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# ECVET Skills Platform

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## OVERVIEW

ECVET Skills Platform aims to help overcome skills mismatch between VET system and labour market with a focus on CNC Machine Operating. The skills mismatch refers to a discrepancy between the demand and supply of skills on the labour market; namely, the skills sought by employers are different from the skills offered by workers.

The skill mismatches are a growing concern for Europe's competitiveness. Thus, education needs to drive up both standards and levels of achievement to match the demand. To achieve excellence in VET, training curricula must be able to react to the demand for advanced vocational skills tailored to the regional economic context, by systematically being renewed and by the active involvement of businesses, especially SMEs.

The ECVET Skills Platform will promote the interaction between the labour market and vocational education systems to contribute the right skill-match. It also supports VET systems to fulfil labour market needs by guiding them on how to embed and teach technical skills, personal and conceptual skills. In addition, the project contributes to the visibility of the market's skill demand.

## AIMS

The project aims to develop an innovative platform that will promote interaction between the labour market and VET providers. ECVET Skills Platform will facilitate to overcome the current skill mismatches in CNC Machine Operating. Through ECVET Skills Platform, the firms will rank personal, conceptual, and technical skills required on the labour market. On the other end of the line, VET systems will have an opportunity to closely monitor ranking of the skills and adapt their curriculum to be compatible with labour market needs.

The ECVET Skills Platform aims to develop a curriculum and training content for CNC Machine Operator at EQF Level 4 that will include personal and conceptual skills along with technical skills. The proposed curriculum and training content will be based on the valued skills relevant for labour market. As such, the proposed educational intervention will not only ensure the satisfaction of labour market as final beneficiaries, but it will also have a positive impact on VET institutions, teachers, and trainers. By means of these interventions, it is aimed to contribute to high-quality VET provision in the long term.

## RESULTS

1. Skills Map: a comprehensive mapping of needs for personal, conceptual, and technical skills defined for CNC Machine Operators in each partner country.
2. Definitions of Skills with Learning Outcomes for EQF Level 4: It aims to analyse technical, personal, and conceptual skills in units of learning outcomes.
3. ECVET Skills Platform: interactive platform between labour market and VET systems that will allow the labour market to value skills needed for CNC Machine Operators and give VET teachers and trainers the opportunity to understand the demand and improve the curriculum accordingly.

### [ECVET Skills Platform](#)

4. Curriculum Design for Skills of EQF Level 4: The curriculum will include personal, conceptual, and technical skills.
5. Training Content: The training content will guide VET teachers and trainers on how to teach the skills demanded by the labour market.

### [Learning outcomes](#)

6. Content-rich Learning Materials: videos, promotions, presentations for increasing the effectiveness of training materials.
7. White Paper for Student Involvement: academic introduction of the project by communicating the process of student involvement to the relevant stakeholders, labour market, and VET providers.



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# ECVET Skills Platform

## White Paper for Students Involvement

This output is designed to

- be the academic introduction of the project main output, ECVET Skills Platform and its use
- and also communicate the knowledge of critical importance about students' leading, improving and assessing the educational activities while gaining skills on the ground of new approaches in EQF to the all stakeholders responsible for vocational education and training

## Value-added of White Paper for Students Involvement

**Innovation:** The innovative element of this output is involving the project's main output and the new developments in EQF into the vocational education and training system. In this sense the academic introduction of the new system and valorisation of the platform is ensured.

**Expected Impact:** By providing all sides in vocational education and training with information about the use of ECVET Skills Platform, this output will support the lifelong learning of these people. Thus, it is expected to contribute to the updating of each sides, the definitions of skill competences in units within the framework of national and European qualifications and the application of system through helping to understand the concept of skills and competence in EQF.

## Project Partners



T.C. İSTANBUL VALİLİĞİ

Governorship of Istanbul  
Local Public Authority  
[www.istanbul.gov.tr](http://www.istanbul.gov.tr)



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[www.iso.org.tr](http://www.iso.org.tr)



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[yeml.meb.k12.tr](http://yeml.meb.k12.tr)



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[www.sbg-dresden.de](http://www.sbg-dresden.de)



VET Center  
[www.bsw-ggmbh.de](http://www.bsw-ggmbh.de)



Research Institute  
<http://www.kist-consult.com/>

### Students Engagement in the Learning Process

The concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged.” Stronger student engagement or improved student engagement are common instructional objectives expressed by educators.

Student engagement has proven to be vital to the educational process. In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. For encouraging an increased student engagement, we want to take a look at its role in the learning process of the VET of CNC Machine Operators, and how to ensure a creation of truly engaged students.

The curriculum that is designed to educate students as CNC operators doesn't let students take an active role in the process. Teachers lead the class and practical work. Therefore, it is difficult for the students to improve themselves freely. Furthermore, a contribution to decision-making processes regarding educational activities.

Students should take part in decision-making. It is agreed that peer education is a good model to promote decision making in activities at school. As the students argue about the best way to carry on an activity, they can discover the best decision to maintain the process.

### OVERALL CONCLUSION

The recent trends in learning styles show that learning is no more a passive, receiving process. Moreover, it is an active and constructive process. According to this the student learning process should be designed. The student should be supported and encouraged to engage in an active manner, to share knowledge and experiences. Authentic learning material and scenarios close to the daily life play an important role on their way to success. Cooperative learning belongs to these forms designed for informal learning.



[www.ecvetskillsplatform.eu](http://www.ecvetskillsplatform.eu)

[www.skillsmatching.eu](http://www.skillsmatching.eu)

<https://ecvetskills.aketh.eu/>



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