

Erasmus+ EACEA

Grant Agreement no.: 2016 – 3203 / 001 - 001

Project Number – 575425–EPP-1-2016-1-UK-EPPKA2-SSA

Live Skills

Start date of the project: 01/12/2016

Duration: 36 months

Output: D.3.1

Methodological guide for the articulation of learning outcomes

Responsible WP: EOPPEP

Revision: V1.0

Dissemination and upscaling	
Public	X

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DOCUMENT CONTROL

Document version	Date	Change
V0.0	06/03/2018	Draft version
V1.0	18/6/2018	First version

VALIDATION

Reviewers	Validation date
Work Package Leader	30/01/2018
Evaluation & Quality Assurance Panel	.../.../2018
Project Coordinator	1/06/2018

DOCUMENT DATA

Keywords	Quality, Quality Assurance, Quality Assurance Plan
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Delivery date	18/06/2018

Executive Summary

The 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.

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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 Live Skills 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 Learning Outcomes (LOs) approach and qualification in different domains, as well as the relative methods for the design, development and formulation of LOs and the linking learning outcomes to teaching and assessment are presented
- **In Chapter 5**, the European Tools (ECVET, EQAVET, EQF) are presented
- **In Chapter 6**, the core curriculum template, based on the Learning Outcomes approach is presented
- **In Chapter 7**, the summary of conclusions is presented

2. General background information on the Live Skills Project

The three agreed VET curricula in the Audio-visual and Live performance sectors that meet industry and labour market needs and enhance the employability of aspiring creative professionals across Europe are:

1. **Arts Management financial management:** marketing and audience development, fundraising, self-management, employability skills, people and time management, project management, presentation and communication skills, sustainable management (green skills) for the creative and cultural sector
2. **Cultural Entrepreneurship:** new business models, sustainability, leadership, business thinking and design thinking, cultural and social innovation, entrepreneurship and intrapreneurship, risk and trust, negotiation, inter cultural skills and networking skills
3. **Digital and New Technologies:** digital tools and strategies, digital art and design skills, digital for promotion and communication, building digital communities, intellectual property and piracy, social media communications platforms, animation and digital editing software, web related technologies, software development technologies, sound and lighting equipment and controls

For the effective use of the specific methodological guide, it is useful to be reminded of the objectives of the Live Skills Programme.

- Live Skills will help enhance employability and mobility for cultural professionals and students, boost the sector's competitiveness and build a vibrant, robust and sustainable Creative and Cultural Sector for the future.
- Live Skills will tackle identified skills shortages and respond to the demand for new skills within the Audio Visual and Live Performance subsectors of the wider Creative and Cultural Sector.
- The project's key objectives are to enhance entrepreneurial, management, digital and new technologies skills and prepare industry-ready professionals opening up new pathways to the sector. This will be achieved through the design and piloting of three

innovative curricula for two professions in the AV & LP sectors, which are: Sound Manager and Film/Video Editor.

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. The concept of Learning Outcomes (LOs) approach

4.1 General Info/ Potential of learning outcomes

Rapid development of modern technology and its influence to labour markets and general part of citizens' life in all member states of the European Union have presented numerous challenges to the education. Leading challenges are transparency, relevance and quality assurance of qualifications, which can be improved by shift and implementation of learning outcomes.

The implementation of learning outcomes approaches is of critical importance not only to the implementation of qualifications frameworks but also for a range of other purposes relevant to the modernisation of education and training. In European tools, such as Europass, EQAVET, ESG, ECVET and ECTS, ESCO, etc., a particular emphasis is given to learning outcomes. There are main areas where learning outcomes bring benefits: understanding and recognition of qualifications, supporting teaching and learning process, assessment and quality assurance.

Learning outcomes provide a common language allowing different **stakeholders** in education and training, as well as the labour market and society at large, to clarify skills needs and to respond to these in a relevant way. They facilitate the feedback of labour market stakeholders regarding the relevance of qualifications and their learning outcomes for their specific needs. Labour market partners very often are not experts in education and training processes, didactics and pedagogy. But they have better understanding of what to expect from learners when their achievements are expressed in terms of learning outcomes.

On the other hand, learning outcomes statements clarify what a **learner** is expected to know and be able to do and understand having completed a learning sequence, a module, a programme or a qualification. They support initial choice of education, training and/or learning paths; they help to orient the learning process itself; and they clarify what to expect during assessment. For learning outcomes statements to make any difference to learners, they must be visible not only in (written) qualification standards and programme descriptions. Their visibility in practice, throughout the teaching and learning process as well in assessment arrangements, is of critical importance and decides whether or not they add value to the individual learner; Well-written learning outcomes allow both teachers and learners to have a clear picture of the behaviour that is expected at the end of a course or units. Clear learning outcomes support adjustment of proper teaching and training methods to facilitate the achievement of the intended learning outcomes.

The learning outcomes approach supports also **assessment** by clarifying the criteria for success/failure and performance, and enables the assessment process to become more transparent and fit for purpose, because learning outcomes give exactly what behaviour is supposed to be assessed.

The most important consideration of all is how to write learning outcomes that are fit for purpose, including their relevance to labour market or further learning and clear alignment to assessment criteria and procedures.

4.2 Definition of learning outcomes

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**”.

In addition to the above definition, there are other relevant definitions of learning outcomes. For example, within the Bologna process, learning outcomes are defined as statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. S. Adam defines learning outcome as a written statement of what the successful learner is expected to be able to do at the end of the module/course unit or qualification.

All definitions stated above stress the importance of completion of learning process, and more specific what exactly a learner acquires in terms of knowledge, skills and wider competence when he/she successfully completes a learning process. The term “learning outcomes” may also embrace general knowledge and ethical, cultural, and social skills that go beyond the needs of the labour market.

4.3 Learning outcomes in different contexts

Learning outcomes are defined in different contexts and different purposes, for example, in educational and quality assurance context, occupational context, guidance context, and personal context.

In **occupational context**, learning outcomes are embedded in occupational standards. Level of details and style of expression of learning outcomes depends on the context, making learning outcomes fit for purpose. The purpose of learning outcomes in occupational standards is to define key functions, tasks and activities of a given occupation. Occupational standards describe knowledge, skills and wider competence within a job. They usually specify the professional tasks and activities the holder of a qualification is supposed to be able to carry out and the competence needed for that purpose. Occupational standards are often used to as the basis of designing proper standards of qualifications and learning programs.

Within the qualification and qualifications standards, learning outcomes inform learners on further choosing a pathway for further learning. They inform providers and policy makers where qualifications are missing. **Within qualifications frameworks**, learning outcomes define complexity and profile of learning in a country and region. They facilitate classification of different types and forms of qualifications in the framework according to levels and other characteristics of qualifications.

In **educational context** learning outcomes are expressed in curricula, units, modules, course descriptions, educational standards, and qualifications and assessment standards.

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.

In the following table a summary of the purpose of learning outcomes is presented (*source: EQF*)

Summary of the purposes of learning outcomes

Where learning outcomes can be found	Purpose of learning outcomes in this document
Occupational standards	To define the tasks and expectations of a given occupation. To serve as a basis for defining work practices, continuing training, recruitment, performance appraisal systems, but also social dialogue. Occupational standards can also be used to define VET qualifications.
Curricula	To define the expectations of each learning activity. To guide teachers in the teaching process, choice of methods, etc. To inform learners about what they are expected to be able to do/know after a given learning activity.
Assessment criteria/specifications	To define what is to be assessed and ensure that the learning outcomes (for a qualification or learning activity/module) are met. To enable homogeneity in judging learners performance.
Qualifications	To define the overall expectations of a person holding the qualification. To inform employers when recruiting a person with a given qualification. To inform learners at the orientation stage (choosing a pathway) and consequently also to be used by guidance staff. To manage the qualifications system (for example, identify areas where qualifications are missing).
Qualifications frameworks	To define the levels of learning in a country and to classify different types and forms of qualifications in the framework according to these levels. Also, to improve transnational understanding of qualifications levels in a country.

Table 1: *Summary of the purpose of learning outcomes*

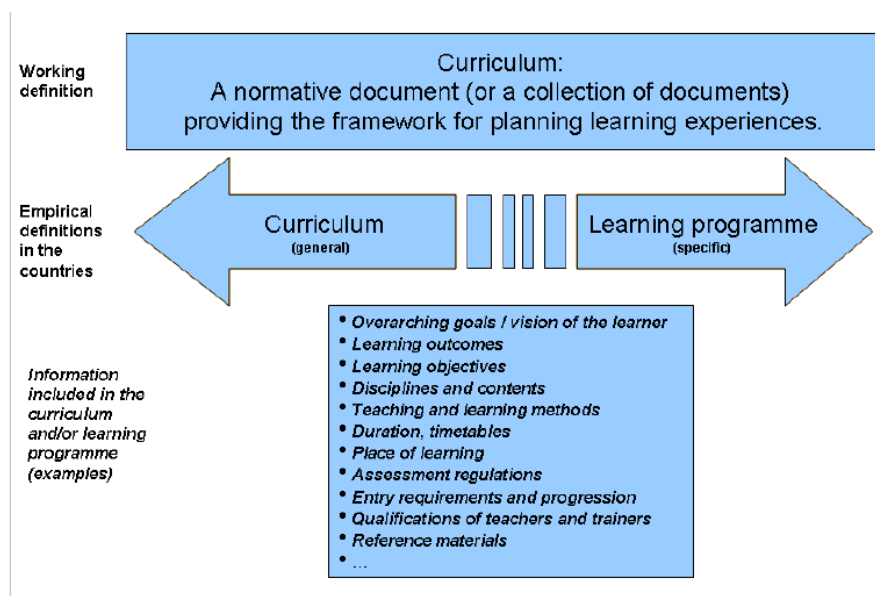
4.4. Learning outcomes in curricula

Since a key task of the Project is to develop the chosen 3 curricula in terms of learning outcomes, and then to develop and deploy the relative learning programs, it is 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 2: Definition of curriculum and learning program

4.5 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	1. (excellent): 'notes the customer's arrival and serves them politely and on his/her own initiative as a representative of the establishment' 2. (good): 'notes the customer's arrival and serves them politely as a representative of the establishment in accordance with set guidelines' 3. (satisfactory): 'notes the customer's arrival and serves them politely as a representative of the establishment, but occasionally requires assistance'
2. ensures customer satisfaction	1. (excellent): 'actively solicits feedback on services or products, thanks the customer, and forwards the feedback to their supervisors' 2. (good): 'receives customer feedback on services or products, thanks the customer, and forwards the feedback to their supervisors' 3. (satisfactory): 'receives customer feedback on services or products and thanks the customer'

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

Table 3: *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:

- 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 presentin writing the results of the risk analysisallowing 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 4: *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"> understand be aware of 	<ul style="list-style-type: none"> the tools and methods problems related to tools and methods 	applied in CNC milling
Reducing ambiguity	The learner should	be able to describe be able to solve	the basic principles a problem related to tools and methods	applied in CNC milling

Source: Cedefop.

Table 5: *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 European Tools (ECVET, EQAVET, EQF)

Learning outcomes are the core mechanism of European instruments aiming at the transparency, comparability, transferability and recognition of competences and/or qualifications, between different countries and at different levels (European Commission, 2002). To implement European instruments such as the European qualifications framework, the European credit system for VET and the European quality assurance reference framework, countries are encouraged to define national qualification frameworks and qualification standards based on learning outcomes

According to the project description, and the agreed work plan, all curricula will be designed based on EQVET, EQF, and EQAVET European tools' standards, in order to enhance the transferability and mobility of professionals between countries. This will also assist with the accreditation of the Live Skills course in Greece and the UK. For this reason, in this chapter the three above stated European tools are presented.

6.1 EQAVET

EQAVET principals should be adhered to in the Live Skills project to ensure accountability. Quality assurance policies and procedures should underpin all levels of the European Qualifications Framework. The principals are:

- quality assurance should be an integral part of the internal management of education and training institutions
- quality assurance should include regular evaluation of institutions, their programmes or their quality assurance systems by external monitoring bodies or agencies
- external monitoring bodies or agencies carrying out quality assurance should be subject to regular review
- quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes
- quality assurance systems should include the following elements: clear and measurable objectives and standards, guidelines for Implementation, including stakeholder involvement; appropriate resources; consistent evaluation methods, associating self-assessment and external review; feedback mechanisms and procedures for improvement; widely accessible evaluation results
- quality assurance initiatives at international, national and regional level should be coordinated in order to ensure overview, coherence, synergy and system-wide analysis
- quality assurance should be a cooperative process across education and training levels and systems, involving all relevant stakeholders, within Member States and across the Community
- quality assurance orientations at Community level may provide reference points for evaluations and peer learning.

6.2 EQF

The European Qualifications Framework (EQF) is one of a series of instruments developed to support European cooperation in education and training. The EQF encompasses all levels and all types of learning and centres on eight reference levels, known as EQF levels, that describe what a learner knows, understands and is able to do (learning outcomes descriptors).

The EQF does not describe specific qualifications, however, relying instead on the levelling of qualifications and awards against existing National Qualifications Systems and Frameworks (NQFs). EQF Levels can be found here: <https://ec.europa.eu/ploteus/content/descriptors-page> and comparisons across EU countries can be found here: <https://ec.europa.eu/ploteus/en/compare>.

The referencing of different national qualifications systems and frameworks to the EQF is ongoing, with some countries having completed this activity and other countries continuing to work on development and referencing actions. Where referencing has been completed, results have been uploaded to the EQF Portal (a part of the European Commission's Ploteus platform) to allow the comparison of different NQFs, to the EQF, and to each other.

As stated above, within the EQF, learning outcomes are classified into the following categories:

- ❖ **Knowledge** (facts, principles, theories and practices),
- ❖ **Skills** (cognitive and practical) and
- ❖ **Competence** (such as ability to take responsibility and show autonomy).

This structure of learning outcomes simplifies description of learning outcomes, understanding of their complexity level, validation, assessment and recognition. It makes implementation easier and sustainable.

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

6.3 ECVET

The European Credit system for Vocational Education and Training (ECVET) makes it easier for people to get validation and recognition of work-related skills in different systems and countries. The Live Skills Framework needs to meet the requirements of ECVET by helping:

- learners wishing to upgrade or extend their qualifications through part-time study;
- learners wishing to study for additional qualifications that complement or build on those already held;
- learners seeking qualifications for career progression, and
- learners returning to education or training.

One of the main elements of ECVET is the description of qualifications in terms of **units of learning outcomes**, with learning outcomes brought together in units. The grouping together of the

developed learning outcomes for the formation of Units is performed according to one or more common criteria (for example, linguistic, occupational or technical nature; complementary competences; level of learning). Units are then brought together / accumulated to form the basis of qualifications or awards.

A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

The above approach is depicted in the following figure:

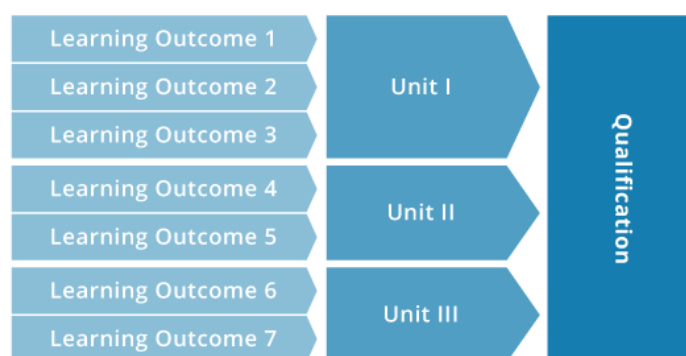


Table 6: *Structure of qualifications based on Units of LOs*

The nature of units of learning outcomes and the approach chosen for identifying them will, in general depend on the specific qualifications system or context.

It is important that units of learning outcomes are designed so that they can be:

- **clearly understood** by involved stakeholders - such as learners, teachers and trainers (in the home and host institutions) and competent institutions with responsibility for validating and recognising learning outcomes achieved during a period of geographical mobility.
- **achieved during mobility** - for example, taking into account the existing knowledge, skills and competence of learners, the duration of the planned mobility and the learning opportunities able to be accessed in the host institution and country.
- **assessed abroad** - some learning outcomes may be easier to assess abroad than others and it is also important to take into account the language skills of individual learners.
- **recognised** when the learner returns to the home institution.

Moreover, the units that make up a qualification should be:

- Described in legible and understandable terms by referring to the knowledge, skills and competences contained in them.
- Constructed and organised in a coherent way with regard to the overall qualification,

- Constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit.

A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision.

The rules and procedures for defining characteristics of units of learning outcomes and for combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules.

Nevertheless, according to the ECVET recommendation / the structure of a unit should include the following parts/elements:

1. The generic title of the unit.
2. The generic title of the qualification (or qualifications) to which the unit relates, where applicable.
3. The reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the EQVET credit points associated with the qualification.
4. The learning outcomes contained in the unit.
5. The procedures and criteria for assessment of these learning outcomes.
6. The EQVET points associated with the unit.
7. The validity in time of the unit, where relevant

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

7.1 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.

7.2 Module template of the curriculum

The following is a template to help the lead partners write the curriculum plans for WP 3.2.

Module Guide	
Module codes:	Arts Management LS-AM-1 LS-AM-2 LS-AM-3 LS-AM-4 Cultural Entrepreneurship LS-CE-1 LS-CE-2 LS-CE-3 LS-CE-4 Digital and New Technologies LS-DNT-1 LS-DNT-2 LS-DNT-3 LS-DNT-4
Module Title	e.g. Live Skills Arts Management Module 1 – Financial Management
Module Description:	The module description should introduce the general subject area, outline the module aims, and state the skills and knowledge developed
Qualification:	TBC
EQF Level:	4
Duration:	10.75 days (6 hours per day)
Learning outcomes Learning outcomes should be numbered as follows L01 L02 L03	
Name of L01	Name of learning outcome should be clear, concise and

	linked to the learning outcomes description.		
Definition of LO1	The learning outcome definition should contain the achievement, purpose, learning situation and condition.		
Description of LO1	<p>According to ECVET principals, learning outcomes should include 3 elements: knowledge, skills and competence. Learning outcomes should be describable, presentable, and assessable.</p> <ol style="list-style-type: none"> 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 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) 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. <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 Live Skills curricula, the EQF level is 4, which means that the LOs should be aligned with the Los of this level. i.e:</p> <ul style="list-style-type: none"> • 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, but are subject to change • supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities 		
	Knowledge	Skills	Competencies
Description of LO1	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.
Name of LO2			

Definition of L02			
Description of L02	2.1	2.2.	2.3
Name of L03			
Definition of L03			
Description of L03	3.1	3.2	3.3.
Course Syllabus:	Provide a list of topics to be covered per learning outcome.		
Sample Learning Activities:	A simple list of activities that the learner can complete throughout the unit.		
Assessment Type:	How the learner will be assessed should be made clear - e.g. timed exam, practical project, and portfolio.		
Required and Recommended Readings:	Every module guide should offer a subject relevant reading list to include, books, journals, websites, and video tutorials where appropriate.		
Contact Details for trainers:			

Appendices

EQF levels of Learning Outcomes

Each of the eight levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.			
Level	Knowledge Described as theoretical and/or factual	Skills Described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Competence Described in terms of responsibility and 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 to carry out tasks and to 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.	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 behaviour 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, but are subject to change 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 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 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 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

Source: European Commission, 2008.

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