



**Case Study – Car Industry
Spain 2010**

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| <p>The case study, the story</p> | <p>Evidence, material – Possible content These are <u>pointers</u> as to the content of the case study and the evidence you may want or be able to bring The data presented is taken from the book: "Accreditation of non-formal learning and experience in the car industry of Castilla and León" (in press). The interview presented was held in Valladolid in March 2010. This activity is part of a project entitled: "accreditation of non-formal learning and experience in car industry of Castilla and León". In this project four companies participated: Renault, Michelin, Iveco (which belongs to the multinational Fiat) and Antolín Group (which produces pieces to build vehicles). The project lasted from December 2009 until August 2010. The interview was conducted with a person who has worked since the age of 16 to 32, and who has just started work for the Renault company. The interview aimed to draw the profile of a potential candidate for validation. It is true that the case presented here is someone who is starting his professional career and he has expressed interest to have his skills acquired through his 16 years of working life assessed.</p> |
| <p><u>The context</u></p> <p>In which sector is it taking place? The candidate has worked in various auxiliary enterprises for production of parts for the manufacture of vehicles and at this time just be hired by the multinational Renault</p> <p>In which organisation is it taking place? Renault company established in Valladolid from the 1950s</p> <p>The background to the case study/ a landscape of the case study This case study is developed in the framework of the project promoted by the regional Government of Castilla y León to apply</p> | <ul style="list-style-type: none"> • Web links to institution/ organisation website or At this moment the web page is under construction. <p>A brief institutional profile: a few lines of presentation or explanation of the organisation’s function & purpose – number of staff etc... It is a project directed and presented by a consultancy firm called Almansur who has collaborated with regional government for 15 years on these topics. - the Project is led by Tomás Díaz González who has also been promoting Observal in Spain in Valladolid since 2008 and continues to be involved with the project. - Almansur has collaborated on the same project with personnel administration, with directors of human resources of the companies involved, as well as technicians from the same companies, managers of unions and employers in the region, and also experts on Validation in Spain.</p> |

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| <p>validation of prior learning in the car companies in Castilla and León. In this region there are the largest number of workers throughout Spain in car industry sector, where four of the five companies participating in the project are present (the Nissan company has not participated in the project). This region also concentrates a lot of companies who are suppliers of large multinationals of car manufacturers.</p> | <p>The organisation's/ institution's involvement in, or position towards, RPNF-IFL The car companies are very interested in RPNF-IFL because they need to recognise the competences of their workers in order to validate their work and establish a flexible system of mobility among them. The companies have their own programming of courses for their workers according to the national regulations of accreditation.</p> |
| <p><u>People</u></p> <p>VNFL-IFL candidate (s): who is s/he? His/her history (personal/ professional/ educational)? The applicant is a person who has worked 16 years in various companies and currently working at Renault in Valladolid.</p> <p>Aims and professional/ personal project? The professional objectives of the protagonist of this case are his sense and innovative character of responsibility.</p> <p>Why the VNFL-IFL? The candidate has learned through experience autonomously and he has developed his own capabilities to learn what was needed to perform the tasks in his job.</p> <p>AND/OR VNFL-IFL advisers/staff: tutors: their experience, training, willingness, involvement, their place in the organisation? How do they interact with the VNFL-IFL candidate (s)? With the evaluators/ assessors/jurys? The process of validation is performed within companies. The training is being adjusted to the catalogue of qualifications which are validated at an early stage. An agreement between the company and the regional government has been carried out in such a way that the company is recognised as a centre of training under the supervision of the inspection. This inspection depends on the Institute of qualifications of the regional government who appoints a vocational training centre for doing it. The workers'</p> | <p>A case study involving a candidate's story The proof of the transcript of this interview is kept in Almansur's archive.</p> <ul style="list-style-type: none"> • an interview conducted with him or her The interview took place at the training centre where the candidate works. It lasted two hours and was recorded in full. When the interview was transcribed the candidate reviewed and corrected everything that he thought fit. The interview guide followed a few models that are used in France. • His/her perception: any evidence as to how the VNFL-IFL candidate perceives his/her own needs? The process? Whether s/he is satisfied with the process? After the interview, we reflected on what he said about the weaknesses he had seen in his career, opportunities, risks and opportunities that he experienced in the companies where worked • A candidate's profile It is a person with an innovative character and has a good disposition to learning. He has developed many initiatives and started with Renault. <p>A case study involving the adviser's story</p> <ul style="list-style-type: none"> • An interview of the adviser • His/her perception of the adviser's tasks, role and responsibilities; of the candidates' needs Advisors are professors at the company for training and guiding workers. • His/her interaction with the rest of the organisation, with the purpose of VNF-IFL? Perception about possible barriers? There are no obstacles because the validation is the result of an agreement with the government and serves to improve the training that is taking place within companies. This allows the training to finish with the recognition of candidates' skills and improve |

assessment begins in a second stage which is carried out in two phases: assessment in the classroom, and in the workplace. The evaluation is carried out on specific competency units. The project has the support of the Trade Unions. The evaluation is performed by a jury made of teachers who belong to vocational education, including the Unions and the company's trainers.

AND/OR

The assessors/ evaluators: their experience in VNFL-IFL, willingness, role/ responsibilities in the organisation/ institution? Their relationship with the advisers?

Advisers are trainers who already exist in the company and evaluators are staff appointed by the regional government. These evaluators with the collaboration of the company technicians evaluate each worker's competence units.

The relationships/ interactions

What does the case study show about the interactions between all the actors? Any external actors showing up in the case study?

To sum up: the process

How, what, when, how often?

What happens, who sets the scene, who does the talking, what writing takes place etc... What part (active, passive?) takes the candidate in the process?

AND/OR

Tools

What are they, what role do they have, who develop them? How are they used? How important are they?

This year, there was an experimental studies of life histories;

their motivation.

A case study involving the assessment process

• Interview with an assessor/s

There have been no interviews with the advisers

• How do the assessors carry out their evaluation?

The evaluators are in process of training.