

# Tknika

LANBIDE HEZIKETARAKO BERRIKUNTZA ZENTROA  
CENTRO DE INNOVACIÓN PARA LA FORMACIÓN PROFESIONAL  
CENTRE FOR INNOVATION IN VOCATIONAL TRAINING



## Added value of Traineeships:

- Innovation
- Entrepreneurship
- Internationalization



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### THE EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING

DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	KNOWLEDGE	SKILLS	COMPETENCE
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
LEVEL 1	The learning outcomes relevant to Level 1 are	basic general knowledge	work or study under direct supervision in a structured context
LEVEL 2	The learning outcomes relevant to Level 2 are	basic factual knowledge of a field of work or study	work or study under supervision with some autonomy
LEVEL 3	The learning outcomes relevant to Level 3 are	knowledge of facts, principles, processes and general concepts, in a field of work or study	take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
LEVEL 4	The learning outcomes relevant to Level 4 are	factual and theoretical knowledge in broad contexts within a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
LEVEL 5*	The learning outcomes relevant to Level 5 are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
LEVEL 6**	The learning outcomes relevant to Level 6 are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	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
LEVEL 7***	The learning outcomes relevant to Level 7 are	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
LEVEL 8****	The learning outcomes relevant to Level 8 are	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



### Companies' assessment of the skills of VET Graduates

When looking at how the companies evaluate the relevance of the skills acquired by VET graduates, it is meaningful to distinguish between:

- **Basic vocational skills**
- **Specialised vocational skills**
- **Transversal skills (*Personal and organisational skills*)**

- 1. Application of knowledge*
- 2. Attitudes and values at work*
- 3. Language and communication*
- 4. Social skills and competences*
- 5. Thinking skills and competences*

## Companies' assessment of the skills of VET Graduates

### Basic vocational skills

- VET delivers relevant and sufficient skill sets
- High influence of companies on the curricula
- Short duration of VET programmes: Incorporation of new topics, technologies and skills in the curricula much faster



### Specialised vocational skills

- **Two views:**
  - 1. VET should do more to promote specialised technical skills.
  - 2. Difficulties involved for VET schools of meeting company-specific vocational requirements
- **Big companies** provide the specialisation through in-company training.
- Graduates need more training in the workplace
- **SMEs** do not have the capacity to run their own training, so they rely more on the public education institutions.
- Need for even more specialised vocational skills, stronger focus on ICT.
- Demand for even more specialised vocational skill in the future,



### Transversal skills

- The problem is the attitude and informal/personal competences.
- Lack of manners and general competences.
- Need to learn how to behave in the workplace.
- **Work-based learning is the key facilitator of such skills:**
  - Communicate with co-workers
  - Fit into the organisation
  - Speak the languages spoken
  - Embrace company culture
  - Think up new solutions





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Point of view of **Tknika** as an  
Innovation Centre:

Traineeship abroad and  
mobility mean an  
opportunity for  
students to immerse  
themselves in **New  
Learning Scenarios.**



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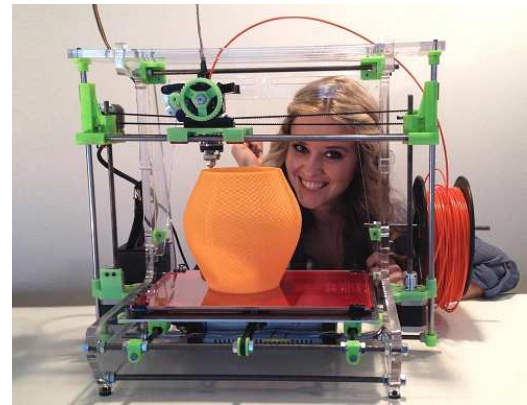
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New Learning Scenarios to enhance **technical skills** but also the **transversal skills**, directly related to three very relevant concepts considered as key factors:

- For students
- For working in a SME
- For business
- For life

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**Innovation - Entrepreneurship - Internationalisation**



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On planning  
traineeships and  
mobility in VET, we  
must establish the  
**transversal skills** that  
students should  
acquire during their  
stay in a foreign  
company.

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**VET leaders** must be also responsible for their students' learning - **learning leadership** – and, therefore, assure that good results are obtained.



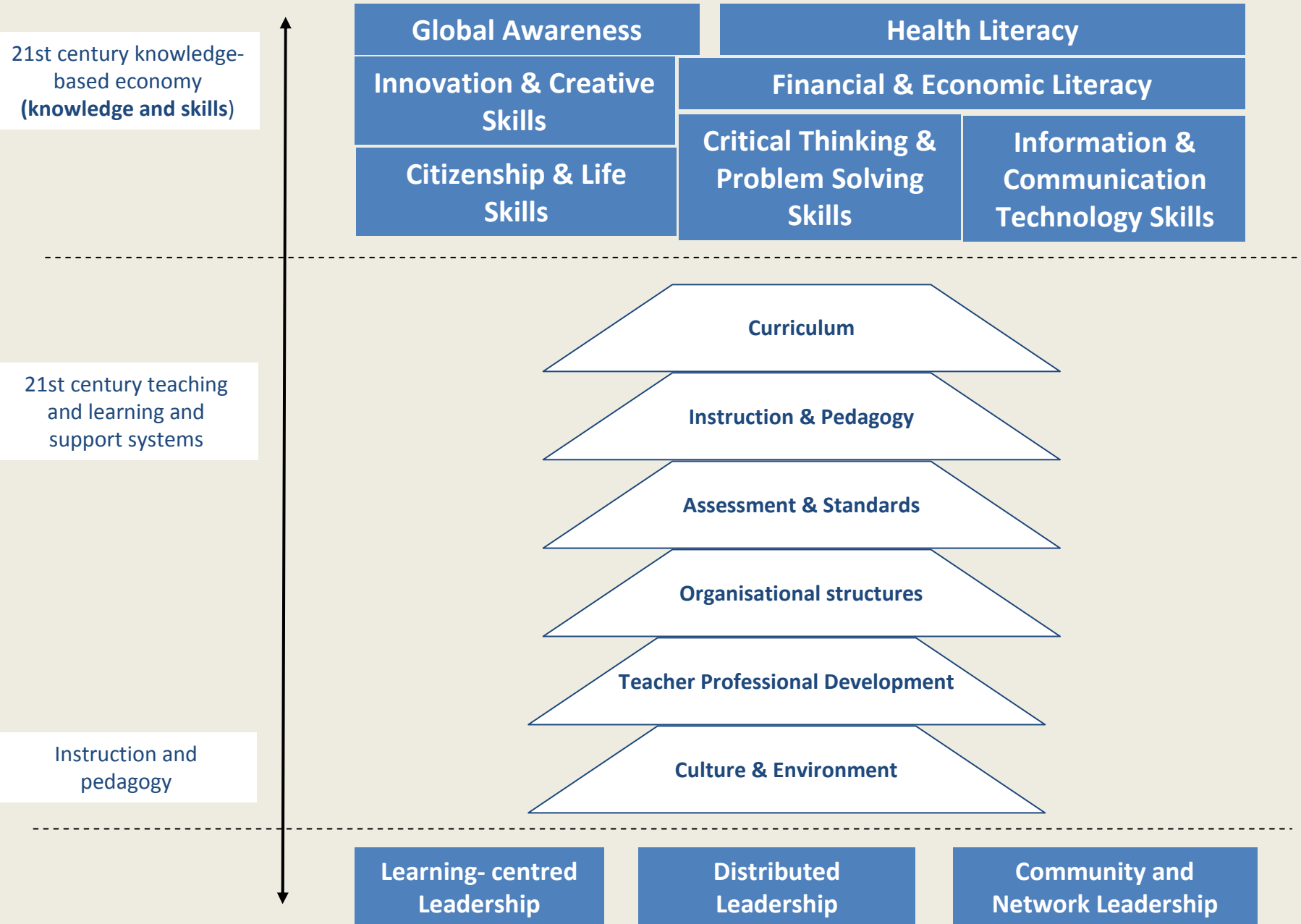
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Otherwise, the utility of the practices and mobility is reduced, and gets halfway of its full potential.



Figure 4.1: The School Design Model: A Framework for 21st Century Learning Leadership





To improve the quality of  
traineeships abroad:

- Characteristics
- Roles
- Commitments
- Techniques and tools

used in this new learning scenario,  
the **third scenario**.



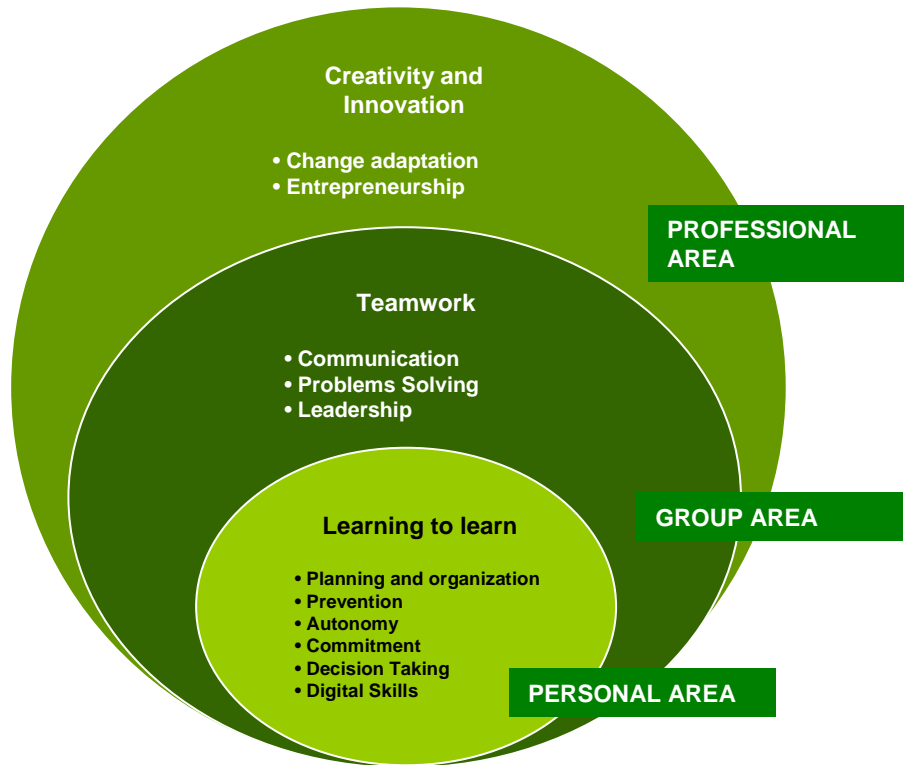
New ways  
 of  
 transferring  
**transversal**  
 skills

**New Learning Scenarios**

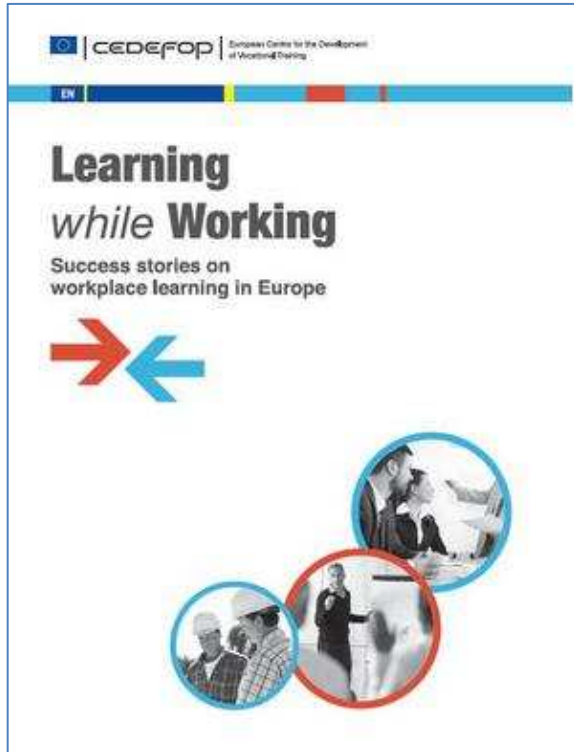




**Transversal skills: Evolution & Evaluation**



Fecha Compromiso	Descripción Compromiso	Realizado
30/10/2013	Voy a intentar cumplir los plazos de entrega de los trabajos a los cuales me he comprometido con mis compañeros de grupo	<input checked="" type="checkbox"/>
30/10/2013	Tengo que ponerme las EPIS siempre en el taller	<input checked="" type="checkbox"/>



Cedefop has published a book entitled **Learning while working** which emphasizes the role of learning in the workplace and highlights the need to develop and implement a type of **work organization** that provides working environments rich in learning.

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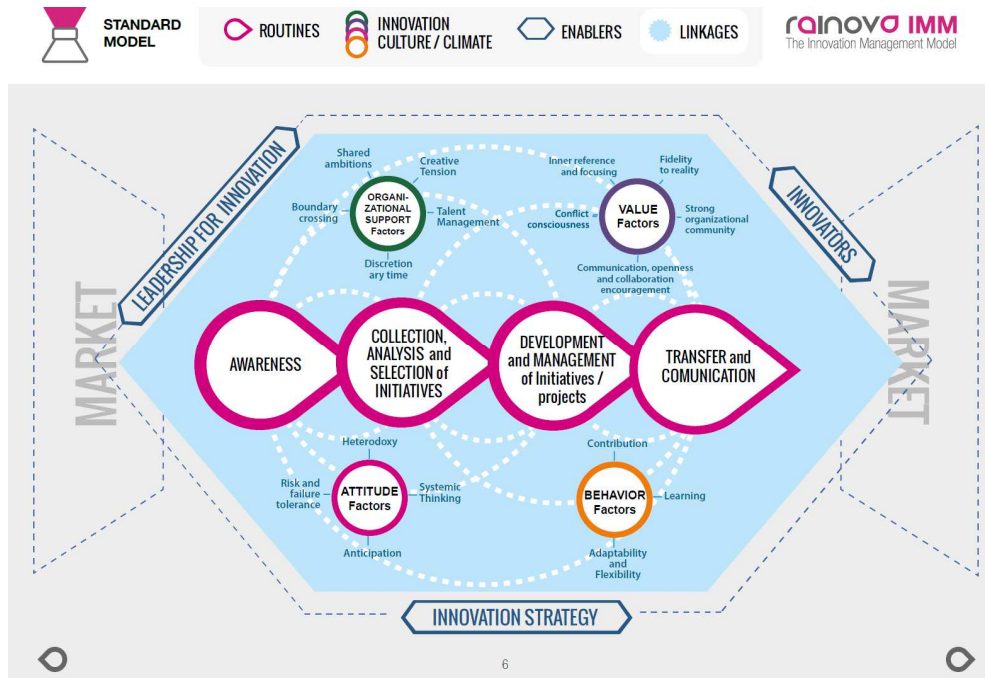
The **characteristics of the workplace** that fosters learning while working are:

- **Autonomy** in performing tasks, methods of work and the speed and rhythm of it.
- **Complexity** of the task and the **need for learning**, which implies:
  - Solving unforeseen problems for oneself.
  - Performing complex tasks.
  - Learning new content.
  - Quality assessment of the performance.

Students must have the opportunity to acquire **knowledge, skills and attitudes** to persuade them of the value of **entrepreneurship**, and **intrapreneurship**, in the new global economy, of the need to bet on **innovation** for all types of businesses and particularly in SMEs,







They have to become familiar with the most important **processes** of innovations, considering aspects as:

- Technological awareness and prospective
- Creativity
- Process management
- Communication skills
- etc.



STANDARD MODEL

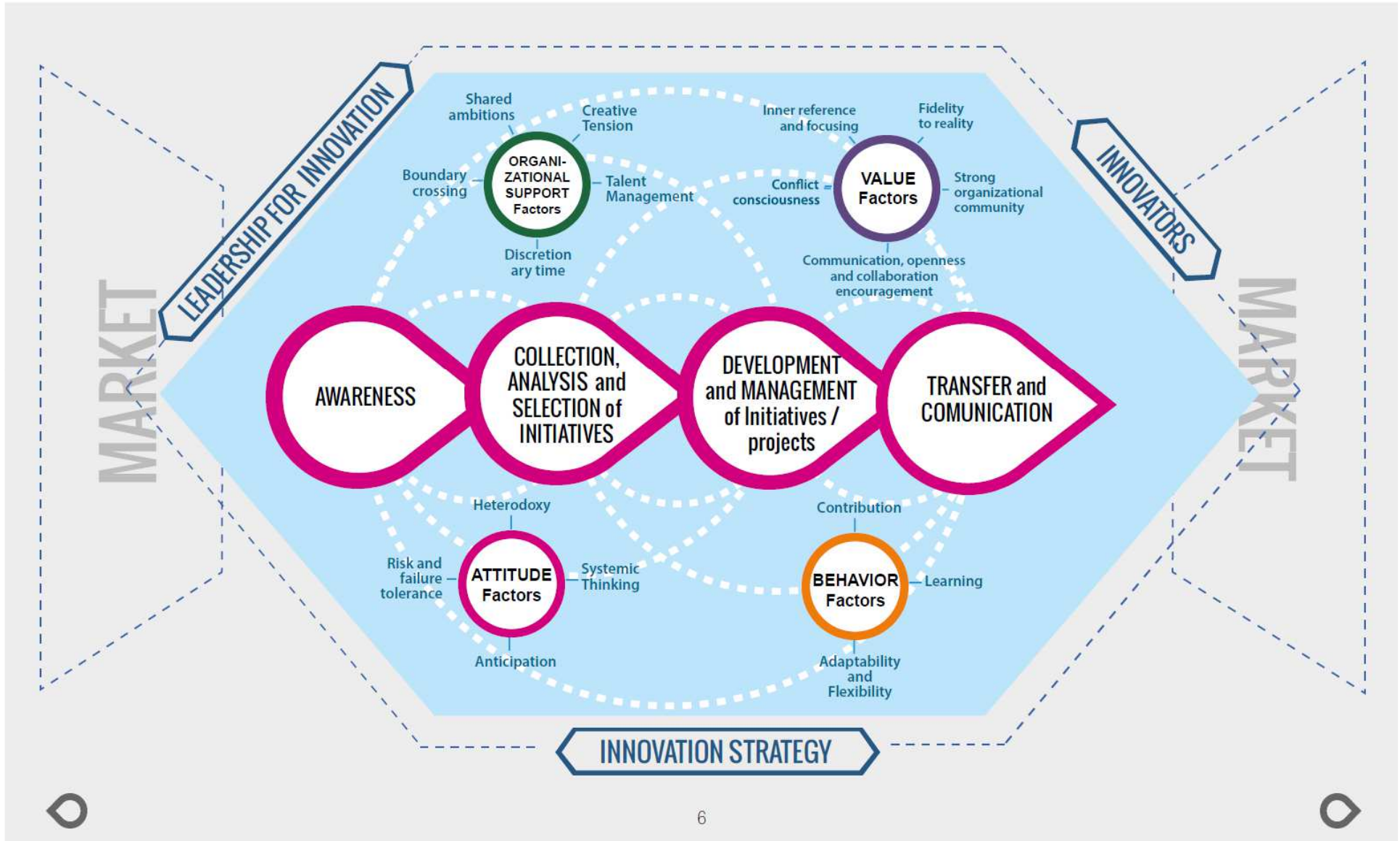
ROUTINES

INNOVATION CULTURE / CLIMATE

ENABLERS

LINKAGES

rainovo IMM  
The Innovation Management Model





STANDARD  
MODEL



CULTURAL FACTORS





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and to get finally to the  
inner conviction of the  
necessity for

**internationalization**

as a strategy for survival  
and growth.

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VET Students and teachers need to be aware that **skills** such as:

- Language and ICT
- Teamwork
- Risk taking

and **attitudes**:

- Motivation
- Commitment
- Creativity
- The **value** of multiculturalism / diversity and ethical, responsible and sustainable positioning

are necessary **Concepts for Innovation**

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Necessary to face  
the **future** with  
greater chances of  
success.

The justification of  
**traineeships and  
mobility** lies in the  
fact that they are  
the best place to  
buy them.



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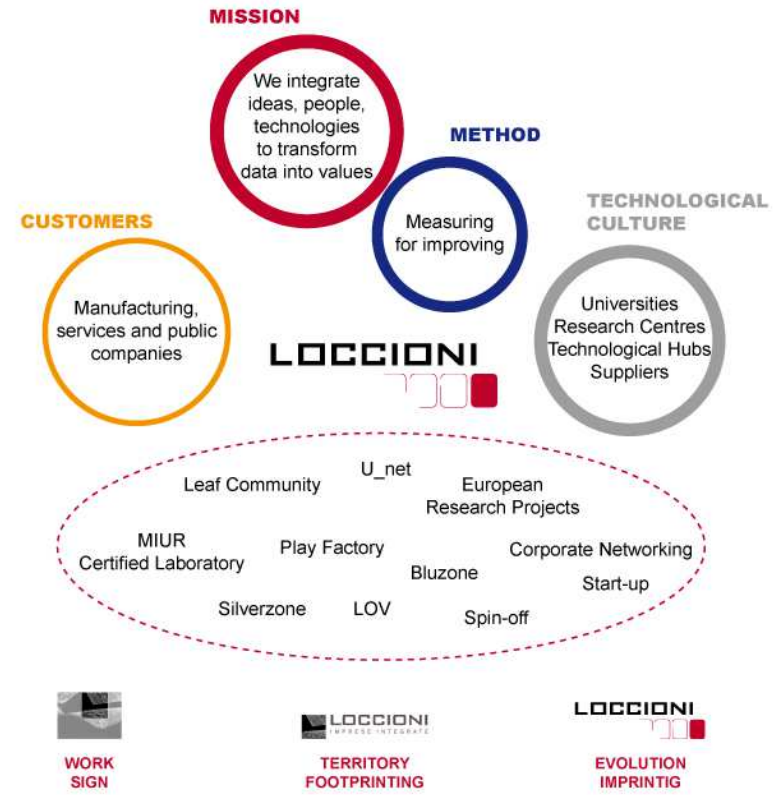
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**We are a family company - We are a technological 'tailor's shop' - We are an Open company - We are a Play Factory - We are a knowledge company -**



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New Learning Scenarios

## A Role Model



Entrepreneurship & intrapreneurship

Communication & dissemination



Personal commitment



Great results



Josu Feijoo: Basque diabetic Alpinist and Astronaut

Attachment to his homeland



Self-improvement



Empathy



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Future  
belongs to  
those who  
believe in the  
beauty of  
their dreams.  
**Don't stop  
dreaming!**

<http://www.youtube.com/watch?v=QKTJlsoA8Ak>

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