

A large decorative graphic in the center of the page, featuring three overlapping, thick, curved bands in light blue, pink, and green. A grey, irregularly shaped banner is overlaid on these bands, containing the title text.

ECVision.
Instruction Workshops

Preamble

The ECVision-Instruction-workshops consist of modules that can be flexibly adapted to different situations, interests and timeframes.

The main goal is supporting players in the professional community to work with the ECVision products:

- The ECVision Glossary for Supervision and Coaching;
- The ECVision Competence Framework for Supervision and Coaching;
- The ECVision Competence Matrix for Supervision and Coaching;

The particular focus depends on the users' interests.

The players in the professional community addressed by the products are:

- National associations for Supervision and Coaching
- VET providers for Supervision and Coaching
- Clients in Human Resource Management
- Supervisors and coaches.

The expected benefits are:

- National associations for Supervision and Coaching: describing their standards in terms of learning outcomes. In the long term, learning-outcomes-oriented standards facilitate the integration of Supervision and Coaching into the different National Qualification Frameworks (NQF).
- VET providers by describing their curricula in learning outcomes. Additionally by using the products in the training of supervisors and coaches.
- HRM: using the products as tool for assessing Supervision and Coaching
- Supervisors and coaches: self-assessment, in a long-term perspective integrating into a European Professional Card.

The Modules

Module 1: ECVision poster session

Goal	Activity	Estimated time
Giving the participants the whole picture of the ECVision project.	1. Presenting the poster	20 min.
	2. Questioning the participants: <ul style="list-style-type: none"> • Is everything clear? If not, what is it? • What would you like to deepen? • What are your questions? 	10 min.
	3. Collecting the questions on cards. 4. Sampling them according to categories on a pin board. 5. Answering and discussing them with the participants.	20-40 min.

Module 2: Using the ECVision Glossary for disambiguation

Goal	Activity	Estimated time
Clarifying terms and different understandings	<ol style="list-style-type: none"> 1. The participants get key terms in supervision and coaching. 2. In small groups, they discuss and describe those terms. 3. The participants present their outcomes to the others. 4. Afterwards they compare all definition with the description in the ECVision glossary. 5. Group discussion. 	1-3 hours
	<ol style="list-style-type: none"> 1. The participants discuss defined terms of the ECVision glossary in small groups. 2. The participants formulate their insights, questions, objections and further thoughts. 3. The participants present their outcomes to the others. 4. Group discussion. 	1,5 hours

Module 3: Using the ECVision Competence Framework and Competence Matrix for Re-formulating Standards

Goal	Activity	Estimated time
Introduction into Learning Outcome orientation.	Short general ppt. presentation	20-30 min.
Analyzing own standards	<p>Reading the own standards and comparing them with the competence framework:</p> <ol style="list-style-type: none"> 1. Comparing the methodology: do the methodologies fit, where are similarities, where are differences, where are objections? 2. Deciding upon a methodology: will we adopt the ECVision methodology, stick to our own one or create a new one made up from both sources? 	1,5 hours
Re-formulating own standards by adopting the competence framework	<p>Co-reading and analyzing the old standards with focus on differences:</p> <ul style="list-style-type: none"> • Is there anything missing? How to add? • Is there anything too much? How to shorten? • Is the terminology in line with our national terminology? Should something be re-formulated? 	2 hours

<p>Re-formulating own standards Learning Outcome oriented</p>	<p>Task: How to meet the ECVision competences under the given methodology?</p> <ul style="list-style-type: none"> • Allocating the ECVision competences to the given methodology: • If something is to be added, formulating it according to the ECVision criteria. • If something is to be deleted, taking it off. 	<p>Depends on what is available</p>
<p>Creating new standards</p>	<p>Comparing the ECVision competence framework and the given standards meticulously:</p> <ul style="list-style-type: none"> • Comparing the methodology: do the methodologies fit, where are similarities, where are differences, where are objections? • Comparing the terminology: does it fit, where are similarities, where are differences, where are objections? • How to deal with differences and objections? • What is not to be changed? <p>Work to be done by the National Association additionally to the Instruction Workshop:</p> <ul style="list-style-type: none"> • Creating criteria for new standards • Allocating the ECVision competence framework descriptions as far as possible to the new methodology. • Creating new descriptions for what is missing. 	<p>Depends on what is available</p>

Module 4: Using the ECVision Competence Framework for describing curricula in learning outcomes

Goal	Activity	Estimated time
Introduction into working with Learning Outcomes.	Short general ppt. presentation	20-30 min.
Analyzing own curricula	Reading the own curriculum and defining, which competence is taught in which way during the different learning activities.	1,5 hours
Analyzing examples	Overview to the ways the ECVision partners University of Zagreb, University of Gothenburg, TOPS & ASYS have used the competence framework.	20 min.
Examples for re-formulating own curricula	Discussing and, if agreed upon, deciding about how to re-formulate own curricula.	1,5 hours
Re-formulating own curricula	The National Associations have to re-formulate their curricula additionally to the Instruction Workshop.	Depends on what is available

Module 5: Using the ECVision Competence Framework for (Self-) Assessment

Goal	Activity	Estimated time
Reflecting one's own professional level	<ol style="list-style-type: none"> 1. Scoring each competence with three different colors on the ECVision Competence Framework: <ul style="list-style-type: none"> • I am good in.... • I am sufficiently able to • I'd like to develop further 2. Creating a personal "development map". 3. Drawing a plan how to achieve the desired development. 4. Creating a personal "strength map" 5. Drawing a plan how purposefully using one's own strength professionally. 	1,5 hours
Co-assessing a trainee's professional level	<p>Each trainee scores him-/herself:</p> <p>Scoring each competence with three different colours on the ECVision Competence Framework:</p> <ul style="list-style-type: none"> • I am good in.... • I am sufficiently able to • I'd like to develop further 	30 min.

	<p>2-3 co-trainees according to the same questions score each trainee.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Where did we assess similar, where different? • What do we think the differences could mean? • Co-creating a personal “development map”. • Co-creating a personal “strength map” 	2-3 hours
	<ol style="list-style-type: none"> 1. Presenting the maps to the whole group and the trainers. 2. Both the trainers and the group members give feedback. 3. Each trainee sharpens his/her maps according to that feedback. 	3 hours

Module 6: Using the ECVision Checklist in HRM

Goal	Activity	Estimated time
Introduction	Short ppt. presentation of the checklist	10 min.
Discussion	<p>Questioning the participants:</p> <ul style="list-style-type: none"> • Is everything clear? If not, what should be clarified? • What would you like to hear more about? • What are your questions? <p>Collecting the questions.</p> <p>Answering and discussing them with the participants.</p>	1 hour