Erasmus Plus Programme – KA2 Strategic Partnership in the field of VET

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| **FOSS4SMEs**  **IO1/A2 ECVET CURRICULUM DEVELOPMENT**  **- *GUIDELINES* -** |

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# Overview of the profile

The FOSS-BU ECVET profile outlined here aims to identify and select the knowledge, skills and competences specifically related to the usage of FOSS in the business sector. It will be a reference framework for any European SMEs interested in a partial or full migration to FOSS, as it will allow to have a clear picture of the competences needed to uptake the various steps of migration, serving also as an orientation grid for companies and all type of organizations in the public and private sector who need to make decisions about recruitment, career paths and staff training.

The FOSS-BU profile originates both from the results of the first research phase (IO1/A1) and from the different knowledge and expertise of the partners involved in the FOSS4SMEs project. This document describes the contents that need to be included in a training course for FOSS-BU, the learning outcomes and the associated ECVET credit points.

The ECVET profile aims to equip FOSS4SMEs students with a tool to increase learning achievements, employability and the recognition of competences. The target group of the training course that will be developed in Output 2 is adults working as staff of SMEs, not engaged in any formal education pathway (e.g. school, university), but who need to be provided with high quality life-long learning to assure their continuous updating of skills according to the trends of the markets and technologies. The target group can somehow be considered as disadvantaged for the specific topic of the project. Larger enterprises usually have qualified ICT professionals such as CIO, CDO, COO, and teams of experts in media marketing and ICT in general. This is not the case for most SMEs, where human and economic resources are limited and each staff person is required to cover more than one role: about 90% of all SMEs in Europe are micro enterprises with less than 10 employees. In today’s global economy SMEs need now more than ever a way to access and exploit digital tools, support business processes and improve competitiveness.

**The competences of the FOSS Business User**

The participants of the training course will be trained to:

• understand how to make the most of open source and select the solutions most relevant to the specific type of business;

• lead staff from across all areas of the business towards a more proactive use of ICT;

• set out a strategy to invest time and resources on the improvement of the digital performance of the company;

• develop business and operating models that are innovative and strategic.

In short, they are expected to become e-leaders. And this requires also awareness of alternatives and open solutions available.

**The training course**

The course will be developed based on ECVET, hence each learning unit will be designed by describing specific learning outcomes and will be associated to knowledge, skills and competences that will help the learner understand and describe learning achievements. The proposed training will be an innovative educational resource for SMEs, as there are no previous initiatives promoting digital education of small firms towards FOSS. The course will be available for usage and access also for any interested VET provider, with the possibility to adapt the material, if needed. The course will be freely available to individual students (managers and staff of SMEs) and will be used by public and private bodies providing support, consultancy and training to businesses, which will be able to organise training courses using the results of the project.

In order to make the course immediately applicable and customizable, the consortium envisages the development of a self-diagnostic tool as entry-point of the course. This will serve as a guide within the learning path: the learner, by answering few simple questions related to the sector of activity, the areas of interest, the initial level of knowledge of FOSS and the specific software already in use, will be directed to the relevant training materials.

The content will be available as an Open Educational Resource and the instrument will facilitate the offer. In terms of social learning, it will have a free software license, which will allow end users like organizations, companies or persons to use, share, and even modify the software.

**The curriculum structure**

1. **Fundamentals of FOSS**

1.1 Basic definition   
1.2 Comparison with commercial software   
1.3 Types of freedom   
1.4 Licensing, rights and responsibilities   
 […]

**2. What kind of FOSS is available?**

2.1 Operating systems   
 2.2 Office Productivity Tools   
 2.3 Business Management Tools   
 2.4 Data management, analysis and reporting   
 […]

**3. FOSS in business**

3.1 Potential benefits   
 3.2 Things to be aware of   
 3.3 An incremental approach   
 3.4 Selecting candidates   
 3.5 Talking to your IT vendors/suppliers   
 […]

**4. Adopting FOSS in your business**

4.1 Planning   
 4.2 Pilots and evaluation   
 4.3 Testing   
 4.4 Going live   
 4.5 Managing risk   
 4.6 Retiring proprietary software   
 4.7 Getting support   
 […]

**5. Strategies for migrating to FOSS**

5.1 […]

**The Assessment procedure**

Per each unit of learning outcomes, a quiz will allow to test the knowledge acquired and a certificate will be released according to the ECVET profile (O1), describing learning outcomes, knowledge, skills and competences acquired and associated ECVET credit points.

# Principles of ECVET

**The European Credit system for Vocational Education and Training (ECVET)** aims to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments.

The system aims to facilitate the *validation*, *recognition* and *accumulation* of work-related skills and knowledge acquired during a stay in another country or in different situations. It should ensure that these experiences contribute to vocational qualifications.

ECVET aims for better compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications.

It aims to create a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures.

**Flexibility**

In ECVET, an individual’s learning outcomes are assessed and validated in order to transfer credits from one qualification system to another or from one learning “pathway to another.

According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations.

The system also allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System (ECTS).

**ECVET is based on the following established terminology.**

|  |  |
| --- | --- |
| **Qualification** | Formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to a given standard. |
| **Units of Learning Outcomes** | A Unit of learning outcomes is a component of a qualifcation, consisting of a coherent set of knowledge, skills and competence, which can be assessed, validated and recognised. |
| **Learning Outcomes (L.O.)** | L.O. are statements of knowledge, skills and competence that can be achieved in a variety of learning contexts.  L.O. 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. |
| **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. |
| **Credit for L.O.** | Credit is given for assessed and documented learning outcomes of a learner. Credit can be transferred to other contexts (learning programmes or qualifications) and accumulated to achieve a qualification on the basis of the qualifications standards and regulations existing in the participating countries.[[1]](#footnote-1) |
| **Memorandum of Understanding (MoU)** | Mutual trust and partnership among participating organizations are expressed in **memoranda of understanding**and **learning agreements**  MoU is an agreement between competent institutions which sets the framework for credit transfer and accumulation. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnerships’ procedures for cooperation. |
| **Learning Agreement** | Individualised document which sets out the conditions for a specifc mobility period. It specifes, for a particular learner, what learning outcomes s/he should achieve and how they will be assessed, validated and recognised. |
| **Competent institution** | Institution which is responsible for designing and awarding qualifcations or recognising units or other functions linked to ECVET, such as the allocation of ECVET points to qualifcations and units, assessment, validation and recognition of learning outcomes under the rules and practices of participating countries. |
| **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 ofcially achieved learning outcomes through the awarding of units or qualifcations. |
| **Validation of learning outcomes** | The process of confrming that certain assessed learning outcomes achieved by a learner correspond to specifc outcomes which may be required for a unit or a qualifcation. |
| **Credit accumulation** | Process through which learners can acquire qualifcations progressively by successive assessments of learning outcomes. |
| **The Personal Transcript** | Document containing information on credit (positively assessed learning outcomes) the learner has achieved. It is a record of his/her learning achievements. |

**Source: DG Education and Culture, ECVET Users’ Guide. Part 1: "Get to know ECVET better - Questions and Answers". February 2011, revised version. P.10-11.[[2]](#footnote-2)**

Although ECVET is underpinned by European legislation, participation is voluntary and national protocols are respected.

**ECVET testing and implementation**

ECVET is now in a phase of progressive implementation having created the necessary conditions and measures. The quality of ECVET testing is crucial. All stakeholders, such as awarding bodies, training and assessment providers, social partners and employers, are encouraged to engage in ECVET testing through projects and networks, in particular under the Lifelong Learning Program.

**ECVET and validation of Non-Formal and Informal Learning**

Countries around Europe are increasingly emphasizing the need to take account of the full range of an individual’s knowledge, skills and competences not only those acquired at schools, universities or other formal education and training institutions. Recognizing all forms of learning is therefore a priority of EU action in education and training.

Learning that takes place in formal education and training systems is traditionally the most visible and recognized in the labour market and by society in general. In recent years, however, there has been a growing appreciation of the importance of learning in non-formal and informal settings. New approaches are needed to identify and assess and validate these ‘invisible’ learning experiences within the context of qualifications.

2.1 What are the Learning Outcomes (L.O.)?

Learning Outcomes are 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 (knows), skills (understands) and competence (is able to do).

* Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
* Skills mean the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive or practical skills.
* Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and/or personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.[[3]](#footnote-3)

**How are Learning Outcomes described?**

Learning outcomes are described using the terminology and descriptors existing in the qualifications system. The European definition of learning outcomes, which uses the terms of knowledge, skills and competence (see the EQF Recommendation[[4]](#footnote-4)), is the common denominator that fts with the diversity of existing approaches to describing learning outcomes.

ECVET does not provide a template or a taxonomy concerning the format of learning outcomes descriptions. Such templates or classifications may exist at national, regional or system level (for example as part of national qualifications frameworks). However, it is essential in implementing ECVET, to ensure that learning outcomes for qualifications and units are clearly identified and described to enable mutual understanding of qualifications and judgments on:

• Whether the qualifications covered in the framework of a partnership for mobility lead to the same or similar occupation;

• Whether learning outcomes, as described in one setting or context, are comparable with those expected in another setting or context.

A Unit of learning outcomes is a component of a qualification or professional profile consisting of a coherent set of knowledge, skills and competences that can be assessed and validated. This implies that Units of learning outcomes are structured comprehensively and logically and that they shall be assessed. Units of learning outcomes can be specific to a single professional profile or common to several profiles or qualifications.[[5]](#footnote-5)

**Characteristics of Learning Outcomes**

* Learning outcomes principally refer to vocational qualifications and not to individual learners. The learning outcomes do not describe the learning target or the learning path, but the results following the complexion of the learning process.
* Learning outcomes will always be described from the perspective of the learner (outcome) and not from the perspective of the teacher, instructor.
* The optimal number of learning outcomes is dependent on the complexity of the educational programme. It is advisable to formulate neither too many, nor too few learning outcomes. Too many could cause a lack of transparency, while on the other hand too few would not be conducive to transparency.
* Learning outcomes should be externally verifiable. The formulations are to be chosen such that it can be determined during an evaluation process if the learner has achieved the learning outcomes.
* The manner in which the learning outcomes are acquired is not relevant for the learning outcome description. This means that it does not matter if the contents have been acquired through an e-learning programme, classroom instruction, at the workplace, at school or through self-study.

**How can learning outcomes be grouped to clustered to create units?**

Units should be constructed and organised in a coherent way with regard to the overall qualification/profile. To group the learning outcomes into units it is necessary to identify those outcomes that relate to each other. There are different criteria according to which learning outcomes can be grouped into units and the choice of which criteria to use depends on the qualifications system. For example, they can relate to the same set of occupational activities/tasks or to the same product or production technique or they are grouped according to the stages in the production process or process of performing a service or they can be grouped in a unit because they relate to the same field of knowledge, skills or competence.

VET qualifications can contain learning outcomes that are clearly linked to the capacity of a person to carry out a specific activity on the workplace but they often also contain learning outcomes referring to the key competences.

Finally, as a general rule, the learning outcomes in a qualification should be assessed only once (unless the expected level of the learner’s performance is higher). Therefore, the same learning outcome is normally not integrated into several different units. However, in some cases it may be necessary to define some knowledge, skills and competence that are related to all or a group of units. Even if these learning outcomes are common or transversal to the whole qualification, they should be clearly identified in the unit description. Source: <http://www.ecvet-secretariat.eu/en/faq-page#t2n971>

**Characteristics of the Units of Learning Outcomes**

* Units should be designed in such a way that they can be completed as independently as possible of other units of learning outcomes.
* Units should include all necessary learning outcomes, i.e. they should describe the intended professional competences as well as the necessary social and personal competences in this context.
* Units should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time. Units of learning outcomes should therefore not be too extensive.
* Units should be assessable. Orienting units of learning outcomes towards occupational activities and tasks make it easier to determine assessment criteria.

**Describing Units using ECVET**

Units should be described in legible and understandable terms by referring to the knowledge, skills and competence contained in them.

Unit specifications should include:

• the generic title of the unit;

• the generic title of the qualification (or qualifications) to which the unit relates, where applicable;

• the reference of the qualification according to the EQF level;

• the learning outcomes contained in the unit;

It can be envisaged that a unit description has two parts: an abstract containing a broad description of the learning outcomes (used for general communication) and the detailed description with information such as the assessment criteria (used by the teaching staﬀ, assessors, etc.).

• the procedures and criteria for assessment of these learning outcomes,

• the ECVET points associated with the unit;

• the validity in time of the unit, where relevant.[[6]](#footnote-6)

Units may be compulsory, optional or free choice. Its is preferable that they are not assigned with a level.[[7]](#footnote-7)

**Elements of Learning Outcomes**

The use of the correct verbs is very important while trying to describe the learning outcomes and its “knowledge”, “skills” and “competences”. In this sense, many European documents recommend the use of the BLOOM TAXONOMY[[8]](#footnote-8), which identifies 3 domains of learning that can be linked to the 3 elements of the EQF´s learning outcomes:

**•** The *cognitive* domain could be linked to KNOWLEDGE

• The *psychomotor* domain could be linked to SKILLS

• The *affective* domain could be linked to COMPETENCES

Keeping in mind this taxonomy, the table below provides an example of the selected kind of verbs which might be suitable to describe the different elements of a Learning Outcome:

|  |  |  |
| --- | --- | --- |
| **KNOWLEDGE** | **SKILLS** | **COMPETENCES** |
| Select, recognize, mention, identify, name, place, define, describe, etc. | Explain, design, express, interpret, distinguish, classify, give, priority, analyze, judge, relate, etc. | Use, solve, produce, create, organize, etc. |

**Writing Learning Outcomes**

Some principles must be taken into consideration when writing Learning Outcomes:

* Use of active, clearly understandable verbs. Verbs should describe measurable or observable actions, e.g. "*explain*", "*represent*", "*apply*", "*analyse*", "*develop*", etc. Learning outcomes must be specified and contextualized. Therefore it is essential to provide an indication as to what the knowledge and skills of the graduates refer to, and as to what kind of performance is concerned.
* Avoiding vague, open formulations. Learning outcomes should be described briefly and precisely, complicated sentences should be avoided. Clear (simple and unambiguous) terminology should be used as far as possible.
* Orientation towards minimum demands for achieving learning outcomes. Learning outcomes should comprehensibly describe the minimum demands for achieving/validating a unit of learning outcomes, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.
* Qualifications/competence level is described comprehensibly. Formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF or sectoral framework) of a unit of learning outcomes.

“The descriptions of L.O. as used in curricula are statements and expressions of intensions. They are not outcomes of learning, but desired targets” (Cedefop 2017, p.30).[[9]](#footnote-9)

When writing L.O.:

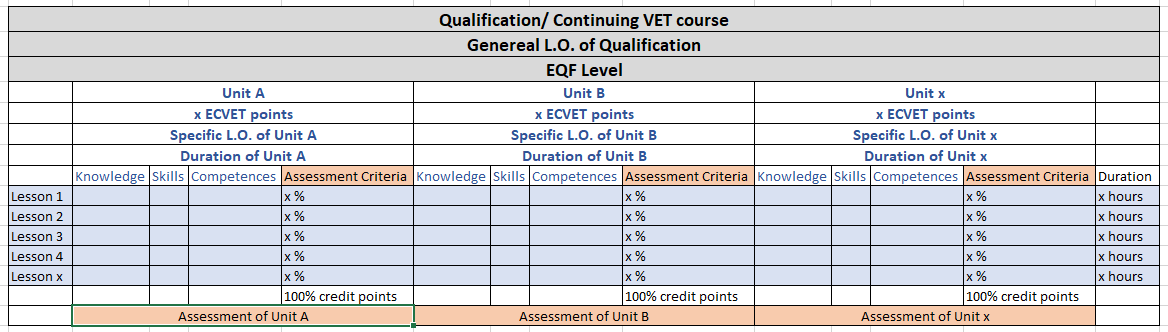
* the learner is always put in the centre;
* intentional and actually achieved L.O. are distinguished;
* individual and local adaptation and interpretation should be allowed;
* we should start from overall objectives and move towards specific statements for Units of L.O.;
* “when defining a Unit, it is generally recommended limiting the number of statements to perhaps four to six statements” (Cedefop 2017, p.46).
* “they need to be written as threshold statements, as minimum requirments to be met by the learner” (Cedefop 2017, p.56).
* “they should be measurable and the learner should be able to demonstrate achieved learning in an observable way” (Cedefop 2017, p.58).

As a result, assessment criteria need to be designed for each Unit of a qualification. “Assessment criteria are generally designed to be more specific than the intended Learning Outcomes of a qualification and (even) a module” (Cedefop 2017, p.57).

**Approach in the `FOOS4SMEs` project**

A common template is set for the description of the Units of Learning Outcomes. This template includes:

* Name of the Training course
* EQF level (concerns only Qualifications)
* ECVET credit points (for the qualification)
* Description of general Learning Outcomes (of the qualification).
* Name of the Units of the Learning Outcomes (Modules).
* Description of specific Learning Outcomes for each Unit.
* ECVET points for each Unit/Module.
* Duration for each Unit/Module.



## Breakdown of the Units of L.O.: Writing Learning Outcomes

|  |  |  |  |
| --- | --- | --- | --- |
| **FOSS BU Profile** | | | |
| **EQF LEVEL** |  | | |
| **Total Duration** | *1 year* | | |
| **Total ECVET credit points** | *60 ECVET points* | | |
| **Description of the profile** | *…*  *….*  *….* | | |
| **Unit 1** | **FUNDAMENTALS OF FOSS** | | |
| **Duration of Unit 1** | **X h** | | |
| **ECVET Points of Unit 1** |  | | |
| **Description of LO1** |  | | |
| **1.1 BASIC DEFINITION** | | | |
| **Knowledge** | | **Skills** | **Competences** |
| The FOSS Business User is fully aware of the concept behind the definition of a ‘free’ software, understands its guiding principles and knows the key players involved in this field at national and transnational level. | | The FOSS Business User is able to explain in full details the basics of a ‘free’ software definition, applying a field-specific terminology and giving practical examples.  […] | The FOSS Business User uses the ‘free’ software basic definition to create a model for explaining its nature, backbone and main components, organising them with a logical and thoughtful approach. |
| **1.2 TYPES OF FREEDOM** | | | |
| […] | | […] | […] |
| **Assessment Criteria Module 1** | | * …. * …. * … | 100 % credit points |
| **Unit 2** |  | | |
| **Duration of Unit 2** | **X h** | | |
| **ECVET Points of Unit 2** |  | | |
| **Description of LO2** |  | | |
| **2.1** | | | |
| **Knowledge** | | **Skills** | **Competences** |
| […] | | […] | […] |
| **2.2** | | | |
| […] | | […] | […] |
| **Assessment Criteria Module 2** | | * …. * …. * …. | 100 % credit points |

Annex 1 – Levels in the European Qualification Framework [[10]](#footnote-10)

|  |  |  |  |
| --- | --- | --- | --- |
| **EQF LEVEL** | **KNOWLEDGE** | **SKILLS** | **COMPETENCE** |
| Level 1 | Basic general knowledge | Basic skills required to carry out simple tasks | Work or study under direct supervision in a structured context |
| Level 2 | Basic factual knowledge of a field of work or study | Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools | Work or study under supervision with some autonomy |
| Level 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 behavior to circumstances in solving problems |
| Level 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 |
| Level 5[1] | Comprehensive, specialized, 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 |
| Level 6[2] | Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles | Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized 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 |
| Level 7[3] | Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research  Critical awareness of knowledge issues in a field and at the interface between different fields | Specialized problem-solving skills required in research and/or innovation in order 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 |
| Level 8[4] | Knowledge at the most advanced frontier of a field of work or study and at the interface between fields | The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice | 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 |

1. The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.
2. The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 6.
3. The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 7.
4. The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 8

Annex 2 – Verb List

Here some examples of **active verbs** that can be used for the descriptors of knowledge, skills and competence.

* Verbs that can be used under the descriptor **"knowledge"**:

*Define, describe, identify, label, list, name, outline, express, remember, select, determine, present, have knowledge of, gather, classify, explain, write, recognize, measure, emphasize, repeat, report, know, match*

* Verbs that can be used under the descriptor "**skills**":

*draft, infer, analyze, alter, apply, argue, assemble, itemize, split, demonstrate, express, choose, influence, substantiate, provide examples, name, report, describe, designate, judge, assess, present, diagnose, discuss, illustrate by example, conduct, classify, categories, assign, discover, design, develop, elucidate, recognize, explain, calculate, compile, expand, tell, manufacture, evaluate, produce, find, conclude, formulate, contrast, devise, generate, question, indicate, identify, illustrate, integrate, interpret, clarify, criticize, teach, praise, solve, modify, rearrange, recreate, rewrite, use, arrange, organize, plan, practice, justify, regulate, represent, collect, create, appreciate, deduce, write, refer to, structure, synthesize, divide, separate, test, translate, shape, rephrase, outline, paraphrase, differentiate, investigate, subdivide, transform, visualize, connect, compare, verify, defend, utilize, predict, prepare, display, project, suggest, select, appraise, show, summarize*

* Verbs that can be used under the descriptor "**competence**":

*Lead a team, instruct trainees, act independently, monitor work processes, assume responsibility*

List of verbs based on Bloom Taxonomy

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

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

Annex 3 – Learning Agreement

Template for the eventual Learning Agreement to be issued in case of mobility

|  |  |
| --- | --- |
| 1 – Information about the participants | |
| Contact details of the organization | |
| Name of the organization | (Text here) |
| Address | (Text here) |
| Telephone/fax | (Text here) |
| E-mail | (Text here) |
| Website | (Text here) |
| Contact person | (Text here) |
| Telephone/fax | (Text here) |
| E-mail | (Text here) |

|  |  |
| --- | --- |
| Contact details of the learner | |
| Name | (Text here) |
| Address | (Text here) |
| Telephone/fax | (Text here) |
| E-mail | (Text here) |
| Date of birth | (Text here) |
| Gender (male or female) | (Text here) |
| Contact details of parents or legal guardian of the learner, if applicable | |
| Name | (Text here) |
| Address | (Text here) |
| Telephone | (Text here) |
| E-mail | (Text here) |
| If an intermediary organization is involved, please provide contact details | |
| Name of organization | (Text here) |
| Address | (Text here) |
| Telephone/fax | (Text here) |
| E-mail | (Text here) |
| Website | (Text here) |
| Contact person | (Text here) |
| Telephone/fax | (Text here) |
| E-mail. | (Text here) |

|  |  |
| --- | --- |
| 2. Duration of the learning period | |
| Start date of the training | (dd/mm/yyyy) |
| End date of the training | (dd/mm/yyyy) |
| Length of time | (number of weeks) |

|  |  |  |
| --- | --- | --- |
| 3.- Qualification – including information on the learner’s progress (knowledge, skills and competences already acquired). | | |
| Title of the qualification being taken by the learner (also in English). |  |  |
| EQF level |  |  |
| NQF level |  |  |
| Information on the learner’s progress in relation to the learning pathway. |  | |
| Annexes | (text here) | |
| (text here) | |
| (text here) | |
| (text here) | |

|  |  |
| --- | --- |
| 4. Description of the learning outcomes to be achieved during mobility | |
| Title of unit(s)/groups of learning outcomes to be acquired | (text here) |
| Number of ECVET points to be acquired while abroad | (text here) |
| Learning Outcomes to be achieved | (text here) |
| Description of the learning activities | (text here) |
| Annexes | Description of the units of learning outcomes which are the focus of the mobility |
| Description of the learning activities |
| Individual’s development plan |
| Other? |

|  |  |
| --- | --- |
| 5. Assessment and documentation | |
| Person responsible for assessing the learner’s performance | Name: (text here) |
| Organization, role: (text here) |
| Assessment of learning outcomes | Date of assessment: (dd/mm/yyyy) |
| Method: (text here) |
| How and when will the assessment be recorded? | (text here) |
| Please include | Detailed information about the assessment procedure (assessment grid, criteria,…) |
| Template for documenting the acquired learning outcomes (e.g. the learner’s transcript of record or Europass Mobility). |
| Individual’s development plan when abroad |
| Other? |

|  |  |
| --- | --- |
| 6. Validation and recognition | |
| Person responsible for validating the learning outcomes achieved abroad | Name: (text here) |
| Organization, role: (text here) |
| How will the validation process be carried out? | (text here) |
| Recording of validated achievements | Date: (dd/mm/yyyy) |
| Method: (text here) |
| Person responsible for recognizing the learning outcomes achieved | Name: (text here) |
| Organization, role: (text here) |
| How will the recognition be conducted? | (text here) |

|  |  |  |
| --- | --- | --- |
| 7. Signatures | | |
| Organization |  | Learner |
| Name and role |  |  |
| Place and date |  | Place and date |
|  |  |  |

|  |  |
| --- | --- |
| If applicable: Intermediary organization | If applicable: Parent or legal guardian |
| Name and role | Name and role |
| Place and date | Place and date |
|  |  |

|  |
| --- |
| 8. Additional information |
| (text here) |

|  |
| --- |
| 9. Annexes |
| (text here) |

Annex 4 – Memorandum of Understanding

**1 – General objective:** This Memorandum of Understanding (MoU) aims to establish the conditions for a person acquiring the professional competences specific to the FOSS Business User curriculum. The agreement refers to the knowledge, skills and competences provided by the FOSS4SMEs training course. This is a voluntary partnership agreement and sets the general framework of cooperation and networking within the partnership, regarding the recognition of Learning Outcomes within the FOSS4SMEs Project and for the qualification developed in this context.

**2– Information about the Partners**

|  |  |
| --- | --- |
| Partner 0 | |
| Name of the Organization: |  |
| Type of Organization |  |
| Address |  |
| City |  |
| Country |  |
| Contact Person |  |
| Job Title |  |
| Phone Number |  |
| E-mail |  |
| Home Page |  |
| Short description of Partner |  |

|  |  |
| --- | --- |
| Partner 1 | |
| Name of the Organization: |  |
| Type of Organization |  |
| Address |  |
| City |  |
| Country |  |
| Contact Person |  |
| Job Title |  |
| Phone Number |  |
| E-mail |  |
| Home Page |  |
| Short description of Partner |  |

|  |  |
| --- | --- |
| Partner 2 | |
| Name of the Organization: |  |
| Type of Organization |  |
| Address |  |
| City |  |
| Country |  |
| Contact Person |  |
| Job Title |  |
| Phone Number |  |
| E-mail |  |
| Home Page |  |
| Short description of Partner |  |

|  |  |
| --- | --- |
| Partner 3 | |
| Name of the Organization: |  |
| Type of Organization |  |
| Address |  |
| City |  |
| Country |  |
| Contact Person |  |
| Job Title |  |
| Phone Number |  |
| E-mail |  |
| Home Page |  |
| Short description of Partner |  |

|  |  |
| --- | --- |
| Partner 4 | |
| Name of the Organization: |  |
| Type of Organization |  |
| Address |  |
| City |  |
| Country |  |
| Contact Person |  |
| Job Title |  |
| Phone Number |  |
| E-mail |  |
| Home Page |  |
| Short description of Partner |  |

|  |  |
| --- | --- |
| Partner 5 | |
| Name of the Organization: |  |
| Type of Organization |  |
| Address |  |
| City |  |
| Country |  |
| Contact Person |  |
| Job Title |  |
| Phone Number |  |
| E-mail |  |
| Home Page |  |
| Short description of Partner |  |

|  |  |
| --- | --- |
| Partner 6 | |
| Name of the Organization: |  |
| Type of Organization |  |
| Address |  |
| City |  |
| Country |  |
| Contact Person |  |
| Job Title |  |
| Phone Number |  |
| E-mail |  |
| Home Page |  |
| Short description of Partner |  |

**4 – Information about the training program or qualification concerned**

In order to recognize the acquisition of a certain amount of credits, outcomes have to be assessed in a reliable and valid manner by the competent institution in charge. It also needs to trust that the learners’ credits actually reflect the learning outcomes expected and that these are at the appropriate level. By setting up this MoU, the signatory competent institutions acknowledge their partners’ approaches to designing units, assessment, validation, and recognition as well as quality assurance. Through this process, they make informed judgments about the conditions under which they can recognise credits achieved within the partners’ systems. This MoU is concluded by competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credits for achieved learning outcomes for transfer and validation.

The signatory organisations are agreeing on the ECVET Model elaborated for the FOSS Business User training (attached to this MoU) and recognizing the knowledge, skills and competence that a person will acquire after graduating the online assessment of the specific training course which will be available on the oline platform.

The signatory organisations are mutually recognizing the following aspects of the e-learning platform:

* the curricula of the training course
* the procedure of assessment of learning outcomes
* the ECVET procedure for recognizing the learning outcomes
* the credits allocated for the training modules accomplished by the trainees.

**6 – Quality Assurance**

1. The e-learning platform provides a safe training environment for the trainee in which he/she can study and learn;
2. The platform takes into consideration the level of competence and development of the trainee (the years of training/work experience);
3. The [platform](http://www.ecotourplatform.com/) allows enough time, room, means and resources for the training and coaching of the trainee;
4. The platform provides a detailed programme/plan including an introduction programme, and the final assessment of the trainee;
5. A representative of the signatory organization, if case, monitors and evaluates the achievement of the learning outcomes.
6. The trainee shall attend the needed training sessions in relation to the Units selected for the present MoU, and fulfills other tasks that are part of the agreed training plan.
7. **Signatures**

By using this agreement, we accept each other’s status as competent organizations, as well as each other’s quality assurance, assessment, validation, recognition criteria and procedures as appropriate for the purpose of transferring credits at the end of the training experience provided by the e-learning platform […].  
IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding the day and year written above and here below.

*Partner 0:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 1:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 2:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 3:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 4:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 5:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 6:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

1. <http://www.ecvet-secretariat.eu/en/what-is-ecvet> [↑](#footnote-ref-1)
2. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiY0fHOhs7bAhXIvxQKHcKxBSQQFggoMAA&url=http%3A%2F%2Fwww.cedefop.europa.eu%2Ffiles%2FECVET_QUESTION_ANSWERS_Feb_2011_en(download_ID_17648).pdf&usg=AOvVaw2As11nDDMlQcqlBs6mNKyr> [↑](#footnote-ref-2)
3. Source: DG Education and Culture, ECVET Users’ Guide. Part 1: "Get to know ECVET better - Questions and Answers". February 2011, revised version. P.10-12. [↑](#footnote-ref-3)
4. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32009H0708(02)> [↑](#footnote-ref-4)
5. Source: DG Education and Culture, ECVET Users’ Guide. Part 1: "Get to know ECVET better - Questions and Answers". February 2011, revised version. P.13. [↑](#footnote-ref-5)
6. Source: DG Education and Culture, ECVET Users’ Guide. Part 1: "Get to know ECVET better - Questions and Answers". February 2011, revised version. P.17. [↑](#footnote-ref-6)
7. Source: DG Education and Culture, ECVET Users’ Guide. Part 1: "Get to know ECVET better - Questions and Answers". February 2011, revised version. P.20. [↑](#footnote-ref-7)
8. <http://www.nwlink.com/~donclark/hrd/bloom.html> [↑](#footnote-ref-8)
9. Source: Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook.

   Luxembourg: Publications Office. <http://dx.doi.org/10.2801/566770> [↑](#footnote-ref-9)
10. Recommendation of the European Parliament and of the Council on the Establishment of a European Qualifications Framework for Lifelong Learning, 2008 [↑](#footnote-ref-10)