



METIS

METIS Skills Passport, Europass and EURES Suite Guidelines D3.3

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Microelectronics Training, Industry and Skills (METIS) project number 612339-EPP-1-2019-1-DE-EPPKA2-SSA-B under the action Sector Skills Alliances in vocational educational education and training Grant Agreement number 612339-EPP-1-2019-1-DE-EPPKA2-SSA-B

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Why this Guideline....

This document, D3.3 "METIS Skills Passport, Europass and EURES Suite", is one of the results of the "WP3 - Design Innovative METIS Training" and it is intended as an easy-to-use Handbook/Guide to help you, the user of METIS training pathways, to know and be able to make use of the European frameworks for vocational education and training, the standards for the recognition of sectoral competences and the main platforms promoted by the European Commission to facilitate your vocational training, job placement and, consequently, free movement in the different Member States.

In particular, thanks to this simple and attractive operational guide, you METIS learners, at the end of your training or during it, will be able to:

- (a) understand the rationale behind the development of free European tools (frameworks, standards and platforms) to support your mobility and consciously exploit its potential, also adapting it to your real situation;
- (b) to convert what was learnt in the METIS training experience and not only, into competences (knowledge and skills) defined according to a "shared language/lexicon" at European level able to overcome linguistic and social barriers, comprehensible to training institutions but above all to technicians in companies in the relevant economic sector, in the specific case of Microelectronics;
- (c) transfer these competences into streamlined and easily conveyable curricula and integrative tools capable of effectively presenting your competences;
- (d) identify supplementary and in-depth thematic training courses of your interest activated in Europe;
- (e) select job proposals located in Europe in line with your skills and aspirations;
- (f) design training and work paths by strategically and functionally planning training and work solutions at European level;
- g) access free of charge virtual tools and spaces, turning them into real workspaces in which to store useful documents, structure document templates, consult training and job opportunities... and much more.

The Handbook is structured in four sections, as follows:

- I. Studying and working in Europe in the field of Microelectronics
- II. Free European tools to support your mobility projects
- III. Strategies and conscious use of free European tools (frameworks, standards and platforms)
- IV. Practical examples

I. Studying and working in Europe in the field of Microelectronics

Microelectronics is rapidly evolving worldwide and in Europe as the most in-demand area of electronics due to an ever-increasing demand in all sectors, from healthcare to aviation, industrial applications, automotive, communication and technology. Microelectronics is ubiquitous: from airplanes to microwave ovens, from wind turbines to cars, from mobile phones to medical devices, microelectronics is everywhere and is used every minute in everyday life.

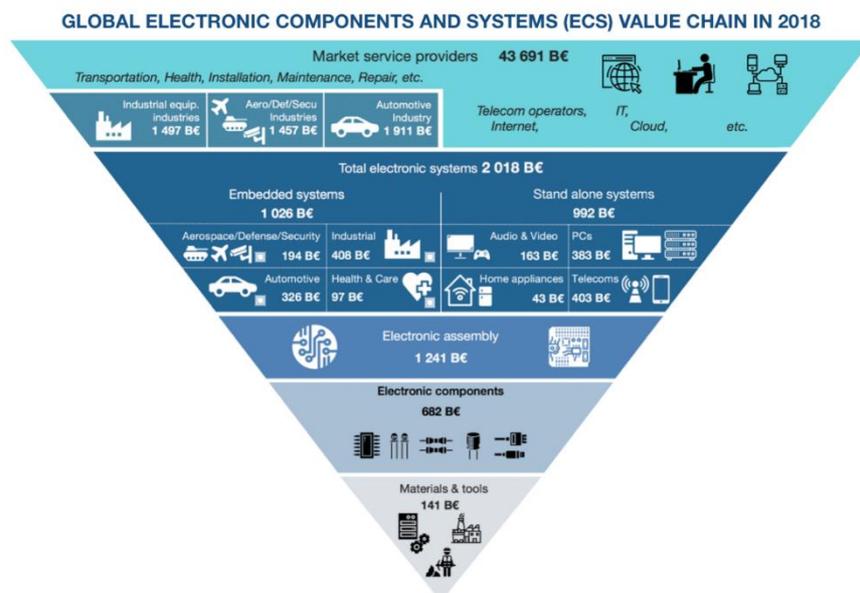


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VALUE CHAIN LEVEL	PRODUCTION IN EUROPE	% EUROPE / WORLD	EUROPEAN LEADERS	WORLD LEADERS
SERVICE PROVIDERS	€ 11,054B	25%	Capgemini, Deutsche Telekom, SAP	amazon.com, Google, Microsoft
END-USER INDUSTRIES	€ 980B	20%	AIRBUS, SIEMENS, VW	BOEING, TOYOTA
AUTOMOTIVE INDUSTRIES	€ 381B	20%		
AERO/DEF/SECURITY INDUSTRIES	€ 323B	22%		General Electric
INDUSTRIAL EQUIPMENT	€ 276B	19%		
ELECTRONIC SYSTEMS	€ 290B	14%	Atos, ABB, BOSCH, Continental, Schneider Electric	Apple, DELL, HUAWEI, Lenovo, SAMSUNG
STAND ALONE SYSTEMS PC, telecoms, audio & video	€ 60B	6%		
EMBEDDED SYSTEMS automotive, industrial, Aerospace/Defense/Security, medical	€ 229B	22%		
ELECTRONIC ASSEMBLY	€ 126B	10%	ASTELFLASH, enics, zallner	FOXCONN, flex, PEGATRON
ELECTRONIC COMPONENTS	€ 55B	8%	Infineon, NXP, STMicroelectronics	intel, SAMSUNG, TSMC
MATERIALS & EQUIPMENT	€ 24B	17%	ASML, exyte, siltronic	TEL, APPLIED MATERIALS, Lam RESEARCH

Source: DECISION Etudes & Conseil

In the global context, the competitiveness of European microelectronics is under considerable pressure, exacerbated by recent geopolitical upheavals. In 2020, more than 1 trillion microelectronic components were produced worldwide, and the EU has a paltry 10% share of the global microelectronics market (down from 20% in the 1990s).

Recent global microelectronics shortages have affected many industries in the EU, making Europe's dependence in all aspects of microelectronics more visible. Despite this situation, the European electronics and microelectronics landscape is affected by structural challenges and deficiencies, all of which converge on the skills and competences of the future workforce. The characteristics described and

corroborated in official reports, testimonies and statistics show how:

- 1) Europe is short of microelectronics professionals, especially in view of the EU Commission's ambitious goals by the 20th century. There are currently more than 320,000 vacancies in the microelectronics sector in Europe according to the European employment database EURES;
- 2) Policy and skills development: workers with multidisciplinary skills and soft skills are requested, with a focus on digital entrepreneurial spirit and green;
- 3) There is a growing distance between the world of microelectronics and the world of work;

In light of this general situation, the time has come for you, METIS students, to make the most of the training resources offered by the project in order to develop and/or enhance your skills



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in a way that is functional for job placement in the microelectronics sector even in European countries other than your home countries.

For this reason, it becomes fundamental for you to learn how to enhance the competences you possess, including knowledge and skills, using a shared and understandable language at European level, formalising them in functional and effective documents (cover letters, CVs and attachments) and using, to facilitate the activity, the tools and platforms developed at European level to guarantee European citizens the possibility to study and work throughout Europe.

II. Free European tools to support your mobility projects

II.1 Background

The process that began in March 2000 with the Lisbon European Council¹ and went through the 2002 Copenhagen Declaration² has acknowledged the need to develop and experiment new cross-European tools to harmonize and link national education and training systems.

Some European instruments find their “*raison d'être*” in the need to re-establish worker flexibility on a common, standardized and transparent basis, with the aim of supporting workers in the continued usability of their skills and abilities. The term flexibility is used here in a broad sense, including mobility (both geographical and between different learning environments, career paths and training systems).

We will now briefly outline some of these tools because every European citizen, in order to exercise his or her right to training and work throughout the EU context, needs to know and use with some proficiency technical concepts that will be particularly useful in planning his or her training and work career within the territory of the European Union. Associated with these tools, we will also delve into some equally important basic concepts.

Many of these tools are used by the METIS partnership to develop the training that you can take for free on the project platform. At the end of the training you receive a CERTIFICATE (of Attendance or Achievement, depending on whether or not you were assessed at the end of the course) and a CERTIFICATION SUPPLEMENT (explaining contents and value of the training activities). Understanding the value of these references will certainly help you to value them in the real-world context, both in the training and the work contexts.

II.2 Terms and tools

As you access the **METIS4Skills** website (<https://www.metis4skills.eu/curriculum-training/>) in particular and educational content delivery sites in general, you will come across common terms that is important for you to fully understand: it is one matter to find the concept vaguely familiar, but another to be fully aware of its meaning and use it to your advantage. This section will clarify some basic concepts that you can use to make your way in the job market and plan your professional and educational growth.

¹ https://www.europarl.europa.eu/summits/lis1_en.htm

² <https://www.cedefop.europa.eu/en/content/copenhagen-declaration>

II.2.1 Curriculum

When you log into the METIS platform, under the Curriculum section...

Etymology

The word "*curriculum*" began as a Latin word which means "a race" or "the course of a race" (which in turn derives from the verb *currere* meaning "to run/to proceed"). The first known use in an educational context is in the *Professio Regia*, a work by University of Paris, Professor Petrus Ramus, published posthumously in 1576³. The term subsequently appears in University of Leiden records in 1582⁴. The origins of the word appear closely linked to the Calvinist desire to bring greater order to education.

In the seventeenth century, the University of Glasgow also referred to its "course" of study as a "*curriculum*", producing the first known use of the term in English in 1633. By the nineteenth century, European universities routinely referred to their *curriculum* to describe both the complete course of study (as for a degree in surgery) and particular courses and their content.

Curriculum in VET

The concept of curriculum is widely used in European qualifications. There is no generally accepted definition for this term⁵, but for this report, we can take the one provided by Cedefop which defines curriculum as "*a normative document (or a collection of documents) setting the framework for planning learning experiences. Depending on the country, the type of education and training, and the institution, curricula may define, among other learning outcomes, objectives, contents, place and duration of learning, teaching and assessment methods to a greater or to a lesser extent. The learning programme is a written document planning learning experiences in a specific learning setting. It is developed on the basis of the curriculum and considers the learners' needs*"⁶.

Curriculum in METIS

The METIS Curriculum follows a modular approach. Each module is a stand-alone block of training that can be delivered to learners independently. Each stand-alone module is structured into courses with the dignity of "Central Unit" and "Satellite Units."

In this way, the METIS training products (module and courses) can be used if:

- * you are already an employee, to enable you to update and enhance specific skills and competencies in line with the continuous and driven evolution of the microelectronics industry;
- * you are a new professional entering the job market, so you can take entire modules that allow you to cover the area of the industry that offers you the greatest employment opportunities based on current demand and actual opportunities.

³ Hamilton, David (2014). Towards a Theory of Schooling. p. 55. ISBN 9780415857086.

⁴ Hamilton 2014, p. 7.

⁵ Cedefop. 2010. Learning outcomes approaches in VET curricula A comparative analysis of nine European countries. Luxembourg: Publications Office of the European Union, 2010.

⁶ Cedefop. 2010. Learning outcomes approaches in VET curricula A comparative analysis of nine European countries. Luxembourg: Publications Office of the European Union, 2010.

This is an innovative approach to Curriculum building, particularly suited to highly innovative industries such as microelectronics, and will be very instrumental in using European tools for your educational and professional growth.

The modular structure will thus enable you to "build", according to your needs, a tailor-made training course. You may decide to advance in steps as you have time available.

This aspect will be explained to you in a simple way in section III. "Strategies and conscious use of free European tools (frameworks, standards and platforms)".

II.2.2 Syllabus

Etymology

The word syllabus derives from modern Latin syllabus 'list', in turn from a misreading of the Greek σίτυβος *sittybos* (the leather parchment label that gave the title and contents of a document), which first occurred in a 15th-century print of Cicero's letters to Atticus⁷.

Syllabus in VET

A syllabus is regularly described as a:

- ✓ Contract
- ✓ Permanent record
- ✓ Roadmap
- ✓ Communication device
- ✓ Learning aid

A syllabus is a requisite document for teaching and it serves to outline the basic elements of a course including what topics will be covered, the schedule, the tests, assignments, and their associated weightings. A syllabus provides the students with a comprehensive overview of the course's aims and objectives, learning outcomes, and assessment strategies.

Syllabus in METIS

In METIS you can find the Syllabi in the Course section of the METIS site (see link <https://www.metis4skills.eu/curriculum-courses/>). In indeed, a Syllabus corresponds to each Course.

The Syllabus allows you to preview before enrolling in the course and condense on a single page the entire structure of the course: the title, the subject of the course, the duration, the recipients, the institution in charge of delivering the course, the teachers, the Learning Outcomes i.e. that the minimum result that the provider undertakes to guarantee you, divided into Knowledge, Skills and Competencies, the contents, the teaching methods that will be used and the evaluation methods.

In addition to serving you at an early stage to find out whether the course is right for you, this document will be useful in identifying useful elements, particularly Knowledge, Skills and Competencies, to include in your educational or job mobility planning platform.

⁷ Oxford English Dictionary (Online ed.). Oxford University Press. (Subscription or participating institution membership required).

Useful pointers for this activity will be explained to you in the section III "Strategies and informed use of free European tools (frameworks, standards and platforms)".

II.2.3 Learning Outcomes

Origin of the concept

Learning outcomes do not have a particularly uplifting history. Their origins can be loosely traced to the 19th and 20th centuries and the work of Ivan Pavlov (1849-1936) and then to the work of the American "behavioral school" of psychological thought developed by JB Watson (1878-1958) and BF Skinner (1904-1990).

Developments introduced by the Bologna and Copenhagen processes have brought about changes focused on the adoption of learning outcomes for qualification and curriculum development (European Union, 2010; Cedefop, 2010; Cedefop, 2012; Werquin, 2012; Tam, 2014). These changes have made learning outcomes the centerpiece of curriculum design and development, which is based on a description of what a learner knows, understands and is able to do at the end of a learning process, defined as knowledge, skills and competencies (European Parliament and EU Council, 2008).

Definition

According to Recommendation of the European Parliament and of the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for Lifelong Learning, "Learning outcomes" means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Learning outcomes were defined as follows:

- Knowledge represents the result of the assimilated information through learning. Conceptually, knowledge is the body of facts, principles, theories, and practices that are developed in a specific area of work of study, and can be theoretical or factual (European Parliament and Council of the EU, 2008; Goncalves et al., 2013). Knowledge is the theoretical or practical understanding of a topic. For example, an employee might know a model used in the implementation of a practical activity. This does not mean that the employee knows how to use the model in practice, but he or she does know it.
- Skills are referred to those abilities to apply knowledge and use resources acquired to complete tasks and solve problems. These skills can be cognitive (including logical, intuitive, and creative thinking) or practical (including manual abilities, the use of materials, tools, and instruments).
- Competences (responsibility and autonomy) are referred to the proven abilities to use knowledge, skills, and personal, social and/or methodological abilities, in work or study situations for the development of both professional and personal sides. These competences can be viewed as responsibility and autonomy. In some settings the EQF categories are subdivided further. For example, competence is divided into personal and social competences and in another case: context, role, learning to learn and insight.

When learning outcomes are used to ensure that the objectives of a pathway are understood and shared by its potential users and to judge learning, the focus is on what a learner knows, understands and is able to do regardless of the learning process followed.

From the student's perspective, learning outcomes are useful to:

- (a) to recognize prior learning
- (b) to assign credit;
- (c) to ensure quality
- (d) to improve credibility
- (e) to increase transparency⁸

Learning Outcomes in METIS

You can find the Learning Outcomes described in the syllabus (see <https://www.metis4skills.eu/curriculum-courses/>) and CERTIFICATION SUPPLEMENT and they can be useful to you, as we said under the section Syllabus, to fully understand the final objectives of the course and as a basic outline to describe the skills acquired in your new "Europass" CV. See more details in the dedicated section III "Strategies and informed use of free European tools (frameworks, standards and platforms)".

II.2.4 The European Qualifications Framework (EQF)

The European Qualifications Framework was designed as a framework for supporting transparency and for making educational and vocational qualifications more comparable across the EU countries.

The EQF Recommendation of April 2008 clarifies that the term qualification refers to the "formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards"⁹. In this definition, not only strictly vocational qualifications are included, but the entire set of qualifications and certificates delivered by the education and training systems of the EU countries.

EQF was designed as a meta-framework¹⁰ based on learning outcomes (proved by the possession of specific knowledge, skills, responsibility and autonomy) and articulated in 8 progressive levels. The EQF framework allows for the mapping of all the qualifications issued

⁸ Cedefop 2009, p. 10

⁹ Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

¹⁰ The EQF does not aim to be a duplication at a European level of national systems but, rather, a "container" of the individual National Qualification Frameworks (NQFs). It aims to reconnect them into a coherent whole and make them readable to each other and comparable with one another.

in the member countries, thus ensuring the transparency of these qualifications in any context and an effective reference for supporting mobility

In the same Recommendation, learning outcomes are defined as “statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence”.

In May 2017, a revised and strengthened Recommendation was adopted with the purpose of ensuring the continuity as well as the deepening of EQF. Here it is recommended, in particular, that the member states:

- a) use EQF to reference national qualifications frameworks and to compare all types and levels of qualifications in the Union that are part of national qualifications frameworks by referencing their qualification levels to the EQF levels;
- b) take measures so that all qualification documents newly issued by the competent authorities, and/or registers of qualifications, contain a clear reference to the appropriate EQF level;
- c) encourage the use of EQF by social partners, public employment services, education providers, quality assurance bodies and public authorities to support the comparison of qualifications and the transparency of learning outcomes;
- d) promote links between credit systems and national qualifications frameworks to make use of credit systems and relate them to national qualifications frameworks.

Table 1 – EQF levels descriptors

Levels	Knowledge	Skills	Responsibility & Autonomy
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 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 or study	processes and general concepts, in a field of work or 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 behavior 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 that are usually predictable supervise the routine work of others, taking some responsibility for



			the evaluation and improvement of work or study activities
5	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	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	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 or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
7	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	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	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

EQF in METIS

METIS courses are developed from levels 4 to level 7 of EQF. You can find their description in the syllabus (<https://www.metis4skills.eu/curriculum-courses/>) and in the CERTIFICATION SUPPLEMENT. EQF levels can be useful to you, as we said under Syllabus, to fully understand the final objectives of the course and as a basic outline to describe the skills acquired in your "Europass" CV. See more details in the dedicated section III "Strategies and informed use of free European tools (frameworks, standards and platforms)".



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II.2.5 European Credit System for Vocational Education and Training (ECVET)

The ECVET model can be considered a complementary device to the EQF and was designed. ECVET starts from the observation that National Qualifications Frameworks (NQFs) are characterized by structural differences in the design and delivery of qualifications and whether or not informal and nonformal learning should be recognized. In this situation, comparability of qualifications is difficult to achieve. Rather than converting each national system, ECVET aims to make them compatible with each other by becoming an interface between national arrangements for credit accumulation, recognition and transfer. A credit system is a tool designed to enable the accumulation of learning outcomes acquired in different contexts and to facilitate their transfer from one context to another. The rationale for adopting a credit system is to organize the process of obtaining a qualification in a more flexible way through its articulation into a set of modules identified by the acquisition of specific learning outcomes that, in turn, consist of a specific combination of skills, abilities, and competencies.

The aim of this approach is to associate, in a transparent and standardized way, a quantitative description in terms of cumulative credits, with a qualitative set of skills and competencies, possession of which is demonstrated by the acquisition of specific learning outcomes.

The combined use of EQF and ECVET will lead in the medium term, to a more effective match between contemporary labor market needs and education and training opportunities.

ECVET In METIS

You can find the EQF level described in the syllabus (see link <https://www.metis4skills.eu/curriculum-courses/>) and CERTIFICATION SUPPLEMENT and they can be useful to you, as we said under Syllabus, to fully understand the final objectives of the course and as a basic outline to describe the skills acquired in your new "Europass" CV. See more details in the dedicated section III "Strategies and informed use of free European tools (frameworks, standards and platforms)".

II.2.6 Certificates

A certificate is an official document proving the attendance of a class, a language course or a training course. Templates of the METIS Certificates were developed in the framework of WP3.

Certificate of Attendance in METIS

It may be issued to all students who despite having taken a METIS course have not taken any assessment session including the one in self-assessment. It will be up to individual providers to opt for this form of certificate.

Although it could increase the prospects of professional promotion, this type of certificate is not a credential because it does not provide proof of learning, that is, no knowledge is assessed before such a certificate is issued. It is a document that often has more prestige value than intrinsic value for its contents.

Certificate of Achievement in METIS

It may be issued to all students who have taken an assessment session including the one in self-assessment. It will be up to individual providers to opt for this form of certificate. It implies the obtaining of the learning outcomes by the certificate holder.

II.2.7 Certificate supplement

The Certificate Supplement is a document that provides information that makes it easier for employers and educational institutions to understand the course you have taken. It also include information about the relevant educational system.

When applying abroad for a job or course, it can be difficult to explain what you learned during your education. That is why the Certificate Supplement can help you.

Certificate supplement in METIS

The Certificate will be issued to you as a supplement to the Certificate of Attendance and will be a detailed technical document with respect to the structure of the attended course.

III. Strategies and conscious use of free European tools (frameworks, standards and platforms)

III.1 Europass

What is Europass?

Europass is a set of free online tools for managing your skills and planning your learning and career in Europe. After taking a METIS course or while you are taking it, you can sign up for the Europass Portal to create your Europass profile.

With Europass you can create a free profile of all your skills, qualifications and experience in one secure online place. You can record all your work, education and training experiences, language skills, digital skills, information about your projects, volunteer experiences, and any achievements you consider important. You can also store your diplomas (also METIS Certificates), letters of reference or other documents describing your achievements in your personal Europass Library. You can create the profile in one or more European languages.

How is the Europass profile used?

Your Europass profile allows you to reflect your interests and career goals (including in the field of Microelectronics, which is our economic sector of interest).

You can use your Europass profile to enhance the skills you have gained by the METIS training (related knowledge and skills), plan your educational and professional development, and demonstrate your achievements to an actual or potential employer, present and future.

You will be able to get suggestions on interesting jobs and courses that are relevant to your profile. You can share your profile with employers and recruiters for new job opportunities.

You can share your profile with educational institutions to find out about new courses and training opportunities. You can also share your profile with guidance counselors to get career advice, prepare applications, keep a record of all your applications, and prepare effective CVs and cover letters using specialized language that you can repurpose from the ESCO-linked European portal (see next section).

Your Europass profile is your personal record of accomplishments. If you continually update and complete your profile, you will always have access to an up-to-date picture of all your skills, and employers and training professionals, if you so desire, will be able to "see" you online and offer you job and training opportunities in line with your interests, and this at the European level.

All personal information in your Europass profile is secure and you are the only one who can access and share it with others. The Europass service is provided by the EU and is totally free with no hidden fees, no premium services, no subscriptions.

Step one: create your Europass CV

After profiling yourself, you can create your Europass CV.

The Europass CV builder allows you to easily create your CV online. You can use it to apply for jobs, education or training opportunities, and volunteer work.

To start this activity, you will first need to create your Europass profile with information about your education, training, work experience and skills. After completing your Europass profile, you can create as many CVs as you want. Just select the information you want to include, choose your preferred design, and the system will do the rest. You can create, store and share CVs in 30 languages, download it locally, store it in your Europass Library and share it with employers, EURES or other job boards.

To make a good CV we advise you to:

- Be mindful that your CV is your first opportunity to communicate your skills and experience to a prospective employer. It is a snapshot of who you are, your skills, educational background, work experience and other accomplishments.
- Present your experience clearly by giving practical examples of the skills and experience that match the job for which you are applying. In developing your CV pay close attention to the details published in the vacancy notice and include in your CV the technical terms, quality labels, found in the post. Remember that the employer will recognize you because you are using language familiar to him.
- Be sure to update the "About Me" section to highlight why you are the best person for the job, do not dwell too much on your work/educational history. Focus on the facts and main points that match the job you have in mind.

Step 2 Create a Cover Letter

Thanks to Europass, you can also create your own cover letter to accompany the Curriculum. When you are looking for a job, regardless of the role, the same importance that you give to the CV must be given to the cover letter. It is a common mistake not to consider the cover letter a key aspect: a cover letter is just as important as a well-done resume if not more important than the resume itself. The reason is very simple: a letter allows you space in which to write down what you want to communicate that you may have difficulty finding a place in the structured spaces of a resume. The cover letter is also called the motivational letter, precisely because it serves primarily to explain our reasons for applying more clearly. Unlike the CV, which has a schematic format and is divided into titled sections, the letter should be written in a flowing manner and in the first person. Its content should entice the reader to find out more information about you: that is, offer you an interview. This is why it is always difficult to write, and so you, like many others, will have standard templates downloaded online and perhaps have sent them in batches. This, without knowing it, is really a serious mistake.

Europass helps you develop a structured, coherent and professional cover letter, guiding you through each step and using different templates to customize your application. Once you have created your letter, you can file and share it in 30 languages directly from your Europass Library.

In producing these two documents remember to use the contents of the drop-down pop-ups that open during guided construction. These menus suggest you options for professional figures, knowledge, skills competencies and more and are fished directly from the ESCO portal (see section specifically dedicated to this tool) which will ensure that you use technical language that is recognized at the European level and in line with the terms used in the



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training proposals contained in the Europass Portal and in the job offers hosted by the Eures Portal (see section specifically dedicated to this portal).

In the Europass Profile, end-users can select an ESCO occupation or use free text to fill the field “occupation or position held” for a specific work experience. End-users can also select a language from the list of ESCO skills.

In the My Skills section, end-users receive ESCO skills as skills suggestions to build their skills profile and they can also manually add ESCO skills.

In the My Interests section, end-users can specify what interests them in the form of interest tags. Next to free text, end-users benefit from controlled lists like ESCO occupations and skills to create interest tags. The interest tags will serve as one of the inputs to offer tailored course and job suggestions on the Dashboard.

Below there are some official video-guides, available on the Europass portal, they are useful!

Video supports (in all languages of partners METIS)

EUROPASS

<https://ec.europa.eu/social/main.jsp?catId=1266&langId=en&videosId=3097&furtherVideos=yes>

<https://ec.europa.eu/social/main.jsp?catId=1266&langId=en&videosId=3098&furtherVideos=yes>

<https://ec.europa.eu/social/main.jsp?catId=1266&langId=en&furtherVideos=yes>

III.2 ESCO

The European multilingual classification of Skills, Competences and Occupations (ESCO) serves as a glossary of occupations and skills relevant for the EU labour market and education and training. ESCO provides descriptions of 3.008 occupations and 13.890 skills linked to these occupations, translated into 27 languages (all official EU languages plus Icelandic, Norwegian and Arabic).

ESCO is an important tool for Public Employment Services. It provides a standard terminology that helps to understand the information contained in job vacancies, CVs and qualifications and thus easily exchange labour market information. ESCO facilitates the design of job vacancies and job profiles in different languages. Finally, ESCO enables IT systems to transform a jobseeker’s work experience and qualifications into a likely set of skills and competences. Based on this, it is possible to match jobseekers to job vacancies or employers to potential recruits more accurately and transparently.

Employment Services around Europe are including ESCO in their systems.

Here is a news article regarding Ireland’s implementation:

<https://ec.europa.eu/esco/portal/news/6e605a2e-0bcd-46f6-8cc6-5dce045ec407>

Here is a testimonial video from Iceland:

<http://ec.europa.eu/avservices/video/player.cfm?ref=I162745>

ESCO supports the automated skills-based matching of the EURES service platform.



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Semantic assets such as ESCO play an important role in implementing the new Europass framework. Recital 17 of the Europass Decision states that “Following appropriate testing, and having due regard for the position of Member States, ESCO could be used by the Commission within the Europass framework; the use of ESCO by Member States is on a voluntary basis, following testing with, and evaluation by, the Member States”.

ESCO skills and occupations are used in the following ways:

In the Europass Profile, end-users can select an ESCO occupation or use free text to fill the field “occupation or position held” for a specific work experience. End-users can also select a language from the list of ESCO skills.

In the My Skills section, end-users receive ESCO skills as skills suggestions to build their skills profile and they can also manually add ESCO skills.

In the My Interests section, end-users can specify what interests them in the form of interest tags. Next to free text, end-users benefit from controlled lists like ESCO occupations and skills to create interest tags. The interest tags will serve as one of the inputs to offer tailored course and job suggestions on the Dashboard.

A demo version of the ESCO system was launched in October 2013, while the first version was released in July 2017. The system is updated by the Directorate Generale Employment, Social Affairs and Inclusion with the support of Cedefop and stakeholders. Basically, ESCO “work as a dictionary, describing, identifying and classifying professional occupations, skills, and qualifications relevant to the EU labour market and education and training”. As mentioned on the official ESCO portal, the main aim of the system is to support workers’ mobility across the EU and a more integrated labour market by offering a common understanding on skills, occupations and qualifications. The ESCO database helps users to understand:

- a) the knowledge and skills related with a specific occupation
- b) the knowledge, skills and competences related with a specific qualification
- c) the qualifications related with a specific occupation

The Commission has developed ESCO with the following aims:

1. to improve the communication between the education and training sector and the EU labour market;
2. to support geographical and occupational mobility;
3. to make data more transparent and easily available for use by various stakeholders;
4. to facilitate the exchange of data between employers, education providers and job seekers;
5. to support evidence-based policy making by enhancing the collection, comparison and dissemination of data in skills intelligence and statistical tools, and enabling better analysis of skills supply and demand.

The ESCO system is based on three interrelated pillars, qualifications, skills and occupations. The occupations pillar includes several thousand occupations, linked with ISCO-08, the International Standard Classification of Occupations. The skills pillar contains more than 13,000 skills related to occupations.

ESCO occupations commonly involve

- a description, which provides a brief explanation of what the occupation means and how it should be understood;
- alternative labels for the same occupation;
- regulatory aspects;
- hierarchical placement within ISCO-08,
- essential skills, competencies and knowledge;
- optional skills, competencies and knowledge.

Within ESCO, skills, knowledge and competencies are defined as "essential" or "optional," depending on whether they are common or not for the occupation.

As for the qualifications pillar, it consists of qualifications from member state databases. These are included in the National Qualification Frameworks (NQFs) and referenced to the EQF.

Key information displayed in each qualification includes.

- the title and sector;
- the country in which the qualification is located
- the EQF level;
- a brief description of the qualification;
- the content of the qualification in terms of knowledge, skills and competencies;
- the type of program to which the qualification relates;
- the awarding body.



The most outstanding feature of ESCO is its close interrelation with the most important inter-European frameworks such as EQF, ISCO-08, ISCED-F 2013 and the Digital Competence Framework (DigComp).

Using the contents of the ESCO Portal to build your resume, cover letter and enrich your vocabulary with European-recognized terms will enable you to develop European-understandable products and to sit for a selection interview confident that you are using appropriate language.

Labels for Green, DigComp, and Research skills

The ESCO v1.1, latest ESCO relies, will allow you to tap into innovative expertise offers the possibility to access to new sub-sets of skill and knowledge concepts. It includes a taxonomy of skills for the green transition and for researchers, as well as digital skills and skills corresponding to the competences and competence areas of the European Digital Competence Framework for Citizens (DigComp).

An essential resource for those like you who want to make their way in the Microelectronics industry.

The possibility to download ESCOs locally and interact with the data bases they contain is a very interesting new feature.

ESCO offers access to the classification through two types of Application Program Interfaces (API). An API is a software component facilitating the interaction with other software components.

ESCO currently offers access to the classification through:

- an ESCO web-service API and,
- an ESCO Local API.

ESCO and METIS

The METIS partnership contributed to the content of the ESCO Portal by enriching the professions pillar with as many as 4 profiles (see <https://esco.ec.europa.eu/en/news/esco-v11-live>):

1. Microelectronics Designer;
2. Microelectronics Materials Engineer;
3. Microelectronics Smart Manufacturing Engineer;
4. Microelectronics Maintenance Technician

These 4 profiles may be of particular interest for those of you who want to work in the microelectronics industry. Select them to build effective CVs and Cover Letters and prepare yourself, linguistically speaking, for a European wide selection interview.

Video supports (in all languages of partners METIS)

<https://audiovisual.ec.europa.eu/en/video/1-144718?&lg=EN>
<https://www.youtube.com/watch?v=YPECXVRagu8>

III.3 EURES

Launched in 1994, EURES is a European cooperation network of employment services, designed to facilitate the free movement of workers. The network has always worked hard to ensure that European citizens can benefit from the same opportunities, despite language barriers, cultural differences, bureaucratic challenges, diverse employment laws and a lack of recognition of educational certificates across Europe.

The first step to use the EURES Services is to register on the Platform. The registration is easy, takes just few minutes and requires only basic information.

EURES helps and supports job seekers and employers to find suitable candidates throughout Europe. In our home, since you are a METIS course user and, if you followed our advice you have already created your Europass CV, you can send your Europass CV to EURES, where it can be viewed by employers.

EURES is the network of European employment services which aims to provide information, advice and recruitment and placement services for workers and employers. Article 19 of the EURES Regulation and its Implementing Decisions adopted by the European Commission on 18 July 2018 was provided for the use of a European classification of skills, competences and occupations (ESCO) with a view to developing an automated skills-based matching tool through the EURES portal. To enable successful implementation, Member States need to supply the job vacancies and CVs using ESCO codes defining occupations and skills.

Thanks to the European Union's agreement on the free movement of workers, by taking advantage of EURES support you can move to any EU country and Switzerland, to look for and get a job.

EURES will help you find jobs throughout Europe on your own or by asking for support via email/chat from EURES operators.

A wide range of services is available on the EURES portal thanks to more than a thousand EURES advisers working in EURES member and partner organizations.

Services offered by EURES to job seekers include:

- ✓ Matching job vacancies with CVs on the EURES portal;
- ✓ Information, guidance and other support services for workers;
- ✓ Information on living and working conditions in EURES countries;
- ✓ Specific support services for workers in cross-border regions;
- ✓ Support for specific groups using targeted mobility programs;
- ✓ Information and access to assistance after obtaining a job, such as language training and integration support in the destination country.

Jobs posted on the EURES portal come from EURES members and partners, particularly European public employment services. They use EURES to advertise jobs for which employers are particularly interested in hiring workers from other European countries. These "EURES jobs" have a blue flag, indicating that an employer is particularly interested in recruiting workers from other European countries.

To increase transparency in the European labour market, all jobs advertised by the European Public Employment Services are, with a few exceptions, visible on our site. These jobs do not have a blue flag and are not "EURES jobs."

The job openings cover a wide range of occupations and include permanent and seasonal employment opportunities. Each job opening contains information on how to apply and who

to contact. The contact may be an EURES counselor, who will process the application, or, in other cases, you may be contacted directly by the employer.

The EURES job search database is daily updated by the European Employment Services. Vacancy notices remain in the system, as long as they are active.

Points to keep in mind when using the EURES job search:

- While most of the details on job vacancies, such as type of contract, experience required and level of education, etc., are translated into all EU languages, this is not the case for the title and text of the job ad.
- A keyword search in one language therefore does not necessarily retrieve all the job vacancies available in the database. If, for example, you perform a search using English "waiter" as a keyword, you will probably not find the same ads that you would find by searching with the French keyword "*serveur*".
- The default categories of "profession," "experience required," "location," etc., however, cover all available language versions.

Video supports (in all languages of partners METIS)

<https://www.youtube.com/watch?v=Ad5G-PMgOhY>

<https://www.youtube.com/watch?v=6V71kpPpZl4>

<https://www.youtube.com/watch?v=OXTFSZiFqm0>



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IV. Practical examples

This is the ideal operational sequence you should follow:

Step 1: connect to the METIS portal and plan your training by consulting curriculum section, modules, courses and related documents. Begin your training.

Step 2: gather all the basic information contained in the different METIS documents linked to the courses you have attended.

Step 3: you register on the Europass Portal, write your CV and the Cover Letter a) by first entering the data from the documents b) by selecting from the portal pop-ups the building blocks found on the ESCO portal. For completeness you should first consult the ESCO Portal to make also references to Green competences. Remember to include your interests. This way the Europass System will alert you to training proposals related to all those countries that currently have a referencing of their NQF qualification pathways with the European EQF system.

Step 4: Make CV and Letter open access to the Europass portal, this will allow you to receive job offers in line with your desires.

Step 5: Continue to attend METIS courses and update your Europass dashboard.

Step 6: Take the opportunity for lifelong learning and become a European citizen embedded in the ever-changing economic sector of Microelectronics.

Step 7: Let your friends know about METIS, its products and tools for European citizen mobility as well.

Good work! If you need support you can contact us...

And now for two practical examples...

Proposal

The objective of this section is to demonstrate the practical use of the different tools illustrated by representing the real or fictitious case (depending on the availability of users) of an employed and an unemployed person in the field of microelectronics specification. In doing this we will rely on the experience of IAL FVG, Eures Italia and ESCO contacts.

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