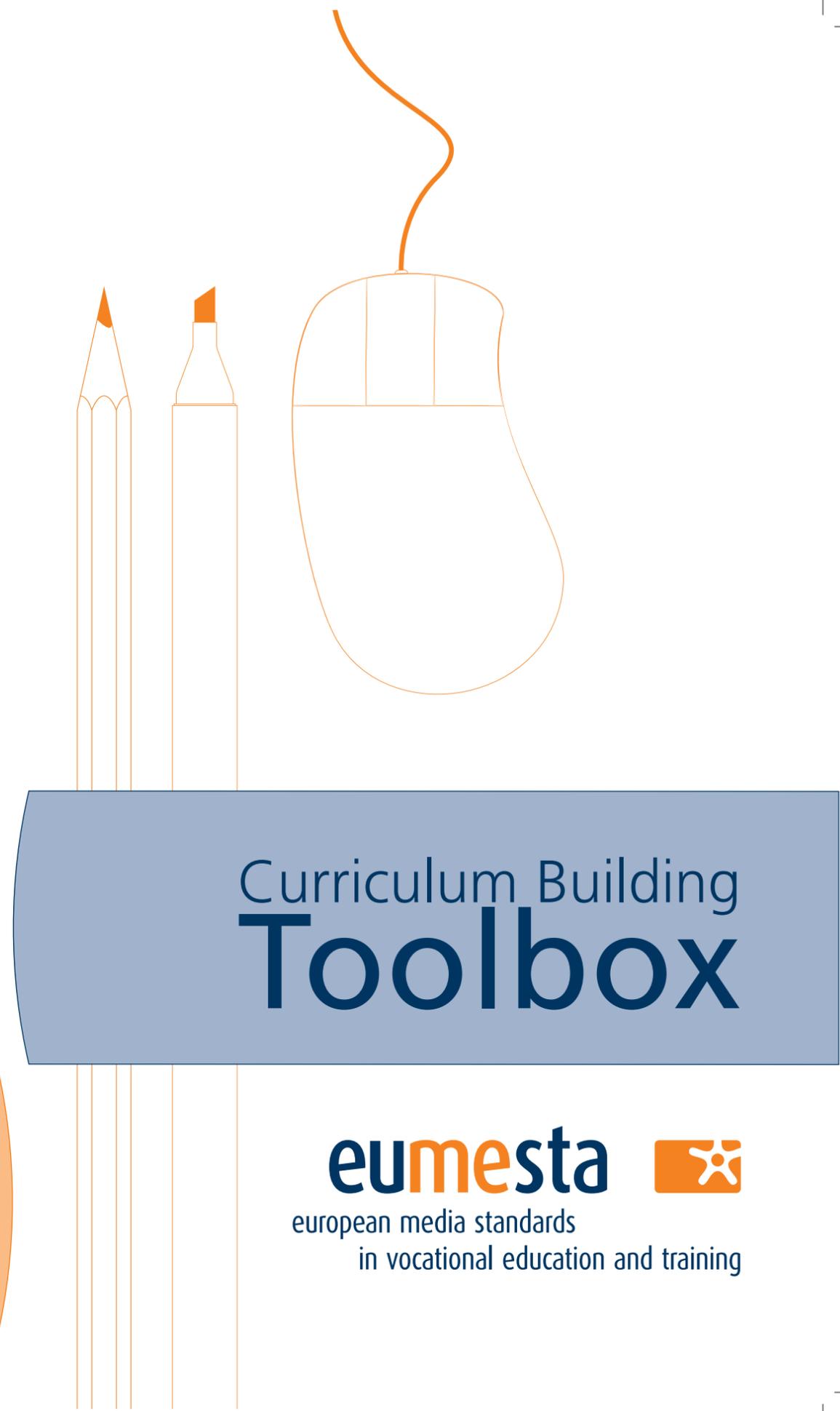




Curriculum Building Toolbox **eumesta** 



Curriculum Building Toolbox

eumesta 
european media standards
in vocational education and training

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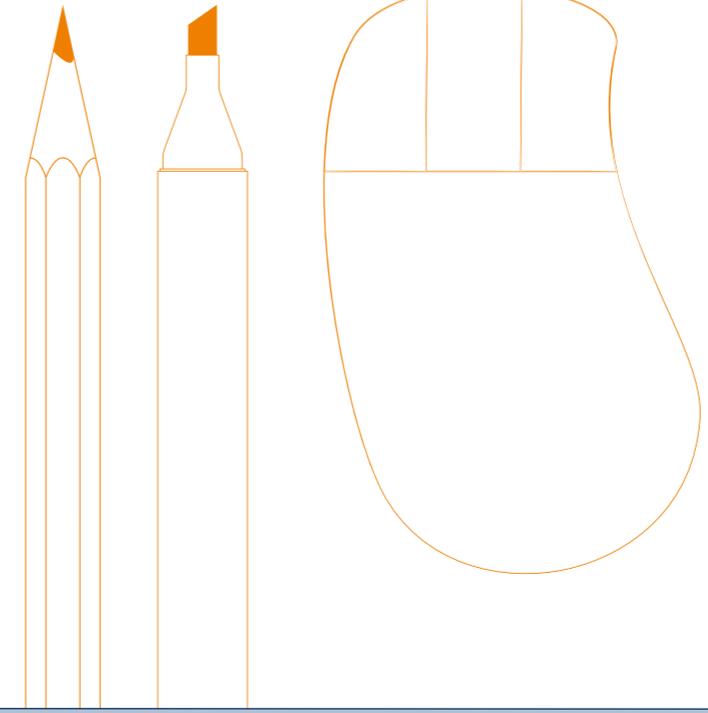
Create Job Profiles,
Develop Curricula
and Evaluate Quality



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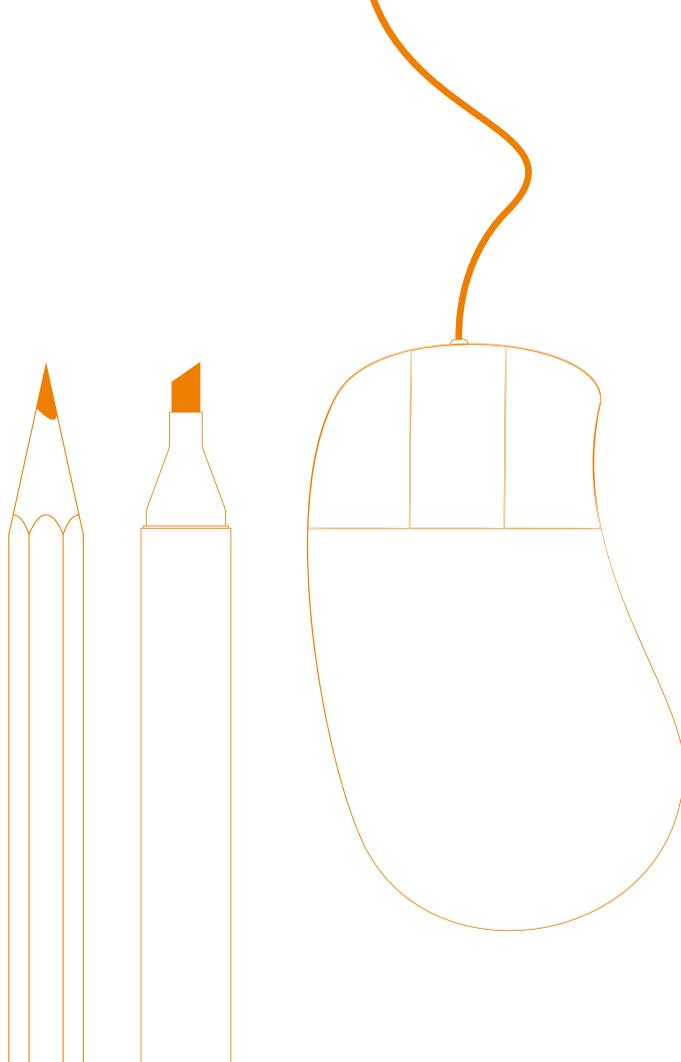
Create Job Profiles,
Develop Curricula
and Evaluate Quality

Curriculum Building **Toolbox** **eumesta** 



Curriculum Building **Toolbox**





Curriculum Building Toolbox

Guidelines for using
eumesta methodology
to create job profiles,
develop curricula and
evaluate quality

eumesta 
european media standards
in vocational education and training

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eumesta standardises
the procedure of
curricula design

eumesta is based on
learning outcomes in
relation to EQF

1.1 eumesta in a European Context

The eumesta project (“EuroMediaStandards”) is a European project funded by the Leonardo Da Vinci programme, running from October 2004 until March 2007. Its aim is to develop European further education standards in the digital media design sector.

Designing vocational education and training curricula is the domain of educational institutions and relevant national government agencies. In most European member states curriculum design is subject to external restrictions dictated by regional, state, and federal regulations. Due to the high variety of regional and national educational systems it is almost impossible to develop pan-European standard curricula.

The absence of standard curricula in VET is one of the funda-

mental reasons why occupational qualifications are not transparent in Europe and valid pan-European evaluation procedures do not exist. Consequently mobility within the European labour market is very limited.

eumesta set out to address this problem. Originally its main focus was to develop a mutual European curriculum framework for professional occupations such as web designers and DTP specialists. However, during the course of the project development process, it came to the conclusion that standardisation of VET curricula can be achieved, but only in regards to standardising the procedure or methodology of curricula design - not curricula itself. But standardising the procedure of VET curricula design needs a paradigmatic change from a “learning input” approach to a “learning outcome” approach.

eumesta found encouragement to adopt this innovative ap-

proach by carefully following the development of the European Qualifications Framework (EQF) from its early outline to its imminent adoption by the EU Commission.

The EQF is based on learning outcomes - in the EQF understood as the statements of what a learner knows, understands and is able to do on completion of a learning process. Its core focus is therefore on occupational or work-orientated competences not qualifications, as has traditionally been the case. This reflects an important shift in the way education, training and learning is conceptualised and described. The shift to learning outcomes introduces a common language making it possible to compare qualifications according to their content and profile and not according to methods and processes of delivery. In the EQF learning outcomes are described by a combination of knowledge, skills and competence on eight levels of increasing complexity.

This innovative, outcome orientated approach is very essential for the digital media sector where technologies and procedures are constantly and rapidly changing and formal as well as non-formal or informal learning need to be applied to stay up to date. The eumesta partners therefore concluded that learning outcome orientation provides the only valid basis to verify pan-European employability and decided to integrate the EQF model into the present project.

By applying the EQF structure to its VET curriculum design standardisation recommendations for the digital media sector, eumesta has become one of the earliest Leonardo da Vinci projects to evaluate the EQF’s validity.

As you can see yourself, the results are encouraging.

These are the eumesta products:

Job Profile Frame

Career Pathways Frame

Curricula development tool

Curriculum Building Toolbox

1.2 eumesta Products

In order to reach the defined eumesta aim, eumesta has developed a number of products that will be made available to the different stakeholders interested in using them for either professional and /or educational purposes (see also Table 1: eumesta products overview). These products are:

- The Job Profile Frame (and examples)
- The Career Pathways Frame (CPF) and evaluation system
- Curricula development tool/ curricula (examples)
- The Curriculum Building Toolbox

The Job Profile Frame (see p. 12) is a work-process oriented generic common structure to describe a professional occupation or job by documenting the knowledge, skills and competence

needed to do this job. It identifies the professional environment and qualification levels (related to EQF) of the job and is the starting point or base for the other elements of the eumesta-procedure.

The Career Pathways Frame (CPF) is the eumesta-evaluation tool (see p. 16). It helps to compare the knowledge, skills and competence of a person with the ones necessary to do a specific job identifying qualification gaps or needs before participating in an educational programme. And it helps to get information about the success of a programme by comparing the effective individual learning outcomes after the educational programme with the ones identified before the programme took place.

In the eumesta-model curricula will be developed based on the documented job profile and in relation to the identified qualification needs of the target group (see p. 22). This approach gives

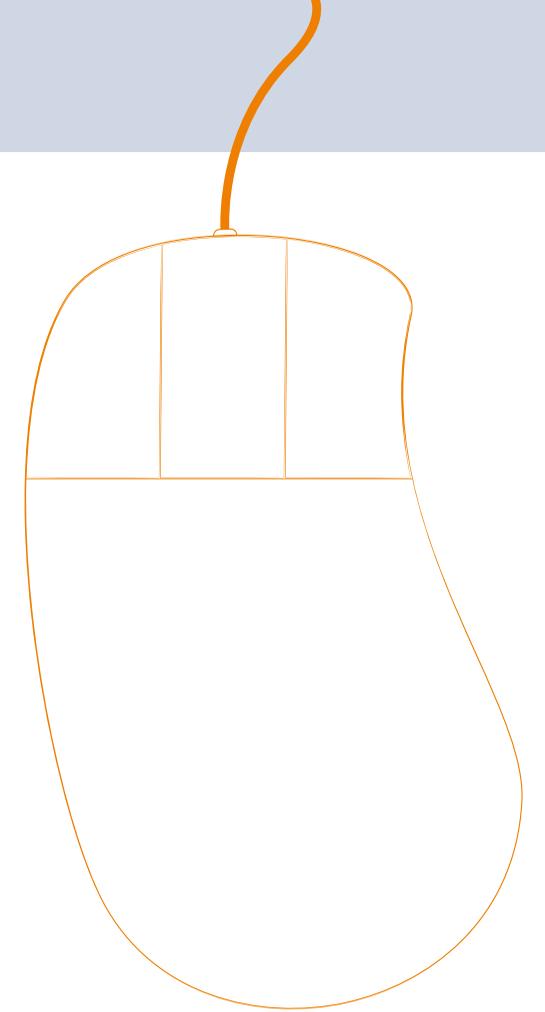
us the opportunity to develop curricula covering very specific needs, especially in cases when the CPF is used before. Curricula may be developed individually and designed closely related to effective qualification needs – with all its consequences. Teaching may become coaching, courses may become modularised, assessment of the participant may become quality control of the educational programme etc.

The document in hand, the “Curriculum Building Toolbox (CBT)”, is intended to be a guideline for all the stakeholders interested in using the eumesta products and therefore the main product of eumesta. It describes the relationship between the different products, the procedure to follow for adapting the eumesta products to a specific job profile, building a specific curriculum for that particular job, and also evaluating learning outcomes acquired before and after a learning process. All different products are presented as examples in the annexes.

Finally, the document includes a glossary of the most important words used in the eumesta documents, helping to get things clear (see p. 28).

The whole eumesta-CBT-procedure itself should be seen as a proposal for a certification model. If all the steps in the CBT are done properly, if all the elements needed (job-profiles, CPF, curricula) are developed and documented in a transparent way, including external validation (experts) and evaluation of the individual learning outcomes, the quality of an educational programme should be transparent. An educational programme developed by using the eumesta-CBT might therefore use the label “eumesta” as a sign for quality, transparency, relevance and flexibility.

eumesta products have been tested as pilot products



1.3 Pilot Products and Examples

The products developed in this project have been tested not only within the development team but also through specific and concrete pilot projects, conducted by the project partners in their respective countries (Austria, Germany, Spain, Romania, United Kingdom, Estonia).

eumesta offers these examples as samples to demonstrate clearly the usability of the eumesta products. These samples are available via the website (<http://www.eumesta.org>) or on the eumesta-DVD.

For the testing phase of products, four sample job profile frames were developed, following the criteria of "Domains" as defined by "ICT practitioner skills and training: Graphic arts and design sector" (CEDEFOP panorama series; 92 – Luxembourg 2004).

Profiles have been selected for each of the three domains defined in this document: New electronic media, Pre-press media and Audio/Video. These profiles are: Web designer, Graphic designer, DTP-Professional and Audio/Video producer

From these four job profiles, two curricula have been designed, as a representative sample demonstrating how the curriculum building tool can be used: Web designer and Graphic designer

Another eumesta product, the Curriculum Pathways Frame, has been used in both the educational sector (in London) and the professional sector (in Spain), for two different job profiles: Web designer and Graphic designer.

The practical application of the eumesta project testing process, then, can be seen in action in a number of examples. We hope they will assist in the use not only of eumesta products, but in

helping you to design your own products for use either within the digital media sector, or in other professional contexts.

That's how you
may use eumesta
products

eumesta will
improve trans-
parency and
compatibility



The eumesta products including this document may be used in several ways, depending on what your interest refers to:

- If you are a trainer or evaluator you may want to get information about how learning outcomes are identified and transferred to a educational programme, including an evaluation system providing information concerning measurable learning success. You will get all this information (and some further references) by reading the "Curriculum Building Toolbox", this document.

- If you are a trainee, a representative of a company or of a public authority you may want to get informed about the eumesta procedure in general, and what benefit you can expect from it. By reading the CBT you will learn about the concept of the learning outcomes approach and how it may provide evidence of the quality of an educational programme or institu-

tion. The Career Pathways Frame will help you to identify your or your employee's/client's KSC-gaps (before an educational programme) and improvement (after). You may get an impression of how eumesta could help you get evidence regarding the quality of an educational programme you want to book for you or for your employee/client.

- If you are someone who develops curricula it may be a generic guideline, how to do it by using learning outcomes and EQF-levels as a starting point and/or reference. eumesta provides several job profiles of the media branch already developed by the project team. For these profiles the starting point for the curriculum builder will be "Career Pathways Frame – CPF: eumesta Evaluation/Quality Assurance System" p. 9, or "Curriculum Development Tool", p. 12. If there is no existing job profile, then it is necessary to start from the "Job profile frame", p. 8. In this case you will be able to adapt the eumesta tools and method step by step for your own purposes.

Although there is no strict and mandatory order between the following tools, in many cases it will be useful to start developing job profiles, continue with the Career Pathways Frame in order to provide a proper evaluation system and finalise the procedure by working out the particular curriculum appropriate to the target group and its qualification level. In other cases it may not be necessary to follow the complete procedure, maybe because there already exists a job profile or it is not necessary to do individual evaluation using a CPT. The eumesta method is flexible enough to be adapted to different needs and educational environment. Nevertheless it will always help to improve transparency and comparability based on learning outcomes.

How to describe a job

A job is just a sequence of tasks

see Table 2

see Table 3

see Table 4

The job profile frame is a tool to describe a job (occupation) in its professional environment in order to develop an educational programme based on it. It provides a common structure to do so, using the work-process as orientation and reference. This helps to perceive and record all relevant aspects of a job in order to make sure that this information will find its way into curricula and can be evaluated properly. Templates for the Job Profile Frame and other additional tools may be found in the [table 2 to 4](#).

3.1 Description of job

The first step of the eumesta-procedure is to work out a job description as starting point of the identification of knowledge, skills and competence (KSCs) needed to do this particular job. The job description is meant to be an introduction to the job profile by giving basic information about it.

The job description will focus on the big picture, answering the following questions:

- How do I describe the job
- What other descriptions are there
- In what environment does the job take place
 - branch, economic framework, hierarchical position
- What is the end product of the job – goods, services etc
- What qualifications, but also personal characteristics are necessary – formal, legal, school leaving certificates, degrees; knowledge, skills, aptitudes, experience
- What career moves typically lead to this profession
- What further steps in the career and other chances of further development could this lead to:

3.2 Sequencing of tasks and activities related to the job

On the basis of the collected data, the second step is to develop a (typical) work procedure from beginning to end. Analytically it makes sense to identify the first and last steps and to present the steps in between in the form of a list (see [table 3](#)) or in the form of a workflow-diagram (see [table 4](#)). Of central importance are the stages where one is in contact with others (colleagues, superiors, suppliers and other departments) as there are bound to be interim results/products, which can serve as a starting point for evaluation.

In this step the following questions will be answered:

- What is at the beginning of a typical work procedure (client enquiry, assignment from superior etc)
- When is the process finished (at product delivery, after invoicing etc.)
- What resources are necessary for this (infrastructure, material, personnel)
- What interim and partial results are available

Identify the learning outcomes of these tasks

Find out the level of complexity of the job

Ask external Experts

Documentation by using the eumesta template

see Table 2

3.3 Identification of generic learning outcomes (KSCs) in the job profile

For each individual task it is necessary to identify the related learning outcomes (knowledge, skills and competence, KSCs). In this step the following questions will be answered in a generic way and will be detailed below (in point 5.3):

- What do I have to know for fulfilling this task
- What skills (technical) must I have
- What related competences (experience, willingness to learn, communication skills, empathy) are necessary for this

3.4 Assignment of EQF-levels to the job profile

At this point, it is necessary to assign a level of complexity to the job profile. eumesta has made the decision to apply the EQF model and use it in a way that answers the following question:

- What is the level of difficulty of the job and what is the level of the learning outcomes needed to fulfil this job?

A general consensus has been reached to apply a range of levels to the job profiles instead of just one (e.g. "Web Designer" is between level 3 and 5 in EQF)

It has also been decided to follow the EQF recommendations which state that for Vocational Education and Training (VET) the

levels go from 3 up to 5 (in accordance with the EU Commission's document "Towards a European Qualifications Framework for Lifelong Learning").

3.5 Validation of the Job Profile Frame by external experts

To make the job profile relevant to the needs of the labour market it is necessary to consult industry professionals during the production stage. When finalising the profile it must also be validated by external experts. This stage must answer the following questions:

- Does the profile cover all appropriate KSCs and tasks related to the job
- Is the job profile at the appropriate EQF level

3.6 Documentation of the job profile

The job profile, once validated, must be documented using the eumesta template (see [table 2](#): Job description template). so other stakeholders can make use of it, for instance in an award or certificate for trainees. The documentation should also provide the following information about the context of the development of the job profile:

- When was it developed
- By whom
- Who validated it, when

This is the guide which acts like a mirror of the individual development

Knowledge, Skills and Competence - the basis of evaluation

see Table 5

The eumesta project has developed a method of standardising job profiles within the media sector which will then be used for developing specific curricula, based on learning outcomes. Another one of the main purposes of eumesta is to help provide quality assurance for educational programmes. Product-related quality in educational programmes is about the effective improvement a specified target-group or particular individual learners may achieve during this programme. eumesta provides a tool, the Career Pathways Frame, to evaluate and document this improvement in a transparent and comparable way, based on the learning outcomes approach. It assists not only to make statements about learners, but also about the correlation between target-group and methods (in a broad sense) or aims of the educational programme. On this basis managers of educational programmes, curriculum developers and trainers may optimise their programmes and activities.

The following items will be the targets of the evaluation process under eumesta:

- Evaluation of the KSCs already acquired by a learner before and after a learning process
- Quality assurance by making sure that the intended result has been reached
- Documentation of the evaluation process and its results

This will address the following questions:

- What is the evaluation tool used by eumesta
- What steps are taken to develop the evaluation tool under eumesta
- Who will be using the evaluation tool
- How will the evaluator use the evaluation tool

- How the evaluation processes and the evaluation results should be documented and what evaluation documents will need to be produced

4.1 Career Pathways Frame - CPF

For all evaluation processes under eumesta, the Career Pathways Frame (CPF) will be used as the main tool.

The role of the CPF is to evaluate existing knowledge, skills and competence of potential students or industrial practitioners in relation to what the potential customer intends to achieve by undertaking a learning programme. By utilising the Career Pathways Frame (CPF) in this manner it will highlight any knowledge

and skills gaps that are apparent and develop an individually approved study programme based on the EQF frame and provide possibilities for professional progression within the industry.

The CPF uses the European Qualifications Framework model (EQF) to quantify learners' knowledge, skills and competence.

A template of the CPF applied to a specific job profile is included in [table 5](#).

Create the CPF based on the Job Profile

The CPF identifies individual qualification needs

It helps to document individual learning outcomes

see Table 3

see Table 4

4.2 Process of developing the CPF
For any stakeholder to develop a CPF and adapt it to a specific job profile, eumesta has identified a number of steps to be followed. These are:

1. Use the CPF template provided by eumesta in [table 4](#): CPF template
2. Copy the tasks from the job profile into the KSC criteria column in the CPF template
3. Because the KSCs in the Job Profile Frame are for levels 3 to 5 inclusive, it is necessary to apply them to individual levels (level 3, 4, 5) in the CPF. This needs to be performed by someone working in the field, while referring to the EQF levels matrix ([table 3](#): Job Profile Frame template - KSC frame). Level 4 feeds into Level 5.

4.3 Rules and guidance for using the CPF

1. **Conducting the initial evaluation**

Each applicant will discuss with a eumesta subject specialist partner their individual background plus what they wish to do in the future, whilst demonstrating their present level of ability through a portfolio or samples of work.

This approach should be conducted informally, as this provides the ideal environment to gain as much information about the applicant in the shortest amount of time. It would be considered wise to allow the applicant to discuss their own thoughts and intentions behind their work; guidance may be used during the initial evaluation through the use of questions that will demonstrate a candidate's knowledge, skills and competence.

2. **Conducting the CPF evaluation**

During this part of the evaluation cycle all knowledge, skills and competence that are being demonstrated are noted, allowing the evaluator to provide advice and consultation to the applicant using the CPF. Several evaluation tools can be used, depending on which learning outcome is being evaluated.

- It is possible to document acquired **knowledge** in the (usual) form of oral and written tests
- **Skills** can be primarily assessed through the documentation and evaluation of the created product, work examples etc. This can also, for example, be carried out in written form, possibly with the inclusion of some examples etc.
- **Competence** should, on the whole, become evident whilst fulfilling the job, should be documented accordingly and be assessed in

This provides information regarding success of an educational programme



written form. Points of special interest here are the ability to describe the intended work process, and how the trainees cope with the communication at various levels and deal with arising problems.

Once the applicant's intentions are clear ie what part of the creative industry they wish to eventually practise in, their existing competency will provide a detailed analysis of the areas they need to develop or become acquainted with.

It should be noted that when using the CPF each level needs to be individually evidenced before the next level should be considered. The reasoning behind this is that each level builds upon the next, for example Level 3 feeds into Level 4, subsequently Level 4 feeds into Level 5.

The final result of step 2 should provide the applicant with the

opportunity to undertake a training programme to cover the identified KSC gaps and qualification needs.

3. Documentation of the applicant's improvement

During step 1 and step 2 the evaluation has been made before any learning process. The objective was to identify the applicant's current position and future desired professional development. In step 3, the CPF-evaluation is made once again, but after the suitable learning process through which the applicant may have acquired those KSCs needed to fulfill future desires.

The final result of step 3 should give evidence of the KSCs gained by comparing the results of the initial and the final CPF evaluation. This result can and should be documented in a transparent way, e.g. in a certificate, containing or referring to the relevant information about:

- the job profile, based on which the educational

programme was designed

- its KSCs
- the individual learning outcomes/improvement (e.g. as an overview table)
- the evaluators (names, qualification) and
- the evaluation method/process (oral/written tests, work example).

A curriculum is designed to a certain target group

A curriculum is based on the job profile

Learning modules help to reach the learning outcomes

The following points present the stages needed to develop a curriculum using the job profile as a starting point:

5.1 Deciding the level of complexity and the target group wanted

At this stage, the curriculum building team will have to make essential decisions and assumptions that will form the hypothesis for the rest of the process of developing the curriculum. These are related to the following items:

- Define the target group for which the learning modules will be designed
- Determine the EQF level to be assigned to the learning modules. The curriculum to be developed

will be for a single EQF level. This will be made easier if the Career Pathways Frame has already been developed.

- Compile information about the current resources available within the educational institution in charge of using the curriculum being developed.

5.2 Extracting the tasks from the Job Profile Frame

During the job profile development process, the tasks have been grouped following a systematic professional approach into areas of activity. Whereas, to create educational modules, it is necessary to use a different approach; this is the reason why the

different tasks are extracted from the Job Profile Frame.

In this step, all the tasks included in the analysed job profile are listed in a bullet point way in order to visualise those that have a clear relationship with each other. They can then be grouped again using the new approach outlined in the next steps.

5.3 Generating specific KSCs from the tasks

After listing the tasks there is a need to generate specific KSCs. The current developments in industry should be considered, using the tasks and the generic learning outcomes defined in the job profile as a starting point. It is neither possible nor necessary to make specifications in all areas e.g. for purely technical

procedures social and communicative skills are not always necessary.

5.4 Grouping of the tasks into learning modules

By grouping the tasks according to educational criteria and EQF levels, the content of the learning modules will start to appear. It is important to check that the learning module still relates to the sequence of tasks outlined in the Job Profile Frame.

While the Job Profile Frame describes a specific occupation in a professional and industrial environment, the curriculum will also have to be based on teaching and learning aspects deriving from the specific needs of the intended programme (level, target group, resources) defining its structure.

Now we specify the modules to work out the learning programme

To create learning modules it is important to consider how individual tasks are related to each other by analysing the tasks. This will be done by an expert curriculum building team, experienced within the sector, considering:

- Industrial and professional aspects
- Educational needs

Although the grouping of the tasks is down to each curriculum developer and educational institution, if it has been taken from the same job profile then the end result should be similar across institutions.

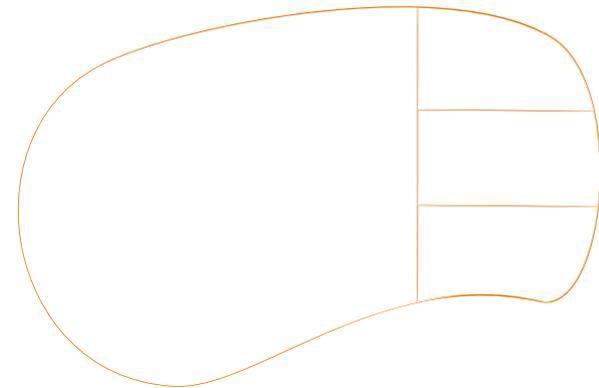
5.5 Defining the modules' specifications

The newly designed modules should have their specifications defined. This process includes clarifying the following items:

- Number of learning hours
- Learning methodology (e.g. distance learning, full time, part time, E-learning)
- Infrastructure required
- Learning materials
- Management of the learning process

This will be the starting point for further planning and finalisation of the educational programme: trainers, rooms, infrastructure, schedule etc.

eumesta may be used as certified approach with relation to the EQF



The eumesta-procedure could be used as a model for certifying educational programmes. If an educational programme is developed following the eumesta-method, it should not only be based on empirical analysis to identify the effectively needed KSCs, it also should have followed a series of feedback loops involving experts etc. to validate the programme in regards to relevance and practicability. And it should document the main steps of its development as well as evaluations of trainees. If all this information is combined it should give transparent evidence regarding the quality of the programme and therefore provide comparable information about the KSCs acquired by a person who followed this programme. In particular this means:

- The programme documentation provides information about the job profile, based on which it was developed. This includes the documentation of the profile itself and the validation by experts involved during its development.
- It documents the evaluation system, which was used to identify KSC-gaps and improvement. This includes the CPF, a description of the evaluation tools (e.g. multiple choice, interviews) and information about the evaluators.
- The programme documentation gives information about the curriculum which was used to provide the intended learning outcomes.

All this information should be accessible at least for all the stakeholders directly involved, either printed or by internet.

The eumesta project team is obviously not the institution to establish a certification procedure or model. This must be done by more influential organisations who also have the resources to work on certification programmes for educational institutes and educational programmes on a regular basis. But nevertheless eumesta could at least be an example of good practice or a model, based on which a new European certification system with connection to EQF and the learning outcomes approach might be developed.

Area of activity Groups of related tasks required to perform a specific part of a work process in a professional environment.

Audio / Video eumesta project uses the definition set by CEDEFOP in its document: „ICT Practitioner skills and training: Graphic arts and media sector.“ (Luxembourg 2004; page 24). This definition is similar to interactive media (Output is non-interactive and Output-media are: discs, tapes, broadcast):

The integration of text, image, audio, video and data for non-interactive products on discs, tapes or for broadcast. The definition of this term is meant to include the design and production of films, videos and DVDs.“

Career Pathways Frame (CPF) A framework that indicates possibilities/ options of professional progression within the same or different Media career, considering the KSCs already acquired by the professional and those needed to be acquired in order to progress.

Competence The eumesta project uses the definition set by the European Commission in its consultation document: „Implementing the Community Lisbon Programme. Proposal for a Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning“. Brussels, 5.9.2006; page 16. This definition is:

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

For the use of the term the following further remarks can be made:

“competence (with no article, and no plural)

A word describing a concept, analogous to words such as ‘weight’ or ‘zeal’. In qualifications frameworks terminology it refers to an element of learning outcomes, in the same range as ‘knowledge’ and ‘skill’.

a competence (plural ‘competences’)

Refers to bundles (or a bundle) of learning outcomes relevant to a function, role or occupation. The learning outcomes that make up a competence comprise elements of knowledge, skill and ‘competence’. The term ‘a competence’ is in the same range as ‘learning outcomes’.

competency (plural ‘competencies’)

Describes a standard of achievement of learning outcomes (or ‘competences’) required as a qualification for a role, or occupation, or for recognising a level of expertise in a field. Competency is a word in the same range as ‘qualification’.

(“Description of competences in EQF”, by Edwin Mernagh, National Qualifications Authority of Ireland, Powerpoint-presentation, Prague, 18/09/06)

Curriculum The content of a learning course including the evaluation system of the learning outcome and the objective of each one of its modules.

Curriculum Building Toolbox (CBT) It is the eumesta standard procedure for developing curricula for continuous vocational education and training for the media sector. It consists of 3 parts:

Alternative wording:

Methodology for creating curricula

- I: Working out the Job Profile Frame
- II: Working out an evaluation/ quality assurance system
- III: Developing the curriculum

Domains Within the graphic arts and media/printing sector, there is a long list of professions. For the purpose of eumesta, it has been decided to opt for a distribution of these professions into specific sub group or sub sectors. These sub sectors are called: Domains. eumesta only focuses on three of these domains, which are: „Pre-press“, „New Electronic Media/Digital Media“ and „Audio/Video“.

EQF These acronyms stand for „European (E) Qualifications (Q) Framework (F)“. This is the European approach for establishing a European methodology/framework that sets some common reference points that will allow a minimum level of comparison and transparency between the national educational systems.
(See „Implementing the Community Lisbon Programme. Proposal for a Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning“. Brussels, 5.9.2006; page 16).

Evaluation/Quality assurance system For eumesta, this concept refers to the assessment process of a professional/student before and after a learning process. This process is carried out using the eumesta evaluation tool: The Career Pathways Frame (CPF). This process provides information not only about individual outcomes and improvements but also about the effectiveness of a learning programme.

Job description This is a generic outline for describing a media job. For the eumesta project, it is necessary to have a job description before relating the Job to specific KSCs.
A job description includes:

- Generic job description
- Main tasks describing the role in the professional environment including the position in the workflow and the company hierarchy
- Alternative job title
- EQF level
- Access, level of education, typical careers
(Previous experience and possible further development)

(See appendix 1)

Job profile In the eumesta project, we refer to Job profiles as a generic term that identifies the different jobs available and/or recognised within the „Media sector“ and to which the eumesta methodology will be applied.
Alternative wording: Occupational profiles

Job Profile Frame It is an analytical methodology that tries standardising the presentation of „Media Jobs“ for employees, employers and educational institutions.
Alternative wording: KSC table, Job profile matrix, KSC matrix It presents each „Job profile“ as a matrix including several levels of reference information.

KSC The three letters stand for:
Alternative wording: Knowledge (K), Skills (S) and Competence (C).
Learning outcomes, KSC Model The use of these concepts in the eumesta project is exactly the same as defined in: „Implementing the Community Lisbon Programme. Proposal for a Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning“. Brussels, 5.9.2006; page 16).
These concepts are an important part of the eumesta „Job profile frame“.

Knowledge The eumesta project uses the definition set by the European commission in its consultation document: „Implementing the Community Lisbon Programme. Proposal for a Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning“ (Brussels, 5.9.2006; page 16).
This definition is:

“Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practises that is related to a field of study or work. In the European Qualifications Framework, knowledge is described as theoretical and/or factual;”

Learning outcomes This is the generic word under which the KSCs are defined in the EQF: („Implementing the Community Lisbon Programme. Proposal for a Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning“. Brussels, 5.9.2006; page 16).

“‘Learning outcomes‘ means statements of what a learner knows, understands and is able to do on completion of a learning process and are defined in terms of knowledge, skills and competence;”

Level descriptor Each one of the 8 EQF levels of complexity is associated to a general description of that specific level. This description is intended to be „...a practical criteria to assess and identify levels of competence“. This definition is named: Level descriptor.
(See example in: European reference levels for education and training. CEDEFOP, Final report July 2004, page 53)

Levels of complexity This terminology is used by the „European Qualifications Framework (EQF)“ paper. They are used as reference points and there are eight (8) levels. They refer to the learning outcomes and they are defined by them. At each level of complexity, qualifications are described in terms of their learning outcomes.

Media Product It is the final media outcome required by a potential client and developed by the media professional.

Media Sector For the eumesta project, the Media sector involves only three of the domains identified and listed by CEDEFOP in its document: „ICT Practitioner skills and training: Graphic arts and media sector.“ (Luxembourg 2004). These are: „Pre-press“, „New Electronic Media“ and „Audio/Video“.

Module A group of KSCs that are related to the same area within a learning programme or a course and that form a cohesive part of the learning.

New Electronic Media The eumesta project uses the definition set by CEDEFOP in its document: „ICT Practitioner skills and training: Graphic arts and media sector.“ (Luxembourg 2004; page 24). This definition is:

“Multimedia/New Media is the integration of text, image, audio, video and data for interactive products. (...) The definition of this term is meant to include the design and production of multimedia applications and websites.”

Pre-press The eumesta project uses the definition set by CEDEFOP in its document: „ICT Practitioner skills and training: Graphic arts and media sector.“ (Luxembourg 2004; page 24). This definition is:

„Pre-press includes all employees involved in the various processes from design of printed or electronic media up to the production of the printing plate or cylinder or screen.“

Qualification In the eumesta project, the term „Qualification“ is used with two different meanings depending on the context:

Meaning 1:

Used by „EQF“ (same as OECD): “‘qualification’ means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;” („Implementing the Community Lisbon Programme. Proposal for a Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning“. Brussels, 5.9.2006; page 16)

Meaning 2:

The ability or expertise to deliver certain tasks or to cover a job.

Skills The eumesta project uses the definition set by the European commission in its consultation document: „Implementing the Community Lisbon Programme. Proposal for a Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning“ (Brussels, 5.9.2006; page 16). This definition is:

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

Tasks A nomenclature/breakdown of the practical „do’s“ for which a media professional is responsible and expected to undertake while fulfilling their „media profession“.

8 Transnational partnership and development team

	Transnational eumesta partners	Development team
<p>bfi Berufsförderungsinstitut Salzburg</p>	<p>Berufsförderungsinstitut der Arbeiterkammer (BFI), Salzburg, Austria (managing partner) www.bfi-sbg.at</p>	<p>Sigrid Dornetshuber Astrid Herbst Werner Pichler</p>
<p>AWGD Berufsfachschule für Medienassistenten Bild- & Tontechnik</p>	<p>Akademie Werbung Grafik Druck (AWGD), Hamburg, Germany www.awgd.de</p>	<p>Eberhard Droste John Kröger Dierk Ladendorff (KWB - Koordinierungsstelle Weiterbildung und Beschäftigung e.V., Hamburg)</p>
<p>NEWHAM COLLEGE OF FURTHER EDUCATION</p>	<p>Newham College of Further Education, London, United Kingdom www.newham.ac.uk</p>	<p>Joyce Amato Mark Chapman Jeff Ellis Chris Readlamb</p>
<p>Eesti Infotehnoloogia Kolledž The Estonian Information Technology College</p>	<p>Eesti Infotehnoloogia Kolledž, Tallinn, Estonia www.itcollege.ee</p>	<p>Katrin Pink Oliver Raal</p>
<p>UNIVERSITATEA DIN BUCURESTI FSJC</p>	<p>Universitatea din Bucuresti, Bucuresti, Romania www.fsjc.ro</p>	<p>Georgeta Drula</p>
<p>Rdi resource development international</p>	<p>Resource Development International, Madrid, Spain www.rdiworldwide.com</p>	<p>Linda de Lay Yazid Isli</p>

Table 5

Work process scheme

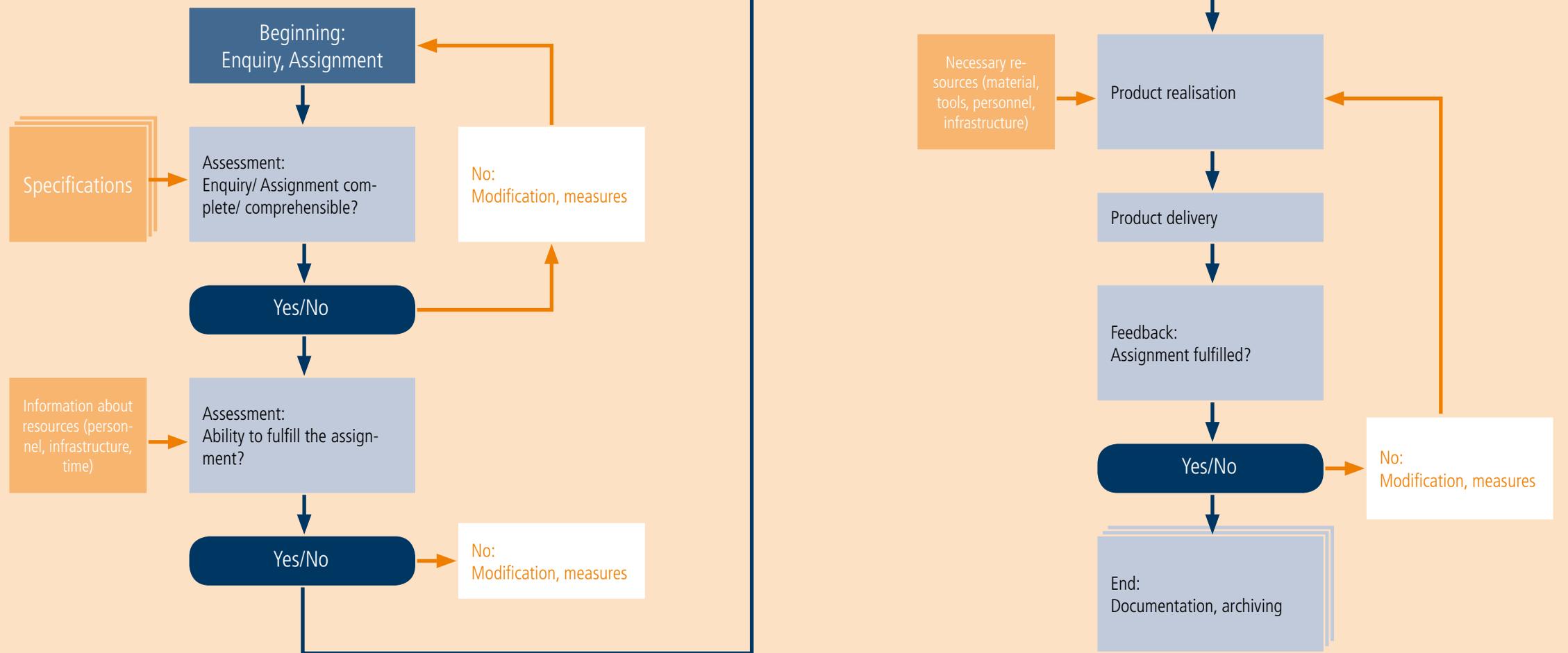


Table 4

CPF template

Candidate Name:			
KSC Level:	Level 3	Level 4	Level 5
KSC Criteria:	Knowledge		
Area of activity Tasks included: Task 1 Task 2 Task 3...	Specific knowledge description Evidenced: YES NO	Specific knowledge description Evidenced: YES NO	Specific knowledge description Evidenced: YES NO
	Skills		
	Specific Skills description Evidenced: YES NO	Specific Skills description Evidenced: YES NO	Specific Skills description Evidenced: YES NO
	Competence		
	Specific Competence description Evidenced: YES NO	Specific Competence description Evidenced: YES NO	Specific Competence description Evidenced: YES NO
	Interviewer's Comments:		

Table 3

<p>Level 5* The learning outcomes relevant to Level 5 are</p>
<p>Level 6** The learning outcomes relevant to Level 6 are</p>
<p>Level 7*** The learning outcomes relevant to Level 7 are</p>
<p>Level 8**** The learning outcomes relevant to Level 8 are</p>

Knowledge	Skills	Competence
comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	the ability to apply expertise in a comprehensive range of cognitive and practical skills in developing creative solutions to abstract problems	<p>competence in management and supervision in contexts of work or study activities where there is unpredictable change</p> <p>the competence to review and develop performance of self and others</p>
advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	the ability to apply advanced skills, demonstrating mastery and innovation, in solving complex and unpredictable problems in a specialised field of work or study	<p>competence in the management of complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</p> <p>the competence to take responsibility for continuing personal and group professional development</p>
<p>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</p> <p>critical awareness of knowledge issues in a field and at the interface between different fields</p>	the ability to apply specialised problem-solving skills in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields	<p>competence in managing and transforming work or study contexts that are complex, unpredictable and require new strategic approaches</p> <p>the competence to take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>
knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the ability to apply the most advanced and specialised skills and techniques, including synthesis and evaluation, to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	competence at the forefront in work or study, including research contexts, demonstrating substantial authority, innovation, autonomy, scholarly or professional integrity and sustained commitment to the development of new ideas or processes

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

* 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

** 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

*** 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

**** 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

Table 3

Levels of complexity:

“Each of the 8 levels is defined by a set of statements (‘descriptors’) indicating the learning outcomes relevant to the award of a qualification at that level in any system of qualifications. ‘Learning outcomes’ are statements of what a learner knows, understands and is able to do on completion of a learning process and are defined in terms of knowledge, skills and competence” (EQF definition).

<p>Level 1 The learning outcomes relevant to Level 1 are</p>
<p>Level 2 The learning outcomes relevant to Level 2 are</p>
<p>Level 3 The learning outcomes relevant to Level 3 are</p>
<p>Level 4 The learning outcomes relevant to Level 4 are</p>

Knowledge	Skills	Competence
basic general knowledge	the ability to apply basic skills to carry out simple tasks	the competence to work or study under direct supervision in a structured context
basic factual knowledge of a field of work or study	the ability to apply basic cognitive and practical skills to use relevant information to carry out tasks and to solve routine problems using simple rules and tools	the competence to work or study under supervision with some autonomy
knowledge of facts, principles, processes and general concepts, in a field of work or study.	the ability to apply a range of cognitive and practical skills in accomplishing tasks and solving problems by selecting and applying basic methods, tools, materials and information	the competence to take responsibility for completion of tasks in work or study the competence to adapt own behaviour to circumstances in solving problems
factual and theoretical knowledge in broad contexts within a field of work or study	the ability to apply expertise in a range of cognitive and practical skills in generating solutions to specific problems in a field of work or study	competence in self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change the competence to supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Table 3

Job profile frame template - KSC frame

EQF Level:

Tasks

Area of activity 1

(E.g: Briefing, Consultation and Communication with a client)

Included tasks

- (E.g:
- Task 1
- Task 2...

Area of activity 2

(E.g: Creation of Concepts, Creative thinking and Ideas)

Included tasks

- Task 1
- Task 2...

EQF Definition of the Learning Outcomes (Basis of eumesta method-

Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.

Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are 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 is the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF, 'Competence' is described in terms of responsibility and autonomy.

Analysed job profile name Level 3-5

Knowledge	Skills	Competence
Generic definition of the knowledge needed to fulfil "Area of activity 1"	Generic definition of the skills needed to fulfil "Area of activity 1"	Generic definition of the competences needed to fulfil "Area of activity 1"
Generic definition of the knowledge needed to fulfil "Area of activity 2"	Generic definition of the skills needed to fulfil "Area of activity 2"	Generic definition of the competences needed to fulfil "Area of activity 2"

Table 2

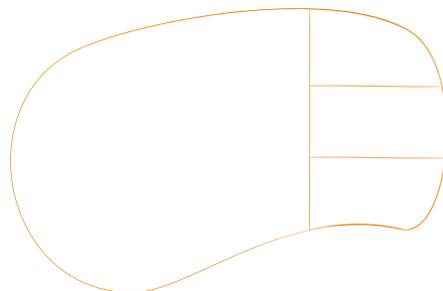
Job description template

Job Title	E.g. "Web Designer"
Generic job description	-
Main task/ Describing the role in the professional environment including the position in the workflow and the company hierarchy	<p>Written description, the following information includes:</p> <ul style="list-style-type: none"> • Purpose of the task • Members of the team, working together with • Receives instructions from..., hands out assignments • Other persons/-groups with similar responsibilities)
Alternative job title	(Alternative definition, under which the job is known in the labour market eg: Screendesigner, Web designer, Interface Designer)
EQF level	General and summarized description of the necessary knowledge, skills and competence required for the particular job and graded according to the 8-level EQF-scheme
Access, level of education, typical careers (Previous experience and possible further development)	-

Table 1

Sub products	Usability for eumesta –target groups		Usability for eumesta –target groups		
	Public authorities (e.g.: Labour market authorities)	Trainers/ evaluators	Curriculum builders (incl. training centres)	Trainees	Businesses
Job profile frame, Job profiles (examples)	<ul style="list-style-type: none"> Standardise new jobs appearing in the market Transparency of training course decision 	-	<ul style="list-style-type: none"> Starting point for developing curricula and evaluation system 	-	<ul style="list-style-type: none"> Transparency of training course decision Job profile definition for hiring professionals Identification of gaps in KSC Career progression
Evaluation/ Quality system (incl. Career Pathways Frame)	<ul style="list-style-type: none"> Evidence of KSCs acquired by individuals Evidence of quality in the training centres 	<ul style="list-style-type: none"> Guidance for KSC gap and improvement identification 	<ul style="list-style-type: none"> KSC gap and improvement identification for curricula development Certify the quality of the process for curricula building 	<ul style="list-style-type: none"> Evidence of KSCs acquired KSC gap and improvement identification Career advancement pathways 	<ul style="list-style-type: none"> Evidence of KSCs acquired by individuals KSC gap and improvement identification Career advancement pathways Evidence of quality in the training centres
Curriculum Development Tool, Curricula (examples)	<ul style="list-style-type: none"> Guideline for developing standardised job profiles Transparency for training course decision 	<ul style="list-style-type: none"> Teaching guidelines and learning content 	<ul style="list-style-type: none"> Guideline for developing curricula Final products 	<ul style="list-style-type: none"> Information about course content identification of KSCs to be acquired 	<ul style="list-style-type: none"> Transparency of training course decision
Curriculum Building Toolbox	<ul style="list-style-type: none"> Overview regarding development of job profiles, evaluation systems and curricula 	<ul style="list-style-type: none"> Overview regarding development of job profiles, evaluation systems and curricula 	<ul style="list-style-type: none"> Guideline for developing job profiles, evaluation systems and curricula 	<ul style="list-style-type: none"> Overview regarding development of job profiles, evaluation systems and curricula 	<ul style="list-style-type: none"> Overview regarding development of job profiles, evaluation systems and curricula

Curriculum Building **Toolbox**



Tables