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SLOT

Sectorial Learning Outcome Transparency

Leonardo da Vinci – Transfer of Innovation

**D4.2 Final guide to learning outcomes methodology – with
improvement and recommendations**

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Summary

This document summarises the SLOT methodology for defining Learning Outcomes for a selected professional qualification. It includes background information on the project's approach, focusing mainly on the Spanish National System for Qualifications and VET from which innovation was transferred to the SLOT project. The document also presents the produced methodology, its phases and its steps and concludes with information and feedback from its pilot deployment in partner institutions.

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1 Introduction

This report is the document that concludes the SLOT project. It is a guideline for Vocational Education and Training (VET) organizations and training institutions that would like to adopt the learning outcomes methodology developed by the SLOT project. It also summarizes the project activities through a collection of information gathered from the construction of the method, its deployment and the project partners' feedbacks.

The methodology developed in SLOT came from a need identified by 3 partners of the project (CRPHT, IES Cavanilles, CTI) during the contact seminar organized by the Italian National Agency LLP ISFOL in December 2009. This seminar gathered different European private and public organizations around the themes of EQF (European Qualification Framework) and ECVET (European Credit system for Vocational Education and Training). In 2009, the EQF recommendation had one year of existence and no European countries had already defined their NQF (National Qualification Framework). The ECVET recommendation was published in 2009, the same year of the contact seminar. No participants of the contact seminar had a clear idea on how to apply ECVET in their daily work. It was also impossible for them to imagine how to define learning outcomes and units of learning outcomes as no national qualification grid was available.

The main question that has arisen was how to promote transparency of qualifications between countries and between VET institutions, and how was it possible to promote mobilities of workers and of learners if it was not possible to compare qualifications profiles and if it was not possible to promote transfer of units of learning outcomes between institutions.

As written in the EQF recommendation, the development and recognition of citizens' knowledge, skills and competence are crucial for the development of individuals, competitiveness, employment and social cohesion in the Community. The aim is to facilitate transnational mobility for workers and learners and contribute to meeting the requirements of supply and demand in the European labor market. For VET organizations and for employers, EQF coupled with ECVET is a tool to improve the transparency of qualifications defined through learning outcomes. It is also a tool that will support cross-border mobility of young people and adults, as well as lifelong learning opportunities.

Since the beginning of the project, it was clear that ECVET was not be able to work effectively without a strong network of VET organizations, supported by agreements and memorandum of understanding that should provide the necessary acceptance of the systems of assessment, validation and recognition of competences. It was also clear that the first step for VET organizations was to have a common approach to define learning outcomes. If the method to describe qualifications based on a common method to define learning outcomes is common to all VET organizations, members of a same network, it should be easier to accept the systems of assessment, validation and recognition of competences.

The main objective defined by the aforementioned partners during this contact seminar was to build a method that could help VET organizations, in formal and non-formal context, to define a part of a qualification profile associated to a given training and to define learning

outcomes based on this qualification profile, the SLOT methodology of learning outcomes definition. To be able to build this methodology, partners decided to find ideas in the Spanish National System for Qualifications and Vocational Education and Training (SNCFP) that explain how to define learning outcomes, based on qualification profile descriptions.

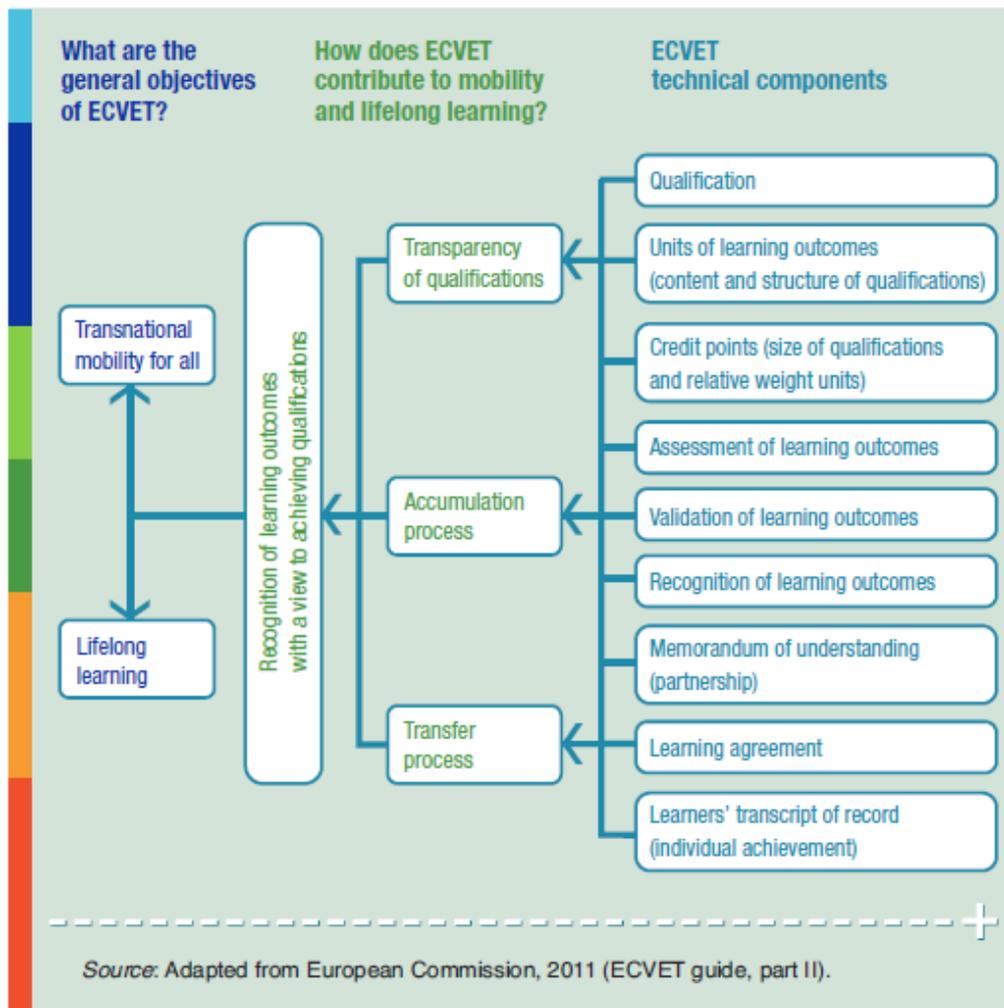


Figure 1. ECVET objectives and technical components (source: Necessary conditions for ECVET implementation, CEDEFOP, 2012)

The project addresses the first two technical components of ECVET: qualification and units of learning outcomes (see Figure 1). The project objective was to be able to promote transparency of qualifications based on components that could assure this transparency: a common methodology, a clear, understandable and practical method to describe qualifications and associated learning outcomes.

2 From the Spanish system to the SLOT methodology

2.1. The Spanish system and its influence on the project methodology

The National System for Qualifications and Vocational Education and Training (SNCFP) in Spain consists of instruments and actions which are necessary to promote and develop the integration of vocational education and training through the National Catalogue of Professional Qualifications (NCPQ). Besides, it aims at promoting and developing the assessment and accreditation of professional competences in order to encourage the professional and social development of the people and to meet the needs of the productive system.

Knowhow on SNCFP and NCPQ was transferred to the SLOT consortium by the Spanish partner IES. Elements and ideas of the entire system have been taken into account for building the SLOT methodology of learning outcomes definition.

2.1.1 The Spanish National Catalogue of Professional Qualifications

The National Catalogue of Professional Qualifications (CNCP) is an instrument of the SNCFP, which lists the professional qualifications according to the appropriate competences for the professional exercise.

One of the main objectives of the CNCP is to integrate the existing programs on vocational education and training in order to adapt them to the characteristics and demands of the Spanish productive system.

The CNCP comprises the most important professional qualifications of the Spanish productive system. It is composed of 26 professional families. It includes the vocational education and training (VET) contents corresponding to each qualification.

The CNCP consists of professional qualifications arranged in levels of qualification and professional family. The 5 levels of professional qualifications are based on the professional competencies required for each productive activity taking into account different criteria like knowledge, initiative, autonomy, responsibility and complexity, among others, necessary for the accomplishment of every activity (see Figure 2).



Figure 2. Professional qualification description

It was one of the main reasons why the Spanish system was chosen to be transferred into the SLOT Leonardo da Vinci Transfer of Innovation project. Even if it is not directly corresponding with the EQF recommendation which proposes 8 levels of qualifications, it was compliant with the EQF's rationale and objectives and the 5 levels system was a good starting point, providing flexibility for pilot adaptation and adoption within the project partners' respective institution. A positive point also was that professional qualifications described within the CNPC were referring to competences professional actors have to master to do a specific job. It was another similarity with the EQF recommendation that says that levels of qualification are described through knowledge, skills and competences. But maybe the most valuable element of the Spanish system was that the professional competences were described collaboratively by professional actors and teachers, thus assuring the link between education and training and the labour market and civil society.

The CNPC includes technical competences (specific to a qualification and transversal to other qualifications) as well as the core competences. The core competences are those which allow the individuals to adapt to a changing labour environment. They make possible the achievement of good outcomes during the professional career in different fields or social contexts. Therefore, they are key to workers occupational or functional flexibility as they facilitate mobility within one occupational sector or from one sector to another.

The CNPC is one of the significant tools that allow the integration of the different training offers as well as the validation and accreditation of professional competences and prior learning (*ECVET and the Catalan VET system* - ECVET magazine n°5/ May 2011). It is a first step toward a NQF as it is, as stated by EQF:

“an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access,

progression and quality of qualifications in relation to the labour market and civil society”.

Figure 3 illustrates the similarities between the Spanish qualifications system and the European Qualifications Framework.

The catalogue and the way to build it have been used as input to understand the 8 levels of qualifications and the way to structured these. It has also given the consortium ideas about the way to define a level of qualification with professional actors, experts of a specific domain and trainers of this domain, ensuring a link between the market and VET.

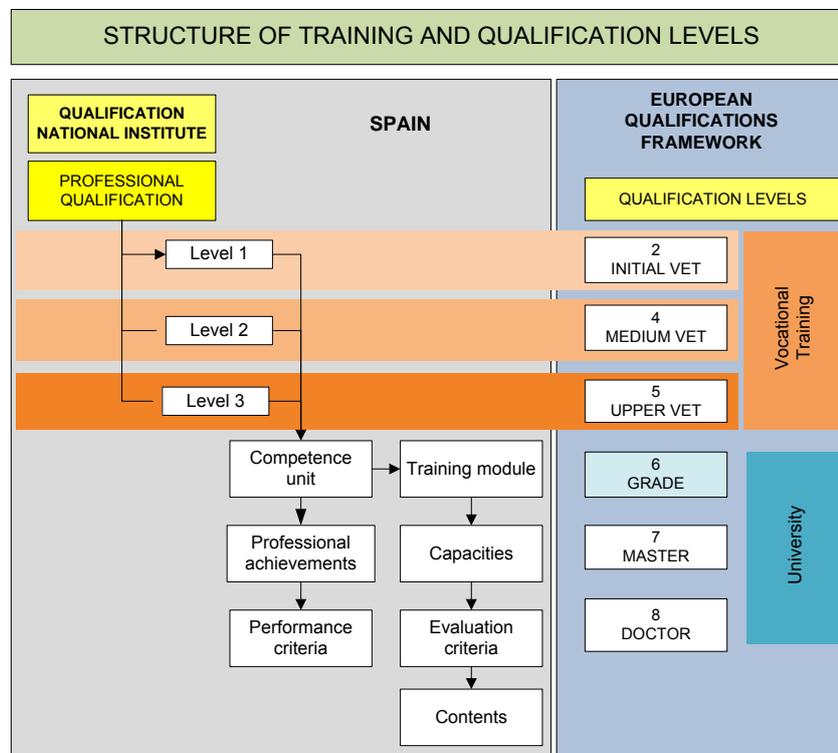


Figure 3. Comparison between the Spanish qualifications system and the European Qualifications Framework

2.1.2 The Modular Catalogue of Vocational Education and Training

The Modular Catalogue of Vocational Education and Training was also studied in the SLOT project. It consists of a set of training modules, each associated with one of the competence units which form a professional qualification. A professional qualification is defined as a set of professional competences significant in employment which can be acquired through vocational education and training (VET) modules or any other kind of learning structure as well as through work experience (Organic Act 5/2002 on Qualifications and Vocational Education and Training).



The Modular Catalogue of Vocational Education and Training promotes a quality VET offer, which is updated and appropriate for the different target groups, according to their expectations for professional promotion and personal development.

The professional qualification structure is organized like this: each qualification has general competences which define briefly the workers' essential tasks and functions. Other elements are also described such as the professional environment in which the qualification takes place, the corresponding productive sectors and the relevant occupations or posts which can be accessed with that qualification. This structure has been used as input for the skill card definition process used in the SLOT methodology.

2.1.3 The Spanish National Institute of Qualifications

In Spain, the National Institute of Qualifications (INCUAL) has the responsibility for defining, creating and updating the National Catalogue of Professional Qualifications and the corresponding Modular Catalogue of Vocational Education and Training.

The Observatory, an internal part of INCUAL, has as objective to observe the qualifications and their evolution. The Observatory has a database to promote, in an active manner, the cooperation with the existing territorial and sectorial observatories in order to provide e.g. information on the evolution of supply and demand for jobs, occupations and profiles in the labour market, taking also into account, among others, the professional classification systems created by collective bargaining.

The Professional Observatory researches each of the professional families making up the Catalogue by doing economic and educational studies, always consulting official sources and sources from the sectors involved in a professional family.

INCUAL works with groups of technological and educational experts from the different productive sectors. These groups identify and define the professional qualifications that will be incorporated into the National Catalogue of Professional Qualifications (CNCP). The working groups make periodically new proposals for qualifications.

The INCUAL model has been used as input for involving Groups of Experts in the SLOT methodology. In fact, it was incorporated in it as the first methodological step towards the Learning Outcomes definition.

It was outside the scope and size of the project to build national institutes within partners' country, but it has given inputs concerning the way to organize and to improve continuously the qualification profiles, at an institutional level (i.e. see deployments in Université de Lorraine, France and in SMK, Lithuania), at a sectoral level (i.e. see deployment in CRP Henri Tudor, Luxembourg and CTI Greece) or at a national level (i.e. see deployment in RDA, Republic of Slovakia) with professional experts.

RDA, a regional agency in Slovakia, and a partner of the project, deployed the SLOT methodology at a national level, more precisely at the level of the Slovakian Ministry of Education, Science, research and Sport. The way INCUAL is working has influence this Ministry's way of defining national catalogue of competences for the profession of hairdressers.

2.2 The partners' national contexts and their influence on the project methodology

The environment of each institution of the project has been analyzed and an overview was produced by each partner and shared with the rest of the consortium. Full details can be found in deliverable D2.1. and D2.2 of the SLOT project (www.adam-europe.eu). The objective of producing these overviews was to understand each partner's respective national, or institutional, situation concerning the implementation of EQF and ECVET recommendations. Another objective was to determine if partner's institutions already had methods that could be used to define learning outcomes. Or methods that were referring to a qualification grid, a skill card or a competence matrix, build by experts, professional actors and trainers.

The aim was to determine the differences and complementarities between the partner's existing methods and to identify elements which could be used in the SLOT methodology, in order to propose a generic method of learning outcomes definition, based on the Spanish system and on partners' own methods. Thereupon, three main issues were quickly identified as the skeleton of the SLOT methodology:

- Experts gathering
- Competencies card / skill card
- Learning outcomes definition

Considering experts gathering, some partners were already working with professional experts to help them to define skill cards or to develop or select training content, or to design training programmes. Concerning non-formal trainings, some partners were working with professional experts gathered by their training organization. Concerning formal trainings, some partners had nearly the same procedure as the Spanish one.

Considering skill cards, their use in all partners' institutions was not a common practice. Only 4 of them declare to work with skill card or competence profile, and it was often quite new and not systematic. It was a reason why it was a challenge for all partners' institutions to build a skill card, or a competence profile, adapted from the one used in Spain.

Considering learning outcomes definition, it was easy to find a common way to describe these. Most of the partners were already describing their trainings using pedagogical objectives and/or training objectives. They refer to the bloom's taxonomy of educational objectives for the cognitive domain. Objectives for the affective domain and the psychomotor domain are also used. This is similar to learning outcomes that have to be defined, following ECVET, in terms of knowledge (cognitive domain), skills (affective domain) and competences (psychomotor domain), even if the terminology is not the same, as a competence can be a cognitive, a psychomotor or an affective objectives. Specific expected trainees' learning outcomes are pedagogical or training objectives. So ECVET is not bringing something new with learning outcomes. The innovation concerns more the



entire process composed of definition of learning outcomes based on a skill card or a NQF, on the assessment, validation, recognition and transfer of these learning outcomes.

It was clear that all institutions participating in the project needed to receive full and detailed information concerning the Spanish method before start working on a common methodology. Opportunity was also given to all partners to exchange information about their own processes, methods, and tools to enhance the Spanish method of L.O. definition and to find a method that was acceptable by all of them.

2.3 The SLOT methodology

After the analysis of institutional and national contexts, the project managed to propose a generic methodology for learning outcomes definition, which was based on the Spanish model and also incorporated elements from partners' own methods and tools. The final SLOT methodology foresees the following 3 Phases, concerning the aforementioned issues which were commonly identified as substantial towards a method for defining learning outcomes.

PHASE 1. Experts Group formation and steering

PHASE 2. Competencies card / skill card production

PHASE 3. Learning outcomes definition

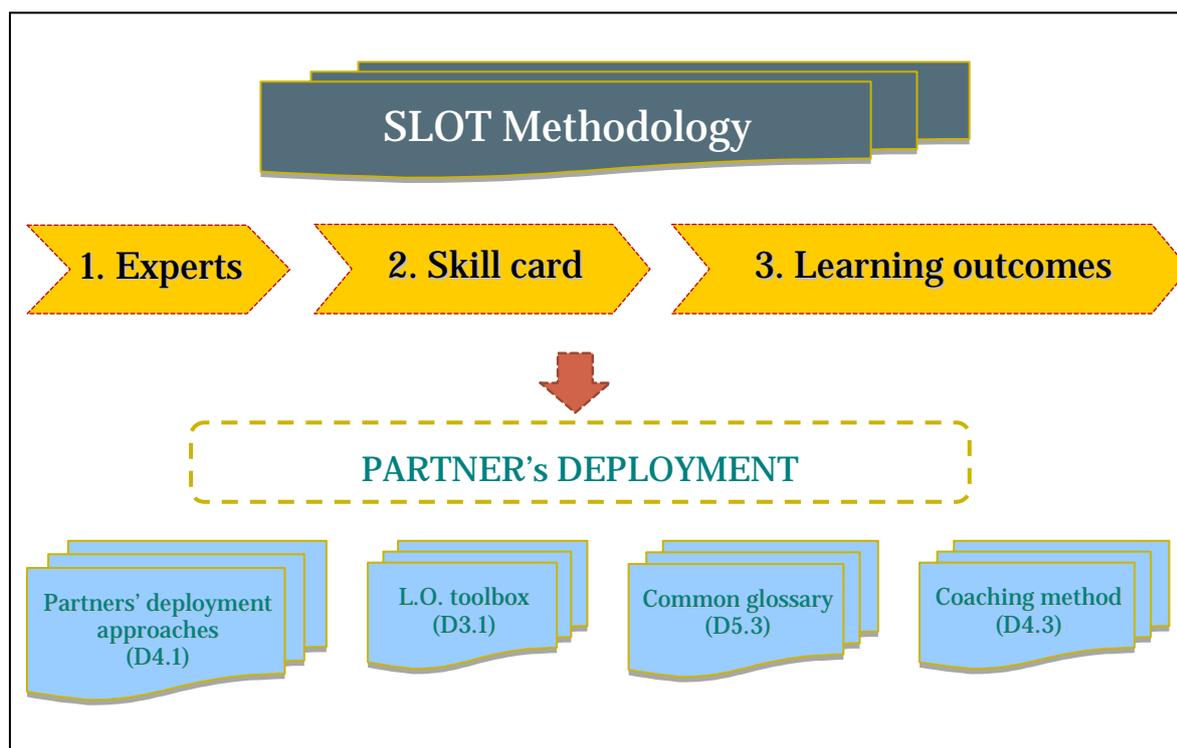


Figure 4. The SLOT methodology phases and implementation tools

Considering the diverse operational frameworks and the specificities and particularities of each partner organization, as well as national facts and constrains regarding the development of NQFs (e.g. existence of already established national NQF bodies and structures, level of NQF readiness, existing national specifications, etc), the objective was to develop a methodology that would be flexible enough to allow its implementation in diverse settings.

Therefore, the SLOT methodology, which is presented in detail in the following paragraphs, is designed to provide such flexibility. In fact, the methodology was successfully piloted in parallel by the partner institutions and the recommendations from their feedback are presented in this deliverable.

2.3.1 Phase 1: Experts Group

The first phase of the SLOT methodology consists in selecting and the gathering those experts who will be able to analyze the job qualifications and design the skill card.

The following three main steps are foreseen for Phase 1:

- 1.1 Definition of the experts' profiles
- 1.2 Forming and steering the Experts Group
- 1.3 Job analysis

The final outcome of the 1st phase of the SLOT methodology is the Job Analysis in Qualifications, Activities and Tasks and the description of the related Qualifications in terms of necessary knowledge, skills and competences.

In SLOT methodology, an Activity is defined as a set of actions (tasks) needed to the completion of a job, in relation with the training object. Activities are expressed in terms of action verbs (define, view, check, plan, do, manage, ets) and can be summarized by the questions: *“What are (would be) the main activities? Can you describe what the professional (will) do? With what means? With which interlocutors?”* The SLOT methodology proposes the definition of 5 to 6 professional activities per occupation.

The templates proposed to be used with the Experts Group during Phase 1, are provided in deliverable 4.1, Annex B. They are used for gathering information concerning the experts, the selected sector and the selected training for which learning outcomes will be proposed. Figure 5 illustrates the template proposed for performing the job analysis, which is validated and finalized in Phase 2 and used for the production of the skill card.

SLOT Professional Qualification Description Template

Formal definition of the occupation (as it exists at national level)

Does the definition of this job/occupation exist at national level and, if so, how is it defined:

Can you give a broad definition of the job?

Needs for this job in the economical market

Types of jobs that a person can have regarding his/her degrees, experience, responsibilities (while applying the training outputs):

What are the formal and/or informal qualification prerequisites?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
What is the possible previous professional occupation?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
What is the potential future professional occupation?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Technical and economic environment - Professional context

Main socio-economic elements	How do these elements influence the job?
Internationalisation, globalisation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Technologies, technological progress	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Environmental context (incl. constraints)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Social context	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Definition of the professional activity(ies)

Definition of the professional activity(ies) addressed by the training

Professional activities

An activity is a set of actions (tasks) needed to the completion of a job, in relation with the training object. Activities are expressed in terms of action verbs (define, view, check, plan, do, manage, etc) and can be summarized by the questions: What are (would be) the main activities? Can you describe what the professional (will) do? With what means? With which interlocutors? SLOT suggests defining a maximum of 6 activities.

The professional does the following activities:

A1
A2
A3
A4
A5
A6

These activities require the professional to

Have sound knowledge in the following areas:

.....

Have command of the following skills:

.....

Display the following aptitudes / personal competences:

.....

Figure 5. The SLOT template for describing the professional qualification (job analysis)

2.3.2 Phase 2: Competences/skill card

The goal of this phase is to compare the current state of the professional profile, if it was existing, to the outcomes gathered from the experts' work in Phase 1. At this phase, the experts have to deliver the vision of the selected job through the description of working practices and the corresponding knowledge, skills and competences. The experts working on this phase must do/know the profession or have a role linked to the training in object.

The following four main steps are foreseen for Phase 2:

- 2.1 Structured depiction of the Qualification Profile in professional activities
- 2.2 Design of the skill card
- 2.3 Evaluation of the skill card
- 2.4 Validation and final skill card version

Process/subprocess		Languages			Document Management				Financial Management			Administration Management			TICs				Meeting and events organization					
		English	French	.....	Office applications	Registration	File & Classification	.....	Budget	Worksheet	Balances	.....	Human resources	Accounts	documentation	.....	Powerpoint, PDF	Internet, email	Skype	Virtual Platforms	.....	Determining resources	Planning activities	Planning social activities
Desing and definition of	Products																							
	Manufactura/ Installation																							
	Maintenance / repair																							
	Security																							
Planninn of production process																								
Programming and production control																								
Maintenance / repair																								
Quality																								
Logistics and procurement																								
Trainind the user/client																								

Table 1. Competence card example used by SLOT partners during the methodology's deployment.

The final outcome of this phase is the skill card for the selected qualification profile. The skill card proposed by the SLOT methodology includes the EQF level for the addressed professional qualification.

In deliverable 4.1, Annex C and D, and in deliverable 4.3, the way to organize and to conduct the skill card elaboration process is defined in details. Different methods to draw a skill card have been used in the project. The one illustrated in Table 1 is based on the one



proposed by the Spanish partner. It can be read like this: “*which competence is linked to which specific function?*”

2.3.3 Phase 3: Learning Outcomes

The last phase of the methodology is the learning outcomes definition based on the previous steps in which the professional activities were defined and analyzed into tasks. During this phase, tasks are connected to knowledge, skills and competences, and thus learning outcomes are proposed for each task.

The following four main steps are foreseen for Phase 3:

- 3.1 Definition of professional Competence Units
- 3.2 Association of each Competence Unit to a list of Learning Outcomes (LOs)
- 3.3 Description of Training Units (competence unit described in learning outcomes)
- 3.4 Description of LOs in terms of Knowledge, Skills and Competences

The final outcomes of this phase are a) the description of the learning outcomes for a specific qualification and b) the association of these learning outcomes with the professional tasks on one hand and the related training units on the other.

In deliverable 4.1, Annex E gives a template for the Learning Outcomes definition for professional activities and tasks and their association to training Units. . The proposed template is also illustrated in Figure 6.

SLOT Learning Outcomes Description Template (for training on a selected professional activity)

Professional data (Occupation)			
Professional Sector:			
Professional Profile:			
EQF level addressed:			
ISCO-88 code:			
Training data			
Training Unit:			
Qualification:			
Activity:			
ISCO-88 code:			
Tasks for the selected activity			
T1		
T2		
T3		
T4		
T5		
Units of Learning Outcomes			
LO unit	Achievement	Object of achievement	Action in Learning Environment
LO-1			
LO-2			
LO-3			
LO-4			

□Figure 6. The SLOT template for the description of Learning Outcomesprofessional qualification

3 Tests of the method and feedback

The partners of the consortium have deployed the SLOT methodology in a manifold way regarding the selected application fields, application level, and educational level. They have involved different VET actors and they have kept their open approach when applying the 3 phases of the SLOT methodology.

Application field	Selection
Application sector	Specific industry sectors Education Cross – industry management
Application level	National level Sectoral level Specific training
Education level	EQF Level 3 – 8 Formal and non formal education in vocational training and in academic programmes
Experts	<u>Academic</u> Professors, lecturers, trainers Researchers <u>Government</u> Ministries <u>Industry</u> Practitioners and trainers <u>Society</u> Professionals and students
Skill Cards model	Newly developed based on Spanish Model (GRID) Modification of existing skill cards Comparison with existing skill cards <ul style="list-style-type: none"> Based on existing job profiles

	<ul style="list-style-type: none"> • Based on existing job descriptions
Learning outcome definition	<p>Main components of development / deployment</p> <ul style="list-style-type: none"> • Qualification /job profile • Competence units • Training / learning units • Learning outcomes

Deliverable 4.1, “Deployment report”, gives information and details concerning the deployment phase in the different institutions. It is also possible to find templates and tools that were used within the different partners’ institutions that have deployed and tested the methodology.

3.1 The SLOT SWOT analysis

The SWOT analysis of the methodology gives a list of interesting details that can be used to improve the SLOT methodology of learning outcomes definition. According to the analysis results, all partners agreed that the method:

- is very useful, easy, and transparent,
- is related with the EU policies on ECVET and EQF,
- it helps to visualize the training module, select most relevant and useful skills, learning outcomes, etc.

Partners understood how this method could be applied in the institution everyday activities and how it could be used, that is why they see possible opportunities for further implementation and deployment of the method (as well as trying to overcome some threats at political level).

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Simplicity and transparency in learning unit design (conception) and description (for users or accreditors). • Simple and flexible way to create training courses based on learning outcomes which can be directly related to the needs of the labour 	<ul style="list-style-type: none"> • Time availability to fully use the method (e.g. to perform the job analysis with experts, produce the skill card, design a training unit, test it with a group of learners and perform evaluation according to the defined LOs). • Different interpretations of terms,

<p>market.</p> <ul style="list-style-type: none"> • The focus on learning outcomes to develop training programs • Possibility to apply the method at various educational levels (short trainings, re-trainings, raising qualification, VET education, higher education, etc.) • Good framework allowing to incorporate existing individual methodological elements (e.g. local, national, organizational) • Facilitates a straight-forward implementation by providing a visual representation of the method in terms of steps and suggested tools (easy to understand because of visualisation) • Related with the latest European policies (ECVET, EQF) regarding the transparency of qualifications • The flexibility of the grid structure (the matrix job functions and skill card) - possibility to add other input (trainees profiles), adapt the experts group composition (depending on the situation and environments) • Added value for the production cycle of training programmes because of the structured process and because of the approach based on learning outcomes • It enhances the quality of the training offer by organizing workshops with entrepreneurs or managers and understanding the labor market needs 	<p>including the term of learning outcomes, which can create difficulties in a uniform deployment across different settings (i.e. Countries and/or organizations)</p> <ul style="list-style-type: none"> • Possible lack of completed national qualification frameworks • Limitations in ensuring access to the desired experts and their engagement in the group of experts • Going to deep in details for non-formal training providers, can be seen as a waste of time
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Results of the SLOT project dissemination to the wider audience 	<p>THREATS</p> <ul style="list-style-type: none"> • Many differences in qualification systems throughout Europe and too

<ul style="list-style-type: none"> • SLOT method (some parts of the deployment phase) incorporation into a regional or a national legislation • Integration with certification programmes in the framework of trainings, in terms of recognized professional qualifications • Collaborative work between professionals, organization, research departments and training providers • A possibility to transfer the method to other sectoral consortium • To develop a European group of experts working on various European qualification profiles • To expand the deployment phase including also the evaluation of achieved LO's during the training 	<p>big variety of VET systems can cause the threats for successful implementation of SLOT method on the wider level</p> <ul style="list-style-type: none"> • Political reasons: changes in the related policies on a National or European level • Weak contacts and collaborations with stakeholders in national level, professionals of the field (e.g. trade unions, ministries, etc) • Work load of the experts, which would not leave time for searching and applying new methods in educational process • The stagnation in institution (not wishing to search for new opportunities, working just on the level what is needed to do) • Wrong presentation of the results and the method itself, overview of the deployment strategy, the expected outcomes and the valorisation of each contribution which might lead that experts will think they are wasting their time by working on non pragmatic object • Choosing the wrong profiles for general deployment of the methodology • Not enough attention to the targeted trainees profiles (analyzing the initial way of building their skills capital, the continuous improvement and skills development, theirs impacting environment)
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4 Conclusion

One of the major advantages of the SLOT methodology is its foundation, the Spanish method. Its well structured and modular approach to support the complete process chain shows its flexibility and complexity when defining learning outcomes, job profiles and qualifications; the development of training, selection, education and accreditation of trainers and finally the assessment of the qualification gained; all of this accompanied by experts.

Furthermore it has been proven that the SLOT methodology can be used beyond the learning outcome definition in a variety of other scenarios like the comparison of already existing (and similar) job profiles in different countries, or like the development of a national qualification framework or like the establishment of a system similar to the Spanish system.

5 List of experts of the methodology

The table below gives institutions that have tested and deployed the methodology of learning outcomes definition. Each expert can be contacted if information is needed concerning the way to apply the methodology.

Institution	Experts
Centre de Recherche Public Henri Tudor – Luxembourg	Stéphane.jacquemart@tudor.lu Sandra.grunewald@tudor.lu
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Computer Technology Institute & Press “Diophantus”–Greece	Nena Karagianni (krgianni@cti.gr) Dimitris Athanasopoulos (dathan@cti.gr)
Viesoji Istaiga Socialiniu Mokslu Kolegija –Lithuania	inter@smk.lt
Regional Development Agency Senec - Pezinok – Slovakia	Tomas Kobela (tkobela@rrasenec-pezinok.sk)