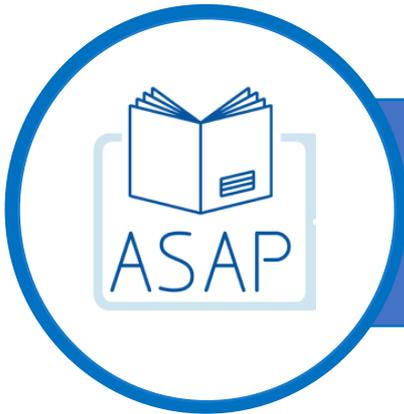




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# Anticipatory Skills for Adapting the Publishing Sector

## References

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Agreement 2016-2992/001-001  
Project n. 575884-EPP-1-2016-  
1-IT-EPPKA2-SSA

## R2.11 STRATEGY FOR DEVELOPING CURRICULA USING EQF/ECVET

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WP2 DEFINING SECTOR SKILL SHORTAGES/NEEDS AND ECVET STRATEGY





## Project information

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## Foreward

This report presents the strategy of the ASAP team for developing its curricula using EQF/ECVET.

It is build upon existing experience as presented in the Guide (R2.10) and the feedback by the partners. It defines the broad framework and templates that will be common for all partners to be used in WP3.

The main aim of this document is to serve as a practical guide that presents the learning outcomes approach which constitutes a common, reliable and objective basis for the articulation, assessment and certification of knowledge, skills and competences of the learning process.

The report will enhance the dissemination of information to the partners about the potentials of learning outcomes, their use in the training programmes and the ways of articulating effective learning outcomes, on which the next phases of the project shall be based on. The common understanding of the learning outcomes approach by all project partners is of significant importance concerning that different curricula and assessment will be developed by different VET providers.

The approach for the development of the specific report is based on practical aspects and on examples of effective learning outcomes, aiming to clarify the new terms and indicate the points that the partners should take into consideration while writing the learning outcomes of the specific training programmes.

Practical guidelines are offered to facilitate the partners in their work and ensure that the curricula will focus on the development of certifiable skills, will be designed in line with the ECVET principles and the EQAVET indicators to ensure quality and compatibility across the EU.

The report, in conjunction with deliverable R2.10, sets the scene for the creation of the curricula on the basis of the already analysed competences and skills gap. Both reports have thus been kept very synthetic, focusing in particular on the aspects more relevant for the subsequent work of the project.



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## 1. Introduction/Structure of the Report

The report is structured as following:

- **In Chapter 2**, there is a general background information on the **ASAP** Project
- **In Chapter 3**, related terms and definitions are presented, which are very important for the methodological guide as well as for the implementation of the next phases of the project.
- **In Chapter 4**, the concept of Curriculum, learning program is presented as well as the link of LOs to qualification
- **In Chapter 5**, approaches for the development of learning outcomes are presented
- **In Chapter 6**, the core curriculum template, based on the Learning Outcomes approach is presented



## 2. General background information on the ASAP project

The publishing sector is one of the most important field of impact of the changes in the professional competences in the past 10 years. The increasing use of alternative devises and the relevant development of independent distribution in web based and social based circles represent a significant challenge for the printed publishing sector. As a consequence of this migration to digital technologies, the whole publishing industry -mainly SMEs- is confronted by major challenges; in particular, the work-force involved in this sectors needs to know what is very important and urgent to do in order to keep the competitiveness and the effectiveness of the skills involved in the sector. Long-established traditional professional models are in need to be revised and re-considered; especially taking into account the different impact the social technologies are having in the different sectors of the publishing industries.

The work force in all the sectors involved such as general publishing, Scientific, Technical and Medical publishing, children's book publishing, textbooks, school books... must adapt to the new professional environment.

It is very important to analyse in what terms the impact of these evident changes in the supply chain will determine next future adjustment in the need of professional competences with the aim of

- ✓ forecasting and anticipating the needs
- ✓ keeping updated the skills of the workers involved in the chain

The effect would be double:

- ✓ contributing to keep the actual level of employment in the sectors related to the Publishing supply chain
- ✓ having the needed information for provided a proper upgrading of the professional skills creating new and actual curricula addressed to the VET organizations
- ✓ creating proper educative path for the school and VET system in order to realize a pro-active response to the needs of the next supply chain in the publishing sectors

This is very strategic for keeping aligned the VET system with the economic sectors, especially with an eye to the SMEs that cannot realize internal programs of upgrading of the skills.

The representatives at European level of the sector claim an absence of a real book policy and programmes adapted to this sector, for intracommunity projects or for those concerning the dissemination of European books outside the EU, being the support allocated to culture mainly concentrated on the audio-visual and cinema sectors.

A comprehensive study and a related and consequential experimentation of effective curricula can contribute to the general strategy of governance of the impact of the new technologies as well as the changes in the reading style of the public who's the products,



electronic or traditional are addressed. The Project objectives ask to the participating organisations to fit with the following goals:

For the VET providers

- ❖ Designing and delivering a transnational training programme involving the publishing supply chain that responds to real market needs and therefore is sustainable beyond the project's lifetime,
- ❖ Taking into account the EQAVET and EQF/ECVET standards,
- ❖ Creating opportunities of the employee giving them a proper system of skills upgrading

For the Publishers

- ❖ Having instruments for forecasting the impact of the changes in the professional competences,
- ❖ Supporting the SMEs in realizing strategies for anticipating the changes
- ❖ Supporting the employees in taking part to programmes for upgrading the skills in consideration of the changes determined by the new internet based and social use of the book

The project shall analyse and forecast labour market needs in the Publishing Sectors in the Countries involved and design appropriate teaching and training methodologies in order to deliver a joint training programme.

The objectives of the project are:

- ✓ To analyse the present and the next changes in the skills determined by the social reading style and the impact of the web based technologies, in particular the diffusion of the e-book in the publishing related sectors.
- ✓ To involve stakeholders and representatives of the supply chain in order to exploit and enhance the cultural value of the sectors in particular addressed to SMEs for promoting the transfer of innovation within the different sectors of the chain.
- ✓ To create a lasting partnership between the VET organizations and the publishers with the aim of monitoring the technological changes in the sectors professional needs.
- ✓ To facilitate labour mobility and mutual trust between the sectors' stakeholders.
- ✓ to provide transversal skills as well as career guidance, career management skills and access to the labour market, thus improving their long-term employability.

The above mentioned objectives will be pursued through the following activities:

a) Studying and analysing of the new competences required in order to face the changes occurred in the chain: in particular taking into account:



- the competences required for promoting and producing new items for encountering the users need in specific sectors interested by the impact of the new technologies such as school books, technical manuals, medical publishing and etc...
- the new marketing strategies and consequential skills determined by the impact of the web based technologies

b) Development of VET curricula that shall be outcome-oriented and responds to specific skill-shortages in the Publishing sectors market,

c) Experimentation of new practices of networking for involving the employees in the analysis of the impacts and for promoting translational mobility of VET students and employees after the formal end of the project in order to reinforce the European dimension of the sector

d) Realizing an experimental curricula for upgrading the competences in an perspective of multilingual publicizing supply chain

### 3. Terms and definitions

In this chapter important terms and definitions are presented according to EQF and ECVET recommendations, which will be used as a basis for the development of the learning outcomes and of the later outputs and tasks of the project.

**Learning outcomes:** Statements of what a learner knows, understands and is able to do on completion of a learning process defined in terms of knowledge, skills and competence

**Assessment of learning outcomes:** Methods and processes used to establish the extent to which a learner has attained particular knowledge, skills and competence.

**Recognition of learning outcomes:** The process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

**Qualification:** 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.

**Unit of learning outcomes (unit):** Component of a qualification, consisting of a coherent set of knowledge, skills and competence, which can be assessed and validated. Unit can be the smallest part of a qualification that can be assessed, validated and, possibly, certified.

**Knowledge:** 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.

**Skills:** The ability to apply knowledge and use know-how to complete tasks and solve problems.

**Competence:** 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

**Credit for learning outcomes (credit):** Set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programs or qualifications

**Credit accumulation:** Process through which learners can acquire qualifications progressively by successive assessments of learning outcomes.

**Credit transfer:** Process through which learning outcomes achieved in one context can be taken into account in another context. Credit transfer is based on the processes of assessment, validation and recognition.

**ECVET points:** Numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

## 4. Learning outcomes in curricula

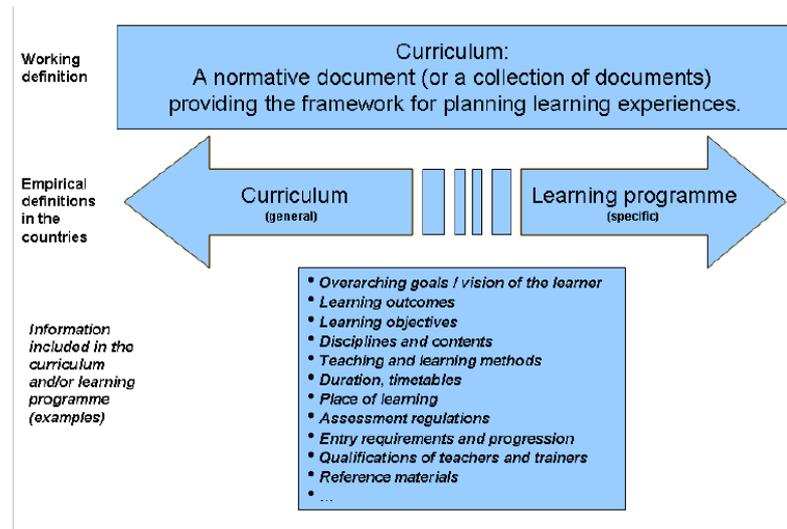
### 4.1 Learning programs vs Curriculum

As stated in the R.2.10 Deliverable, according to the European Qualifications Frameworks for lifelong learning, as well as for the ECVET recommendation, learning outcomes have been 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”***. It is also of most importance to provide the definition of curriculum and learning program.

The definition of **Curriculum** proposed by Cedefop is: ***“the inventory of activities implemented to design, organise and plan an education or training action, including the definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers”*** (Cedefop, 2008b).

**Learning Programs**, by contrast, are ***“an inventory of activities, content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified period of time”***.

We can then assume that the term curriculum refers to the design, organisation and planning of learning activities, whereas the term program refers to the implementation of these activities. In curricula, learning outcomes define outcome expectations of learning activities. They guide learners and teachers in the teaching process and choice of methodology. Learning outcomes in curricula inform learners about what they can expect to be able to do after a given learning activity. In curricula, learning outcomes define overall goals, general and specific outcomes of a program and each module. Learning outcomes in curricula explain to learners what they are expected to know, understand and be able to do at the end of the program, module and each unit. Levels of details of learning outcomes are different when they are applied to whole programs of learning (where learning outcomes are broader) and modules or units (where learning outcomes are more specific).



Source: Cedefop.

Table 1: *Definition of curriculum and learning program*

#### 4.2 Learning outcomes and their link to assessment and qualification

Very important aspect of learning outcomes is a clear alignment to assessment. Learning outcomes are a kind of common reference for assessment, in addition for teaching and learning. Appropriate assessment methods and procedures are used to check if the learning outcomes have been achieved.

The alignment between learning outcomes, teaching, learning and assessment helps to make the overall learning experience more coherent, transparent and meaningful for learners, and all other stakeholders.

Since a qualification refers only to knowledge, skills and competence that have been assessed by the competent body, without a clear alignment to the assessment process, development of learning outcomes approach is pointless.

Learning outcomes are directly connected to learning assessment. They clearly define what and how is to be assessed. They enable harmonisation in assessing learner’s performance. Learners and teachers are focused on what is going to be assessed. Hence, learning outcomes affect the process of teaching and learning through assessment.

Assessment, validation and recognition processes must be agreed and should respect existing national, regional, sectoral or institutional practices. While developing assessment criteria and procedures it should be ensured that behavioural verbs within learning outcomes are well linked to them.

It is important that each assessment not only reflects learning outcomes, but that the assessment is targeted at the complexity level of learning outcomes.

It is also important to choose suitable assessment tools for the learning outcomes, such as: exercise, quiz, exam, demonstration, project, paper, report, presentation, team participation, homework, etc. Some learning outcomes may be assessed by using a combination of assessment tools.

There are some practical questions that can help to prepare suitable assessment:

- What should learners read, view, research?
- What is important for learners to know?
- What is important for learners to do?
- What knowledge should learners remember for a number of years from now?
- What is important in this field on a daily basis?
- Etc.

An example of the alignment of learning outcomes with the assessment criteria is presented below

Learning outcomes	Assessment criteria
The student or candidate	The student or candidate
1. serves customers in accordance with the business idea or operating guidelines of the establishment	<ol style="list-style-type: none"> <li>1. (excellent): 'notes the customer's arrival and serves them politely and on his/her own initiative as a representative of the establishment'</li> <li>2. (good): 'notes the customer's arrival and serves them politely as a representative of the establishment in accordance with set guidelines'</li> <li>3. (satisfactory): 'notes the customer's arrival and serves them politely as a representative of the establishment, but occasionally requires assistance'</li> </ol>
2. ensures customer satisfaction	<ol style="list-style-type: none"> <li>1. (excellent): 'actively solicits feedback on services or products, thanks the customer, and forwards the feedback to their supervisors'</li> <li>2. (good): 'receives customer feedback on services or products, thanks the customer, and forwards the feedback to their supervisors'</li> <li>3. (satisfactory): 'receives customer feedback on services or products and thanks the customer'</li> </ol>

Source: Finnish National Board of Education, 2011, p. 24.

Table 2: *Aligning learning outcomes with assessment criteria*

## 5. Developing Learning outcomes

### 5.1 Learning outcomes in different domains

According to relevant taxonomies of learning outcomes (for example, Bloom’s taxonomy), there are 3 domains of learning outcomes developed, including lists of action verbs for each domain and their complexity:

- Cognitive (what a learner knows and understands);
- Psychomotor (what a learner is able to do/perform);
- Affective (Beliefs, values and attitudes of a learner).

Good learning outcomes guide training content and methods. They also guide the methods and tools used to assess the achievement of those learning outcomes. Evaluation questions for different domains focus on different elements, as follows:

- Cognitive domain evaluation questions focus on – “What knowledge was gained, and how well can learners apply them?”
- Psychomotor domain evaluation questions focus on – “What skills were developed or enhanced?”
- Affective domain evaluation questions focus on – “Did attitudes change, and in what way?”

### 5.2 Practical tools for the definition and writing of learning outcomes

There are important rules for the formulation of learning outcomes, such as for:

- Use action verbs for specific level and type specification;
- Specify and contextualise the action verb, including conditions and criteria in which the action takes place;
- Avoid vague formulations and link to teaching/learning and assessment;
- Group learning outcomes in “Units” or “Modules” and link them to overall learning outcomes at qualification level.

More specific according to CEDEFOP, there are some “rules of thumbs” used for the definition and writing of learning outcomes:

- ❖ Defining and writing learning outcomes should be treated as an iterative process, starting from overall objectives and moving stepwise towards specific statements for units and assessment. Having arrived at specific statements, overall objectives could be reviewed and changed.
- ❖ When writing learning outcomes to orient a qualification/program or a qualification unit/course, carefully consider the number of statements used. When defining a course or unit it is generally recommended limiting the number of statements (perhaps four to six statements);
- ❖ When defining and writing learning outcomes for a full qualification or a program it is generally recommended to keep the number of statements as low as possible. The purpose should be to identify the overall scope and profile, not to list all technical details
- ❖ Limiting the number of statements makes it easier for the learner to relate to the intentions and engage in the learning;
- ❖ Limiting the number of statements makes it easier to plan teaching, to facilitate learning and eventually to carry out assessments;
- ❖ When writing a learning outcomes statement, focus on the learner and start with an action verb, followed by the object of the verb as well as a statement specifying the depth/breadth of learning to be demonstrated, and complete with an indication of the context (which can be related to learning, work or other relevant social contexts);
- ❖ In general there should not be more than one action verb for each learning outcome.

The basic structure of learning outcomes statements...			
... should address the learner.	... should use an action verb to signal the level of learning expected.	... should indicate the object and scope (the depth and breadth) of the expected learning.	... should clarify the occupational and/or social context in which the qualification is relevant.
Examples			
The student...	...is expected to present ...	...in writing the results of the risk analysis	...allowing others to follow the process replicate the results.
The learner...	...is expected to distinguish between...	...the environmental effects...	...of cooling gases used in refrigeration systems.

Source: Cedefop.

Table 3: *The basic structure of learning outcomes statements*

### 5.2.1 Use action verbs

Each statement, after the common statement on audience (“A learner ...”), should begin with a precise action (active) verb, followed by the object of the verb followed by a phrase that gives the context. It is generally benefit to use only one verb for one statement of learning outcomes, except in the cases when the complexity of specific learning outcomes additionally needs to be described.

### 5.2.2 Specify and contextualise the action verb

Learning outcomes must be specified and contextualised. Therefore it is essential to provide an indication as to what knowledge, skills and competence of the learner refer to, and as to what kind of performance is concerned.

### 5.2.3 Avoid vague formulations and link to teaching/learning and assessment

All statements of learning outcomes should be clear and understandable for the wider public, or at least for learners, rather than only for experts. Avoid complicated sentences. If necessary, use more one than one sentence to ensure clarity. In addition, the formulation of statements of learning outcomes should neither be too general nor too specific. Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of, in order to reduce ambiguity. These terms are associated with teaching objectives rather than learning outcomes. Take also into account prior knowledge, available time and the learning opportunities (credits, entry requirements, etc.) In the following Table from CEDEFOP there are examples of how to reduce the ambiguity when developing learning outcomes using the proper terms

	The learner	The action	The object	The context
Creating ambiguity	The learner is expected	<ul style="list-style-type: none"> <li>· understand</li> <li>· be aware of</li> </ul>	<ul style="list-style-type: none"> <li>· the tools and methods</li> <li>· problems related to tools and methods</li> </ul>	applied in CNC milling
Reducing ambiguity	The learner should	<ul style="list-style-type: none"> <li>be able to describe</li> <li>be able to solve</li> </ul>	<ul style="list-style-type: none"> <li>the basic principles</li> <li>a problem related to tools and methods</li> </ul>	applied in CNC milling

Source: Cedefop.

Table 4: *Reducing ambiguity*

As working on writing the learning outcomes, it is important to ask ourselves how these outcomes will be assessed, i.e. how will you know if the student has achieved these learning outcomes? If the learning outcomes are very broad, they may be difficult to assess effectively. If the learning outcomes are very narrow, the list of learning outcomes may be too long and detailed. Clearly, it is necessary to have some form of assessment tool or technique in order to determine the extent to which learning outcomes have been achieved. Examples of direct assessment techniques are the use of written examinations, project work, portfolios, grading system with rubrics, theses, reflective journals, performance assessment,



etc. Examples of indirect assessment methods are surveys of employers, comparison with peer institutions, surveys of past graduates, retention rates, analysis of curriculum, etc.

The challenge for teachers is to ensure that there is alignment between teaching methods, assessment techniques, assessment criteria and learning outcomes. This connection between teaching, assessment and learning outcomes helps to make the overall learning experience more transparent. Student course evaluations show that clear expectations are a vitally important part of effective learning.

#### **5.2.4 Group of learning outcomes in “Units” and link to overall learning outcomes at the level of qualifications**

The learning outcomes should be grouped into units (or modules or other ways of grouping). Units include multiple learning outcomes that are required for carrying out core tasks of the qualification to be described.

A unit of learning outcomes, if possible, should consist of not too small, neither too large number of statements. Unit of learning outcomes should be clearly linked to overall learning outcomes at the level of qualification (or program level).

It is important to ensure that the learning outcomes of the module relate to the overall outcomes of the program. When writing learning outcomes, bear in mind the timescale within which the outcomes are to be achieved. There is always the danger that one can be over-ambitious when writing learning outcomes. It is important to ask if it is realistic to achieve the learning outcomes within the time and resources available. Even, before finalising the learning outcomes, ask your colleagues and experts and possibly former students if the learning outcomes make sense to them.

### **5.3 Overview of the process for developing learning outcomes**

The relevant design process of learning outcomes that could help writing effective learning outcomes could be as follows:

- Identify aims and content of the qualification (program);
- Draft overall learning outcomes at qualifications level according type specification;
- Draft unit aims and contents;
- Draft unit learning outcomes and link them to overall learning outcomes at the qualification level;
- Design assessment methods, criteria and tasks;
- Develop teaching and learning strategy;
- Develop and evaluate
- Go to the beginning of the recommended process and review aims and content of the qualification (program) until you are satisfied.

## 6. The core curriculum template based on LOs approach, ECVET & EQF

### 6.1 Applying ECVET principles to the module template of the curriculum

In order to apply the ECVET principles to the development of a module template of the curriculum, the following issues should be taken into consideration:

- Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process defined in terms of knowledge, skills and competence.
- Learning outcomes are developed in the process of designing qualifications.
- Learning outcomes are grouped to create units.
- Learning outcomes are not dependent on the learning process or the learning context in which they have been achieved.
- Each curriculum should be linked to a relative qualification and the qualification should be described in terms of Units of Learning Outcomes (LOs)
- For each qualification, the EQF level should be determined, which will then be translated to the country-specific national qualifications framework.
- For each qualification a reference training/educational pathway should be selected, that will lead to the allocation of the total ECVET points of the qualification as well as to the allocation of ECVET points to the units of LOs of the qualification.
  - ECVET points are a numerical representation of the overall weight of LOs in a qualification and of the relative weight of units in relation to the qualification.
  - ECVET points are not credit. While credit designates the learning outcomes the learner has achieved, ECVET points provide information about the qualification and the units. A credit is related to a person and his/her personal achievement (credit does not exist on its own without someone having achieved it), ECVET points are linked to the qualification structure and description (independent of whether someone has achieved the qualification or not)
- Then the link between the units of LOs and the training program should be established, as well as the link between assessment/validation processes, the achievement of units of learning outcomes and award of associated ECVET points. More specifically, from the total number of ECVET points allocated to a qualification, each unit is allocated a number of ECVET points based on its relative weight within the qualification.
- An education or training program is composed of different learning activities such as modules, placements and courses to which a curriculum is related (learning objectives, content, assessment methods and material etc.). The program therefore structures the way the learning activities are organised.



- The relationships between units and these sets of learning activities depend on the qualifications system. For example, a set of learning activities could correspond to one unit, a number of units or even part of a unit.
- In some systems, programs are designed so they lead to the progressive acquisition of units. In others the units are only achieved after the whole learning program has been completed and it is only then that the learner is assessed. Intermediary situations also exist, where continuing assessment is combined with a final assessment.

### 6.2 ASAP Unit documentation form

The following is a template to help the lead partners write the curriculum

ASAP UNIT DOCUMENTATION FORM			
Generic Title of the Unit:			
Title of the Qualification:			
EQF Level:			
ECVET points of the Qualification:			
Special weight of the Unit in the overall qualification:			
ECVET points: of the Unit:			
LERARNING OUTCOMES DESCRIPTION			
LERARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES
LO1			
LO2			
LO3			
LO4			
LO5			
LO6			
PROCEDURES AND CRITERIA FOR ASSESSMENT			
COMPETENCIES	CRITERIA	ASSESSMENT INDICATORS	

Table 5. ASAP Unit Documentation Form Template

ASAP UNIT DOCUMENTATION FORM			
Generic Title of the Unit:	STRATEGY		
Description of the UNIT	Enhance strategic thinking and employ leadership and empowerment techniques to influence strategy formalisation and responsiveness to the new environment in cultural industry		
Title of the Qualification:			
EQF Level of the Qualification:	3		
ECVET points of the Qualification:	120		
Special weight of the Unit in the overall a qualification:	0,2		
ECVET points: of the Unit:	24		
UNIT'S LERARNING OUTCOMES DESCRIPTION			
LERARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES
L01	1.1 The learner will gain knowledge and understanding of leadership foundational theories and models	1.2 The learner will be able to demonstrate leadership skills and the ability to use theories in practical issues related to effectively leading change, resolving conflict, and motivating others	1.3. The learner will be able to utilize the leadership techniques to independently assess and evaluate possible risks in the organization/company
L02	2.1 The learner will gain knowledge on developing a "vision statement" for an organization/company as an essential part of strategic management.	2.2. The learner will be able to utilize, motivation, negotiation, coaching and organisational skills to define the core ideals that give an organisation/company shape and direction.	2.3 The learner will be able to visualise and assess independently the vision/mission of the organisation/company having a critical view on an organisation's/ company's "big picture" and long term goals
L03	3.1 The learner will be able to exhibit knowledge on crisis management theories and techniques as an essential part of strategic management.	3.2 The learner will be able to utilize crisis management techniques to daily business environment while enhancing communication, confidence and perseverance skills.	3.3. The learner will be able to demonstrate autonomy in assessing daily business problems and identifying types and severity of crisis.
L04			
PROCEDURES AND CRITERIA FOR ASSESSMENT			
COMPETENCIES	CRITERIA	ASSESSMENT INDICATORS	

Table 6. ASAP Unit Documentation Form Sample

Explanations	
Qualification:	TBC
EQF Level:	4
Duration:	
Name of LO	Name of learning outcome should be clear, concise and linked to the learning outcomes description.
Definition of LO	The learning outcome definition should contain the achievement, purpose, learning situation and condition.
Description of LO	According to ECVET principals, learning outcomes should include 3 elements: <b>knowledge, skills and competence</b> . Learning outcomes



	<p>should be <b>describable, presentable, and assessable</b>.</p> <ol style="list-style-type: none"> <li>1. Knowledge refers to facts, principles, theories, and practices that are related to a field of work or study. Knowledge is described as theoretical and/or factual knowledge</li> <li>2. Skills mean the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive, and creative thinking) or practical (use of methods, materials, tools and instruments)</li> <li>3. Competence means the proven ability to use knowledge, skills, personal, social and methodological abilities in work or study situations as well as in professional and personal development. It is described in terms of responsibility and autonomy.</li> </ol> <p>The description of LOs should be depicted as below.</p> <p>It is important that when developing LOs we should always consider the relative EQF Level. In the curricula, the EQF level is ....., which means that the LOs should be aligned with the Los of this level. i.e:</p> <ul style="list-style-type: none"> <li>• Factual and theoretical knowledge in broad contexts within a field of work or study</li> <li>• A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</li> <li>• exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change</li> <li>• supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</li> </ul>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<b>Description of LO</b>	1.1 The learner will be able to articulate a range of digital marketing theories and practices.	1.2 The learner will be able to demonstrate digital marketing skills in situations that need design and execution of a promotional campaign.	1.3. The learner will be able to evaluate independently the impact of the campaign results in the digital marketing.
<b>Assessment Type:</b>	How the learner will be assessed should be made clear - e.g. timed exam, practical project, and portfolio.		

Table 7 Explanation of terms



## References

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### **Websites**

ECVET toolkit <http://www.ecvet-toolkit.eu/>

ECVET projects <http://www.ecvet-projects.eu/>

European ECVET network <http://www.ecvet-secretariat.eu/en>

Cedefop ECVET page <http://www.cedefop.europa.eu/en/events-andprojects/projects/ecvet-european-credit-system-vocational-education-and-training>

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European Commission ECVET page [http://ec.europa.eu/education/policy/vocationalpolicy/ecvet\\_en.htm](http://ec.europa.eu/education/policy/vocationalpolicy/ecvet_en.htm)