



*EUCoopC*

PROJECT Nr.: 527301-LLP-1-2012-1-IT-LEONARDO-LMP

MULTILATERAL PROJECTS FOR DEVELOPMENT OF INNOVATION

## **D.3.2. Mobility Learning Unit**

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## Foreword

In Chapter 1 two mobility learning units are introduced, respectively on “Putting co-operative values and principles into practice” and “Stakeholders and relationships with the local community”. At first, the European Recommendation on ECVET is considered, summarizing the main characteristics and components of an ECVET unit. Afterwards, a set of two mobility learning units is introduced.

The MLU are expected to be used in two different ways:

- (a) WITHIN THE PROJECT CYCLE OF LIFE: to provide a common reference point for the testing phase activities to be undertaken in the next phases of the project. Accordingly, the two MLUs will be the basis for the development of the Learning Agreement between partners.
- (b) AFTER THE PROJECT, WITHIN A PERMANENT NETWORK AMONG PARTNERS : to provide a framework for the comparability of learning units that each host institution already has got in its current training offer. Host institutions will be required to choose among their current offer of learning units the ones that are closest to the Coop Campus MLUs, in terms of learning outcomes and duration.

## 1. Mobility learning units

*In the following chapter two mobility learning units are introduced, respectively on “Putting co-operative values and principles into practice” and “Stakeholders and relationships with the local community”. At first, the European Recommendation on ECVET is recalled, summarizing the main characteristics an ECVET unit is supposed to be made of. Afterwards, a set of two mobility learning units is introduced, in order to have a feed-back from the partners. The MLU are expected to provide a common reference point for the testing phase of the project.*

### 1.1. Learning units according to ECVET scheme

According to the text of the European Recommendation on ECVET, unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

The units that make up a qualification should be:

- described in legible and understandable terms by referring to the knowledge, skills and competences contained in them;
- constructed and organised in a coherent way with regard to the overall qualification;
- constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit.

A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision.

The rules and procedures for defining characteristics of units of learning outcomes and for combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules.

The ECVET European Recommendation clarifies that specifications for a unit should include:

- the generic title of the unit;
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable;
- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework ("NQF") level, with the ECVET credit points associated with the qualification;
- the learning outcomes contained in the unit;
- the procedures and criteria for assessment of these learning outcomes;
- the ECVET points associated with the unit;
- the validity in time of the unit, where relevant.

1.2. MLU n. 1 – Putting co-operative values and principles into practice

<b>Title</b>	<b>Mobility Learning Unit n. 1 – Putting co-operative values and principles into practice</b>	
<b>Unit aim</b>	Understanding the distinctive nature of the co-operative and the relevance of values and principles on business policy	
<b>EQF Level</b>	5	
<b>Learning workload hours</b>	60	
<b>ECVET points</b>	10	
<b>Learning context</b>	Non formal learning setting is recommended, using training tools as workshop, panels, group interviews, visits	
<b>CREDITS IN TERMS OF LEARNING OUTCOMES</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCE</b>
1. Understand the distinctive features of the co-operative.	1. Analysing and managing effectively the impact of co-operative values and principles on the business activities of the co-operative.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others.
2. Understand the origins and meanings of ‘co-operative values and principles’ and how they are applied in the co-operative	2. Promoting effectively the democratic process in the co-operative.	
3. Understand the range and complexity of the co-operative movement in the host co-operative’s country/region	3. Acting effectively in order to connect co-operative values and principles to the expectations and interests of the co-operative members and other stakeholders.	

ASSESSMENT OF LEARNING OUTCOMES		
A. KNOWLEDGE		
KNOWLEDGE	ASSESSMENT METHODS	REFERENCE LEVEL (EQF 5)
1. Understand the distinctive features of the co-operative	<p><i>A) Formal learning</i></p> <ul style="list-style-type: none"> <li>• Structured interview</li> <li>• Observational techniques</li> <li>• Questionnaires</li> <li>• Test</li> </ul> <p><i>B) Non formal, informal learning</i></p> <ul style="list-style-type: none"> <li>• Reflective Journal</li> <li>• Portfolio</li> <li>• Bilan de compétences</li> </ul>	<p>Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others.</p>
2. Understand co-operative values and principles and how they are put in to practice in the co-operative		
3. Understand the range and complexity of the national Co-operative movement		

**Note:** The assessment criteria related to skills are defined in WP 4 (D.4.1.) on the basis of learning outcomes, assessment methods and reference level expressed on the table above.

ASSESSMENT OF LEARNING OUTCOMES		
B. SKILLS		
SKILLS	ASSESSMENT METHODS	REFERENCE LEVEL (EQF 5)
1. Analysing and managing effectively the impact of co-operative values and principles on the business activities of the co-operative.	<p><i>A) Formal learning</i></p> <ul style="list-style-type: none"> <li>• Structured interview</li> <li>• Observational techniques</li> <li>• Project work</li> <li>• Coaching</li> </ul> <p><i>B) Non formal, informal learning</i></p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Bilan de compétences</li> </ul>	<p>Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others.</p>
2. Promoting effectively the democratic process in the co-operative.		
3. Acting effectively in order to connect co-operative values and principles to the expectations and interests of the co-operative members and other stakeholders.		

1.3. MLU n. 2 - Stakeholders and relationships with the local community

<b>Title</b>	<b>Mobility Learning Unit n. 2 - Stakeholders and relationships with the local community</b>	
<b>Unit aim</b>	Understanding the co-operative's key stakeholders and demonstrating empathy with their interests	
<b>EQF Level</b>	5	
<b>Learning workload hours</b>	60	
<b>ECVET points</b>	10	
<b>Learning context</b>	Non formal learning setting is recommended, using training tools as workshop, panels, group interviews, visits	
<b>CREDITS IN TERMS OF LEARNING OUTCOMES</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCE</b>
1. Understand the needs of the co-operative's key stakeholders at local level.	1. Acting demonstrating an awareness of the co-operative's key stakeholders.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others.
2. Understand how the interests of the co-operative's key stakeholders are related to the needs of the business.	2. Managing to connect effectively key stakeholders' interests to the current and future needs of the core businesses.	
3. Understand the role of elected members in demonstrating empathy with the interests and concerns of the co-operative's key stakeholders.	3. Acting demonstrating empathy with the interests of the co-operative's stakeholders in one's current role.	

ASSESSMENT OF LEARNING OUTCOMES		
A. KNOWLEDGE		
KNOWLEDGE	ASSESSMENT METHODS	REFERENCE LEVEL (EQF 5)
1. Understand the needs of the co-operative's key stakeholders at local level.	<p><i>A) Formal learning</i></p> <ul style="list-style-type: none"> <li>• Structured interview</li> <li>• Observational techniques</li> <li>• Questionnaires</li> <li>• Test</li> </ul> <p><i>B) Non formal, informal learning</i></p> <ul style="list-style-type: none"> <li>• Reflective Journal</li> <li>• Portfolio</li> <li>• Bilan de compétences</li> </ul>	<p>Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others.</p>
2. Understand how the interests of the co-operative's key stakeholders are related to the needs of the business.		
3. Understand the role of elected members in demonstrating empathy with the interests and concerns of the co-operative's key stakeholders.		

**Note:** The assessment criteria related to skills are defined in WP 4 (D.4.1.) on the basis of learning outcomes, assessment methods and reference level expressed on the table above.

ASSESSMENT OF LEARNING OUTCOMES		
B. SKILLS		
SKILLS	ASSESSMENT METHODS	REFERENCE LEVEL (EQF 5)
1. Acting demonstrating an awareness of the co-operative's key stakeholders.	<p><i>A) Formal learning</i></p> <ul style="list-style-type: none"> <li>• Structured interview</li> <li>• Observational techniques</li> <li>• Project work</li> <li>• Coaching</li> </ul> <p><i>B) Non formal, informal learning</i></p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Bilan de compétences</li> </ul>	<p>Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others.</p>
2. Managing to connect effectively key stakeholders' interests to the current and future needs of the core businesses.		
3. Acting demonstrating empathy with the interests of the co-operative's stakeholders in one's current role.		