

ECVET requirements / performance standards for the videos

Matrix for ConClips within EQF and ECVET

There needs to be a set of competencies for craftsmen in a passive house standard context – e.g. in terms of insulation. Each video Clip will be accompanied by a Unit of Competence – the performance required and the skills and knowledge to attain the level. They set out the Standards required by workers which can then be assessed and certificated.

ConClips by themselves cannot fulfil the criteria for assessment, but they are an offer for workers as well as teaching institutions to succeed in gathering ECVET recognition, certification and where applied, points: ConClips enable them to “fill in gaps” in skills required for passive housing. Gaining competence in working with passive housing e.g. through training, will need to be assessed to ensure that workers SHOW that they are competent and any recognition or certification issued in one country carries validity in other countries. Therefore assessment of competence has to be rigorous and thorough, carried out by people who have to occupational skills but also the abilities to assess. In order that trust can be in recognition of certification of workers, there also needs to be validation of assessment to ensure consistency in the work carried out by assessors.

Defining a matrix which is to be applied for each singular video, we have to distinguish between three levels:

- 1. Function:** In which context are ConClips used? – as guidance on the site, as part of a vocational training or even for exercising teachers / instructors?
- 2. Professions:** ConClips are useful for the construction including subconstruction work. The matrix will define the most important professional target group for the very video, but also those professions for which the video can be useful. For instance, at a higher level within EQF, it is necessary to understand specific needs and aims of other professions' work at the site.
- 3. Minimal requirements:** As ConClips can be used as multi-purpose-multimedia tools, there is no need to define an upper level for there use; it is more important to define minimal requirements of knowledge / skills within which the use of ConClips is constructive. The requirements can be categorised by the levels as defined by the European Qualifications Framework (EQF).

The Matrix' Categories

1. Function:

- a) For (unskilled) workers using ConClips e.g. on the site, quick ad-hoc-explanations and simple guidelines are accessible on the website subsequent to watching the video.
- b) Vocational education / training for skilled workers; for them, ConClips serve as a part of the teaching material.
- c) Education / training for experts and managers (Employers / Site Supervisors / Site Foremen) and vocational training for Green Building Auditors (DGNB, BREEAM etc.). For these “mediators”, ConClips are not as much a tool for learning, but more a tool for explanation / mediation within their work.
- d) For in-house-training of construction companies training their own personnel, the Clips can be used for teaching workers as well as presented as a simple didactic device for “mediators”.
- e) Further education for teachers / instructors: This group can learn how to use ConClips in their work. The accompanying online teaching material, called topics, is helpful for didactic instructions how to implement the videos in their courses. In addition the Clips and Units of Competence will provide teachers/assessors with the Standards required by workers.

2. Professions:

The list of professions has to be adapted to the national criteria of categorizing professions.

Due to ConClip's approach of passing basic knowledge, there is no need to focus on sub-categories of professions. The target group are all professions connected to building trade and auxiliary building trade.

Bricklayer
Carpenter, with following subsidiary trades Cabinet maker Millworker Cladder Framer Joiner Roofer Drywall installer Flooring installer
Electrician
Elevator mechanic
Glazier
Insulation installer
Ironworker
Mason
Plasterer
Plumber
Pipefitter
Sheet metal worker (installing HVAC ductwork and related work)
Safety manager
Site manager
Waterproofofer
Welder

3. Minimal requirements within the European Qualifications Framework (EQF)

In the following list, you find categories to define minimal requirements for using ConClips in context of EQF, a system to make national qualifications more readable across Europe, so that it is just necessary to define the national vocation levels within the EQF levels. It is highly likely that the “skills gaps” represented in the video Clips may be at EQF levels 3-4 but this will depend on national systems and qualification frameworks in Member states.

Level	Knowledge	Skills	Competence
1	Basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
2	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
3	Knowledge of facts, principles, processes and general concepts, in a field of work / study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts usually predictable, but subject to change; supervise the routine work of others, taking some responsibility for evaluation and improvement of work or study activities
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles. <i>In academic context: Bachelor.</i>	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities, taking responsibility for decision-making in unpredictable contexts; responsibility for managing professional development of individuals and groups
7	Highly specialised knowledge, basis for original thinking and/or research. Critical awareness of knowledge issues in a field and between different fields. <i>In academic context: Master.</i>	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from 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
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields. <i>In academic context: PhD.</i>	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	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