensive transnational cooperation in manufacturing and maintenance – but not yet in VET.

The main outcome of this project will be a mobility pass derived from the demands of real work tasks, which describes the units (designed to facilitate mobility), corresponding to the typical professional tasks in a transparent manner.

This mobility pass is tested in the already established mobility programme (individual mobility phases of 2-3 months) within the Airbus Company.

Mobility Pass

This pass conforms to the following ideas outlined in the ECVET-recommendation:

- It is in accordance with the **practical organisation** of apprenticeship.
- It describes the headline of the unit and the denomination of the **mobility units (MUs)**.
- The **holistic description** of the unit is attached.
- It concentrates the main information on **one or two pages**.
- The **denomination** of the single MU follows the description of the skills.
- The denomination is meant holistic, this is clarified by the attached unit and by listing the KSC (**Knowledge, Skills, Competence**) for the chosen MU .
- The row **»remarks«** is added to open spaces for additional aspects as the type of aircraft.
- It documents the **level of autonomy** achieved on a 4-level performance-oriented scale.
- It establishes the possibility to add **additional MU** to each unit.
- When all/almost all learning outcomes of the MUs are reached the apprentice is in charge of a **complete work-process** related to the respective unit.

Mobility Pass (example No. 12 of 22)

Unit 12:							
Production of bunched circuits							
Remarks:							
Mobily Unit	Assessment				Place	Date	Signature
	has supported	under in-struction	under surveil-lance	inde-pend-ently			
Production of copper bunched circuits							
Production of fibre glass bunched circuits							
Reading & understanding work order							
Work resource-saving							
Providing & preparing the materials							
Knowledge about material properties							
Cutting cables, crimping							
Cooperating with the colleagues, asking for advice when needed							
Testing and preparing the circuit for transport to the next workplace							
Production of aluminium bunched circuits							
Production of bunched circuits							

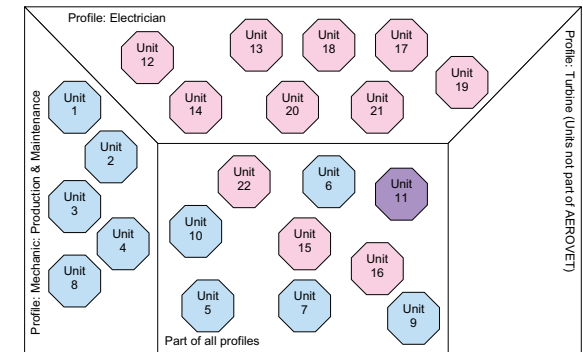
Open challenges through the ECVET-Recommendation

- Recognition:** The learning outcomes (LO) from abroad should be recognised in the meaning of »that and where they were achieved«. However not all vocational systems in the participating countries (UK, Spain, France, Germany) are based on units.

- Flexibility:** VET-systems offer the flexibility to training providers and individuals to set different impact on different units. This might collide with existing crediting of LO in terms of their relative weight within a profile.

Impact of the project

The **reorganisation** of the occupational profiles in the sector in Germany is based on the common European competence areas as training units.



Above a draft of the aspired structure of the occupational profiles in the sector is sketched. The common core of all profiles fulfils all requirements of the modules from the EASA CAT 66 Part A. These units of the core should not necessarily be learnt at the very beginning.

But: This structure does not imply occupational units in the understanding of the ECVET-recommendation. Both social partners (BDLI, IG Metall) insist, that

- a holistic exam is needed,
- the tradition of minimum standards (time frame) should be kept,
- the »Berufsprinzip« should be kept, the neo-liberal approach (the apprentice as the designer of his vocational career by collecting his bricks) is misleading.