



EUCoopC

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

MULTILATERAL PROJECTS FOR DEVELOPMENT OF INNOVATION

ECVET Framework

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ECVET FRAMEWORK

for

Transnational mobility, designed as part of a proposed European Qualification for the elected members of co-operatives, among a permanent network of co-operative institutions for mobility , according to the European Coop Campus Project - WP3 (527301-LLP-1-2012-1-IT-Leonardo-LMP).

Background

The term ECVET refers to the European Credit System for Vocational Education and Training. In simple terms, ECVET is a system which translates learning experiences in VET into units of learning outcomes that build up to a qualification based on ECVET points. This system enhances permeability between education strands as it may be put in parallel to its counterpart ECTS system in Higher Education. The ECVET is a new European instrument for promoting lifelong learning. It should facilitate the recognition and transferability of full vocational qualifications, and awards, or partial vocational qualifications across-borders, hence enhancing and facilitating student mobility across Europe within the VET sector. The whole process is coordinated by tools and a methodological technical framework which should present a systematic way of establishing a common understanding, as well as a user-friendly language for transparency during the transfer and recognition of learning outcomes of study units.

This document defines the tools and methods of an ECVET model framework, designed to facilitate, within an ECVET partnership, i) mutual acceptance of each other's quality assurance, assessment and recognition arrangements, ii) the transparency of competences in measuring learning outcomes and iii) validation criteria and procedures suitable for the purposes of credit transfer.

The main aim of this framework is to provide a structure and tools for accrediting (ECVET) a learner's achievements on a programme of non-formal and informal learning and assessment provided by a host co-operative organisation in a different European country, the learning outcomes achieved by the mobile learner to be then transferred for recognition and validation in their home country.

Implementation of this framework within a European Credit system for ECVET will promote mutual recognition of the profile of **elected/board member** across Europe by describing the knowledge, skills and understanding required by all managers/**coop top management position**s working in co-operatives in the EU. It will contribute to adopting a common method of co-operative managerial skills evaluation by providing examples of best practice in assessing the competencies of **elected/board member** through a blend of formal and

informal learning. The knowledge transfer opportunities provided by the ECVET accredited mobility units will all also allow for mobility in **elected/board members'** training pathways.

In terms of improving the Co-operative Competitive Advantage, the system will provide leverage to existing knowledge within co-operative organisations by integrating ECVET accredited mobility learning units (MLUs) in to the professional development plans of their EU based managers and elected members. Additionally, co-operative values and competitiveness will be sustained by providing a model of learning and assessment which balances 'living' co-operative values and principles with the commercial needs of the business.

The original intention of the project was to build upon the assessment and evaluation references and validation system produced at EU level within the SKILLS project (133981-LLP-2007-IT-LMP) and integrate them with the partners' existing co-operative training practices. This would have allowed elaboration of a common set of tools and methods followed by a final customisation in line with the ECVET technical specifications and recommendations.

At an early stage of the project it became clear that the partners' evaluation systems, where they existed, were too diverse and not suitable for mobility. It was, therefore, decided to develop and customise a new assessment system in line with ECVET recommendations. The assessment tools and processes designed through the project are at the core of this ECVET framework.

Assessment

Assessment refers to the methods and processes used to establish the extent to which a learner has attained the particular knowledge, skills and competence required in order to achieve the agreed learning outcomes. For the purposes of the European Coop Campus Project, a reflective journal has been designed as the main assessment tool for two 'testing' phases of the European co-operative mobility units. The journal is available in hard copy and electronic formats.

Reflective journal

There are many advantages in using a reflective journal for assessment, particularly for informal and non-formal learning contexts. By maintaining a journal throughout the mobility period, learners are able to record their experiences, insights, thoughts and ideas in a way which encourages active learning and self-assessment, both of which are consistent with the co-operative values of self-help and self-responsibility. Also, a well structured reflective journal gives all learners equality of opportunity to generate assessment evidence in a way which, particularly for those with a less academic background, is less intimidating than formal examinations, tests or assignments.

A structured journal provides scope for learners to generate assessment evidence which relates directly to the learning outcomes and associated assessment criteria. The following table gives the assessment criteria used for assessing journal entries against each of the learning outcomes for the two 'pilot' European Co-op Campus mobility units. The reflective journals used for the two testing phases of the European Coop Campus project have been structured around the following learning outcomes and assessment criteria. In designing the reflective journals, the wording of the learning outcomes proposed in WP3 was refined slightly for the purpose of presentation. This did not affect the outcomes agreed by the partners in relation to knowledge, skills and competence requirements.

Mobility unit: Putting co-operative values and principles into practice

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>1. Understand the distinctive features of a co-operative as an enterprise model.</p>	<p>1.1 Identify the main differences between co-operative and other types of enterprise; 1.2 Explain what is meant by 'the democratic structure' of a co-operative. 1.3 Compare the key democratic structures and processes of the host co-operative with those of the home co-operative, including the different types of members. 1.4 Summarise the key similarities and differences between the democratic structures and processes of the host and home co-operatives.</p>
<p>2. Understand the origins and meanings of 'co-operative values and principles' and how they are applied in the host co-operative.</p>	<p>2.1 Identify key milestones in the development of the core values and principles adopted by the host co-operative; 2.2 Describe THREE ways in which the host co-operative applies the values and principles in its business practices. 2.3 Identify THREE ways in which co-operative values and principles are central to the successful running of the host co-operative. 2.4 Analyse the ways in which the host co-operative monitors and reports on its performance in relation to its core co-operative values.</p>
<p>3. Understand the range and complexity of the co-operative movement in the host co-operative's country/region.</p>	<p>3.1 Analyse the key features of the enabling environment for the host co-operative. 3.2 Describe the local, regional and national co-operative movement by size, sector and types of co-operative.</p>

Mobility unit: Stakeholders and relationships with the local community

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>1. Understand the needs of the co-operative's key stakeholders at local level.</p>	<p>1.1 Describe the co-operative's key stakeholders by group/type;</p> <p>1.2 Analyse the tools used by the co-operative for identifying the needs of its key stakeholders;</p> <p>1.3 Compare and contrast the needs of the different groups/ types of key stakeholders in relation to the co-operative</p>
<p>2. Understand how the interests of the co-operative's key stakeholders are related to the needs of the business.</p>	<p>2.1 Explain how the needs of key stakeholders are reflected in the co-operative's business policies and procedures;</p> <p>2.2 Explain how the co-operative benefits, as a business, from meeting the needs of its different key stakeholders</p> <p>2.3 Illustrate how the co-operative manages the business 'risks' associated with changes in stakeholders and/or the changing needs of existing stakeholders</p>
<p>3. Understand the role of elected members in demonstrating empathy with the interests and concerns of the co-operative's key stakeholders.</p>	<p>3.1 Explain how the role of elected members contributes to the co-operative's overall stakeholder management strategy;</p> <p>3.2 Describe how, at each tier in the governance structure, elected members of the co-operative engage with key stakeholders</p> <p>3.3 Illustrate how the engagement of elected members with key stakeholders demonstrates their empathy with the interests and concerns of the key stakeholders.</p>

Although assessors from the host organisation evaluate the extent to which the learning outcomes have been achieved during a period of mobility, an assessment process occurs in three distinct stages over the duration of a learner's participation in the programme:

Stage 1 - Initial assessment

Undertaken formally by the home organisation BEFORE the mobility period, prior to signing the Memorandum of Understanding and Learning Agreement. Stage 1 involves a review of the learner's Co-operative Curriculum Vitae (CCV) in a face to face discussion with a facilitator/assessor who identifies and records the learner's relevant existing skills and

knowledge together with any skills and knowledge 'gaps'. A learning plan is agreed which forms the basis of the mobility learning and assessment programme provided by the host organisation. *See Annex A for the CCV.*

Stage 2 - Formative assessment

Undertaken 'informally' DURING the period of mobility and includes elements of peer and self-assessment. Formative assessment is an integral part of the learning programme but it does not contribute to the final assessment result. Instead it contributes to learning through feedback received from peers and the learner's personal reflections.

Stage 3 - Summative assessment

Undertaken formally by the 'host' organisation, at the end of the mobility period, using assessment evidence provided by the learner's completed reflective journal. Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria for the intended learning outcomes of the MLU. Summative assessment is used to quantify achievement, to reward achievement and to provide data for the learner's next stage in education or employment. The validity and reliability of summative assessment is, therefore, of great importance. *See Annex B – RJ designed for the 2 MLU*

Stage 1 - Initial assessment

When:	Before delivery of MLU and prior to signing of MoU and LA
Status:	Formal
Provided by:	Home organisation
Delivered by:	Qualified assessor/facilitator
Purpose:	i) To validate existing knowledge and skills relevant to the learning outcomes ii) To produce MLU learning plan for addressing skills and knowledge 'gaps'

Stage 2 - Formative assessment

When:	During the mobility period
Status:	Informal
Provided by:	Host organisation
Delivered by:	Facilitator/ mobility learners
Purpose:	i) To contribute to learning through feedback received by peers and the learner's personal reflections. ii) To provide opportunities for learners to review and update their assessment evidence in relation to the learning outcomes

Stage 3 – Summative assessment

When:	At the end of the mobility period
Status:	Formal
Provided by:	Host organisation
Delivered by:	Qualified assessor
Purpose:	i) Evaluate the extent to which the learning outcomes have been met. ii) To validate achievement in the host country

Quality Assurance of Assessment

It is important to ensure that assessment decisions made on the mobility programme are fair and consistent. A process of internal verification ensures that units, or parts of units, internally assessed by the host organisation, have appropriate assessment opportunities and are assessed accurately to the agreed standards. Internal verification is undertaken to check that assessment is consistent across the programme, ensuring that all assessors assess to the same standard, that assessment decisions accurately judge learner evidence against the assessment criteria and that assessment tools are fit for purpose i.e. they enable the learner to produce evidence which meets the targeted assessment criteria.

Competent institutions who offer nationally recognised qualifications are more likely to have robust internal verification procedures in place, delivered by qualified internal verifiers. For the co-operative mobility programme, an internal verifier should be appointed by the host organisation to ensure that assessors are making consistent and accurate assessment decisions in accordance with the assessment criteria defined in the qualification.

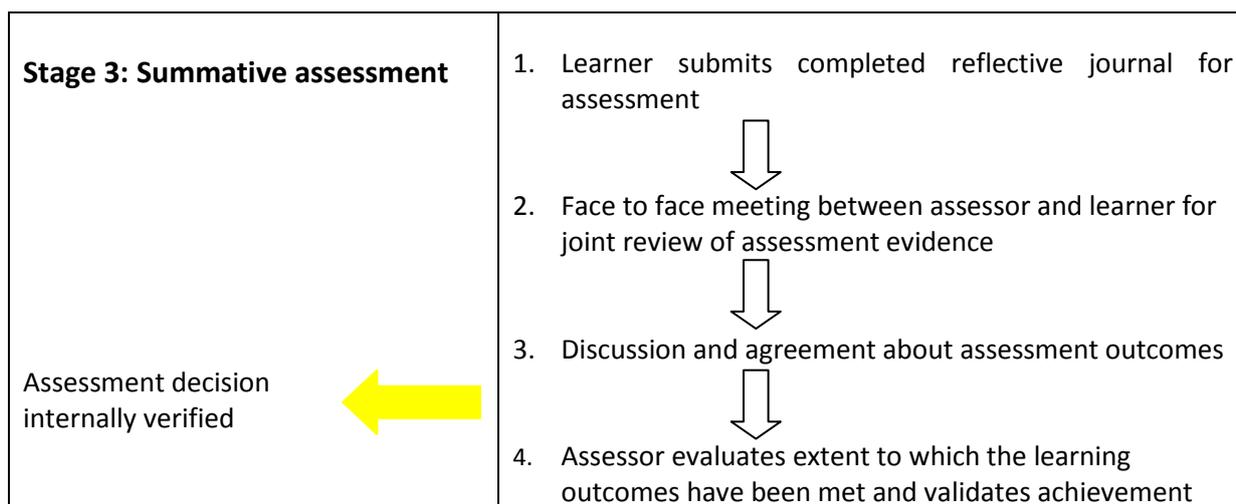
This will be particularly important where credit for the unit or part of a unit is being transferred to a formal qualification in the home country.

It is recommended that internal verification be considered integral to the assessment process.

See assessment flowchart below.

Assessment flowchart

<p>Stage 1: Initial assessment</p> <p>Where appropriate, initial assessment decision internally verified </p>	<ol style="list-style-type: none"> 1. Learner prepares Co-operator C.V  2. Facilitator reviews information, identifying apparent strengths and areas for development in relation to the mobility  3. Face to face interview between the facilitator and the learner to explore, further, initial assessment evidence  4. Where appropriate validation of initial assessment evidence by assessor (who may also be the facilitator)  5. Learning Agreement and individual learning plan for the mobility
<p>Stage 2: Formative assessment</p> <p>Reflective journal internally verified as 'fit for purpose' </p>	<ol style="list-style-type: none"> 1. Regular learning reviews scheduled in to the mobility programme  2. Facilitator supports learners in reflecting on their learning and development from programme activities in relation to the LOs and assessment criteria  3. 'Informal' peer and self-assessment  4. Reflective journal entries updated



Context of assessment

This ECVET model framework is designed to facilitate, within an ECVET partnership, i) mutual acceptance of each other’s quality assurance, assessment and recognition arrangements, ii) the transparency of competences in measuring learning outcomes and iii) validation criteria and procedures suitable for the purposes of credit transfer.

ECVET partnerships for mobility

The formal partners in the ECVET co-operative mobility framework are the co-operative organisation ‘sending’ the learner on the mobility placement and the ‘host’ co-operative organisation providing the mobility placement in another Eu country.

The partners themselves may be ‘competent’ institutions (as defined by ECVET), responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes.

Alternatively, one or both of the formal partners may be working in close liaison with a ‘competent’ institution, for example an ECVET recognised VET provider, in order to provide the mobility programme and fulfil all the ECVET requirements. In this case, the formal partner will assume the role of Lead Partner and the competent institution will assume the role of Associate Partner. The Lead Partner is responsible for entering in to formal agreements with their Associate Partner to ensure the requirements of ECVET, the learner and all the partners are met. Details of Lead Partners and Associate Partners must be [ECVET Framework](#)

provided in the Memorandum of Understanding, together with their roles and responsibilities within the context of the mobility.

Job profile

An occupational analysis undertaken through the project sought to identify key competences associated with the job profile of a **co-operative manager**, irrespective of a national specific context or a specific labour market. A set of core competences was drawn up. These are:

- Co-operative knowledge and identity
- Leadership
- Governance
- Human resource management
- Financial management
- External stakeholder management
- Market and products/services

The European co-operative mobility qualification framework is being designed around these seven core competencies. *Ref. European Coop Campus Project WP3 (527301-LLP-1-2012-1-IT-Leonardo-LMP).*

Qualification scheme

At European level, there are no existing examples of qualifications specifically **for managers and elected members** of co-operatives, meaning qualifications validated by a competent body, as required by the ECVET system.

The European co-op network/partnership, established through the European Coop Campus Project – WP3 (527301-LLP-1-2012-1-IT-Leonardo – LMP) , has proposed a European qualification for the co-operative member (*board members or those who present their candidacy to board roles and need suitable training*) based on the job profile developed through the project.

The qualification framework comprises learning units which are delivered either individually, or 'grouped', to ensure that opportunities are provided for achieving all the required learning outcomes relating to each of the competences in the job profile.

The proposed European qualification for the co-operative member is made up of units, each of which consists of a coherent set of knowledge, skills and competence of the established learning outcomes that can be assessed, validated and recognised. The assessment undertaken during the period of mobility should verify and record that the learner has or has not achieved the learning outcomes expected. To implement ECVET, it is necessary that qualifications are described using units of learning outcomes in order to be able to relate the outcomes of assessed or validated learning experiences in a common methodology.

Learning Outcomes

The learning outcomes are statements of what a learner knows, understands and is able to do when they have successfully completed a programme of learning defined in terms of knowledge, skills and competences. For each level of the European Qualifications Framework (EQF), the learning outcomes are established in line with the respective level descriptors, of which there are eight used within the EQF. A set of learning outcomes make up a study unit and a collation of study units make a full qualification.

Through the European Coop Campus project, two co-operative mobility learning units have been designed; 'Putting co-operative values and principles into practice' and 'Stakeholders and relationships with the local community'.

The learning outcomes for mobility unit ***Putting co-operative values and principles into practice*** are:

1. Understand the distinctive features of a co-operative as an enterprise model.
2. Understand the origins and meanings of 'co-operative values and principles' and how they are applied in the co-operative.
3. Understand the range and complexity of the co-operative movement in the host co-operative's country/region.

The learning outcomes for mobility unit ***Stakeholders and relationships with the local community*** are:

1. Understand the needs of the co-operative's key stakeholders at local level
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.

The learning outcomes of units which make up the European co-operative qualification framework, currently under development through the European Coop Campus Project, are being proposed at EQF Level 5. *Ref. European Coop Campus Project WP3 (527301-LLP-1-2012-1-IT-Leonardo-LMP).*

Mobility units

The mobility learning units provide a common reference point for training activities across the participating European countries. Once a unit is assessed, providing that a learner has achieved all the learning outcomes required for that unit, the learner acquires credit for their achievement.

The mobility unit 'Putting co-operative values and principles into practice' is a single unit contributing to the core competence 'Co-operative knowledge and identity'. The unit enables learners to understand the distinctive nature of the co-operative and the relevance of values and principles on business policy.

The mobility unit 'Stakeholders and relationships with the local community' is a single unit contributing to the core competence 'External stakeholder management'. The unit enables learners to understand who the co-operative's key stakeholders are and the relevance of stakeholder management on business performance.

These two mobility units are the first to be developed for the new, proposed European co-operative qualification framework. They have been selected because values and principles and stakeholder engagement are cross-cutting competencies which can be recognised

between different countries, irrespective of national contexts and occupational sectors.
Ref. European Coop Campus Project WP3 (527301-LLP-1-2012-1-IT-Leonardo-LMP).

ECVET points

ECVET points are used to provide a numerical 'weighting' to individual units and the qualification as a whole. The number of ECVET points allocated to a unit identifies the relative weighting of that unit within the overall qualification. When a learner successfully completes a unit or qualification, meaning that they have been assessed as having achieved all the required learning outcomes, then the learner is awarded the corresponding ECVET points. These are recorded, together with learning outcomes of each study unit, in the learner's personal transcript. The learner acquires ECVET points for each unit successfully completed. They do not have to wait to obtain the full qualification before being awarded the ECVET points allocated to the individual units they have achieved.

The proposed European qualification for the co-operative member allocates 10 ECVET points for each of the mobility learning units, based on the assumption of an equal weighting of units within the whole qualification framework, a convention that is used according to which 60 ECVET points are allocated to the learning outcomes expected to be achieved in a year of formal, full-time VET and the likelihood that a mobility period for achieving one unit of the European co-operative qualification framework would be between 30 and 60 workload hours.

Credit Transfer and Accumulation

Credit is what a learner obtains in recognition of the learning outcomes they have acquired, as evidenced through the assessment process. Credit refers to the fact that a learner has been assessed as having achieved the expected learning outcomes which may then be accumulated towards a qualification or transferred to other learning programmes or qualifications. Credit transfer refers to the process whereby learning outcomes achieved in one context can be taken in to another context. On the basis of the assessed outcomes, the credit can then be validated and recognised by another competent institution. It is the responsibility of the 'sending' organisation to be in charge of the validation process, to confirm that the assessed learning outcomes achieved by the mobile learner in the host

country, correspond to the specific learning outcomes that are required for the ‘home’ training programme or qualification.

Information for credit transfer of mobility units designed through the EuCoop Campus project

Proposed European qualification for the co-operative member				
Unit	Unit title	Proposed EQF Level	Notional Learning Hours	Proposed ECVET points
1	Putting co-operative values and principles into practice.	5	30-60	10
Learning Outcomes (LOs)achieved				
LO 1	Understand the distinctive features of a co-operative as an enterprise model.			
LO 2	Understand the origins and meanings of ‘co-operative values and principles’ and how they are applied in the host co-operative			
LO 3	Understand the range and complexity of the co-operative movement in the host co-operative’s country/region.			

Proposed European qualification for the co-operative member				
Unit	Unit title	Proposed EQF Level	Notional Learning Hours	Proposed ECVET points
2	Stakeholders and relationships with the local community.	5	30-60	10
Learning Outcomes (LOs)achieved				
LO 1	Understand the needs of the co-operative’s key stakeholders at local level			
LO 2	Understand how the interests of the co-operative’s key stakeholders are related to the needs of the business			
LO 3	Understand the role of elected members in demonstrating empathy with the interests and concerns of the co-operative’s key stakeholders			

ECVET and non-formal and informal learning

ECVET supports the development of flexible and individualised pathways and also the recognition of learning outcomes which are acquired through non-formal and informal learning. Across Europe, a significant amount of learning for managers and elected members of co-operatives takes place mainly ‘on the job’, through informal and non-formal learning, sometimes combined with formal learning opportunities. ECVET facilitates the validation of non-formal and informal learning which describes, clearly, the knowledge, skills and competencies required for a qualification and associated units.

The mobility learning programmes to be delivered during the two 'testing' phases of the European Coop Campus project, will provide mainly non-formal and informal learning settings, for example workshops, seminars, visits, group discussions and interviews. Importantly, regular, structured group learning review sessions will be scheduled to provide opportunities for reflection and for learners to review and update their assessment evidence (reflective journal) in relation to the learning outcomes and assessment criteria. *Ref. European Coop Campus Project WP4 (527301-LLP-1-2012-1-IT-Leonardo-LMP).*

In addition to the reflective journal, other ECVET tools, developed during the project, will be needed for the testing phases:

- Memorandum of Understanding
- Learning Agreement
- Personal Transcript

Memorandum of Understanding

The Memorandum of Understanding (MoU) forms the framework for co-operation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding, partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit. *Ref. European Coop Campus Project WP4 (527301-LLP-1-2012-1-IT-Leonardo-LMP).*

Additionally, in the spirit of co-operation, the MoU sets out to promote and share best practice by providing formal agreements which underpin and strengthen implementation of the co-operative principles 'Co-operation among Co-operatives' (6th Principle) and 'Education, Training and Information' (5th Principle).

Learning Agreement

A learning agreement is an individualised document which sets out the conditions for a specific mobility period. It specifies, for a particular learner, which unit/s and learning outcomes should be achieved, together with the associated ECVET points, and also lays down that, if the learner achieves the expected learning outcomes, and these are positively assessed by the 'hosting' institution, the 'home' institution will validate and recognise them

as part of the requirements for a qualification. The learning agreement is signed by the Lead Partners in both countries - the 'sending' and the 'hosting' organisations and the learner. The agreement constitutes a commitment to the learner that their achievements, during the mobility period, will be recognised by their home institution without the need for additional assessment. *Ref. European Coop Campus Project WP4 (527301-LLP-1-2012-1-IT-Leonardo-LMP).*

Personal Transcript

The Personal Transcript is a document that belongs to the learner. While the learning agreement describes what the learner is expected to achieve, the personal transcript documents what the learner has achieved. It is a record of learning achievements that contains information on the assessed learning outcomes, units, and ECVET points awarded. It also specifies the identity of the learner and the competent institutions responsible for assessing, validating and recognising the learner's credit. *Ref. European Coop Campus Project WP3 (527301-LLP-1-2012-1-IT-Leonardo-LMP)*

ANNEX A



EUCoopC

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

MULTILATERAL PROJECTS FOR DEVELOPMENT OF INNOVATION

Co-operator curriculum vitae (CCV)

Photo (passport size)

PERSONAL INFORMATION

Full name

Nationality

Gender M/F

Date of birth

Place of birth (Country)

Present home address

CONTACT DETAILS

Email

Tel. Landline

Tel. Mobile

Fax

CO-OPERATIVE INFORMATION *Indicate the co-operative/s of reference where you have had a role as member and /or you have worked.
Add separate entries for each cooperative starting from the most recent*

Your current co-operative

Name

Address

Website

Brief description of the co-operative (no more than twenty words)

Your role in the co-operative

No. of years involved in the co-operative

SUMMARY OF YOUR WORK (OR OTHER) EXPERIENCE IN THE CO-OPERATIVE WITH DATES

SUMMARY OF YOUR WORK (OR OTHER) EXPERIENCE O IN OTHER CO-OPERATIVES

Add separate entries for each experience in a co-operative, starting from the most recent, i.e. all those that help develop the skills and knowledge interesting for the co-operative system

EDUCATION AND LEARNING BACKGROUND

Add separate entries if necessary

Formal ‘non-co-operative’ qualifications (most recent first)

Qualification title	Date achieved	Awarding institution

Formal ‘co-operative’ qualifications (most recent first)

Qualification title	Date achieved	Awarding institution

TRAINING IN THE CO-OPERATIVE FIELD

Add separate entries for each relevant course you have completed, starting from the most recent. Include both ‘locally’ certified and non-certified courses attended

Co-operative topic	Training organisation	Training date/s (M/Y)

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SELF -ASSESSMENT OF PERSONAL SKILLS AND KNOWLEDGE IN RELATION TO CO-OPERATIVE COMPETENCIES IN ANNEX A

(see Annex 1 for help with the compilation)

*Grade yourself 1-5 where 1 is 'weak' and 5 is 'strong'

Area of competence	Grade * 1/2/3/4/5
Co-operative knowledge and identity	
Leadership	
Governance	
Human Resource Management	
Financial Management	
External Stakeholder Management	
Market & Products/Services	

ADDITIONAL INFORMATION

Include here any other information that may be relevant to your participation in the mobility unit 'Stakeholders and relationships with the local community'. This information will be discussed with your facilitator at the Initial Assessment.

PERSONAL STATEMENT

This is your opportunity to explain briefly why you are wishing to participate in the mobility unit, what you are hoping to get out of it and how you think that both you, personally and you co-operative will benefit from your experience.

NAME (PRINT)

SIGNATURE

DATE

ANNEX | *List any items attached*

ANNEX 1

Areas of competence in the proposed Co-operative Qualification Framework

COMPETENCE 1: CO-OPERATIVE KNOWLEDGE AND IDENTITY

- Co-operative principles
- History of own coop and movement / sector
- Economic role - advantages and limits of coops
- National legal frameworks
- International legal frameworks
- Mutuality versus community/social interest

COMPETENCE 2: LEADERSHIP

- Values
- Social and relational skills
- Organizational culture
- Leadership styles
- Communication
- Problem solving

COMPETENCE 3: GOVERNANCE

- Governance models
- Legal requirements
- Involvement strategies/member engagement
- Mission and vision

COMPETENCE 4: HUMAN RESOURCE MANAGEMENT

- Policies/management
- Leading equality and diversity
- Intrinsic motivation and engagement
- Stress and satisfaction monitoring (job quality monitoring)
- Volunteer recruitment and management
- Human Resources Development
- Performance appraisal

COMPETENCE 5: FINANCIAL MANAGEMENT

- Understanding financial accounts/statements
- Performance management
- Managing diverse income streams
- Financial strategy (risk evaluation and decision-making)
- Achieving economic and social goals

COMPETENCE 6: EXTERNAL STAKEHOLDER MANAGEMENT

- Stakeholder map
- Social impact
- Communication strategy
- Networking and business coordination

- Advocacy/political representation

COMPETENCE 7: MARKET & PRODUCTS/SERVICES

- Local market dynamics
- International market dynamics
- Innovation & social innovation
- Project management
- Marketing and Sales
- Quality assurance and Customer Satisfaction

ANNEX B



EUCoopC

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

MULTILATERAL PROJECTS FOR DEVELOPMENT OF INNOVATION

MLU1.Putting co-operative values and principles into practice

REFLECTIVE JOURNAL

Name: <i>Click here to enter text.</i>	
Organisation: <i>Click here to enter text.</i>	Date: <i>Click here to enter a date.</i>

INTRODUCTION

1. Aim of the units

Welcome to **Putting Co-operative Values and Principles in to Practice** a mobility units designed as part of the European framework of qualification for elected/board members of co-operatives.

This unit provides a focus for accrediting (ECVET) your achievements on a programme of structured learning and assessment agreed between your `host' co-operative and your own `home' co-operative. The main aim of the unit is to help increase your knowledge and understanding of the co-operative movement in other European countries and, more specifically, how co-operative values and principles are applied in a co-operative in the EU country which is hosting your study programme.

Learning Outcomes

Your achievements on the study programme will be measured in Learning Outcomes and these will form the basis of assessment.

The Learning Outcomes for this unit are:

1. Understand the distinctive features of a co-operative as an enterprise model.
2. Understand the origins and meanings of `co-operative values and principles' and how they are applied in the host co-operative.
3. Understand the range and complexity of the co-operative movement in the host co-operative's country/region.

2. Assessment

There are no examinations or `tests' involved. Your assessment evidence will be the learnings, insights, thoughts and ideas you record in your reflective journal as you progress through the programme.

Assessment Criteria

The following table gives the Assessment Criteria which will be used for assessing your journal entries against each of the Learning Outcomes. Each time you write a journal entry, refer back to the assessment criteria to check your progress.

Mobility unit1: Putting co-operative values and principles into practice

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>1. Understand the distinctive features of a co-operative as an enterprise model.</p>	<p>1.1. Identify the main differences between co-operative and other types of enterprise.</p> <p>1.2. Explain what is meant by 'the democratic structure' of a co-operative;</p> <p>1.3. Compare the key democratic structures and processes of the host co-operative with those of the home co-operative, including the different types of members;</p> <p>1.4. Summarise the key similarities and differences between the democratic structures and processes of the host and home co-operatives.</p>
<p>2. Understand the origins and meanings of 'co-operative values and principles' and how they are applied in the host co-operative.</p>	<p>2.1 Identify key milestones in the development of the core values and principles adopted by the host co-operative;</p> <p>2.2 Describe THREE ways in which the host co-operative applies the values and principles in its business practices;</p> <p>2.3 Identify THREE ways in which co-operative values and principles are central to the successful running of the host co-operative;</p> <p>2.4 Analyse the ways in which the host co-operative monitors and reports on its performance in relation to its core co-operative values.</p>
<p>3. Understand the range and complexity of the co-operative movement in the host co-operative's country/region.</p>	<p>1.1 Analyse the key features of the enabling environment for the host co-operative;</p> <p>1.2 Describe the local, regional and national co-operative movement by size, sector and types of co-operative.</p>

Self-assessment

The structured part of the journal is organised in themes which reflect the Learning Outcomes and space is provided for you to identify which Assessment Criteria you feel you have met. As you write up your journal, you will reflect upon each of your entries with reference to the assessment criteria (AC) which are clearly identified next to each question. When you are satisfied that you have provided enough assessment evidence to show that you have achieved the Learning Outcome, you will sign the self-assessment declaration which follows each entry.

Your assessor from the host co-operative will consider your self-assessment and will provide feedback at the end of each entry. This will confirm their agreement, or not, with your self-assessment decision and will be recorded as Learning Outcome 'achieved' or 'not yet achieved', together with comments / advice. If you have 'not yet achieved', it will be clear to you, from the assessor's feedback, what you need to do in order to achieve. You can then agree an action plan for re-submitting your work for assessment.

3. Using the journal

The journal is 'reflective' in that it aims to get you to think about and understand your learning experiences, some of which will be formal and others which will be informal. It also encourages you to explore different concepts and ideas, express your opinions and evaluate the usefulness and effectiveness of what you have learned. The journal is structured as follows:

Part 1 – the 'structured' section of the journal

Part 1 of your journal is structured with questions and prompts to help you provide assessment evidence when writing up your entries. There are no set rules about how long your journal entries should be or what format they should be in but, as a guide, if using straight text, aim for 350-400 words for each entry. It is fine to use diagrams, tables, images, charts or any other ways of making your journal entries if you prefer. The important thing is that, whatever methods you choose provide appropriate assessment evidence.

Part 2 – the 'unstructured' section of the journal

Part 2 of your journal is unstructured and gives you the opportunity to express your thoughts and feelings about any aspect of the study programme, how you think you have developed personally and, importantly, what you might be taking back that will be of particular interest to members, directors and managers of your own co-operative. This will be important for planning and delivering a presentation of your findings to colleagues when you return home. The presentation is a requirement of the agreement made between the host and your own co-operative in providing you with this study programme opportunity.

Keeping notes

You will, no doubt, want to record a lot of information as you progress through the study programme and not all of it will be required for making your journal entries. Blank pages are provided at the end of the journal for you to make notes during the various learning activities. Your notes will not contribute to the formal assessment of the unit but they may help you organise information and your thoughts for completing your reflective journal. A column is provided in the 'notes' section for you to cross reference your notes to LOs and ACs when completing your journal entries later.

4. Before you start

Cooperatives Europe is a cross-sectoral organisation which represents the European region of the International Co-operative Alliance. You may wish to consider the following statements from them to help inspire and set the wider European context for your journal entries.

- Cooperatives Europe is the voice of co-operative enterprises in Europe.



- On behalf of its 92 member organisations from 36 European countries across all business sectors it promotes the co-operative business model in Europe.
- Its members represent 123 million individual member co-operators owning 160.000 co-operative enterprises and providing jobs to 5.4 million European citizens - a force for economic growth and social change.

Co-operatives agenda for 2020



Co-operative enterprises are a perfect fit with the EU2020 strategy that aims for "a sustainable economy, putting people and responsibility first with a sustained fight against exclusion and a transition to a green economy".

We already act in this way, putting people at the heart of our business, while at the same time generating long-term wealth for the territories. We bring specific answers and innovative solutions that aim at contributing to EU2020.

How co-operatives help:

- Co-operatives prove particularly efficient in times of crisis, especially given their contribution to economic and financial stability and the maintenance of employment and job creation;
 - Co-operatives contribute to the objectives of upgrading European transport, energy and communication infrastructure and services especially in isolated areas;
 - Co-operatives SMEs are growing in services and production sectors. They provide local alternatives for global businesses;
 - Many co-operatives have provided women with opportunities to become entrepreneurs and access to decent work: they have improved access to credit, product and market information, technology and training in management skills and enterprise development.

Given the range and complexity of the challenges facing European society and the business environment, co-operatives are uniquely placed to provide a counter-balance to shareholder-driven business activity. Our knowledge, goals and experience align perfectly with many of the EU's 2020 goals. We already play a major role across the spectrum of business and so look forward to sharing this experience constructively with the European institutions over the coming decade.

For further information, see:

Cooperatives Europe: coopseurope.coop

International Cooperative Alliance: ica.coop

REFLECTIVE JOURNAL: PART 1

ENTRY 1: CO-OPERATIVE IDENTITY

This unit is very much about *co-operative identity* and exploring those features of a co-operative, particularly your host co-operative, which make it different from other types of business.

For this journal entry, you will need to demonstrate your understanding of the co-operative business model as defined in the International Co-operative Alliance (ICA) Statement on Co-operative Identity (ica.coop/en/what-co-op/co-operative-identity-values-principles).

Think about the similarities and differences between co-operatives and other forms of business and, as you work through the unit and discover more about your host co-operative, record your findings about how and why the enterprise became constituted as a co-operative and how that is translating in to not only business success, but success in the wider co-operative sense.

AC1. How are co-operatives different from other forms of enterprise? What are the key features which distinguish them? Compare and contrast the co-operative model with at least TWO other types of enterprise.

Click here to enter text.

AC2. Explain what is meant by 'the democratic structure' of a co-operative.

Click here to enter text.

AC3. Compare and contrast the democratic structures and processes of your own and the host co-operative, making reference to who the members are, what they do and how they are organised.

Click here to enter text.

AC4. Summarise the information you have provided in Q.3 to show, clearly, the key similarities and differences between the democratic structures and processes of your own co-operative and the host co-operative.

Click here to enter text.

Self-assessment declaration

I believe that, in this entry, I have provided sufficient evidence to demonstrate that I have achieved Learning Outcome 1: Understand the distinctive features of a co-operative as an enterprise model

Learner name (print)

Learner signature

Date

Assessor feedback Learning Outcome 1 achieved / not yet achieved (please delete as appropriate)

.

Assessor name (print) ..

Assessor signature

Date

ENTRY 2: CO-OPERATIVE VALUES AND PRINCIPLES

The Values and Principles embraced by today's worldwide co-operative movement have evolved from the ideals of the early co-operators of the 18th and 19th centuries. They are embodied in the ICA Statement on Co-operative Identity.

For this journal entry, you will need to explore the origins of the values and principles adopted by the host co-operative and think about how and why they have evolved over time.

Think about the relevance of the values and principles in the host co-operative today, how effectively they are applied and how they contribute to the success of the business. Identify any examples of good practice you would like to share with colleagues back home when you give your presentation.

AC1. Identify key milestones in the development of the core values and principles adopted by the host co-operative.

Click here to enter text.

AC2. Describe THREE ways in which the host co-operative applies the core values and principles in its business practices. Give examples of how the values and principles are demonstrated both internally within the organisation, and externally.

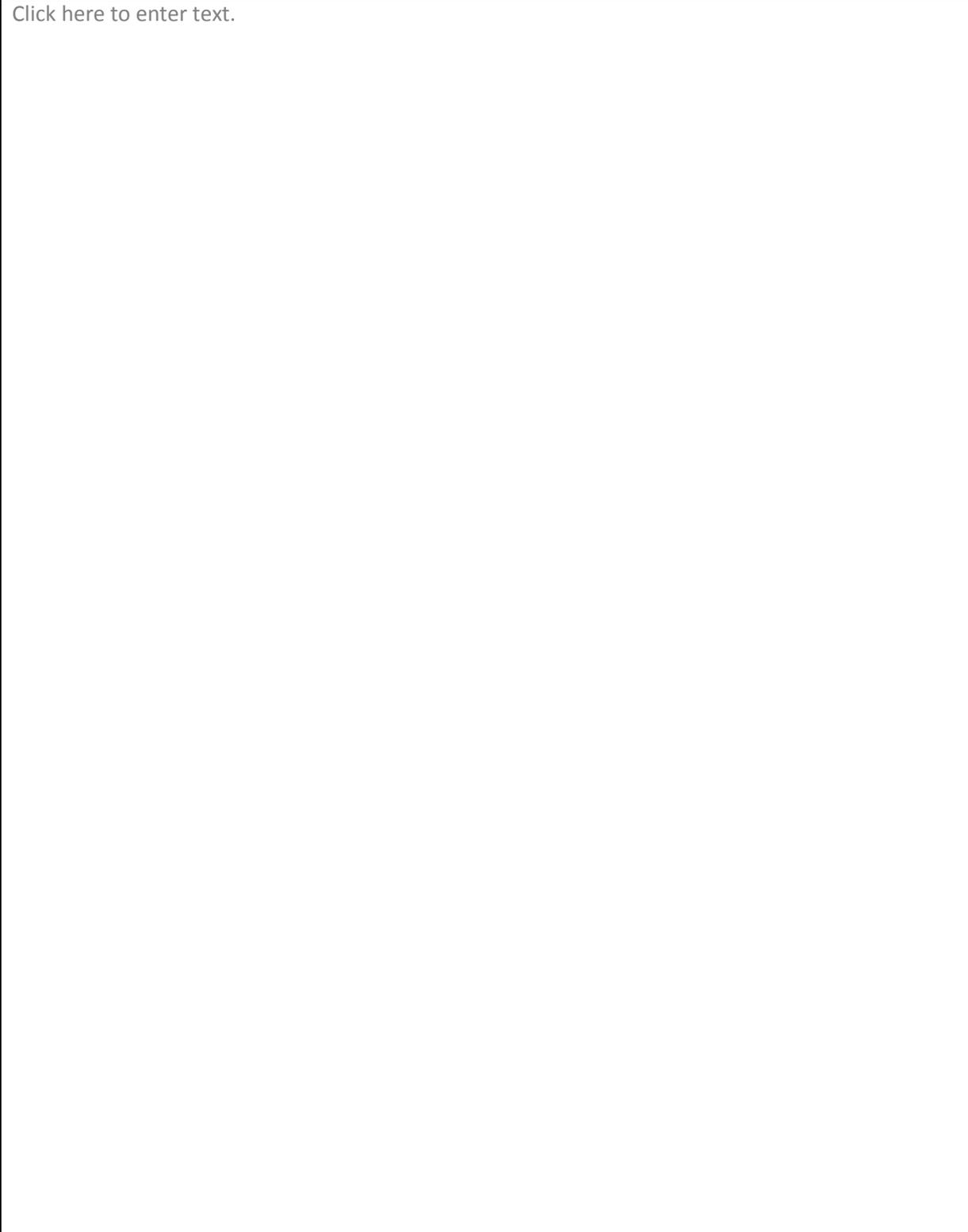
Click here to enter text.

AC3. Give THREE examples of how co-operative values and principles are central to the successful running of the host co-operative.

Click here to enter text.

AC4. Analyse the ways in which the host co-operative monitors and reports on its performance in relation to its core co-operative values.

Click here to enter text.



Self-assessment declaration

I believe that, in this entry, I have provided sufficient evidence to demonstrate that I have achieved Learning Outcome 2: Understand the origins and meanings of “Co-operative values and principles” and how they are applied in the host co-operative.

Learner name (print)

Learner signature

Date

Assessor feedback Learning Outcome 2 achieved / not yet achieved (please delete as appropriate)

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Assessor name (print) ..

Assessor signature

Date

ENTRY 3: THE CO-OPERATIVE ENVIRONMENT

The extent to which businesses in general, and co-operatives in particular, can become successful very much depends on the enabling environment in which they operate. The enabling environment focuses on the political, economic, social and environmental aspects of doing business and provides the conditions under which enterprises operate.

For this journal entry, you will need to explore the main challenges and opportunities facing the host co-operative and relate them to the enabling environment.

You will also need to explore where co-operatives 'fit in' with the wider co-operative movement in the country or region you are visiting.

AC1. Analyse the key features of the enabling environment for the host co-operative, explaining how they impact directly on the business.

Click here to enter text.

AC2.How does the co-operative feel it could be more 'enabled'? Are there any changes to the enabling environment which would further support the co-operative to grow and succeed?

Click here to enter text.



AC3. Describe the local, regional and national co-operative movement in the host country, by size, sectors and types of co-operative.

Click here to enter text.

Self-assessment declaration

I believe that, in this entry, I have provided sufficient evidence to demonstrate that I have achieved Learning Outcome 3: Understand the range and complexity of the co-operative movement in the host co-operative's country/region.

Learner name (print)

Learner signature

Date

Assessor feedback Learning Outcome 3 achieved / not yet achieved (please delete as appropriate)

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Assessor name (print) ..

Assessor signature

Date

REFLECTIVE JOURNAL: PART 2

This section of the journal is for you to share your thoughts about the study programme as a whole or to highlight any particular activities or learning experiences that you feel went particularly well or which you found difficult. Consider how the study programme has contributed to your personal development and how your own co-operative may benefit from fresh insights you take back with you. You might want to make a list of outstanding matters or questions you wish to ask. Set your own priorities for completing this part of the journal. (See the 'Unstructured' section of the journal).

Name: _____

Signature: _____

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NOTES

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MLU activity:	Date:	LO	AC

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MLU activity:	Date:	LO	AC



EUCoopC

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

MULTILATERAL PROJECTS FOR DEVELOPMENT OF INNOVATION

MLU2.Stakeholders and relationships with the local community

REFLECTIVE JOURNAL

Name: <i>Click here to enter text.</i>	
Organisation: <i>Click here to enter text.</i>	Date: <i>Click here to enter a date.</i>

INTRODUCTION

1 Aim of the units

Welcome to **Stakeholders and Relationships with the Local Community** a mobility units designed as part of the European framework of qualification for elected/board members of co-operatives.

This unit provides a focus for accrediting (ECVET) your achievements on a programme of structured learning and assessment agreed between your 'host' co-operative and your own 'home' co-operative. The main aim of the unit is to help increase your knowledge and understanding of the co-operative movement in other European countries and, more specifically, how co-operative values and principles are applied in a co-operative in the EU country which is hosting your study programme.

The Learning Outcomes for the unit are:

- 1 Understand the needs of the co-operative's stakeholders at local level
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.

2 Assessment

There are no examinations or 'tests' involved. Your assessment evidence will be the learnings, insights, thoughts and ideas you record in your reflective journal as you progress through the programme.

Assessment Criteria

The following table gives the Assessment Criteria which will be used for assessing your journal entries against each of the Learning Outcomes. Each time you write a journal entry, refer back to the assessment criteria to check your progress.

Mobility unit2: Stakeholders and Relationships with the Local Community

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1. Understand the needs of the co-operative's key stakeholders at local level.	1.1. Describe the co-operative's key stakeholders by group/type; 1.2. Analyse the tools used by the co-operative for identifying the needs of its key stakeholders; 1.3. Compare and contrast the needs of the different groups/ types of key stakeholders in relation to the co-operative;
2. Understand how the interests of the co-operative's key stakeholders are related to the needs of the business.	2.1 Explain how the needs of key stakeholders are reflected in the co-operative's business policies and procedures; 2.2 Explain how the co-operative benefits, as a business, from meeting the needs of its different key stakeholders; 2.3 illustrate how the co-operative manages the business 'risks' associated with changes in stakeholders and/or the changing needs of existing stakeholders;
3. Understand the role of elected members in demonstrating empathy with the interests and concerns of the co-operative's key stakeholders.	3.1 Explain how the role of elected members contributes to the co-operative's overall stakeholder management strategy; 3.2 Describe how, at each tier in the governance structure, elected members of the co-operative engage with key stakeholders; 3.3 Illustrate how the engagement of elected members with key stakeholders demonstrates their empathy with the interests and concerns of the key stakeholders;

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International Cooperative Alliance: ica.coop

REFLECTIVE JOURNAL: PART 1

ENTRY 1: KEY STAKEHOLDERS AND THEIR NEEDS

This unit is very much about *stakeholder management* and exploring how a co-operative, particularly your host co-operative, goes about identifying and engaging its key stakeholders.

Entry 1 relates directly to Learning Outcome 1; Understand the needs of the co-operative's key stakeholders at local level.

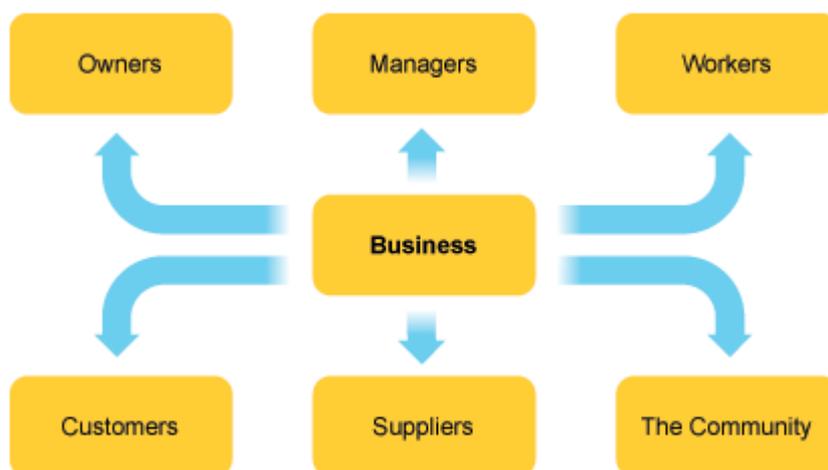
Stakeholders are individuals, groups or organisations who have an interest in the enterprise and are, therefore, affected by its activities. Internal stakeholders are groups within the business, for example owners and workers, and external stakeholders are groups outside the business, for example suppliers and the wider local community.

It is very important for any organisation to know who their stakeholders are and how to work most effectively with them, but this is particularly so for a co-operative. Co-operatives generally have a closer relationship with their stakeholders than enterprises which are run purely for profit.

As you work through this mobility unit, you will need to explore:

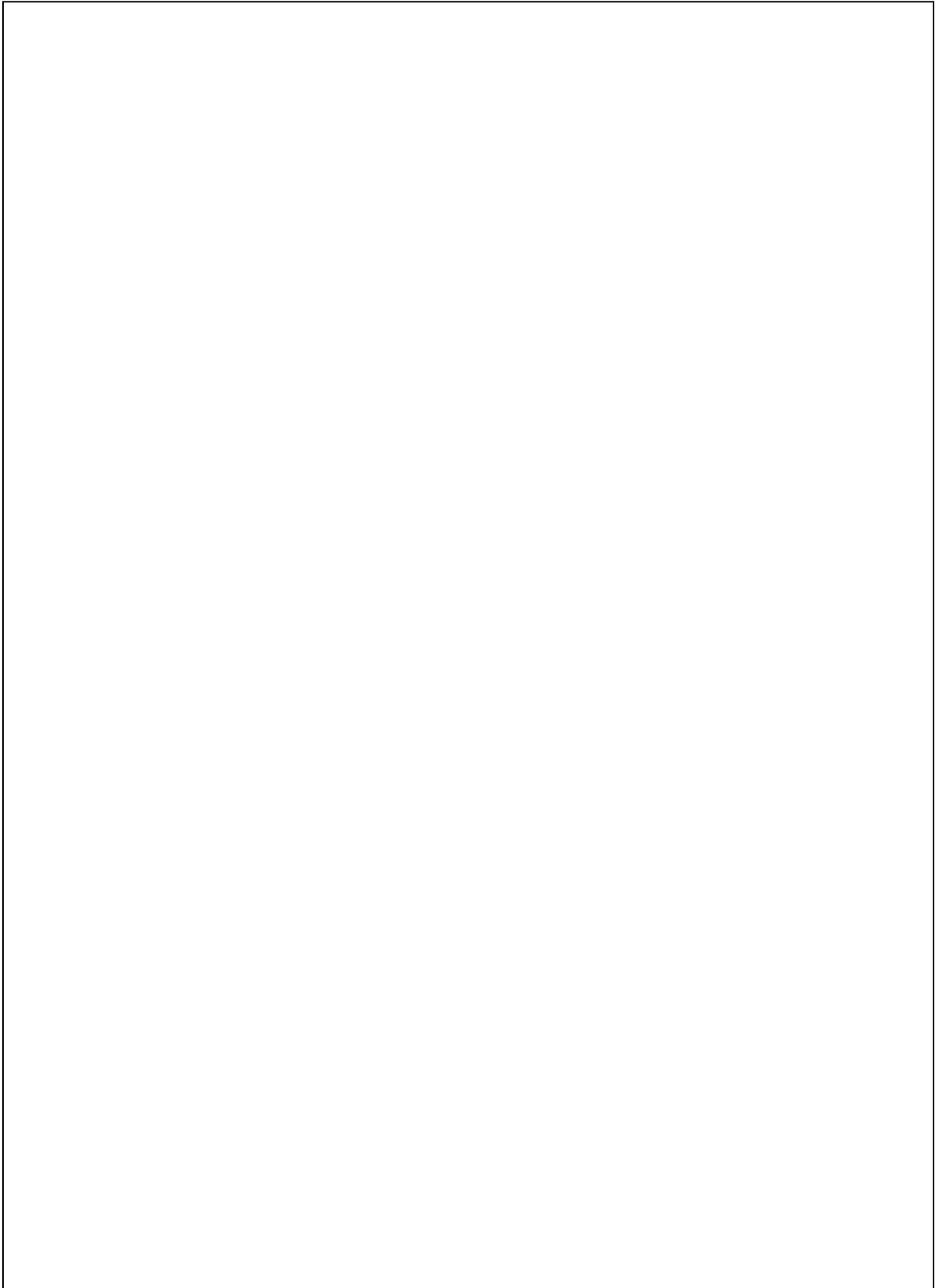
1. Who are the main groups or types of stakeholders in the host co-operative, and are they internal or external?
2. What are the specific interests of the different stakeholders, and why do they want the co-operative to do well?
3. How do the different stakeholders influence and, sometimes, change the performance of the co-operative?
4. How does the co-operative ensure that it engages effectively with all its key stakeholders?

Here is a basic stakeholder map which can be applied to most businesses. As you work through this unit, think how it might be developed in more detail for your host co-operative.

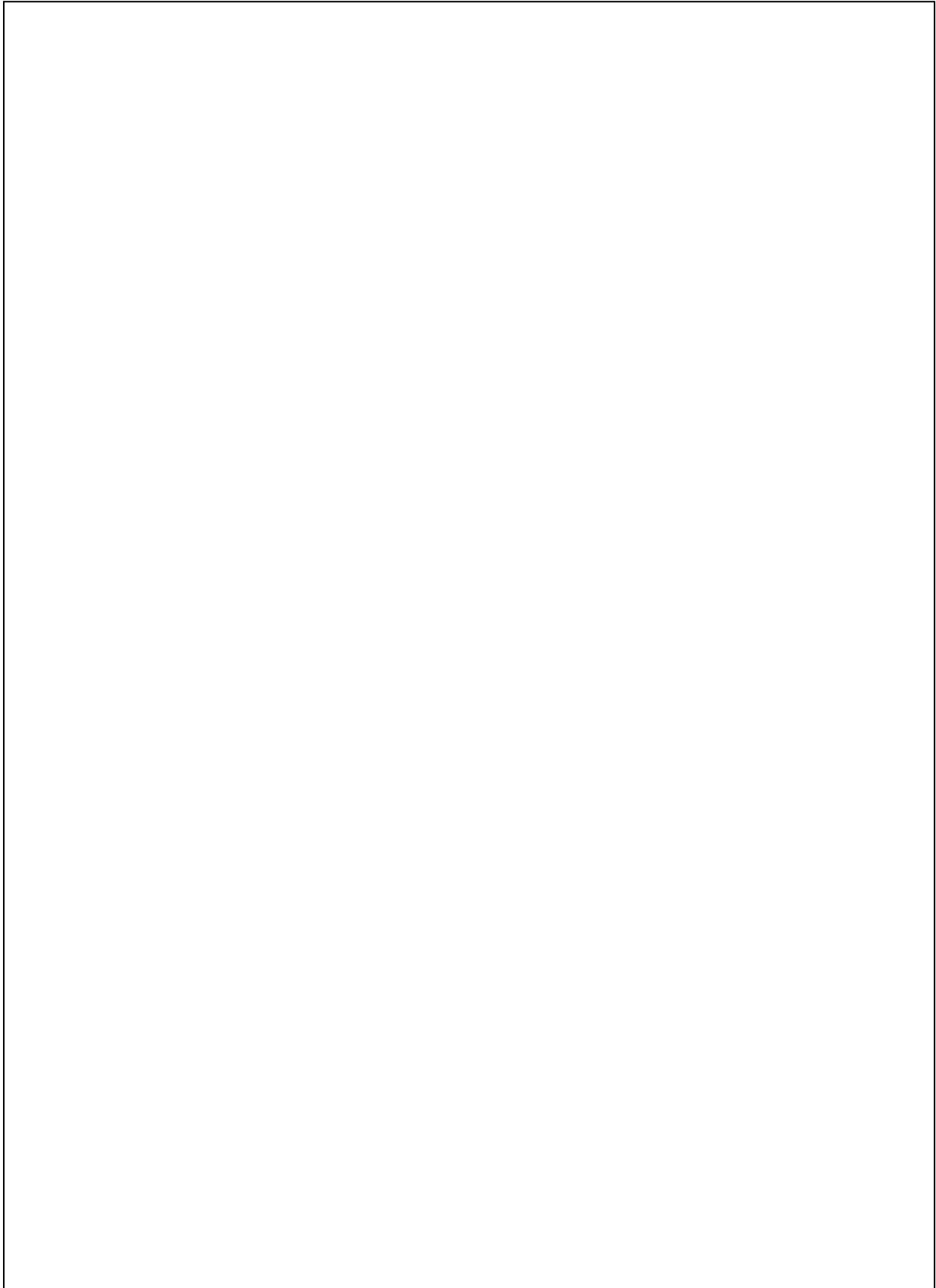


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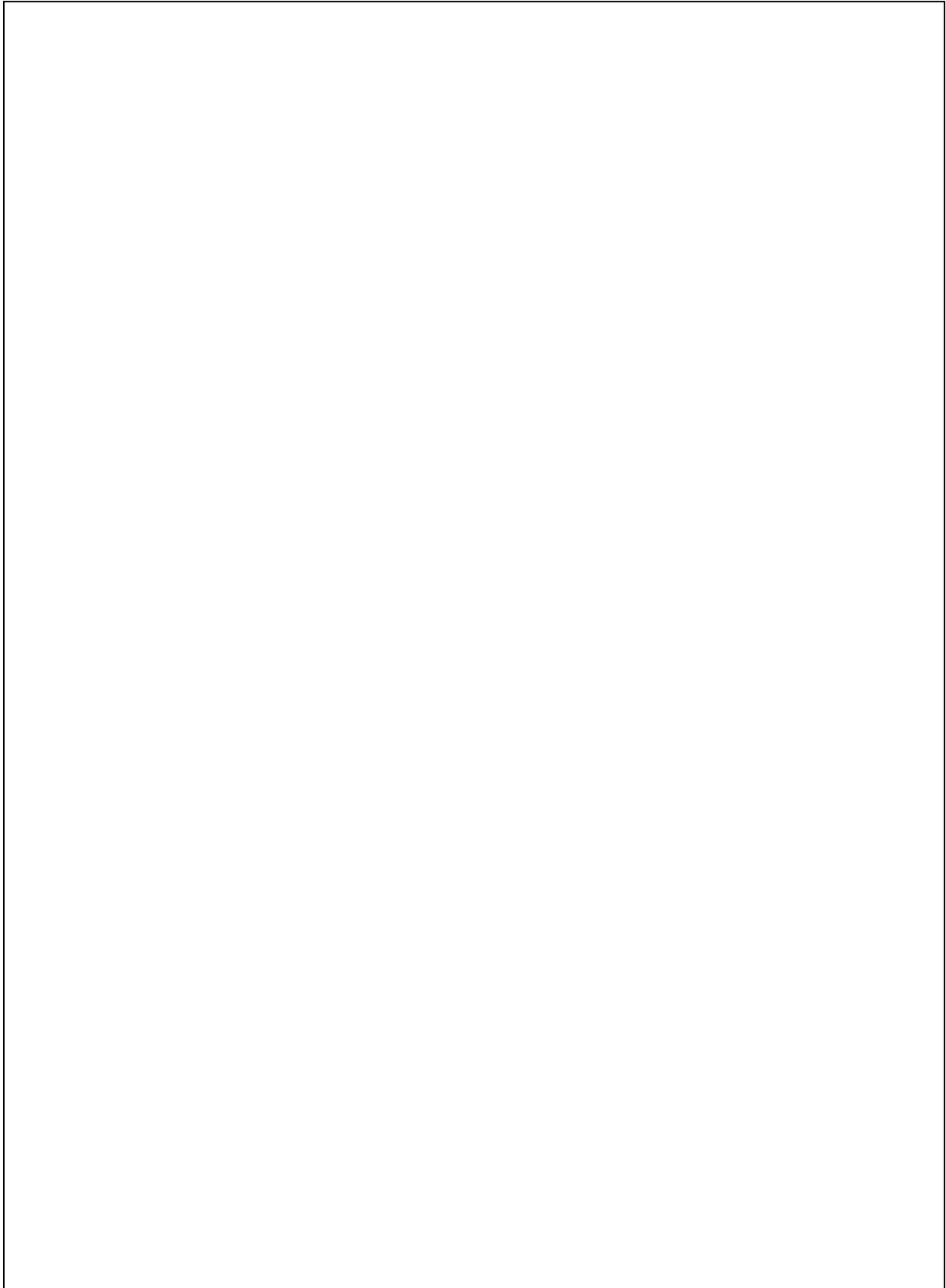
AC1.1. Identify the host co-operative's different key stakeholders.



AC1.2 Explain how the host co-operative goes about identifying and analysing the needs of its key stakeholders.



AC1.3 Different stakeholders have different needs and priorities in relation to the co-operative. Compare and contrast the different needs and priorities of at least THREE of the host co-operative's stakeholders.



Self-assessment declaration

I believe that, in this entry, I have provided sufficient evidence to demonstrate that I have achieved Learning Outcome 1: Understand the needs of the co-operative's key stakeholders at local level.

Learner name (print)

Learner signature

Date

Assessor feedback Learning Outcome 1 achieved / not yet achieved (please delete as appropriate)

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Assessor name (print) ..

Assessor signature

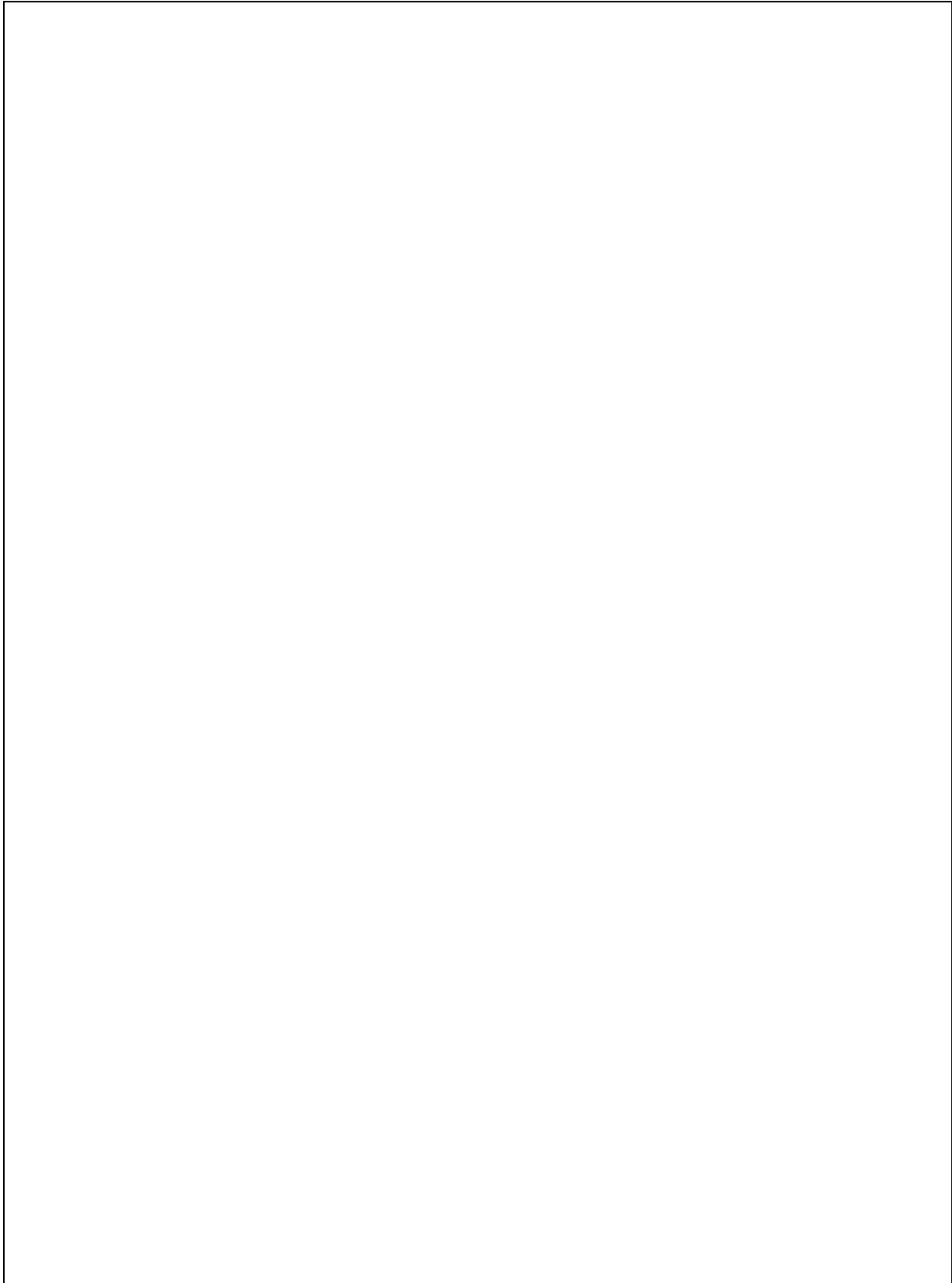
Date

ENTRY 2: STAKEHOLDER INTERESTS AND BUSINESS NEEDS

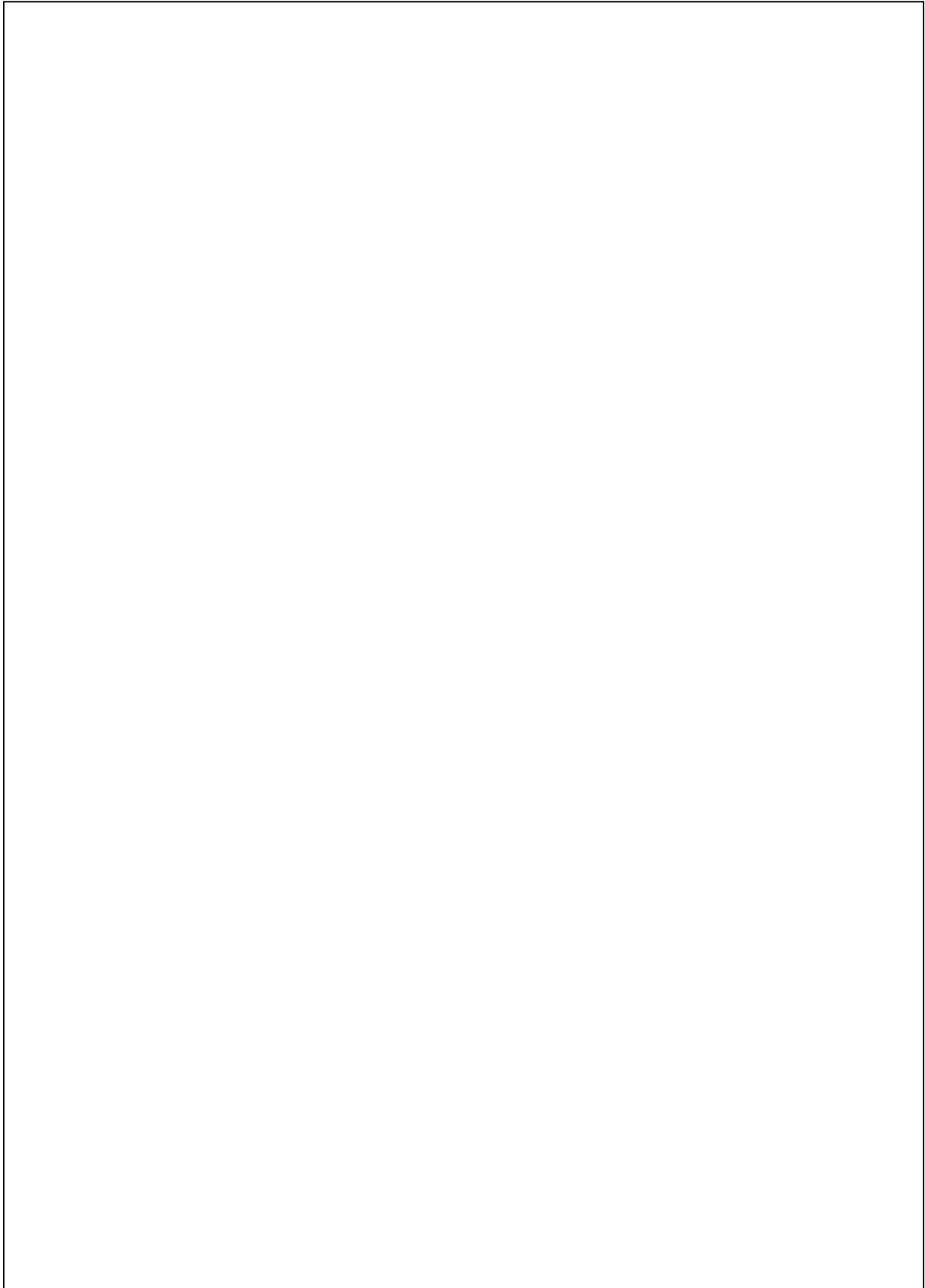
Some of the co-operative's stakeholders have a big say in how the aims of the business are decided and others also have an influence over decision making. It is important for the co-operative to be clear about how the different groups/types of stakeholders influence the business objectives so that the co-operative's practices and performances provide mutual benefits.

Entry 2 relates directly to Learning Outcome 2; Understand how the interests of the co-operative's key stakeholders are related to the needs of the business.

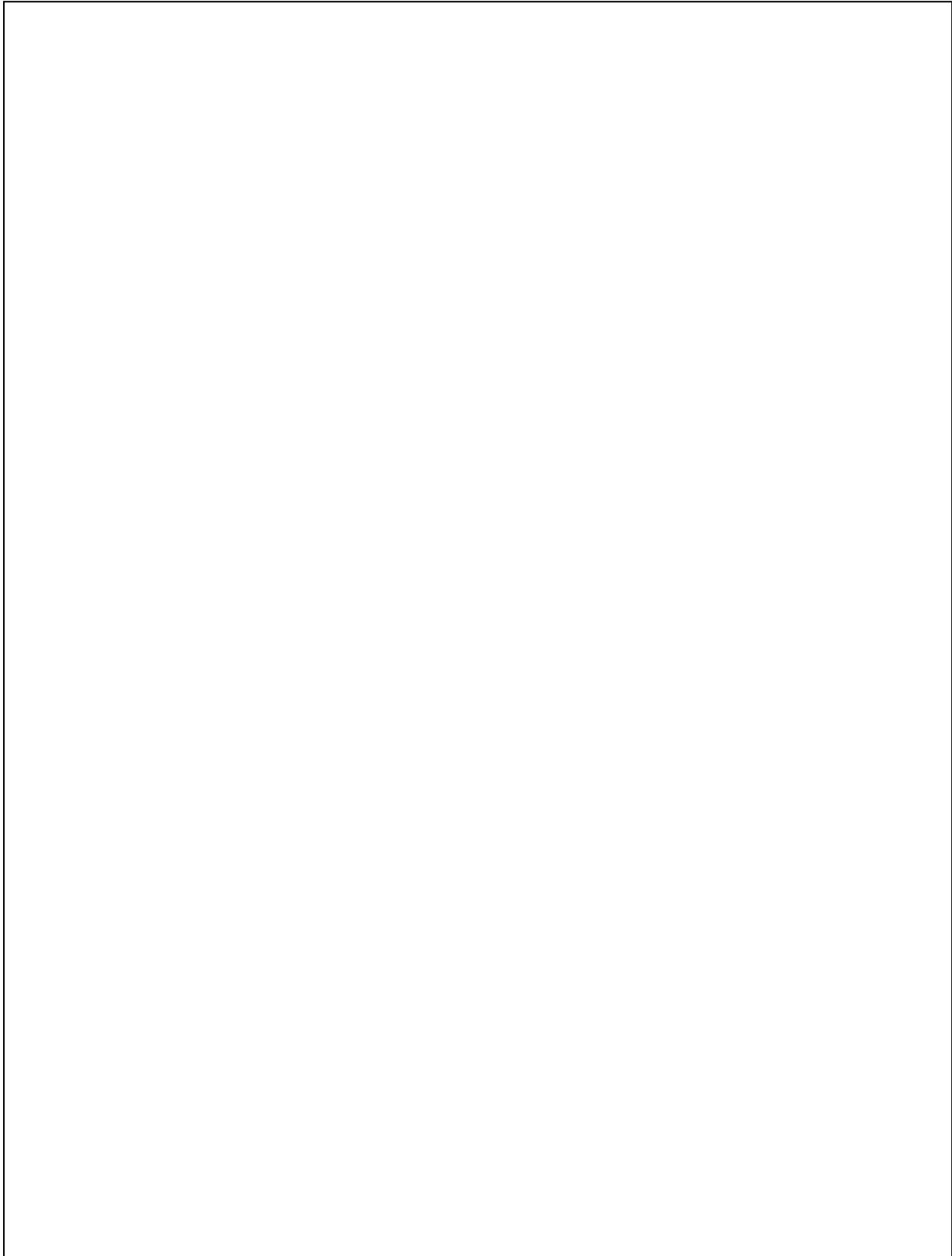
AC2.1a Give THREE examples of how the needs of stakeholders are reflected in the co-operative's business policies and procedures.



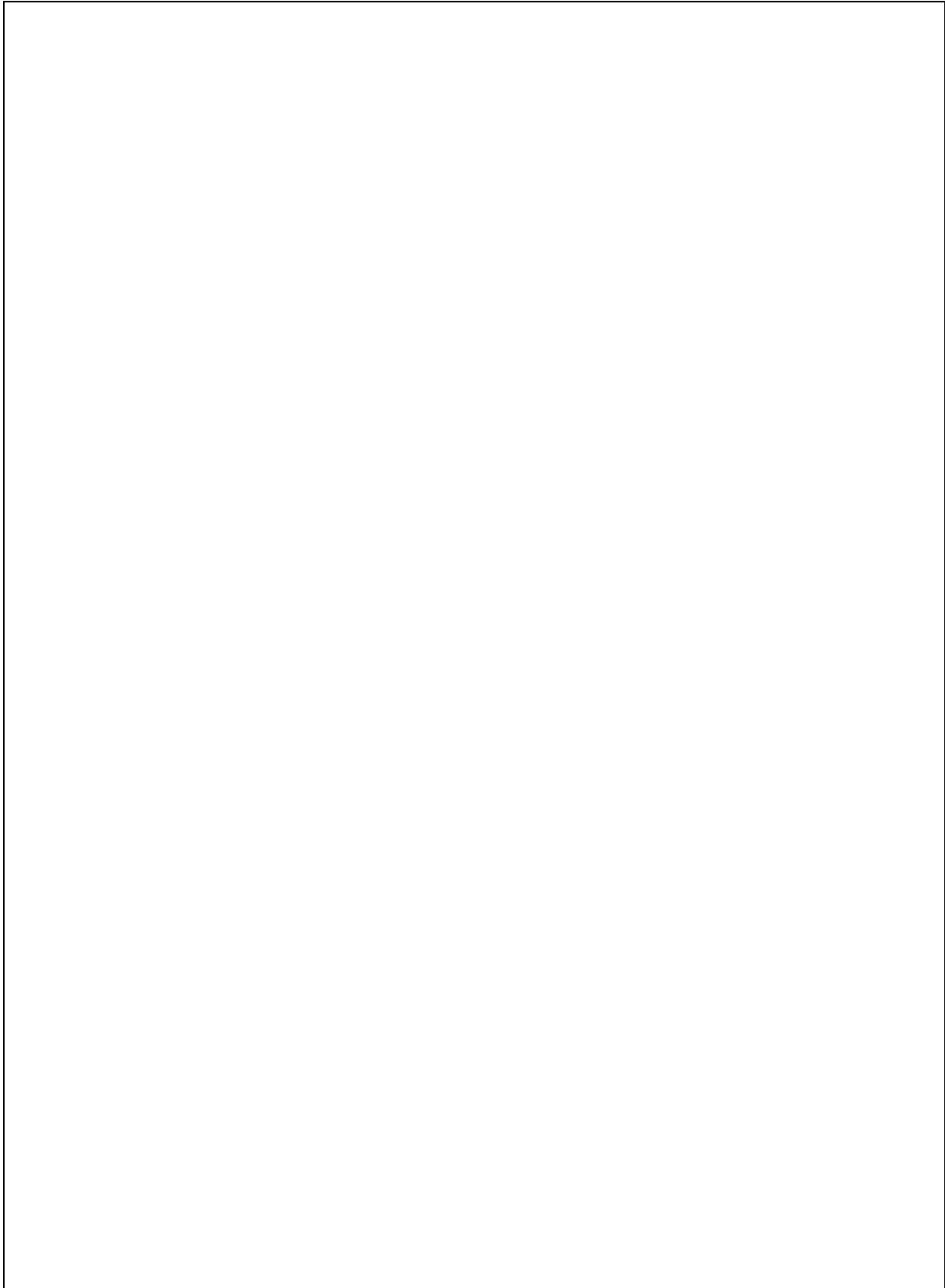
AC2.1b Explain how these policies and procedures are monitored and reviewed.



AC2.2a Explain the specific needs of THREE organisations taken from different groups of the cooperative's key stakeholders.



AC2.2b For EACH of these three organisations, give examples of how the business of the co-operative has benefited from successfully meeting their needs.



AC2.3 How does the co-operative manage the business risks associated with 'change' in relation to its stakeholders? Explain how, in order to minimise risk, the co-operative has responded to *either* a change in its stakeholders *or* a change in the needs of its existing stakeholders.

Self-assessment declaration

I believe that, in this entry, I have provided sufficient evidence to demonstrate that I have achieved Learning Outcome 2: Understand how the interests of the co-operative's key stakeholders are related to the needs of the business.

Learner name (print)

Learner signature

Date

Assessor feedback

Learning Outcome 2 achieved / not yet achieved (please delete as appropriate)

Assessor name (print)

Assessor signature

Date

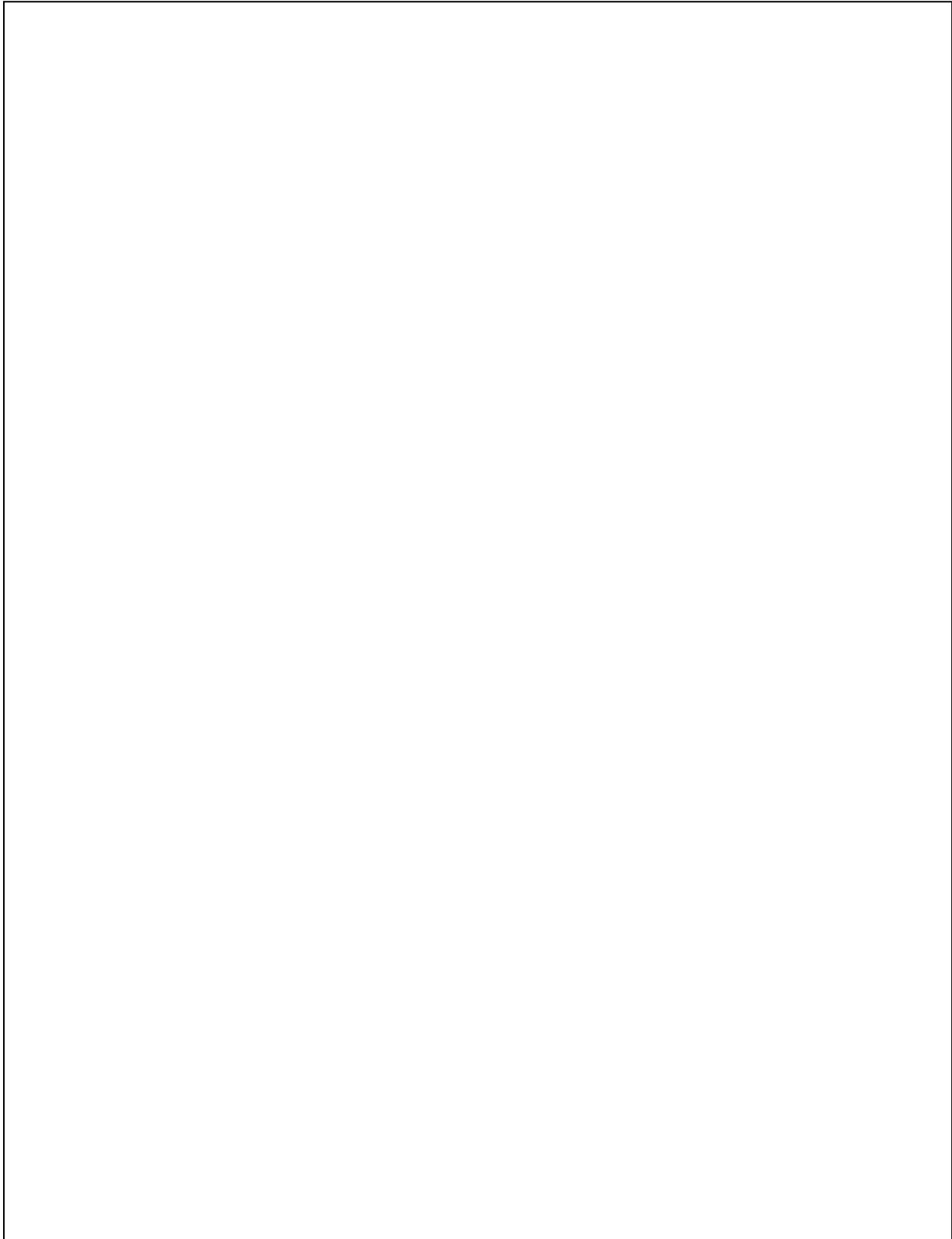
ENTRY 3: MEMBERSHIP/STAKEHOLDER MANAGEMENT

The democratic/governance structure of the co-operative will influence how elected members engage with the co-operative's key stakeholders. Where there is more than one tier (level) of elected members or directors, the roles and responsibilities at each level will determine which members of the co-operative deal with which stakeholders and the sorts of activities and interactions between them.

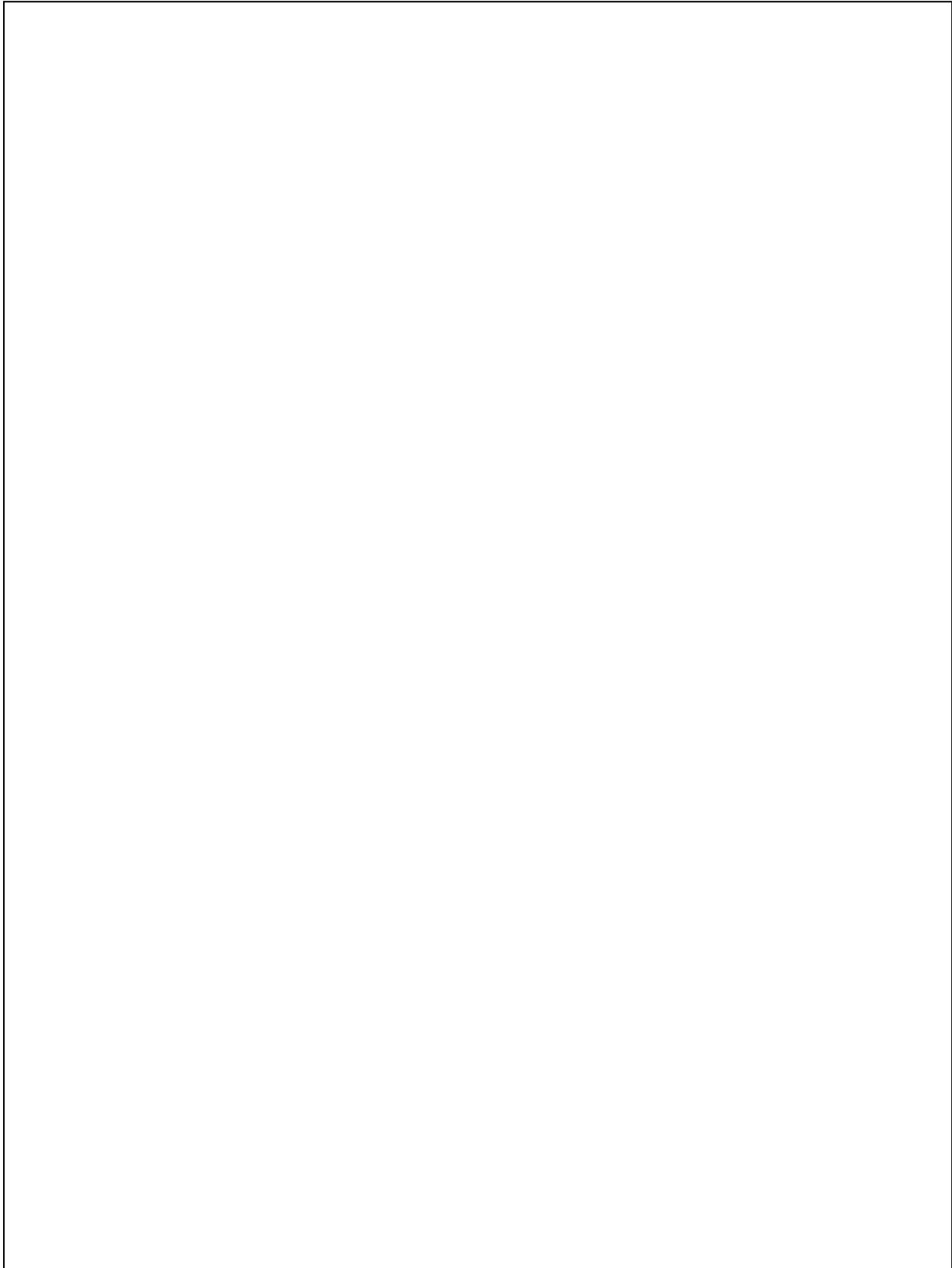
Entry 3 relates directly to Learning Outcome 3; Understand the role of elected members in demonstrating empathy with the interests and concerns of the co-operative's key stakeholders.

Empathy means: To identify and understand another's situation, feelings and motives.

AC3.1 Explain how elected members contribute to the co-operative's overall stakeholder management strategy.



AC3.2 Describe the different ways in which elected members, at each tier in the governance structure, engage with the co-operative's key stakeholders.



AC3.3 Give specific examples of how elected members from the co-operative have engaged successfully with THREE different stakeholder organisations, in order to demonstrate empathy with their interests and concerns.

Self-assessment declaration

I believe that, in this entry, I have provided sufficient evidence to demonstrate that I have achieved Learning Outcome 3: Understand the role of elected members in demonstrating empathy with the interests and concerns of the co-operative's key stakeholders.

Learner name (print)

Learner signature

Date

Assessor feedback

Learning Outcome 3 achieved / not yet achieved (please delete as appropriate)

Assessor name (print)

Assessor signature

Date

REFLECTIVE JOURNAL: PART 2

This section of the journal is for you to summarise your thoughts about the study programme as a whole and/or to highlight any particular activities or learning experiences that you feel went particularly well or which you found difficult. Consider how the study programme has contributed to your personal development and how your own co-operative may benefit from fresh insights you take back with you. You might want to make a list of outstanding matters or questions you wish to ask. Set your own priorities for completing this part of the journal. *(See the 'Unstructured' section of the journal)*

Name: _____

Signature: _____

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NOTES

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MLU activity:	Date:	LO	AC

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