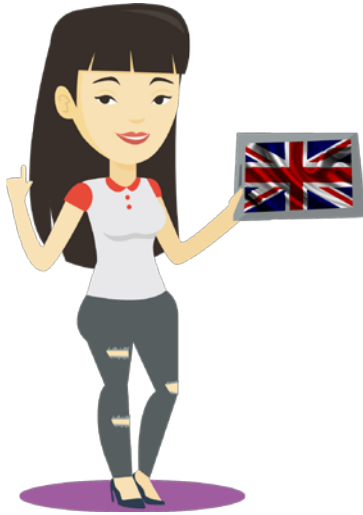


Guidance to ECVET for College tutors

Annex 2 - Examples of deriving Units of Learning Outcomes

It is the purpose of this annex is to give you an understanding of how differently the work with learning outcomes is approached in different European countries in connection with mobility placement.



UK context

Most vocational courses in the UK have practical units and a work experience unit within the course curriculum.

In terms of the identified learning outcomes, college tutors may therefore consider the mobility placement as an opportunity to develop specific technical skills or more general employability skills, or both.

Example 1:

Work Experience in the Travel & Tourism sector (NQF Level 3)

Learning outcomes for this unit are:

By the end of the unit, the learner will:

- Be able to prepare for a work experience placement in the travel and tourism sector
- Be able to demonstrate the skills, qualities and behaviours needed for effective performance in the workplace
- Know the key features of the chosen work experience organisation
- Be able to evaluate own work experience placement

These learning outcomes can be built into each stage of the mobility, with some of the learning outcomes being achieved before the placement, as part of the preparatory activities, some achieved during the placement and some after the placement, as part of the reflection and debrief.

Supporting evidence could be a diary, logbook, employer feedback records, attendance records, skills audits, witness statements.

Learners are required to set personal, career and curriculum objectives for their work placement prior to the start, which can be reviewed during and at the end of the placement.

Learners will need to be given guidance in advance on how to carry out an evaluation of their performance whilst on placement. If they are completing a logbook, for example, there should be space for recording activities undertaken and skills demonstrated. There should also be an opportunity to reflect on their experience each day, analyse the problems they faced and possible solutions. They should also be guided on how to seek feedback from their employer and their course tutor.

Example 2:

Hair and Beauty (Level 3)

The tutor has identified two units which could be covered whilst on the mobility placement:

'Client Consultation' and 'Haircutting services'. The learning outcomes for these units are as follows:

Client Consultation

- Know the salon requirements related to client care and consultations
- Know the principles of client care
- Know the principles of consultation
- Be able to conduct a client consultation

Hair cutting services

- Know the salon requirements for cutting ladies hair
- Understand the factors that influence cutting ladies hair
- Understand the products, tools, equipment and techniques for cutting ladies hair
- Be able to prepare for cutting ladies hair
- Be able to provide services for cutting ladies hair

The placement would give them an opportunity to talk to clients about their requirements, and cut and shampoo hair. In doing so, they would learn about the salon requirements of cutting ladies hair. Whilst they would not be formally assessed on these units, as the units will have already been achieved in the College, prior to the placements, it will give them an opportunity to apply their theory in a salon setting, and learn about a different salon (and possibly cultural) approach to cutting hair and consulting clients.

All students are required to complete a number of treatment case studies as part of their course. Some of their work on placement could contribute to this, and we would be asked to complete consultation forms for any treatments carried out.

It is a requirement of the qualification awarding body that relevant and meaningful employer involvement is integrated into the delivery/assessment of the course.

The accompanying person will meet with each host organisation during the first week and explain the requirements for learners to evidence learning. The host organisations will be asked to sign the consultation forms to confirm that the learner has carried out the treatment and write comments/feedback on performance.

We will ask for an overall employer feedback form to be completed for each learner at the end of the placement and provide a template for this.



The Danish context

Vocational education in Denmark is based on the dual system or an apprentice-based system where the learners the employed by companies combined with periods of school education.

Danish vocational education is not curriculum based, it is competence based. In the legal framework¹ for each vocational education, a number of competence goals are defined that the student must master before they are allowed to take the final test. These competence goals are a mixture of theoretical knowledge and practical skills.

The Danish dual system differs a bit from a more known dual system like the German system because the first learning year (Base course 1 and 2) in a vocational training pathway is school based. The vocational learners are students and do not yet have direct contact with an employer.

The difference between the Danish and the German VET systems is also visible in the way learning outcomes are described. As described above in the apprentice-based part of the education you are using competence goals, but in the school system you are working with units of learning outcomes where the learning outcomes are grouped in knowledge, skills and competences.

In the following two examples is you can see how this leads to two quite different approaches to the development of the unit of learning outcomes (ULO) for two 3-week mobility placements.

Example 1 - Developing a ULO based on prescribed Learning Outcomes

The following units of learning outcomes were used in connection with three-week work placement in Northern Germany for a base course two student. The unit has been developed by the education manager Lena Pind under guidance from the school project department.

Work Experience in the Food, agriculture and experiences sector (NQF Level 4)

Learning outcomes for this unit are: Education and Training to the profession of cook - within Kitchens & Restaurants. (Basic level 2 – gastro)

Area of work tasks: Hands-on practical experience in the kitchen

Description of the Unit: The student obtains the following knowledge, skills and competences – through hands-on practical experience in the kitchen

¹ Each vocational education in Denmark is regulated by number legal documents. The learning outcomes are defined in the Education Ordinance which is the main document in the legal framework.

By the end of the unit, the learner will:

Knowledge of:

- Cooperation in solution of professional assignments.
- Materials, tools and equipment for food processing.
- Common raw material for food preparation.
- Basic cooking methods, including processing, production and self-monitoring.
- Sensory and quality criteria in relation to raw materials and food processing.
- Danish and international food culture.
- Setting of tables, ordinary forms of serving and clearing of tables.

Ability to:

- Basic cooking methods and forms of production.
- Use of materials, tools and equipment for solving simple tasks in connection with the processing of foods
- Table setting, common serving forms and decorated as well as guest-and customer service in various service and sales situations.

Competence to:

- Cooperation in solution of professional work assignments in connection with handling of food.
- Use common materials, tools and equipment for food processing,
- Prepare and serve simple meals and menus with view to sensory techniques and quality.

Additional learning:

The practical assignment aboard is to up-grade the students' language competences and enhance knowledge of other cultures and trades.

The format of the unit of learning outcomes template itself was developed in Leonardo da Vinci Transfer of Innovation project "HansaECVET" where CELF was a school partner. Besides describing the learning outcomes, it also sets the frame for the mobility placement by stating the name of the unit, referencing to the qualification, defining the area of work, defining the qualification level on national and European level and defining the learning outcomes in knowledge, skills and competences.

The learning outcomes from the legal framework were chosen to fit a three-week practical mobility placement, and the learning outcomes can be transferred 1 to 1 from the Education Ordinance to the ULO template due of the format of learning outcomes in the Education Ordinance for the base course. This means that the learning outcomes are prescribed when students on the base course are send on mobility placements.

When the mobility placement is at its end the learner's learning will be assessed by the host organisation and further evidenced by student's journal. Once the student has returned to the host organisation the learning outcomes will be validated and recognised by college.

Example 2 - Developing a ULO based on non-prescribed Learning Outcomes

The second example is also from a 3-week practical mobility placement in Northern Germany but for a student in apprenticeship-based system. These learning outcomes have been defined by college tutor Jacob A. Andersen in cooperation with project department. Because the learning outcomes were not prescribed then it gave the developers the much bigger task in defining the ULO for the mobility placement.

The main task was to break down the competence goal from the legal framework in learning outcomes grouped in knowledge, skills and competences and at the same time make the learning outcomes measurable and fit into frame of a 3-week mobility placement.

Work Experience in the transport sector (NQF Level 3/4)

Learning outcomes for this unit are: Education and Training to the profession of Auto Mechanic (2nd learning year)

Area of work tasks: Practical education and training in professional auto workshop

Description of the Unit: The student obtains the following knowledge, skills and competences – through hands-on practical experience in a professional auto workshop

By the end of the unit, the learner will:

Knowledge of:

- Achieve knowledge of society in the host country
- Obtain knowledge of spare parts trading in the host country
- Achieve knowledge of behaviour, norms and values in working life in the host country
- Gain knowledge of the organization of road assistances in the host country

Ability to:

- Compare and see differences between culture in Denmark and in the host country
- Use the knowledge of spare parts trading
- Languages spoken in the host country
- Understand the written language in the host country.
- Perform common repairs on passenger cars including service, brakes, etc.
- Through communication with customer, perform a satisfactory repair.
- Use of manuals and technical information on PC.
- Based on customer descriptions, consider suddenly encountered problems with cars

Competence to:

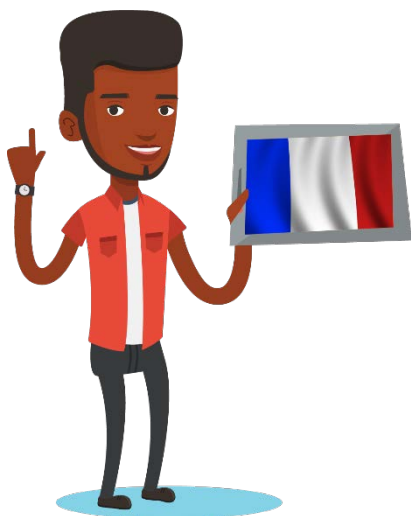
- Speaking with superiors and colleagues
- Expedite customers
- Generally, become more familiar with work routines on passenger cars / engines.
- Good professional and professional communication with customers.

Additional learning:

The internship is intended to mature the student so that he is better informed in his approach to working with passenger cars in interaction with colleagues and customers. In addition, the stay must strengthen the pupil's linguistic ability.

Soft skills:

- Talk to the local population
- Take public transport on your own
- Carry out everyday shopping



The French context

Vocational courses in France have practical units and work experience units within the course curriculum. Students preparing for BAC PRO for example (EQF level 4), must spend 22 weeks in internships over their 3-year-curriculum.

Example:

Teachers / Head of Department define 4 or 5 *Learning Outcomes* from the sector concerned by the mobility from the official goals from the BAC PRO COMMERCE education plan.

the teachers / Head of Department then selects a few *activities / tasks* from the official evaluation grids for work experience units from the RETAIL SHOP BAC PRO that they expect the students to perform during their Mobility period.

Teachers / Head of Department then fills in a *Profile Form*, describing subjects studied, skills already acquired, tasks to perform during mobility.

These *Learning Outcomes* and *Activities* are copied into a chart, as seen below, then included in the *Learning Agreement* and *Evaluation grid* given to the hosting company.

SECTOR	LEARNING OUTCOMES	LO 1	LO2	LO3	LO4	ACTIVITIES
BAC PRO Retail shop technician	1. To display the offer. 2. To manage products: supplies / shelf filling, layout the offer. 3. To organize sales promotion and events. 4. To manage sales from customer welcome to closing sales and proposing additional sales or associated services.	1.To display the offer.	2.To manage products: supplies / shelf filling, layout the offer.	3.To organize sales promotion and events.	4.To manage sales from customer welcome to closing sales and proposing additional sales or associated services.	<ul style="list-style-type: none"> ➡ participation in the supply of a retail shop ➡ stock replenishment ➡ reception of deliveries ➡ control operations ➡ product sales

After the Mobility period, thanks to the ECVET system, the French board of examiners will validate these LOs in the student's course of study.



The Italian context

In Italy, vocational courses now envisage a work placement period during the last three years of school (400 hours in total). The work-based learning can also take place during transnational mobility and is considered an integrated component of the professional courses. Regional governments have been in charge of the recognition and validation of professional qualifications for a long time, thus not allowing the recognition of a specific qualification, gained at regional level, at national level. The system has been shifting from this regional framework to a national one but is still not homogeneous.

Learning outcomes to be acquired during work placement are usually based on the assumption that practical experiences may support the students in their learning process and, thus, the main aim is to make trainees in the condition of applying the theoretical knowledge they already possess.

Example 1: Specialization course on “Marketing, Communication and Web Design” (EQF Level 3)

The learning outcomes to be achieved for this ULO are the following:

- Analyse the situation of the hosting company on the definition and use of integrated tourism products in relation to the identified targets;
- Use new technologies to interact in marketing operation, thus identifying the best strategy and tool for the needs of the company;
- Analyze the socio-cultural reality of the foreign country to compare it with their own reality and express critical assessments;
- Exercise professional communication;
- Develop problem-solving strategies;
- Communicate effectively in an international context by using the language skills;
- Work in team;
- Show aptitude to listening and understanding;
- Build professional relationships with superiors and collaborative relationships with colleagues.

These LOs were agreed upon between the school and the host organization. A MoU and LA were signed for each participant to this transnational mobility. Preparatory activities were carried out in the form of language courses and pedagogical courses, to support the placement of each student.

Prior to mobility, each student was required to fill in a Trainee identification form, in order to state:

- Starting level of knowledge (LOs already achieved)
- LOs achieved during the preparatory activities;
- Learning outcomes to be achieved, evaluated and validated during the mobility.

Each student was assigned specific practical tasks, to achieve LOs feasible according to his/her preparation. The assessment and validation of the LOs was carried out by means of several instruments:

- An attendance register, to evaluate the commitment of the student;
- The Transcript of work template to be filled in by the host organization's tutor, evaluating: **Assignments** (methods of working and results); **Attitude towards work** (Initiative, speed, etc.); **Social skills** (contacts with staff members, superiors, etc.); **Personal qualities** (flexibility, creativity, etc.); **Professional skills**. The tutor was required to mark from 1 to 5 (from the lowest to the highest) each item;
- A final questionnaire for the trainees, where each student could state their impressions with respect to the quality and relevance of the experience with respect to their expectations and to the professional skills gained;
- A final questionnaire for the accompanying person, where this person could state his/her impression on the professional skills and competences gained by the students, as well as a general remark on the whole experience.

Example 2: 2D/3D Solid/Surface modelling for 3D printing (mechanical engineering, handicraft) (EQF Level 4)

The learning outcomes to be achieved for this ULO are the following:

- Analyse the situation of the hosting company on the definition and use of additive technologies and their most important applications in mechanical, architectural or craft prototyping;
- Use new technologies to interact in additive transactions to subtractive techniques such as CNC machines, in order to revalue the combination of informatics, electronics, mechanical engineering and the art of the "know-how";
- Analyze the socio-cultural reality of the foreign country to compare it with their own reality and expressing critical assessments;
- Exercise professional communication;
- Develop problem-solving strategies;
- Communicate effectively in an international context by using the language skills;
- Work in team;
- Show aptitude to listening and understanding;
- Build professional relationships with superiors and collaborative relationships with colleagues.

This LOs were agreed upon between the school and the host organization. A MoU and LA were signed for each participant to this transnational mobility. Preparatory activities were carried out in the form of language courses and a technical course on the specific topic at stake (Rendering, 3D printing, etc.). To be selected for this transnational placement mobility, students had to adhere to the following requirements: B1 level of knowledge of the language (either the national language of the host country, or

English), and having a good knowledge of ICT tools in relation to data analysis and modeling of specific scientific problems.

Each student was assigned practical tasks according to his/her level of preparation (LOs already achieved prior to the preparatory activities + LOs developed during preparatory activities). Each hosting company had to fill in a Hosting company identification form, with a specific description of the number of trainees hosted, specific requirements (uniforms, etc.), as well as the specific training position offered to the students, with as many details as possible on the practical tasks and activities to be carried out. A MoU and a LA were signed for each student, and individual development plans were developed for each trainee. Moreover, Europass CVs were prepared by each student.

The assessment and validation of the LOs was carried out by means of several instruments:

- An attendance register, to evaluate the commitment of the student;
- An interim questionnaire for the trainee, to evaluate how the experience is going on;
- A final questionnaire for the trainees, where each student could state their impressions with respect to the quality and relevance of the experience with respect to their expectations and to the professional skills gained;
- A final questionnaire for the accompanying person, where this person could state his/her impression on the professional skills and competences gained by the students, as well as a general remark on the whole experience;
- The Transcript of work template to be filled in by the host organization's tutor, evaluating: **Assignments** (methods of working and results); **Attitude towards work** (Initiative, speed, etc.); **Social skills** (contacts with staff members, superiors, etc.); **Personal qualities** (flexibility, creativity, etc.); **Professional skills**. The tutor was required to mark from 1 to 5 (from the lowest to the highest) each item.