



EQF learning outcomes based on the SERENDIPITY concept.

Application levels according to EQF.

The Outcome of serendipitous learning under development is based on the premise of SELF-CONFIDENCE, which is the drive behind this concept from our point of view. This concept encompasses important features such as mental flexibility, self-esteem and positive attitude, which are important pillars for the development of the serendipity competence.

Hence, for the development of the other units, this unit must be understood and managed first. This is the reason why the development LEVEL of the first unit is 3 and that of the remaining level 4.

The reason for this lies in the fact that in serendipity, chance is not a mere coincidence, but a set of causalities and therefore if you believe in yourself you can go about doing things, and even though you may fail in your attempt, you won't perceive it as such but as something to improve. Thus, tolerance to failure is also a skill which can be acquired better when self-esteem is heightened.

Similarly, a positive attitude towards problems, as well as mental flexibility are characteristics that come naturally when we feel good about ourselves. In short, self-confidence is the key to develop the serendipity concept, for which reason we work on this with level 3, and level 4 for the rest.

<u>Country:</u>	SPAIN
<u>Institution:</u>	FOUNDATION FOR MACHINE TOOL TRAINING
<u>Qualification:</u>	TRAINING suppliers in Lifelong Learning processes
<u>EQF Level:</u>	3-4
<u>Learning Outcome:</u>	Serendipity
<u>Definition of L.O.:</u>	Occurrence and development of random events with a positive outcome. (Oxford Dictionary). Ability to make desirable and valuable discoveries by accident.
<u>L.O. units:</u>	<ol style="list-style-type: none">1. Self-confidence or believing in oneself. Tolerance to failure. We would include the following concepts: positive attitude, sense of humour and mental flexibility2. Results oriented. Include the concept of time efficiency.3. Initiative. Within this concept, the following play a role: Curiosity. Provocation. Willingness to search.4. Perseverance.

Definition of Learning Outcome	The belief that one is able to successfully perform a task or choose the right approach to solve a problem. This includes addressing new challenges fully confident of one's own abilities, decisions or views within the learning level/relevant areas.			EQF Level:
Learning Outcome Unit	Knowledge	Skills	Competence	
<p><u>1 Self-confidence.</u></p> <p>Ability that allows us to know oneself better, learn to have a positive self-image, be satisfied and have a harmonious relationship with oneself. Considers self-esteem, tolerance to failure, positive attitude and mental flexibility.</p>	Basic language of terms related to the concept of self-confidence and the relevant issues.	Analice and Debate the different states that affect people's esteem. Understanding which aspects are necessary to enhance and which must be minimised to heighten confidence.	Developing the concept of self-confidence, working on required skills and/or abilities.	3
	Definition, classification of abilities that should be fostered in this field, aspects such as responsibility, flexibility, etc.	Recognising our own characteristic "tell-tale signs"	Self-assess one's own strengths and limitations.	
	Self-diagnosis of degree of self-confidence.	Analysing the relationship between self-confidence and serendipity.	Tackling beliefs that hinder the proper development of self-esteem.	

Definition of Learning Outcome	This is the concern to do a job well or exceed the standard. Standards may be established by past performance (making an effort to exceed), an objective average (results oriented), exceeding others (competitiveness), personal goals one has set or something nobody has ever done before (innovation). Doing something unique and exceptional also indicates being results oriented.			EQF level
Learning Outcome Unit	Knowledge	Skills	Competence	
<p><u>2. Results oriented:</u></p> <p>Works to meet the standards, tries to do the job well. Sets his/her own standards and establishes methods to measure results. Sets challenging and realistic goals. Undertakes numerous actions sustained over time to achieve a difficult goal. Sets his/her own standards of excellence. Sets ambitious but achievable goals. Makes cost-benefit analysis.</p>	<p>Setting a goal. Explain the importance of setting goals both on a personal and professional level.</p>	<p>Analyse goal-setting techniques adapted to different emotional states.</p>	<p>Applying goal-setting techniques.. SMART</p>	4
	<p>Developing a technique to help establish ambitious but achievable goals.</p>	<p>Analyse and apply the concept of competitiveness as an impetus to improvement and growth.</p>	<p>Applying working methods for progressing further and creating causalities.</p>	
	<p>List aspects that help develop a persevering attitude to overcome obstacles.</p>	<p>Apply the skills to build up tolerance to frustration.</p>	<p>Applying these keys and developing the personality iceberg. Beliefs-behaviour-emotion, to establish the results oriented concept. What thought, what belief?</p>	
	<p>Learning to work towards goals</p>	<p>Recognising personal qualities that help us to be results oriented.</p>		

Definition of Learning Outcome	Predisposition to act proactively and not be limited to thinking about what to do in the future. This involves setting a direction through concrete action, not words.			EQF level
Learning Outcome Unit	Knowledge	Skills	Competence	
<p><u>3. Initiative</u></p> <p>This skill deals with facets of proactivity, anticipation, curiosity, provoking the environment and self-confidence (described above).</p>	Definition, contents of the concept initiative	Developing the key aspects to help identify how to develop a long-term vision.	Applying curiosity to constantly search for improvement opportunities.	4
	Explain what are they and what are the pillars of the skill initiative	Accurately perceiving others' point of view with regard to participation and nurturing innovative and creative ideas.	Undertaking action with initiative that generate new ways of solving problems within the environment. Applying creativity techniques using provocation.	
	Using self-diagnosis to find out our own initiative level.	Critical analysis of social norms.	Being aware of the importance of understanding mistakes as failures, applying self-control and self-confidence and adopting an attitude to find possible new ways of experiencing reality.	
	Discuss Creativity techniques.	Being aware that the structure and nature of serendipity is subject to perseverance and persistence.	Developing and applying skills to help overcome obstacles and challenges with ease.	

Definition of Learning Outcome	Ability to remain firm and constant in executing intentions. Tendency to remain firm and constant in the pursuit of actions and undertakings until the goal is achieved.			EQF level
Learning Outcome Unit	Knowledge	Skills	Competence	
<p>4. Perseverance</p> <p>Ability to remain firm and constant in achieving goals. This has nothing to do with conformism; on the contrary, it refers to the inner strength of being able to insist, repeat an action and to not lose the intended goal out of sight.</p>	Describing the concept of perseverance.	Developing techniques to change attitudes towards pursuing the proposed achievements.	Applying techniques to change attitudes in pursuit of effective interaction with others.	4
	Describing the process to work constantly and persistently on any aspect.	Techniques for being methodical, systematic and organised.	Demonstrating the benefits of perseverance in achieving the set goals.	
	Discovering the skills needed to work with perseverance.	Debate time management concepts. Learning to take advantage of every moment.	Use of skills to cope with discouragement and disappointment and to not abandon.	
		Motivation techniques. The energy meter.	Ability to instil perseverance and discipline in others.	
			Ability to be involved and empathise with others constantly.	

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Why do some succeed and others not? Guzmán López. Ed. Alienta 2009.

Serendipity. Accidental discoveries in science. Royston M. Roberts. Ed. Alianza 2008.

[www. de.wikipedia.org/wiki/Serendipity/](http://www.de.wikipedia.org/wiki/Serendipity/) Begriffsklärung.

www.serendipityweb.es