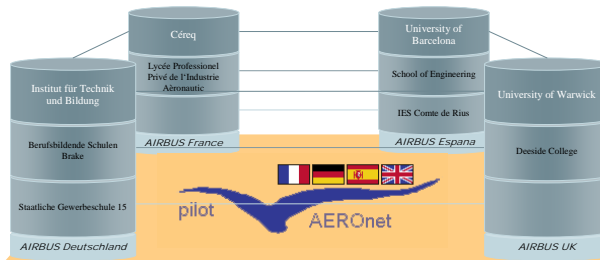




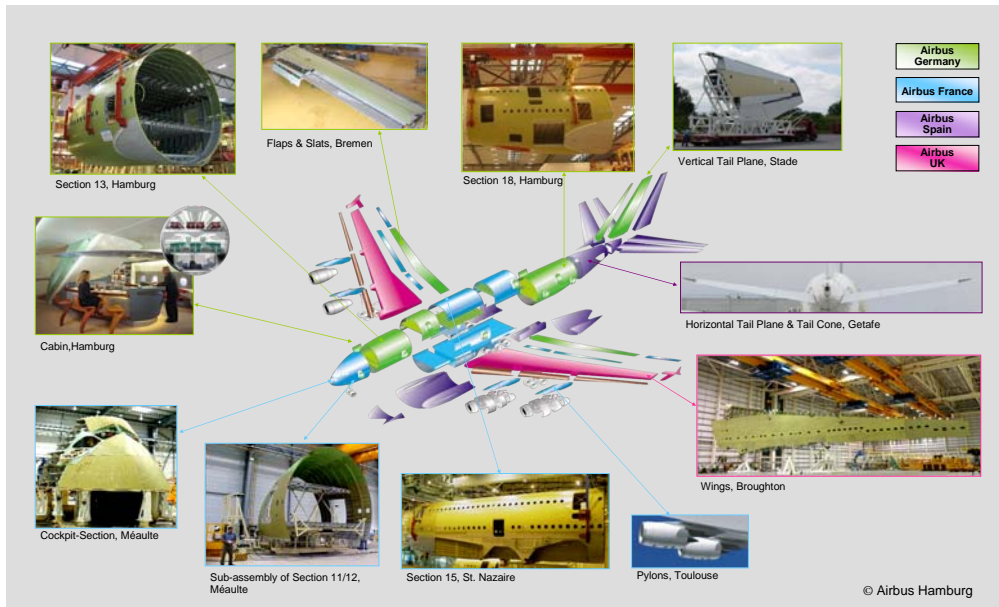
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The AERO-NET-Work



Why @ Airbus?



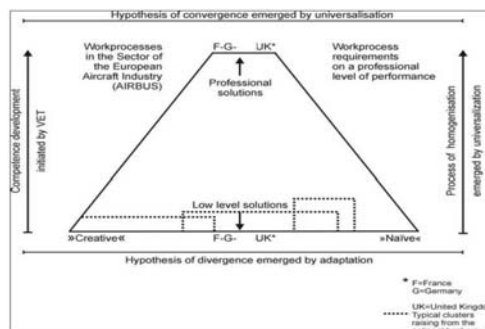
Huge differences in training systems between the 4 countries - what is with the practice?



The 3 countries (GE, F, UK) that do have specific training programs all:

- Differentiate between Electricians and Mechanics
- Have a length of 3 to 4 years of learning
- Have a close relation between theoretical and on the job training

Different (country-depending) approaches between the apprentices when working on complex tasks?

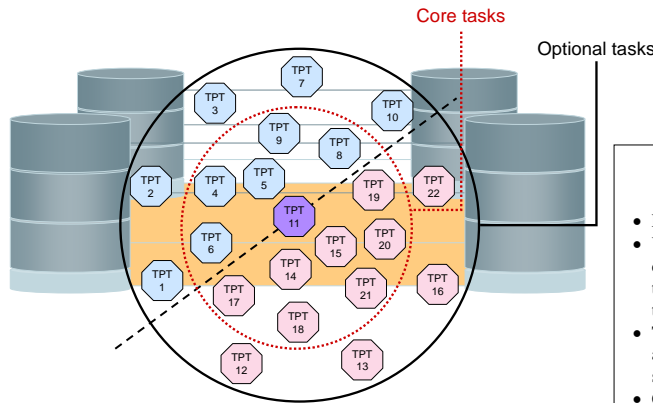


Yes when submitting fragmentary solutions!

But: Very similar competent approaches; independent of the country and of the years spent in apprenticeship. Different tracks lead to the same result!

Typical Professional Tasks

A TPT describes a class of similar holistic working processes. Neither does it explain a chosen working place, nor is it reduced to skills, competences or knowledge. The skilled work of aircraft mechanics can be described in 11 Typical Professional Tasks (TPT) – 12 for the electricians. In the sketch the TPT that were found in all 4 countries are in the inner circle – they define the common core profile.



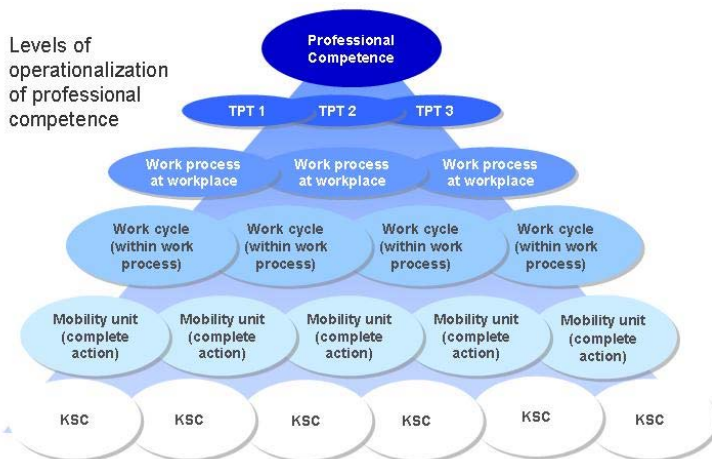
The TPT we found: (Blue: Mechanic, Red: Electric)

1	Production of metallic components for aircraft or ground support equipment
2	Production of components of plastics or composite materials for aircraft or ground support equipment
3	Operating and monitoring of automated systems in the aircraft production
4	Joining and dissolving of structural components and aircraft airframes
5	Assembly and disassembly of equipment and systems in/at the aircraft airframe
6	Functional checks and tuning at the aircraft
7	Maintenance and inspection of the aircraft
8	Analysis and recondition of malfunctions at system components
9	Analysis and reconditioning of damage on structure components
10	Reconditioning of accessory equipment
11	Independent quality inspections
12	Production of bunched circuits for aircraft systems
13	Production or modification of electric devices
14	Passing bunched circuits in aircraft systems
15	Assembly and disassembly of subsystems and devices at aircraft systems
16	Modification of aircraft systems
17	Functional checks and system audit of supply units and control systems
18	Functional checks and system audit of information and communication systems
19	Analysis and repair of malfunctions at bunched circuits in aircraft systems
20	Analysis and repair of malfunctions at supply units and control systems
21	Analysis and repair of malfunctions at information and communication systems
22	Maintenance and inspection of aircraft systems

- ### Our instrument:
- First column: short descriptions of the work steps.
 - Underlying knowledge, skills or key competences can be displayed. Mode of assessment: expert workers are asked to evaluate the performance of the apprentices in terms of the quality of their participation in the work process.
 - The last 3 columns indicate the department where the apprentice has worked, the assessment date and the signature of the expert.
 - Coordinators of later departments or of the "home institution" (ECVET) see at once, what and where the trainee already worked and how well he performed.

Certifying competences of TPT 1: Production of metallic components for aircraft or ground support equipment							
Work Step	Assessment				Dep.	Date	Signature
	Has observed	Has worked under instruction	Has worked under surveillance	Has worked independently			
Drilling and milling with NC-machines							
Deburring workpieces							
Canting workpieces							
Tempering Workpieces							
Metal forming by means of ACB / ABB press							
Using different moulds							
Knowledge of different characteristics of the presses (ABB / ACB)							
Rigging and shutting down the presses							
Assessing the need for one or two work cycles for the respective workpiece							
Cooperating with the colleagues, asking for advice when needed							
Preparing workpiece for transport to the next workplace							
Rounding workpieces							
Counterboring workpieces							
Preparing workpiece for solution annealing							

Levels of operationalization of professional competence



This instrument meets the main demands of ECVET:
 The TPT can be treated as units
 The work steps (complete actions) can be treated as mobility units
 Certification and validation of professional competences (learning outcomes)
 Transparency
 Accumulation (of content)
 Transfer possible

Still to tackle:
 Mutual trust - highly regulated sector
 Work-Process-oriented – what is with the schools?
 Work load for teachers/trainers
 Credit points – where is the border between similar and equal value?
 Modularization?