



Lifelong
Learning
Programme

**H-CARE: “Launching of
Sector Skills Alliance
for Training &
Apprenticeship
of Health Care and
Food Supplements
Salespersons”**

540170-LLP-1-2013-1-TR-LEONARDO-LMP

TITLE:

Presented by: NAVET



Third partners meeting 28-29 January 2015

**Implementation of ECVET principles
and
Establishment of linkage with EQF – levels 4 & 5**





Learning outcomes are statements of what a learner:

- knows (knowledge)
- understands (skills)
- is able to do on completion of a learning process (competences)





Units Learning Outcomes - Definition

A unit is a component of a qualification consisting of a coherent set of:

- knowledge
 - skills
 - competence
- LO

that can be assessed and validated





How are units of learning outcomes determined

- Should be designed in such a way that they can be completed **as independently as possible** of other units of learning outcomes
- Should include all necessary learning outcomes, i.e. they should describe the intended professional competences as well as the necessary social and personal competences in this context
- Units of learning outcomes should be **assessable**. Orienting units of learning outcomes towards occupational activities and tasks makes it easier to determine assessment criteria



How are Units of learning outcomes formulated

- Use of active, clearly understandable verbs.
- Avoiding vague, open formulations
- Competence level is described comprehensibly Formulations, particularly verbs and adjectives should reflect the level of competence of a unit of learning outcomes.





TITLE OF UNIT OF LEARNING OUTCOME 1

KNOWLEDGE	SKILLS	COMPETENCE

TITLE OF UNIT OF LEARNING OUTCOME 2

KNOWLEDGE	SKILLS	COMPETENCE

TITLE OF UNIT OF LEARNING OUTCOME 3

KNOWLEDGE	SKILLS	COMPETENCE





What are ECVET Points

- ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the professional profile
- ECVET points can support the understanding of a professional profile.
- The number of ECVET points allocated to a unit provides the learner with information concerning the relative weight of what s/he has accumulated already. It also provides the learner with information concerning what remains to be achieved.

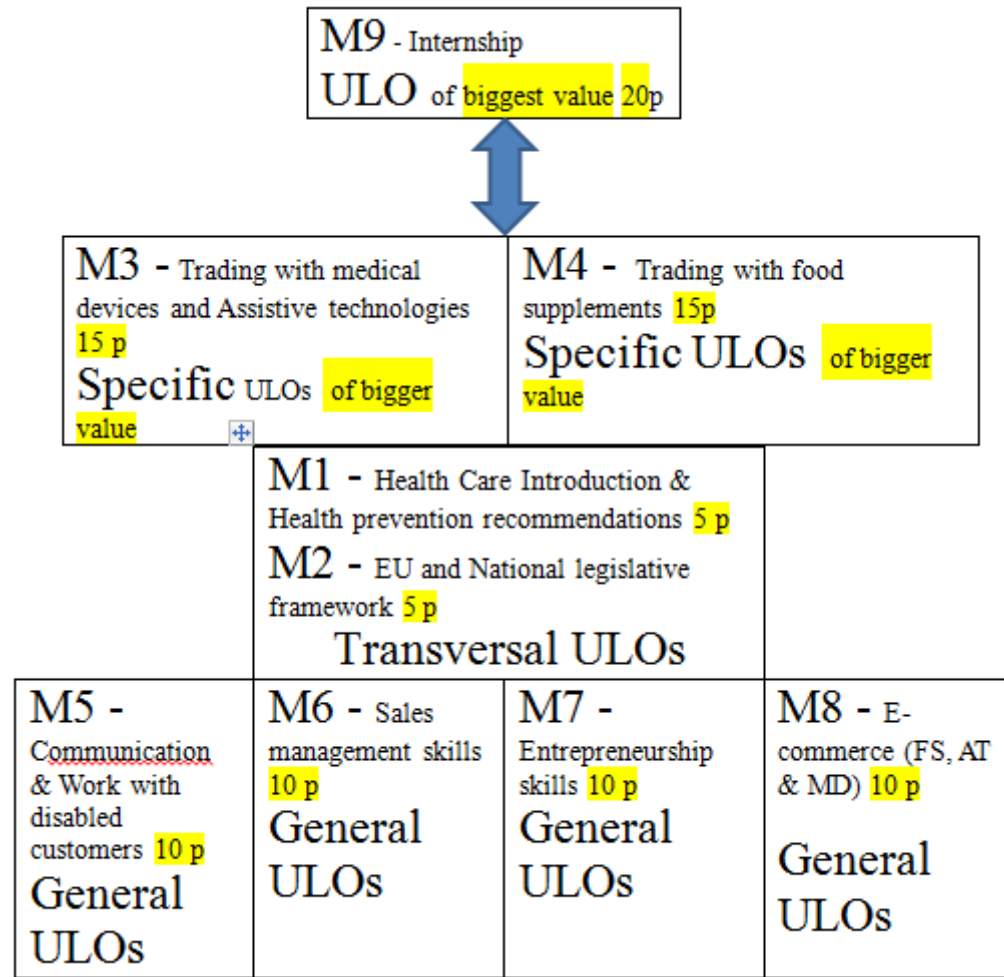


How many ECVET points are allocated to units

- From the total number of ECVET points allocated each unit is allocated a number of ECVET points based on its relative weight, as follows:
 - The relative importance of the units which constitute the learning outcome for labour market participation, for progression to other qualification levels or for social integration;
 - The complexity, scope and volume of unit in the learning outcome;
 - The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.



ECVET points allocated to the H-Care modules



European Qualifications Framework level descriptors

Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as theoretical and/or factual	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)	In the context of EQF, competence is described in terms of responsibility and autonomy
Level 1 The learning outcomes relevant to Level 1 are:	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are:	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are:	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are:	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	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



Level 5 The learning outcomes relevant to Level 5 are:	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Level 6 The learning outcomes relevant to Level 6 are:	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
Level 7 The learning outcomes relevant to Level 7 are:	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 The learning outcomes relevant to Level 8 are:	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



Establishment of link EQF - NQF

Country Partner	EQF – European qualification framework	NQF – National qualification framework
P1 Turkey	4	
P2 Belgium	4	
P3 Romania	4	4
P4 Austria	4	4/4
P5 Bulgaria	4	4



Establishment of link EQF - NQF

Country Partner	EQF – European qualification framework	NQF – National qualification framework
P1 Turkey	5	
P2 Belgium	5	
P3 Romania	5	5
P4 Austria	5	5/5
P5 Bulgaria	5	5

Curriculum modules references

- Assessment content in some of the modules should be developed and enriched.
- Glossary content in some of the modules should be developed and enriched.

- Course duration – discussed and specified.

- M2 - EU and National legislative framework: Previous knowledge requirements - anatomy, physiology, biochemistry, human biology.

- In M4 - Trading with food supplements, 4.2. EU legislation in the field of food supplements is covered in M2. EU and National legislative framework



Curriculum modules (M1-M9) references Units of learning outcomes

- Learning Outcomes should be determined in order:
 - Knowledge
 - Skills
 - Competences

- LO should be described in each curriculum

- Where LO are written all together and mixed should be divided



References for M1 and M2 from NAB

M1 Health Care Introduction & Health prevention recommendations

Title:

- Existing title: Health Care Introduction & Health prevention recommendations.
- Suggestion: Health Care Introduction, prevention and health promotion.

Theme 11:

- Suggestion: Content for health promotion.

M2 EU and National legislative framework

Themes:

- 5. Elements of human anatomy
- 6. Elements of human physiology
- 7. Elements of biochemistry
- 8. Elements of food composition
- 9. Elements of nutrition

Should not be present in this module



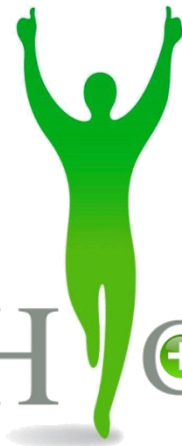
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The end...

**THANK YOU
FOR YOUR
ATTENTION!**



H+CARE