
Common methodology for quality assurance (of the documentation) of learning outcomes in VET on the basis of ECVET (R10)

LEONARDO DA VINCI Transfer of Innovation Project
“RELATE – PROMOTING THE RECOGNIZABILITY OF LEARNING OUTCOMES FROM VOCATIONAL EDUCATION TO HIGHER EDUCATION”

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For more information on the project “RELATE” go to our website
www.relate-project.eu

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2 Foreword

Background

This document was written as a guideline for the institutions participating in the LdV Transfer of Innovation Project “RELATE”. It is one of the major objectives of the Workpackages 4, 5, 6 (*Transfer and Adaption of results to national context*) to describe the learning outcomes of five professions in the field of health and social care from Estonia, Finland and Germany on the basis of ECVET instruments and principles. This will be the basis for future cooperation and mutual understanding to promote professional permeability through recognition of learning outcomes from VET to HE in the aforementioned field.

Before using this guideline, please make sure that the steps described in this document are all necessary for your purposes! Keep in mind that it is a major effort to describe the learning outcomes in the context of our project. Take into account only what’s needed for your purpose. For the implementation of a mobility period of several weeks, e.g., it will be sufficient to describe only a small percentage of a qualification’s learning outcomes.

In the participating countries of “RELATE” the official professional standards in VET are mainly competence based. Therefore it was the task of the consortium in order to assure the quality of the documentation of learning outcomes in VET, to formulate a common methodology on the basis of ECVET and to check whether the descriptions of competences in national VET standards are in accordance with this methodology or if they have to be adapted.

The qualifications which were considered are:

in Germany: kindergarten teacher;
in Estonia: Wellness and Spa;
in Finland: practical nurse

Use of terminology

The *use of terminology* in this document is based on the definitions given in the “RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (ECVET) (2008/C 111/01)”:

'Learning outcomes' means statements of what a learner knows, understands and is able to do on completion of a learning process, which are *defined in terms of knowledge, skills and competence*.

'Knowledge' means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

'Skills' means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

'Competence' means the 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 the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

❖ **N.B.:**

This definition in the EQF recommendation does not differentiate between professional and personal competences. Within our project, however, for this guideline the above mentioned definition will be split into two parts for defining the following terms, as it is essential for the description of learning outcomes as intended by the project participants:

'Professional Competence' means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

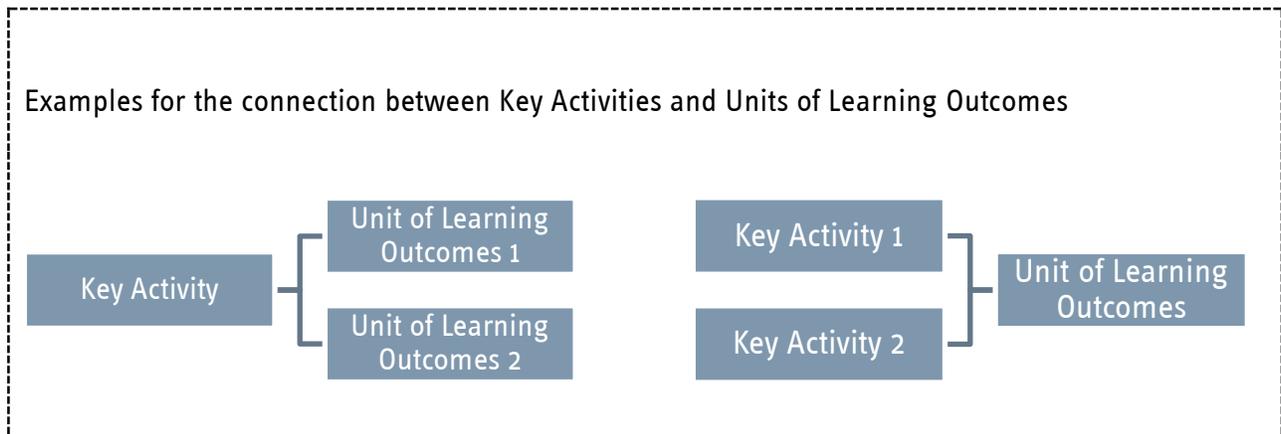
'Personal Competence' is described in terms of responsibility and autonomy [in the context of the European Qualifications Framework]. It comprises personal, social and/or methodological abilities.

For further explanation of the project's and this document's approach, it is also essential to define and differentiate the following two terms:

'Key activity' is defined as an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context.

A **'Unit of Learning outcomes'** is, according to the Recommendation of the European Parliament and of the Council on the establishment of ECVET, "a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated".

Units of Learning Outcomes can be derived from key activities (described according ECVET principles and technical specifications in terms of knowledge skills and competences). They thus may be identical to the key activities of a profession, but can also be adapted according to the needs of a training operator or the relevant target groups. Two key activities can for example form together one unit of learning outcomes. Training operators usually have several opportunities of implementation and recognition of key activities.



This document presents the process of describing key activities with their associated professional competences. It does not go beyond this point, i.e. it does not contain information on how to design units of learning outcomes on the basis of key activities in order to meet specific needs of a training operator or target group.

Main Objectives of this document

- To define the key activities of a chosen profession, and
- To identify and describe the units of learning outcomes starting from the key activities.

3 Analyzing professional standards with the aim of defining learning outcomes

Objective

The existing professional standards and definitions are to be transferred into a set of key activities, each of which consists of several professional competences. Professional competences will be described as a coherent set of knowledge, skills and personal competences, and they will thus define the requirements necessary to perform all tasks of a specific profession. The resulting learning outcome description will be an efficient means of providing transparency of qualifications and professions, and will thus be the common norm, the mediator:

- between employment and training references,
- between the different partners of a permeability,
- between training and evaluation standards.

Starting from the right source

To select the right source as a starting point for the description of learning outcomes is essential to assure a high acceptance of learning outcome description among stakeholders. Carefully consider the following points when selecting the source for your learning outcome description:

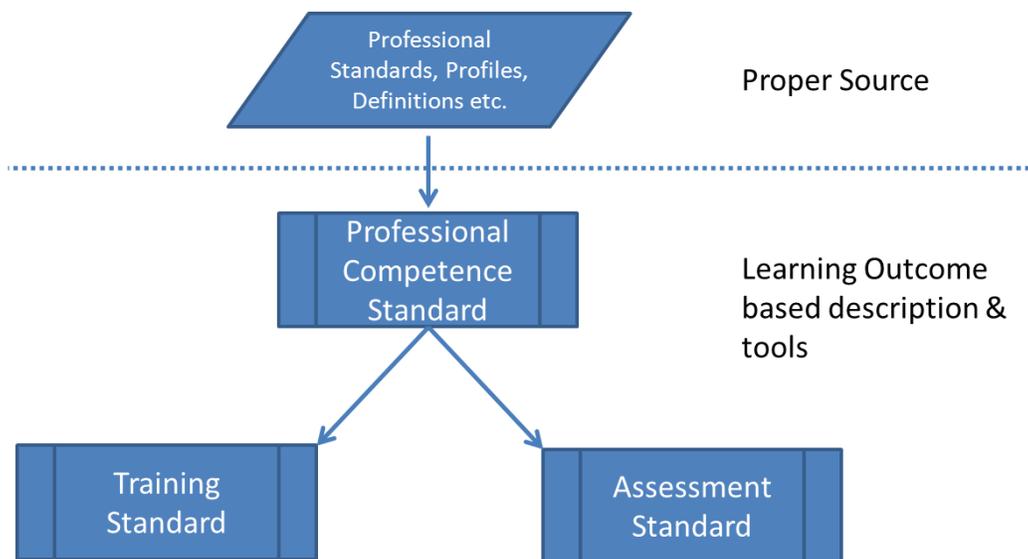
1. Always start from official professional standards¹ (given that they exist). Those official standards are often designed by social partners and have legal effects on the labour market.
2. If they do not exist, use other professional definitions² as the main source of reference, e.g. the world of work and the professional profiles demanded and defined by it.
3. If there are several competing professional definitions, choose the one that is most firmly established: the most shared the definition with the best effects on labour market etc. Do not choose the one that would be more convenient for training.

¹ Official professional standards refer to official documents describing professions and having the most legal strength. They are issued by official and recognized competent bodies. Careful: You can also have standards without any legal recognition, e.g. used in a particular partnership. Those are not official standards.

² A professional definition explains the content, the context or the activities of a profession, but, apart from a standard is not firmly structured by learning outcomes, e.g. job offers, definition of functions, etc.

If possible, gather a group of stakeholders or professional specialists to help you in this process.

On this basis, a series of competence standards can be developed, which allows structuring trainings, starting from a competence standard.



❖ N.B.:

Pay attention to the restrictions given for state-regulated professions.

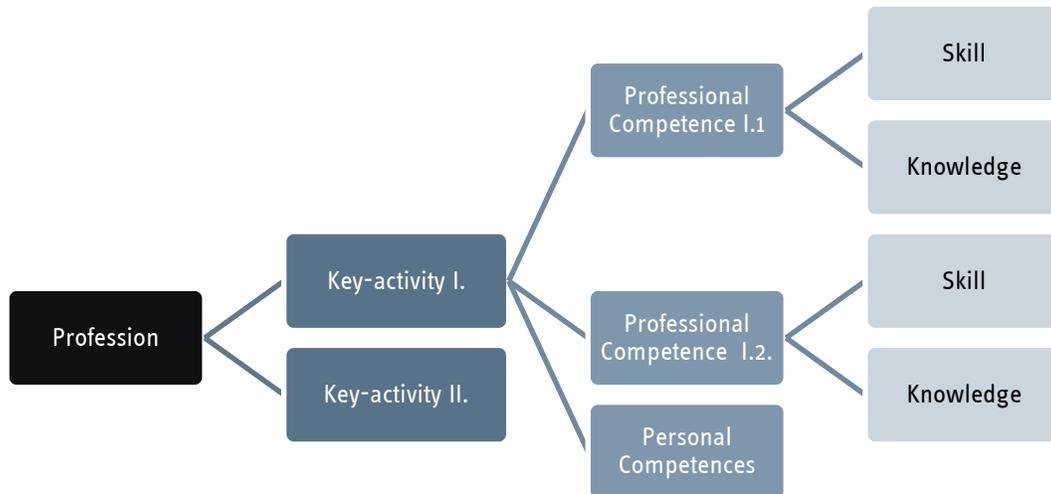
When describing such regulated professions (i.e. accessible only through a specific degree), continuously monitor the possibility of validation and recognition by policy makers.

It will nevertheless be possible for a training operator to add any specific key activity, linked to a professional reality distinct from the profession primarily targeted (e.g. the use of a language, additional skills that are assets on the labour market without being necessary, etc.).

Describing learning outcomes starting from a profession and its key activities

Each profession is structured as follows:

- Each profession is split up in several key activities,
- Each key activity is split up in several professional competences and the description of the personal competences according to the European Qualifications Framework (or, if applicable the National Qualification Framework) is added.
- Each professional competence can be described as a coherent set of knowledge and skills.



Step 1: The profession

- Identify the exact name of the profession;
- Look for and identify relevant sources and stakeholders.
- If it has not been done yet, position the profession as well as each key activity on the National Qualification Framework, or (failing) on the European Qualifications Framework.³

Step 2: Key-Activities

Key activities will together cover the professional field, and thus define it:

- They should be as independent of each other as possible.

³ In some countries, it will also be recommended to position professional competences. But it is not an actual obligation, and is not mandatory for permeability.

- Together, they must cover all activities for the performance of a profession, regardless of its application context.
- Some key activities can be called "transversal" when they cover the transversal realities for the practice of a profession.
- One profession should consist of 5 - 10 key activities depending on its structure or complexity.
- They should be formulated in the most simple and clear way as possible: usually an action verb and the object to which the action relates.
- For your guidance, here is a list of general action verbs: administrate - coordinate - create - design - develop - ensure - follow - handle - help - implement - make - manage - organize - participate - provide - regulate - run - start - use

Example from Project "RELATE":

The description of the learning outcomes of the mentioned VET qualifications is done to promote the recognisability of these learning outcomes to higher education study programmes.

In Germany the kindergarten teacher qualification has been considered in order to determine, which acquired competences in VET could be recognized in the study programme "social pedagogy & management" of Partner FHD.

In Estonia the permeability between the learning outcomes acquired in the VET qualification Wellness and Spa (VET) and the study programme "Social Health" of Tallinn University Haapsalu College was focused.

In Finland comparison has been made between the VET practical nurse and the degree programme in Nursing Registered Nurse.

Therefore only key activities, which were part of both qualifications to be compared in VET and HE, were chosen for implementing this methodology.

Maybe you would identify specific key-activities, which you will seek in addition to the key activities necessary for the exercise of a profession. Those specific key-activities are not strictly required for the exercise of the profession. (For example, use of foreign languages for a chartered accountant.) These key-activities should still remain linked to a professional occupation.

Step 3: Professional Competences

“[Professional] Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.(...) competence is described in terms of responsibility and autonomy.”⁴

- Professional competences are necessary for a person to perform the key activities of a profession.
- Professional competences are observable behaviours.
- 2 to 10 professional competences form one key activity.

❖ N.B.:

If two key-activities require the same competences or too similar competences, try to combine these key activities.

Step 4: Resources

Professional competences are described as a coherent set of knowledge, skills and personal competences. Together, they are applied to perform a professional task.

- **Skills** refer to actions which may be practical (e.g. use, cut, move, etc.) as well as cognitive processes⁵ (e.g. process, calculate, etc.).
- **Knowledge** “is described as theoretical and/or factual”⁶. It “is the body of facts, principles, theories and practice that is related to a field of work or study”⁷ as the result of learning and understanding.
- Personal **competences** are organizational, social/ relational and psycho-emotional skills related to a profession. They refer to certain key competencies⁸, included as part of a professional occupation: learning to learn, social and civic competences, sense of initiative and

⁴ Cf. RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01)

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

⁸ Cf RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on Key competences for lifelong learning (2006/962/EC)

entrepreneurship, and (to some extent) cultural awareness and expression.⁹ They are more diffuse and permanent than skills. They are often addressing to vigilance for safety, attention to the presentation. They thus represent transversal aspects of technical skills and soft skills, but only depending on the competences and professional activity to which they are attached.

1st Example

The skills linked to “personal hygiene” will be seen differently according to what is taken into account:

- via “To take part to the quality and continuity of health care” (competence “respect base principles of professional hygiene”): this is a full technical skill, not a personal one, referring to specific tasks. It’s not the same to wash your hands in the private domestic life, and when you have to replace a bandage. Also, as a part of an actual training course, it will be trained and evaluated in the course of health care
 - or via a transversal activity of the type “integrate into working life” (“to have a correct context-specific professional presentation”): this will be trained in the context of the accompanying of the internship, or that of its preparation.
- So we know to what the hygiene is associated. This has implications for teaching (associated with the practice), and in terms of assessment (criteria for the assessment standard).

In all cases, it is the profession that indicates the nature of those competences.

2nd Example

In the Key-Activity “Respect the deontology rules, professional identity”, the competence “To respect the patient in his identity, religious philosophical and cultural choices” asks for the personal skill “taking into account the habits of the persons linked to their culture, age, religion etc.”

The personal skill is here an aspect very linked to the “Cultural awareness and expression” key activity¹⁰.

⁹ Personal competences are hard to assess and the ability to pass an assessment related to them is often related to the context the assessment.

¹⁰ Op. Cit.

❖ N.B.:

To describe skills and knowledge

- use clear, observable action verbs with a defined object.
- aim at formulating the qualification at the (minimum) level necessary to accomplish the task.

For your guidance, here are examples for assessable active verbs:

Knowledge: arrange, classify, define, describe, duplicate, explain, express, give example(s), identify, indicate, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, rewrite, select, state, summarize, translate

Skills: analyse, appraise, argue, arrange, assess, calculate, combine, compare, conclude, decide, demonstrate, determine, develop, discuss, discriminate, experiment, expand, extend, evaluate, generalize, generate, illustrate, interpret, judge, locate, modify, organize, predict, recommend, relate, review, summarize, test, transfer, validate

Example n°3: Complete description of a profession in key-activities (Germany)

Overview on Units of Learning Outcomes

Key Activities and Professional Competences

Qualification: **State-assessed Social Care Assistant**

GQF Level: 3

Key Activities and Professional Competences
<p>Arrange and deliberate on your own work, and arrange in accordance with tasks and client requirements</p> <p>Developing a professional identity and socio-pedagogical attitude</p> <p>Purposefully organising own work schedule</p> <p>On the basis of perception and observation, comprehending the life situation of the various clients</p> <p>Plan, carry out and deliberate on client-oriented nursing care, education, and personal development processes</p>
<p>Assisting socio-pedagogical and socio-nursing care specialists</p> <p>Considering Legal Framework of Professional Activities</p> <p>Acting according to Facility-specific parameters</p> <p>Contributing to team work and in the network of specialists in social-care work</p>
<p>Assisting the cultural-creative process</p> <p>Working with creative Forms of Expression</p> <p>Working with musical Forms of Expression</p> <p>Working with playful Forms of Expression</p> <p>Working with physical and rhythmic Forms of Expression</p> <p>Working with Forms of Expression in Media</p>

Assist clients with the arrangement of their living environment and dealing with daily life

Develop relationships with the clients on the basis of the knowledge of psychological, pedagogical, and

Assist clients in dealing with daily life

Assist, advise, and guide clients particular life situations and crisis

Set up functional living spaces that is development-promoting, and aesthetic

Assist Clients with Housekeeping and Nutritional Intake

Implementing Client Care personally and situation-related

Assisting Clients with Personal Hygiene

To Arrange Nursing Care in Accordance with Hygiene Requirements

To Assist Clients with their Mobility, with Disruptions in Moving, as well as with Rest and Sleep

Assist Clients with Eating and Aid with Disruptions in the Digestive System

Assist clients in the maintenance of the heart-circulatory functions and respiration. Carrying out countermeasures in case of disruptions of the heart-circulatory system and respiration

Assist the Sensory Perception of Patients

Assist Clients suffering Neurological and Psychiatric Illnesses

Administering Professional First Aid in Emergency Situations

Legal Framework:

Curriculum valid for the federal state of Saxony: Sächsisches Staatsministerium für Kultus (Hrsg.): Lehrpläne für die Berufsfachschule: Berufsfachschule für Sozialwesen, Staatlich geprüfte Sozialassistentin, Staatlich geprüfter Sozialassistent, Klassenstufen 1 und 2 sowie 1 bis 3, August 2005

Example n°4: Excerpt from Social Care Assistant Learning Outcome Description (Germany)

Key Activity	
Arrange and deliberate on your own work, and arrange in accordance with tasks and client requirements	
Qualification Social Care Assistant	GQF Level: 3
Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Professional Competence	
Develop a professional identity and socio-pedagogical attitude	
Skills	Knowledge
<ul style="list-style-type: none"> • Conscientiously practice the professional role of Social Assistant in the Social Care and Pedagogical fields • Cultivate a represent a pedagogical attitude • Develop and represent professional ethics 	<ul style="list-style-type: none"> • Describe the professional image of the Social Assistant in contrast to other professions in the Social Care and Pedagogical fields • Define own professional role in accordance with the requirements of the Social Care and Pedagogical fields, and describe personal motivation and personal qualifications for the job as Social Assistant • Understand the humanistic and ethical values as the guidelines to personal behaviour • Understand the dimensions of pedagogical activities
Professional Competence	
Purposefully organise own work schedule	
Skills	Knowledge
<ul style="list-style-type: none"> • Use the instruments of time management for the effective execution of professional duties 	<ul style="list-style-type: none"> • Describe the instruments for organise personal work schedule and work environment
Professional Competence	
On the basis of perception and observation, comprehending the life situation of the various clients	
Skills	Knowledge
<ul style="list-style-type: none"> • Observe patients in their behaviour with detail to attention and with awareness of the their situation • Observe patients objectively and purposefully • Be actively aware/conscious of own effectiveness and activity 	<ul style="list-style-type: none"> • Understand supervision/monitoring and monitoring procedures as a basis for professional activity • Describe mistakes in observation and its phenomena • Describe monitoring and assessment methods

Relate

<ul style="list-style-type: none">• Perform goal-oriented supervision in its various forms and methods under the direction of specialists• Assess and document supervision	
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<p>Professional Competence</p> <p>Plan, carry out and deliberate on client-oriented nursing care, education, and personal development processes</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Understand the life situation of the clients under the guidance and instructions of specialists and drawing conclusions for one's own professional actions • Support the creation of development-promoting environment • Plan and create an educational and supervisory processes together with experts and patients, in a by-need and resource-oriented manner • Understand learning as a life-long process and to purposely promote it • Work with individuals and small groups 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the fundamentals of education, personal development, and supervision: <ul style="list-style-type: none"> • Importance of learning, education, and supervision for socialisation • Learning, education, and supervision on behalf of the community • Educational goals of child day care • Pedagogical concepts and approaches • Educational plans • Explain the various aspects of the development of people in the course of their life: <ul style="list-style-type: none"> • Development processes and particularities of various age groups • Analyses of different life situations • Possible developmental disorders, e.g. in the fields of speech, cognition, motor function, social behaviour • Demonstrate possibilities of development promotion in accordance with the individuality of the person concerned • Reflect on the concept of life-long learning and personal learning biography • Describe learning strategies and work techniques • Describe the basics of creation of a develop-promoting environment, e.g. space and time, promotion of self-assertion, aiding the self-learning (auto-didactic) process • Explain selected didactic-methodical principles, e.g. clarity, activity, real-life orientation, normalisation • Demonstrate the possibilities of work with individuals and with groups • Reflect on the forms of human coexistence (esp. the importance of families)
<p>Personal Competences</p> <ul style="list-style-type: none"> • Work within a group and occasionally offer support. • Help shape the learning or work environment, present processes and results to the appropriate recipients of such information. • Learn or work autonomously and responsibly including within contexts which are less familiar. • Appraise own actions and the actions of others. • Request learning guidance and select various learning aids. 	

4 Documentation of assessed learning outcomes in VET

An assessment process results in a statement on whether the envisaged learning outcomes have been achieved and whether the learning process has been completed successfully (according to the assessment template or grid). This is to be certified by written documents.

The term certification refers – according to the definition given in the CEDEFOP glossary “Quality in education and training” – to the “process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard.”¹¹

If an integrated assessment for obtaining a complete qualification has been passed, the competent institution is to issue a certificate on this degree. It is recommended to supplement this certificate by a personal transcript of records (including the description of the achieved learning outcomes).

This personal transcript should – similar to europass mobility/europass certificate – contain the following information:

- Details about the learner
- Details about the issuing institution including contact person and contact data
- Training history
- Description of Skills and competences acquired during VET qualification
 - o Activities or tasks performed, if applicable
 - o Professional competences, skills and knowledge acquired
 - o Language skills and competences acquired
 - o ICT skills acquired
 - o Other skills (social, organisational, etc.) acquired

For the obtainment of partial qualifications, for example in international mobilities, the institutions competent to issue certificates will do this according to their standard procedures. If a practical training has been completed abroad, the internship company is to issue a certificate. Both

¹¹ Cedefop (2011): Glossary / Glossar / Glossaire: Quality in education and training / Qualität in der allgemeinen und beruflichen Bildung / La qualité dans l'enseignement et la formation, Luxembourg: Publications Office of the European Union

document types should be supplemented by the “europass mobility”¹² and / or the personal transcript.

A personal transcript for a learner mobility should contain:

- Details about the learner
- Details about the issuing institution including contact person and contact data
- Data on the sending and hosting institutions and
- Description of the learning mobility experience
- Description of Skills and competences acquired during learning mobility experience
 - Activities or tasks performed, if applicable
 - Professional competences, skills and knowledge acquired
 - Language skills and competences acquired
 - ICT skills acquired
 - Other skills (social, organisational, etc.) acquired

5 Bibliography

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- CEDEFOP, *Learning outcomes approaches in VET curricula : a comparative analysis of nine European countries*, research paper n°6, 2010

¹² cf. <http://europass.cedefop.europa.eu/en/home>

European Projects

- Thésée, Le guide méthodologique des passerelles et des filières, 2008
- 2PFIP, Le guide des bonnes pratiques, 2010
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- PROPER CHANCE: Implementing ECVET in the field of health and social care for the promotion of professional permeability and geographical mobility

6 List of abbreviations

RPL	Recognition of Prior Learning
VET	Vocational Education and Training
HE	Higher Education
LO	Learning Outcomes
MoU	Memorandum of Understanding
LA	Learning Agreement
ECVET	European Credit System for Vocational Education and Training
ECTS	European Credit Transferable System
CEDEFOP	European Centre for the Development of Vocational Training

7 Attachments

7.1 Personal Transcript on acquired learning outcomes (permeability)

In order to support permeability on the European labour and education market, this personal transcript should be issued for each learner who leaves a training institution, no matter how long he or she has attended the institution. The personal transcript is to document all learning outcomes which have been achieved during this specific training period. The personal transcript belongs to the learner and will be an important personal document to apply for further training or employment.

1 This personal transcript is awarded to

Surname

First Name

Address (street, house number, postcode, city, country)

Date of Birth (dd.mm.yyyy)

Nationality

Signature of the holder

2 This personal transcript is issued by

Name and address of issuing organization

Issuing Date (dd.mm.yyyy)

Contact person

Title / Position

Telephone

E-Mail

Stamp and Signature

3 Training history

Targeted Qualification

EQF Level

Relevant legal framework and / or valid curricula on which training is based, if applicable

Training period

from (dd.mm.yyyy)

to (dd.mm.yyyy)

Percentage of the qualification completed

%

Further remarks

Relate

4 Description of acquired learning outcomes

4.a Activities or tasks performed, if applicable

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4.b Acquired learning outcomes

Key activity *or* Unit of Learning Outcomes

Professional Competence

Skills

-

Knowledge

-

Professional Competence

Skills

-

Knowledge

-

Personal Competence

Key activity *or* Unit of Learning Outcomes

Professional Competence

Skills

Knowledge

Professional Competence

Skills

Knowledge

Personal Competence

Key activity *or* Unit of Learning Outcomes

Professional Competence

Skills

-

Knowledge

-

Professional Competence

Skills

Knowledge

Personal Competence

Please copy this template for key activities as often as required. Please add more professional Competences if required.

4.c Language skills and competences acquired

4.d ICT skills acquired

4.e Other skills (social, organisational, etc.) acquired

Date (dd.mm.yyyy)

Signature of the contact
person

Signature of the holder