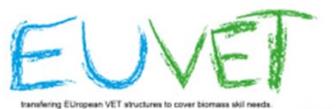


Transfer of SolTec Competence Profile for the EuVET-Project

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First task to do: to agree on the units of learning outcomes

1. Defining learning outcomes is necessary in order to agree on a common language and common terminology regarding the contents and objectives of a qualification module.
2. Learning outcomes comprise professional, methodical, personal and social competences.
3. Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. In defining qualification programs in terms of learning outcomes, the learner can learn this unit also abroad.
4. Units of learning outcomes can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession.
5. A unit of learning outcomes is a component of a qualification consisting of a coherent set of knowledge, skills and competence that can be assessed and validated

First task to do: **To agree on the units of learning outcomes**

1. They should be designed that they can be completed **as independently as possible** of other units of learning outcomes
2. Units of learning outcomes should include **all necessary learning outcomes**, that means the intended professional competences as well as the necessary social and personal competences in this context.
3. Units of learning outcomes should be designed **not too extensive**, that means that they can be achieved in the planned time
4. Units of learning outcomes should be **assessable**. Orienting units of learning outcomes towards occupational activities and tasks makes it easier to determine assessment criteria.

=> It is also necessary to discuss what competences are expected as “former” competences (in the sense of pre-conditions to take part in the course) and which competences shall be in the focus of the course

Second task to do: Defining the relevant knowledge, skills and competences for achieving the learning outcome



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Knowledge means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge;

Skills means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving the use of methods, materials, tools and instruments);

Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

Principles and tips for the formulations

- **Use of active, clearly understandable verbs** Verbs should describe measurable or observable actions, e.g. "explain", "represent", "apply", "analyse", "develop", etc.
- **Specification and contextualization of the active verb:** The learning outcomes formulation should consist of a verb and the related object as well as an additional (part of a) sentence describing the context.
- **Avoiding vague, open formulations** Learning outcomes should be described briefly and precisely, complicated sentences should be avoided, learning outcomes should not be formulated in too general or in too concrete terms; clear (simple and unambiguous) terminology should be used as far as possible.
- **Orientation towards minimum demands for achieving learning outcomes**, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.
- **Qualifications-/competence level is described comprehensibly** Formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF or sectoral framework) of a unit of learning outcomes. The learning outcomes description should comprehensibly depict whether the vocational competences can for example be applied under supervision, autonomously or responsibly and competently.

Third task to do: Suggestion of EQF-level for all competence units



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Formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF) of a unit of learning outcomes.

⇒ The relevant EQF-level should be assigned to the competence unit

⇒ Later on, the partners can assign also their relevant NQF-level to each competence unit.

Fourth task to do: Designing the qualification program on the basis of the competence profile



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- Each learning outcome can have at the same time the role of a learning unit in the qualification program
- The partners need to agree on the design of the training course:
 - How many hours shall have the complete course?
 - What is the general design of the course?
 - How shall the training hours distributed among the learning units?
 - What are the suggested training methods? (E-learning, presence training, etc.).

First task to do: the design of the learning units

Discussion in plenum:

- ⇒ Please give us your feedback on your drafts of the competence profiles:
Did it work well? Was it easy? Where have been the challenges?

- ⇒ What did your interview partners (employers) told you about the structure? Did they agree to the design of learning units according to the working process? Any suggestions from the employers?

Second task to do: Defining the relevant knowledge, skills and competences for achieving the learning outcome

1. Spreading the learning units among 3 or 4 working groups
2. Each working group defines the relevant knowledge, skills and competences for “his” learning units, by using all drafts of the partners
3. Each working group presents at the end the results
4. All partners discuss these results in the plenum, so that all parts fit well together
5. All partners agree on a common version of the competence profile

Third task to do: Suggestion of EQF-level for all competence units

1. The working groups suggest the EQF-level to all competence units
2. Discussion of the results in the plenum

Fourth task to do: Designing the qualification program on the basis of the competence profile

1. The partners discuss in working groups the design of the qualification program, the distribution of hours and training methods and give their suggestions
2. Discussion of the results in the plenum and agreement of the final version.