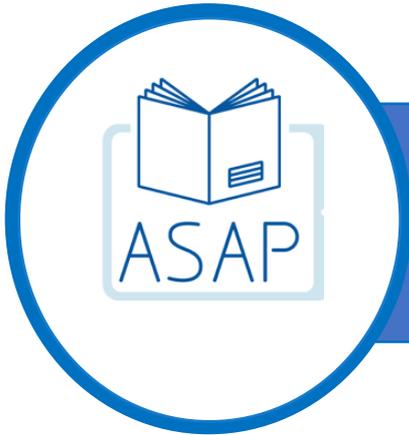




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Anticipatory Skills for Adapting the Publishing Sector

References

Agreement 2016-2992/001-001
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R2.10 GUIDE ON THE APPLICATION OF THE EQF/ECVET IN THE PUBLISHING SECTOR AND FOR ESTABLISHING THE QUALITY ASSURANCE PRINCIPLES OF EQAVET

WP2 DEFINING SECTOR SKILL SHORTAGES/NEEDS AND ECVET STRATEGY





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Preface

The purpose of this Guide is to provide a coherent plan of activities and methods that can help convert qualifications into learning outcomes with the use of ECVET points in the Publishing sector. It is built on the collection, analysis and adaptation of experiences and best practices already implemented by European VET providers.

In particular, it responds to three main objectives:

- discuss relevant national standards (based on feedback from the partners),
- present lessons from experiences and best practices that have already been implemented, and
- define strategies, activities and tools to be implemented by the ASAP partners.

Other than this the Guide gives info concerning how quality control/evaluation of the learning outputs and outcomes will be realized by establishing the quality principles of the EQAVET framework: use common quality criteria, indicative descriptors to underpin the monitoring and reporting arrangements, and common indicators for assessing targets, methods, procedures and training results.



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INTRODUCTION: WHY WE WILL USE THE EQF AS A FRAMEWORK TO DEVELOP OUR COMPETENCE STANDARDS?

The EQF is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and to facilitate their lifelong learning.

The Recommendation formally entered into force in April 2008. It sets 2010 as the recommended target date for countries to relate their national qualifications systems to the EQF, and 2012 for countries to ensure that individual qualification certificates bear a reference to the appropriate EQF level.

The EQF will relate different countries' national qualifications systems and frameworks together around a common European reference – its eight reference levels. The levels span the full scale of qualifications, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorates) levels. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training.

The eight reference levels are described in terms of learning outcomes. The EQF recognises that Europe's education and training systems are so diverse that a shift to learning outcomes is necessary to make comparison and cooperation between countries and institutions possible.

In the EQF a learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. The EQF therefore emphasises the results of learning rather than focusing on inputs such as length of study. Learning outcomes are specified in three categories – as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others will be crucial.

ASAP EXPERIENCE – NEW KNOWLEDGE is an European project that develops from a transnationally point of view. In this sense the using of a tool that allow us to talk “in the same language” will be very useful to obtain logical results... that's why we have to use the E.Q.F. as a framework to develop the training material of our project.



1. BASIC CONCEPTS OF THE EUROPEAN QUALIFICATION FRAMEWORK FOR LIFELONG LEARNING

What is the EQF and what are its benefits?

The EQF is a common European reference system which will link different countries' national qualifications systems and frameworks together. In practice, it will function as a translation device making qualifications more readable. This will help learners and workers wishing to move between countries or change jobs or move between educational institutions at home.

Who is the EQF for?

The primary users of the EQF will be bodies in charge of national and/or sectoral qualification systems and frameworks. Once they have related their respective systems to the EQF, the EQF will help individuals, employers and education and training providers compare individual qualifications from different countries and education and training systems.

What levels and what types of education does the EQF cover?

As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education, vocational education and training as well as higher education. The eight levels cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training. Each level should in principle be attainable by way of a variety of education and career paths.

Why does the EQF use learning outcomes?

The EQF uses 8 reference levels based on learning outcomes (defined in terms of KNOWLEDGE, SKILLS and COMPETENCES). The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. Shifting the focus to learning outcomes:

- supports a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision
- facilitates the validation of non-formal and informal learning
- facilitates the transfer and use of qualifications across different countries and education and training systems.



It also recognises that Europe's education systems are so diverse that comparisons based on inputs, say length of study, are impracticable.

Does the EQF award qualifications?

No, the EQF describes levels of qualifications in terms of learning outcomes. The awarding of qualifications will remain a matter for national qualifications bodies.



2. INTRODUCTION TO E.Q.F.'S LEARNING OUTCOME BASIC CONCEPTS

LEARNING OUTCOME DEFINITION	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				
BASIC CONCEPTS	E.Q.F. DEFINITION	E.U. PARLAMENT & COMMISSION DEFINITION	COLLOQUIAL LANGUAGE	BLOOM TAXONOMY	
KNOWLEDGE	In the context of EQF, KNOWLEDGE is described as Theoretical and/or factual knowledge.	KNOWLEDGE means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.	KNOWLEDGE could be WHAT IS IT In terms of verbs: KNOWS	Select	recognize
				mention	identify
				name	place
				define	describe
				...	
SKILLS	In the context of EQF, SKILLS is described as Cognitive (involving the use of logical, intuitive and creative thinking) and practical skills (involving manual dexterity and the use of methods, material tools and instruments).	SKILLS means the ability to apply knowledge and use know-how to complete tasks and solve problems	SKILLS could be HOW CAN BE DONE In terms of verbs: UNDERSTANDS	Explain	express
				interpret	distinguish
				classify	inter
				give	priority
				analyse	judge
				relate	...
COMPETENCE	In the context of EQF, COMPETENCE is described in terms of Responsibility and autonomy	COMPETENCE means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work in study situations and in professional and personal development	COMPETENCE it could be the APPLICATION OF KNOWLEDGE & SKILLS In terms of verbs: APPLIES / DEVELOPS	Use	solve,
				produce	create
				organize	
				...	

3. THE LEVELS OF THE EQF'S LEARNING OUTCOMES

EQF's LEVELS	The EQF set up 8 different levels to define the 3 elements (KNOWLEDGE – SKILLS – COMPETENCE) of the LEARNING OUTCOMES. These levels go from 1 (which is the minimum) to 8 (which is the maximum)		
EQF's LEVELS DESCRIPTION	KNOWLEDGE	SKILLS	COMPETENCE
	In the context of EQF, KNOWLEDGE is described as Theoretical and/or factual knowledge	In the context of EQF, SKILLS is described as Cognitive (involving the use of logical, intuitive and creative thinking) and practical skills (involving manual dexterity and the use of methods, material tools and instruments)	In the context of EQF, COMPETENCE is described in terms of Responsibility and autonomy
LEVEL 1	<ul style="list-style-type: none"> basic general knowledge 	<ul style="list-style-type: none"> basic skills required to carry out simple tasks 	<ul style="list-style-type: none"> work or study under direct supervision in a structured context
LEVEL 2	<ul style="list-style-type: none"> basic factual knowledge of a field of work or study 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> work or study under supervision with some autonomy
LEVEL 3	<ul style="list-style-type: none"> knowledge of facts, principles, processes and general concepts, in a field of work or study 	<ul style="list-style-type: none"> a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information 	<ul style="list-style-type: none"> take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
LEVEL 4	<ul style="list-style-type: none"> factual and theoretical knowledge in broad contexts within a field of work or study 	<ul style="list-style-type: none"> range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study 	<ul style="list-style-type: none"> exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
LEVEL 5	<ul style="list-style-type: none"> comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge 	<ul style="list-style-type: none"> a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems 	<ul style="list-style-type: none"> exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
LEVEL 6	<ul style="list-style-type: none"> advanced knowledge of a field of work or study, involving a critical understanding of theories and principles 	<ul style="list-style-type: none"> advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study 	<ul style="list-style-type: none"> manage complex technical or professional activities or projects, taking responsibility for decisionmaking in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
LEVEL 7	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
LEVEL 8	<ul style="list-style-type: none"> knowledge at the most advanced frontier of a field of work or study and at the interface between fields 	<ul style="list-style-type: none"> the most advanced and specialized 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 	<ul style="list-style-type: none"> 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



4. EXPLANATION OF THE ASAP PROJECT LEARNING OUTCOME TEMPLATE

The LEARNING OUTCOME template we will use in ASAP’s project will be composed by 2 parts:

PART 1: GENERAL DESCRIPTION OF THE LEARNING OUTCOME CHART

PART 1		GENERAL DESCRIPTION OF THE LEARNING OUTCOME	
COUNTRY			
ORGANIZATION			
QUALIFICATION			
EQF's LEVEL			
NAME OF THE LEARNING OUTCOME			
DEFINITION OF THE LEARNING OUTCOME			
UNITS OF THE LEARNING OUTCOME		1.-	Name of the 1 st unit that integrate the Learning Outcome
		2.-	Name of the 2 nd unit that integrate the Learning Outcome
		3.-	Name of the 3 rd unit that integrate the Learning Outcome
		4.-	Name of the 4 th unit that integrate the Learning Outcome
		N.-	Name of the N th unit that integrate the Learning Outcome

To fill up the above chart “GENERAL INFO OF THE LEARNING OUTCOME” you can follow these Instructions:



CONCEPTS	EXPLANATION
COUNTRY	just introduce the name of your country. This will be very useful to demonstrate that this project is being developed under an open European point of view
ORGANIZATION	just write down the name of your organization. This will be useful to make our partnership known at European level and also to demonstrate the different kind of organization we are working on this project
QUALIFICATION	in this box we will write down the definition of the new qualification we are creating within this project. The "TITLE" of this qualification will be very important as could be the name of our GRUNDTVIG project... so we will discuss and get a final agreement in Kristianstad on july.
EQF's LEVEL	As you know, the EQF has 8 levels of Learning Outcomes. Knowing that the levels from 5 to 8 are the ones used for the HIGH EDUCATION, and the level 1 to 2 are very low qualification levels, we propose to place our learning outcomes between 3 – 4 levels.
NAME OF THE LEARNING OUTCOME	just write the short definition (TITLE) you will use to describe your Learning Outcome. This title will be very important as it will be use to describe the Training Module of the ASAP course... so just take your time to think in a good, impressive and attractive definition
DEFINITION OF THE LEARNING OUTCOME	The definition of the Learning outcome must give us a quick and concrete view about what we pretend with the learning outcome described. Take a look on following chapter 4.2
UNITS OF THE LEARNING OUTCOME	The learning outcome must be structure in different parts that will be called UNITS. Here you must write down the will be called UNITS. The UNITS will like the "SKELETON" of the Learning Outcome There is not an specific number of Units per Learning Outcome... but we recommend to you to move between 3 to 5 units... no more!!!



HOW TO PERFORM A DEFINITION OF A LEARNING OUTCOME

In order to be able to define a LEARNING OUTCOME we must know what is meant by Learning Outcome.

In this sense a LEARNING OUTCOME must express the finality of the training, so, it must be the final objective of the learning process expressed as a achievement. This objective must be formulated in a formal way following this Math formula:

$$\boxed{\text{LEARNING OUTCOME}} = \boxed{\text{ACHIEVEMENT+}} + \boxed{\text{PORPUSE}} + \boxed{\text{LEARNING SITUATION}} + \boxed{\text{CONDITION OR CIRCUMSTANCE (if we have it)}}$$

ACHIEVEMENT	It must express the action that must be performed with the content. It is formulated with an action verb in infinitive or substantive
PORPUSE	It must express the content with which the ACHIEVEMENT will be obtained. It is therefore, the object of the achievement
LEARNING SITUATION	It must describe the situation through the trainer/teacher is going to structure and work his teaching/learning process to get the achievement. It is built asking: how? With what? or by what are we going to get the ACHIEVEMENT + PORPUSE. It is formulated using gerund verbs that described that learning situation.
CONDITION OR CIRCUMSTANCE (if we have it)	It is a part that has not to be necessary, only just in the case that some specific element needs to be expressed directly. It is not expressed by a previously define grammatical formula, but must be expressed freely.

For example, the LEARNING OUTCOME of our final training material could be described as follow:

TO TRAIN + SENIORS PREPARED TO TRANSFER KNOWLEDGE, EXPERIENCES AND VALUES, + SUPPLYING (PROVIDING) PEDAGOGICAL AND EMOTIONAL TOOLS (INSTRUMENTS) + APPLIED TO YOUNG APPRENTICES

ASAP's project LEARNING OUTCOME	Achievement	To train
	Porpuse	seniors prepared to transfer knowledge, experiences and values
	Learning situation	Supplying (providing) pedagogical and emotional tools (instruments)
	Condition or circumstance (if we have it)	Applied to young apprentices



PART 2: DEVELOPMENT OF THE LEARNING OUTCOME's UNITS CHART

PART 2 DEVELOPMENT OF THE LEARNING OUTCOME's ELEMENTS			
LEARNING OUTCOME UNITS	KNOWLEDGE	SKILLS	COMPETENCE
<p>1.- Title of the 1st unit of your Learning Outcome *</p>	Introduce here the different elements that can be include under KNOWLEDGE category inside this Unit of the Learning Outcome	Introduce here the different elements that can be include under SKILLS category inside this Unit of the Learning Outcome	Introduce here the different elements that can be include under COMPETENCE category inside this Unit of the Learning Outcome

* Use as many charts as UNITS will have your Learning Outcome

To fill up the above chart “DEVELOPMENT OF THE LEARNING OUTCOME's UNITS” you can follow these Instructions:

CONCEPTS	EXPLANATION
DEFINITION OF THE LEARNING OUTCOME	Introduce the general definition of the Learning Outcome you wrote previously in the General Description chart. To have this definition in this place will help us to placer in every moment the Learning Outcome in which we are working on
EQF LEVEL	Introduce the level in which each unit of your Learning Outcome will be developed.
TITLE OF THE UNIT's LEARNING OUTCOME	Each Learning Outcome will be divide in different parts that will be called UNITS. Each Unit will like the “SKELETON” of the Learning Outcome. Each UNIT will be described in terms of KNOWLEDGE – SKILLS – COMPETENCES.
LEARNING OUTCOME UNITS	Introduce here the different elements that can be include under KNOWLEDGE – SKILLS - COMPETENCE category inside this Unit of the Learning Outcome. Depending on the different characteristic of each Learning Outcome it will be necessary to introduce different number of elements on each part of the L.O. (knowledge-skills-competence)...



4.1 ANNEXES

TEMPLATE TO DEVELOP THE LEARNING OUTCOMES

PART 1		GENERAL DESCRIPTION OF THE LEARNING OUTCOME	
COUNTRY			
ORGANIZATION			
QUALIFICATION			
EQF's LEVEL			
NAME OF THE LEARNING OUTCOME			
DEFINITION OF THE LEARNING OUTCOME			
UNITS OF THE LEARNING OUTCOME	1.-		
	2.-		
	3.-		
	4.-		
	N.-		



PART 2		DEVELOPMENT OF THE LEARNING OUTCOME's ELEMENTS		
DEFINITION OF THE LEARNING OUTCOME				
EQF LEVEL				
LEARNING OUTCOME UNITS	KNOWLEDGE	SKILLS	COMPETENCE	
1.- Title of the 1 st unit of your Learning Outcome *				

PART 2		DEVELOPMENT OF THE LEARNING OUTCOME's ELEMENTS		
DEFINITION OF THE LEARNING OUTCOME				
EQF LEVEL				
LEARNING OUTCOME UNITS	KNOWLEDGE	SKILLS	COMPETENCE	
2.- Title of the 2 nd unit of your Learning Outcome *				



PART 2		DEVELOPMENT OF THE LEARNING OUTCOME's ELEMENTS		
DEFINITION OF THE LEARNING OUTCOME				
EQF LEVEL				
LEARNING OUTCOME UNITS	KNOWLEDGE	SKILLS	COMPETENCE	
3.- Title of the 3 rd unit of your Learning Outcome *				

PART 2		DEVELOPMENT OF THE LEARNING OUTCOME's ELEMENTS		
DEFINITION OF THE LEARNING OUTCOME				
EQF LEVEL				
LEARNING OUTCOME UNITS	KNOWLEDGE	SKILLS	COMPETENCE	
4.- Title of the 4 th unit of your Learning Outcome *				



PART 2		DEVELOPMENT OF THE LEARNING OUTCOME's ELEMENTS		
DEFINITION OF THE LEARNING OUTCOME				
EQF LEVEL				
LEARNING OUTCOME UNITS	KNOWLEDGE	SKILLS	COMPETENCE	
N.- Title of the N th unit of your Learning Outcome *				



5. KEY CONCEPTS DEFINITION

For a proper use of E.Q.F., the definitions which apply are the following:

- a) **“qualification”** means a 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;
- b) **“national qualifications system”** means all aspects of a Member State’s activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework;
- c) **“national qualifications framework”** means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;
- d) **“sector”** means a grouping of professional activities on the basis of their main economic function, product, service or technology;
- e) **“international sectoral organisation”** means an association of national organisations, including, for example, employers and professional bodies, which represents the interests of national sectors;
- f) **“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;
- g) **“knowledge”** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a



field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;

- h) **“skills”** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

- i) **“competence”** means the proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

6. BLOOM TAXONOMY

The BLOOM TAXONOMY is an instrument that could help in the process of definition of your Learning Outcome.

Bloom's Taxonomy is a classification of learning objectives within education proposed in 1956 by a committee of educators chaired by Benjamin Bloom who also edited the first volume of the standard text, *Taxonomy of educational objectives: the classification of educational goals*. This BLOOM TAXONOMY were designed to improve communication between educators on the design of curricula and examinations. It refers to a classification of the different objectives that educators set for students (learning objectives).

