



**EMPOWERING TEACHERS AND TRAINERS TO COPE WITH RELIGIOUS
DIVERSITY AND BOOST INTERCULTURAL EDUCATION IN EUROPE**

2016-1-BE01-KA202-016287

INTELLECTUAL OUTPUT 2

**Training Curriculum for Religious diversity and
interculturalism**



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1. INTRODUCTION

The **Training Curriculum for Religious diversity and interculturalism** is the second intellectual output of B.LIVING project.

The main **Aims** of the Training Curriculum are:

- To design a training CURRICULUM based on the European **ECVET framework** and addressed to VET teachers and tutors for the assessment, validation and recognition of learning outcomes for teaching religious diversity and interculturalism. As well as setting a framework for the assessment of learning outcomes based on the ECVET methodology and tools
- To be a **complementary tool** for the development of the project Handbook and Toolbox

The **Objective** pursued with the Curriculum is:

- To design for the EQF level 5, taking into account the complexity, range and level of learning expected to be achieved. It will include detailed descriptions of:
 - Learning units and outcomes in terms of knowledge, skills and competences
 - Hours of total learning, including contact hours, hands-on practice, self-study and assessment
 - Allocation of respective ECVET points

The **Training Curriculum for Religious diversity and interculturalism** has been designed by project partners on the basis of the findings and recommendation identified in the O1 State of the Art Report. It **contains**:

- The Qualification Descriptor
- Learning Outcomes Matrix
- The Methodology (appendix 1)
- The Terms of Reference (appendix 2)

2. QUALIFICATION DESCRIPTOR

B.LIVING TRAINING FOR RELIGIOUS DIVERSITY AND INTERCULTURALISM						
EQF level	ECVET credits			Training type		
5	3			Face-to-face		
Target group						
VET teachers and tutors						
Aim						
To empower educators to cope with religious diversity and boost intercultural education in Europe						
Training outline						
UNITS OF LEARNING OUTCOMES	CONTACT HOURS	HANDS-ON HOURS	SELF-STUDY HOURS	ASSESSMENT HOURS	LEARNING HOURS	ECVET POINTS
1 Values and beliefs	4	5	3	3	15	0.5
2 Self and identity	5	3	4	3	15	0.5
3 Community	5	4	4	2	15	0.5
4 Interculturality	4	6	2	3	15	0.5
5 Interreligious learning environment	5	4	3	3	15	0.5
6 Conflict management	7	4	2	2	15	0.5
B.Living Training Curriculum	30	26	18	16	90	3

3. LEARNING OUTCOMES MATRIX

UNIT1: VALUES AND BELIEFS

In this unit, values and beliefs, their possible causes and the differences between them will be discussed. The aim is to enable learners to develop insights into areas of knowledge, beliefs and thoughts central to an understanding of the modern world. Through their activities, learners will be equipped with a range of skills which will help them to make sense of contemporary events.

KNOWLEDGE					SKILLS					COMPETENCES				
<i>at the end of the unit the learners will be able to</i>														
<ul style="list-style-type: none"> list and justify personal beliefs and values regarding characteristics in relation to own beliefs and values write a detailed plan for a cultural event in the local community based around beliefs and values collect and sequence information from a range of different sources on topics related to values and beliefs according to an agreed hypothesis 					<ul style="list-style-type: none"> describe complexity of influences for and justify own beliefs and values in relation to the modern world develop a range of activities, create displays and present information for a cultural event in the local community related to own beliefs and values synthesise information gathered from research to prepare for a detailed discussion on values and beliefs with members of the local community 					<ul style="list-style-type: none"> represent own values and beliefs to others and make them transparent through an illustrated presentation either written or oral manage a cultural event involving members of the local community and collect feedback on the benefits to the community of running the event debate in an appropriate way through questions, statements and listening skills in a discussion on values and beliefs with members of the local community 				
EQF LEVEL					ECVET CREDIT									
5					0,5									
LEARNING HOURS														
Total = 15			Contact = 4			Hands-on = 5			Self-study = 2			Assessment = 3		
This unit will be delivered through:														
<ul style="list-style-type: none"> ✓ discussion ✓ hands-on ✓ presentations ✓ working groups 														
The unit will be assessed through:														
<ul style="list-style-type: none"> ✓ on-going assessment ✓ presentation ✓ skills demonstrations ✓ structured feedback meetings/discussions 														

UNIT2: SELF AND IDENTITY

In this unit, the role of religion/culture in connection to self and identity will be discussed. Learners will understand how identity and self can have an impact on actions and behaviours. The aim is to facilitate learners to realise their identity, to better understand their journey, where they are and where they want to go, to discover communalities and to transform differences into assets.

KNOWLEDGE					SKILLS					COMPETENCES				
<i>at the end of the unit the learners will be able to</i>														
<ul style="list-style-type: none"> recall general aspects of identity and understand that it refers to self-understanding and self-esteem distinguish between own cultural influenced principles to those of other cultures list levels of self-confidence (what makes them feel confident) 					<ul style="list-style-type: none"> analyse cultural factors of identity and the barriers to participate in social activities explore structures of self in different contexts and areas of life evaluate strengths, weaknesses and preferences that affect self-confidence 					<ul style="list-style-type: none"> deal with how stereotypes and self-stigmatisation affect self-images and identities, and find ways to overcome them question habits and principles of own and other cultures and build new relationships negotiate the challenges and obstacles to face and that it is all part of the journey to identity and self 				
EQF LEVEL					ECVET CREDIT									
5										0,5				
LEARNING HOURS														
Total = 15			Contact = 5			Hands-on = 3			Self-study = 4			Assessment = 3		
This unit will be delivered through:														
<ul style="list-style-type: none"> ✓ discussion ✓ fieldwork/group research ✓ hands-on ✓ presentations ✓ working groups 														
The unit will be assessed through:														
<ul style="list-style-type: none"> ✓ on-going assessment ✓ self-assessment ✓ structured feedback meetings/discussions 														

UNIT3: COMMUNITY

In this unit, the impact of communities on the individual will be discussed. The relation between learners and community will be analysed focussing on different aspects that characterise communities and the role of culture for them. The aim is to support learners in participating actively in their community and explore ways to find and overcome communal obstacles.

KNOWLEDGE					SKILLS					COMPETENCES				
<i>at the end of the unit the learners will be able to</i>														
<ul style="list-style-type: none"> identify the relation between individual and community and how it shapes the characteristics, beliefs, values and self-esteem describe the reasons or source of prejudices, stereotypes and their unfair effects on communities define different values and cultural elements in a community 					<ul style="list-style-type: none"> explain the relation between community and individuals' opinions identify prejudices and stereotypes in different communities analyse communal values and cultural elements 					<ul style="list-style-type: none"> negotiate on how/ whether individuals/ learners can express themselves in a community with their unique viewpoints carry out tasks to overcome prejudices and stereotypes in communities monitor the different elements of cultures and communal values 				
EQF LEVEL							ECVET CREDIT							
5							0,5							
LEARNING HOURS														
Total = 15			Contact = 5			Hands-on = 4			Self-study = 4			Assessment = 2		
This unit will be delivered through:														
<ul style="list-style-type: none"> ✓ discussion ✓ working groups ✓ Individual work ✓ role playing 														
The unit will be assessed through:														
<ul style="list-style-type: none"> ✓ on-going assessment ✓ presentation ✓ skills demonstrations 														

UNIT4: INTERCULTURALITY

In this unit, cultural similarities and differences will be discussed. The concepts of “interculturality” will be evaluated by linking it to real-life situations. The aim is to guide learners towards appreciation of diversity, promoting awareness of the positive value of cultural diversity and its contribution for humanising globalization and establishing permanent peace.

KNOWLEDGE	SKILLS	COMPETENCES
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at the end of the unit the learners will be able to

<ul style="list-style-type: none"> define the term “interculturality” and give examples for related concepts describe developments of diversity in Europe on the basis of history, heritage, traditions, law, etc. identify similarities and differences among cultures recognise the value of diversity and appreciate others` culture and their contribution to society 	<ul style="list-style-type: none"> use intercultural concepts in daily situations to live and work harmoniously with others of diverse cultures express their own rights and freedoms and respect those of others evaluate cultural differences and how to use them for creative synergies 	<ul style="list-style-type: none"> collaborate in group work by giving examples of peace and social harmony among diverse cultures, currently and in history, and the essential features that create these conditions interpret situations advocating for others and act in solidarity when others of diverse culture are being treated unfairly handle situations involving different cultures in a sensitive way
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EQF LEVEL	ECVET CREDIT
5	0,5

LEARNING HOURS				
Total = xx	Contact = xx	Hands-on = xx	Self-study = xx	Assessment = xx

This unit will be delivered through:

- ✓ discussion
- ✓ hands-on
- ✓ presentations
- ✓ working groups

The unit will be assessed through:

- ✓ on-going assessment
- ✓ group discussion
- ✓ presentation
- ✓ skills demonstrations

UNIT5: INTERRELIGIOUS LEARNING ENVIRONMENT

In this unit, interreligious learning environments will be discussed. The aim is to support learners' understanding about concepts of religion/culture, and the impact on teaching and the learning environment. They will be dealing with circumstances which can lead in such environments and approach and moderate an interreligious learning setting, applying adequate methods and demonstrating self-reflection and critical attitude.

KNOWLEDGE					SKILLS					COMPETENCES				
<i>at the end of the unit the learners will be able to</i>														
<ul style="list-style-type: none"> define the term "interreligious" and explain related concepts list aspects of interreligious learning environments. identify conditions and common principles and goals that are important for a beneficial interreligious learning environment 					<ul style="list-style-type: none"> analyse what (own and other) cultural and religious factors influence teaching evaluate the benefits and challenges of interreligious learning environments create a cooperative interreligious setting through developing approaches 					<ul style="list-style-type: none"> adapt own teaching style to create a positive inter-religious learning environment negotiate about challenging situations involving different religious viewpoints implement practices motivating and uniting learners by demonstrating respect towards differences 				
EQF LEVEL					ECVET CREDIT									
5										0,5				
LEARNING HOURS														
Total = 15			Contact = 5			Hands-on = 4			Self-study = 3			Assessment = 3		
This unit will be delivered through:														
<ul style="list-style-type: none"> ✓ discussion ✓ fieldwork ✓ presentations ✓ working groups/peer working ✓ mind mapping 														
The unit will be assessed through:														
<ul style="list-style-type: none"> ✓ presentation ✓ report ✓ workshop ✓ self-assessment ✓ peer assessment ✓ group discussion ✓ written exercise ✓ written test 														

UNIT6: CONFLICT MANAGEMENT

In this module, conflicts, their possible causes, the differences between them and strategies to solve them will be discussed. Learners will identify source of conflicts and learn how to deal with them in order to promote mutual understanding. They will discuss issues and keys on how conflicts could be resolved. The aim is to empower learners to analyse all sources of tension in order to widen their potential of problem resolution.

KNOWLEDGE					SKILLS					COMPETENCES				
<i>at the end of the unit the learners will be able to</i>														
<ul style="list-style-type: none"> define types of conflicts (Intra & inter-individuals, Inter-groups, Intercultural) indicate the characteristics of intercultural conflicts and how they manifest in different contexts identify conflicts and possible roles and strategies for conflict resolution 					<ul style="list-style-type: none"> interpret different aspects and specifics of intercultural conflicts (sources of tension, values, misunderstandings...) identify potential conflicts and take measures to prevent situations, in which they may arise demonstrate conflict resolution skills by mediating processes and offer concrete and fair solutions 					<ul style="list-style-type: none"> adapt their behaviour and communication to support settling of a situation ensure a high level of respect and sensitivity to other people in application of different conflict management styles adjust according to their (neutral) role inside a conflict situation 				
EQF LEVEL					ECVET CREDIT									
5					0,5									
LEARNING HOURS														
Total = 15			Contact = 7			Hands-on = 4			Self-study = 2			Assessment = 2		
This unit will be delivered through:														
<ul style="list-style-type: none"> ✓ discussion ✓ hands-on ✓ presentations ✓ working groups ✓ role playing 														
The unit will be assessed through:														
<ul style="list-style-type: none"> ✓ on-going assessment ✓ portfolio ✓ practical ✓ reflective diary ✓ report ✓ workshop ✓ skills demonstrations ✓ structured feedback meetings/discussions ✓ written test 														

APPENDIX 1: METHODOLOGY

EFQ

The European Qualifications Framework (EQF) helps to compare national qualifications systems and enable communication among them. At the core of the EQF are eight common European reference levels, which are described in learning outcomes: knowledge, skills and competence. This makes it more understandable what a learner with a qualification related to the EQF knows, understands and is able to do. B.Living Training Curriculum is designed for EQF level 5 based on both EQF and partnership countries¹¹ NQF descriptors (i.e. Austria, Belgium, Greece, Spain, Turkey and the United Kingdom).

KNOWLEDGE	In the context of EQF, knowledge is described as theoretical and/or factual
The learning outcomes relevant to level 5 are	
Factual and theoretical knowledge in broad contexts within a field of work or study	
	He/she has:
Austria	<ul style="list-style-type: none"> – Extensive theoretical knowledge in his/her field of work or study (e.g. about facts and circumstances, principles, materials, processes, methods, connections, regulations and norms) to deal independently with tasks and challenges, including in unpredictable situations. – Awareness of what effects using this knowledge has on the field of work or study. – In-depth company-related business and legal knowledge for taking on managerial tasks and/or heading a company. – Knowledge needed to exercise a high-level profession.
Belgium <i>(same as skills)</i>	<ul style="list-style-type: none"> – Specialised knowledge, skills, behavioural skills of a specific field of work or study enabling to analyse, complete, articulate information based on the knowledge/methods/practices of its specialty to reorganise and build adapted solutions in the context of solving abstract problems, whose indices are not obvious and whose possible solutions are multiple.
Greece	<ul style="list-style-type: none"> – Demonstrates comprehensive, specialised, factual and theoretical knowledge within a field of work or study and is aware of the limits of knowledge.
Spain	<ul style="list-style-type: none"> – Specialised knowledge in a study or professional field, with critical comprehension for transferring, integrating and innovating knowledge.
Turkey	<ul style="list-style-type: none"> – Possess theoretical and practical knowledge required for expertise in an area of work or learning.

¹¹ Cedefop (2013). Analysis and overview of NQF level descriptors in European countries.

<p>United Kingdom</p>	<ul style="list-style-type: none"> – Use practical, theoretical or technological understanding to find ways forward in broadly defined, complex contexts. – Analyse, interpret and evaluate relevant information, concepts and ideas. – Be aware of the nature and scope of the area of study or work. – Understand different perspectives, approaches or schools of thought and the reasoning behind them.
<p>SLIKS In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)</p>	
<p>The learning outcomes relevant to level 5 are</p>	
<p>A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</p>	
<p>Austria</p>	<p>In his/her field of work or study he/she is able to:</p> <ul style="list-style-type: none"> – Independently cope with tasks including in unpredictable contexts. – Assess the implications of such tasks and draw conclusions here for how to proceed subsequently. – Analyse challenging and multi-layered problems using logical, abstract and networked thinking and solve these autonomously while complying with the respective applicable norms, regulations and rules. – Use his/her own creative contributions to solve problems. – Understand connections between ecological, economic and social mechanisms, establish interconnections and use the knowledge gained here in common and also unpredictable situations. – Form an opinion on new facts and circumstances, explain his/her own viewpoint and present this using the standard specialist terminology in a way which is suitable for the target audience and the particular situation. – Independently research information from different sources and disciplines, gather the essential content, critically assess, select and present this in a manner suitable for the target audience.
<p>Belgium (same as knowledge)</p>	<ul style="list-style-type: none"> – Specialised knowledge, skills, behavioural skills of a specific field of work or study enabling to analyse, complete, articulate information based on the knowledge/methods/practices of its specialty to reorganise and build adapted solutions in the context of solving abstract problems, whose indices are not obvious and whose possible solutions are multiple.
<p>Greece</p>	<ul style="list-style-type: none"> – Holds a wide range of cognitive and practical skills required to find creative solutions to abstract problems.

Spain	<ul style="list-style-type: none"> – Advanced technological knowledge application and integration when defining and developing both predictable and not predictable working procedures. – Management and supervision of the work techniques and outcomes, carried out by oneself and other people. – To communicate knowledge, abilities, feelings and activities properly in predictable and not predictable contexts. – Correct management of technological resources in a work or study field. – Analysis of the consequences of one’s and other’s actions in predictable and not predictable contexts. – Analysis of varied and wide information, necessary for evaluating and solving problems within its study or professional field. – Search for creative and innovative solutions when solving problems in a study or professional field.
Turkey	<ul style="list-style-type: none"> – Analyse data that belong to complicated and interrelated activities in an area or work or learning, evaluate results with an interrogative approach, draw conclusions, define appropriate tasks and methods and apply them or have them applied systematically; develop evidence-based solutions to unique and/or unforeseen problems encountered for the first time; transfer knowledge and skills to others.
United Kingdom	<ul style="list-style-type: none"> – Address broadly-defined, complex problems. – Determine, adapt and use appropriate methods and skills. – Use relevant research or development to inform actions. – Evaluate actions, methods and results

COMPETENCE In the context of EQF, competence is described in terms of responsibility and autonomy

The learning outcomes relevant to level 5 are

Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Austria	<p>In his/her field of work or study he/she is able to:</p> <ul style="list-style-type: none"> – Independently coordinate and manage projects. – Act independently and flexibly in different situations, including unpredictable ones. – Reflect on his/her own behaviour and draw conclusions on how to act in the future. – Critically and responsibly deal with the actions of other people, give feedback and contribute to the development of their potential.
Belgium	<ul style="list-style-type: none"> – Acting with an extended degree of initiative in characteristic situations of a field of work or study in which the changes are unpredictable, with full responsibility for his work.
Greece	<ul style="list-style-type: none"> – Can manage and supervise, in the context of a specific task or learning process, in which unforeseen changes can occur; can revise and develop both their personal performance and that of others.

Spain	<ul style="list-style-type: none"> – Self-management of education in a study or professional field with the aim of making progress to higher training levels or of improving the application of new knowledge. – Autonomy and responsibility for carrying out predictable and unpredictable activities in a professional field, and in charge of supervising the activities by subordinate people – Responsibility and autonomy so as to implement and supervise workplace risk prevention, people safety, work quality and protection of the environment where the professional activity is carried out
Turkey	<ul style="list-style-type: none"> – Take limited responsibility in performing complicated activities in environments where unforeseen changes take place; undertake supervision and audit over activities which are performed by others under one’s responsibility; satisfy learning needs in line with learning goals, guide people under one’s responsibility related to the determination of their learning needs and development of their performance.
United Kingdom	<ul style="list-style-type: none"> – Take responsibility for planning and developing courses of action, including where relevant responsibility for the work of others. – Exercise autonomy and judgement within broad parameters.

ECVET

The purpose of the European Credit System for Vocational Education and Training (ECVET) framework is to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification.

This will improve the general understanding of citizens’ learning outcomes and their transparency, transnational mobility and portability across and, where appropriate, within Member States in a borderless lifelong learning area, and will also improve the mobility and portability of qualifications at national level between various sectors of the economy and within the labour market; furthermore, it will contribute to the development and expansion of European cooperation in education and training. Specifically, the ECVET aims for:

Learners

- To support students and ultimately employee mobility for European citizens through recognition of units of learning outcomes across Europe.
- To encourage and facilitate lifelong learning through the flexibility of programmes and pathways to achieve qualifications.

VET providers

- To define clear learning objectives.
- To support in designing training programmes which are more relevant to industry.
- To provide individualised, tailored and flexible training programmes.
- To communicate better about the training programmes offered by the institution.
- To co-operate with other institutions both local and transnational.
- To better manage the mobility of the learners.

LEARNING OUTCOMES

The most important principle of the EQF is the learning outcomes (LO) approach. The learning outcomes approach shifts focus to what knowledge, skills and competence the learner has acquired by the end of the learning process.

Formulating learning outcomes requires expertise and experience. Generic guidelines to be considered in the development of the Training Curriculum include:

- LOs are **concise statements**, devised independent of delivery and setting, worded in clear, unambiguous language.
- LOs are written in the future tense and commence with an **active verb** which most precisely describes the actual or preferred outcome, and results in overt behaviour that can be measured. In general only one verb is used to structure each outcome, verbs are appropriate both to the level and the strand.
- LOs clearly **reflect the level** of the award.
- LOs are **observable and measurable**. Learners must clearly know what is expected of them.
- LOs enable and encourage a range of **assessment methodologies** to be applied.

Sample of action verbs

KNOWLEDGE	<i>knowledge and understanding</i>	<i>count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write</i>
	<i>applying knowledge and understanding</i>	<i>apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange</i>
SKILLS	<i>communication skills</i>	<i>write, illustrate, report, describe, discuss, explain, state, name, express, review, speak, present, interact</i>
	<i>judgmental skills</i>	<i>choose, judge, identify, evaluate, analyse, assess, interpret, argue, select, compare, rate, measure, propose, appraise, estimate, examine, categorise</i>
	<i>learning skills</i>	<i>evaluate own learning, proceed, study, undertake further studies</i>
COMPETENCE	<i>autonomy and responsibility</i>	<i>Collaborate, comply, deal with, ensure, be responsible for, carry out tasks, guide, supervise, monitor, authorise, manage, create, produce, represent, advise, negotiate, sell</i>

Excessively detailed and narrowly defined learning outcomes, oriented solely on functional performance, risk imposing constraints on the learning process and can hinder rather than encourage a learner-centred approach, resulting in such effects as ‘teaching to the test’.

On the other hand, to fulfil their role as standards for ensuring a uniform level of achievement across the partnership countries (i.e. Austria, Belgium, Greece, Spain, Turkey and the United Kingdom), the learning outcomes for each unit must be clear and precise. Otherwise, the Training Curriculum may not be perceived as relevant in practice for the definition of national learning programmes.

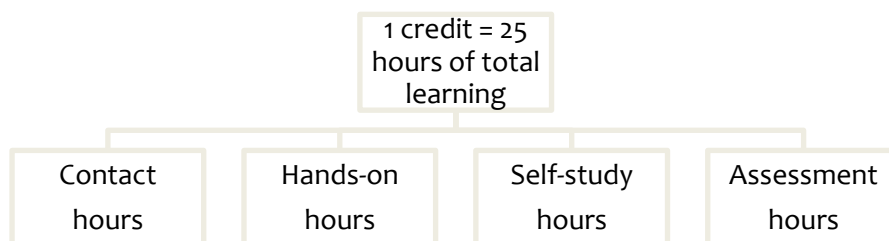
Summing up, a balanced approach to learning outcomes combines both the didactic and the regulative perspective, encompassing the vision of the broad outcomes together with a detailed set of descriptions of knowledge, skills and competence to be achieved and demonstrated through assessment. The following checklist aims to guide the design of the learning outcomes for the Training Curriculum:

- Do the LOs provide guidelines for content, instruction and evaluation?
- Are they defined and described in clear and simple language?
- Do they encourage learners’ active participation?
- Do they demonstrate achievement within a set timeframe?
- Can the LOs be assessed?

LEARNING ACTIVITIES

Currently, the orientation, following consultation, is to adopt a credit system of 1 ECVET point = 25 hours of total learning to be used for the VET sector. This runs in parallel to the system used in ECTS and Higher Education Qualifications and therefore instils a further degree of comparability and possible permeability.

In the frame of the B.Living, each unit of learning outcome will comprise a total of 25-30 hours of total learning allocated to contact hours, hands-on practice, self-study and assessment (see terms of reference).



APPENDIX 2: TERMS OF REFERENCE

ASSESSMENT HOURS

Should include the time needed to prepare the assignment (e.g. if a student has to spend 6 hours reading a book in order to be able to work on an assignment, those 6 hours should be included). In the case of an exam, indicate only the time allocated to the exam (e.g. 2 hours).

COMPETENCE

Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In EQF context, is described in terms of responsibility and autonomy (social competences).

CONTACT HOURS

Should refer to theoretical (non-practical hours). In case of live teleconferencing contact sessions, if it is conducted in schools setting, then it is considered as part of the contact hours.

CREDIT

Credit for learning outcomes (i.e. credit) designates individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications. Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript. Based on this documentation, other institutions can recognise learners' credit.

CREDIT ACCUMULATION

Process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes. Accumulation of credit is decided by the competent institution responsible for the award of the qualification. When the learner has accumulated the credit required and when all the conditions for the award of the qualification are fulfilled, the learner is awarded the qualification.

CREDIT TRANSFER

Process through which learning outcomes achieved in one context can be taken into account in another context. Credit transfer is based on the processes of assessment, validation and recognition. In order to be transferred, learning outcomes have to be assessed. The outcome of the assessment is recorded in a learners' personal transcript and constitutes credit. On the basis of the assessed outcomes the credit can be validated and recognised by another competent institution.

EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET)

ECVET is a technical framework for the transfer, recognition and where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as Learning Agreements, transcripts of records and users' guides.

ECVET POINTS

Numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. Together with units, descriptions of learning outcomes and information about the level of qualifications, ECVET points can support the understanding of a qualification. The number of ECVET points allocated to a qualification, together with other specifications, can indicate for example, that the scope of the qualification is narrow or broad.

EUROPEAN QUALIFICATION FRAMEWORK (EQF)

EQF is a reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. The eight reference levels are described in terms of learning outcomes.

HANDS-ON HOURS

Should refer to practical sessions which can also be supervised. In case of site visits, if supervised, are considered as hands-on practice.

KNOWLEDGE

Outcome of the assimilation of information through learning. Is the body of facts, principles, theories and practices that is related to a field of work or study. In the EQF context, is described as theoretical and/or factual.

LEARNING OUTCOMES

Statements of what a learner/worker knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competences.

QUALIFICATION

Formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to a given standard.

RECOGNITION OF LEARNING OUTCOMES

The process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

SELF-STUDY HOURS

Should refer to the study of something by oneself without direct supervision or attendance in a class. In case of site visits, if not supervised, are considered as self-study.

SKILLS

Ability to apply knowledge and use know-how to complete tasks and solve problems. In EQF context, are described as cognitive (use of logical, intuitive and creative thinking) and/or practical and technical (manual dexterity and the use of methods, materials, tools and instruments).

UNITS OF LEARNING OUTCOMES

Unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected.

VALIDATION OF LEARNING OUTCOMES

The process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.