

## How to write learning outcomes for inclusive service training EQF level 5

### PRACTICAL EXAMPLE FROM THE INPLUSERV PROJECT

According to CEDEFOP (European Centre for the Development of Vocational Training) guidelines, we can describe learning outcomes as "statements regarding 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 responsibility and autonomy". (Council of the European Union, 2017).

Generally, the learning outcomes consist of:

#### Knowledge

Knowledge means knowledge and understanding of a subject. Knowledge contains the following aspects:

- The type of knowledge involved: knowledge about theory or knowledge about practice; knowledge of a subject or a field or within a profession.
- The complexity of this knowledge: the degree of complexity and how predictable or unpredictable the situation is in which this knowledge is mastered.
- Understanding: the ability to place one's knowledge in a context. For example, understanding is expressed when one explains something to others.

#### Skills

Skills means what a person can do or accomplish. Skills contains the following aspects:

- The type of skill involved: practical, cognitive, creative or communicative.
- The complexity of the problem solving: the problem solving this skill is to be applied to and the complexity of this task.
- Communication: the communication that is required, the complexity of the message, to which target groups and with which instruments.

#### Competence

Competence is about responsibility and autonomy and states the ability to apply knowledge and skills in a work situation or in a study-related context. Competence contains the following aspects:

- Space for action: the type of work and/or study-related contexts in which the knowledge and skills are brought into play, and the degree of unpredictability and changeability in these contexts.
- Cooperation and responsibility: the ability to take responsibility for one's own work and the work of others and the complexity of the cooperative situations in which one can engage.
- Learning: the ability to take responsibility for one's own learning and that of others.

The learning outcomes should have a clear view of what participants are required to know, understand and be able to do at the end of the learning process.

The expected learning outcomes:

- must be formulated in clear language and be effective
- must be aligned with EQF level 5
- are measurable through final assessment

#### EQF: learning outcomes as a main principle

What is a qualifications framework? A qualifications framework classifies qualifications according to a set of criteria for specified levels of learning achieved. It aims to integrate and coordinate qualifications, as well as improve the transparency, accessibility and quality of qualifications in relation to the labour market, the education and training system, and civil society. Qualifications frameworks support lifelong learning (i.e. all learning activity undertaken throughout life), with the aim of improving knowledge, skills and competences within a personal, civic, social and/or



employment-related perspective. This definition covers the full range of formal, non-formal and informal learning.

Qualifications have traditionally provided information about the duration of learning and the institution or location where the learning has taken place. Information on what to expect from the holder of the qualification, in terms of knowledge, skills and competences, has been less common and transparent. The EQF, and all National Qualifications Frameworks (NQFs) that have been referenced to it, follow a learning outcomes approach. This means that both the content and the level of a qualification reflect what holders are expected to know, understand and be able to do (learning outcomes).

Under the EQF, knowledge, skills and competences are defined as the following (regardless of the level you pick – there are 8 levels in all)<sup>2</sup>

### The learning outcomes aligned with EQF level 5

<b>KNOWLEDGE</b>	<b>GENERAL DEFINITION</b>	<b>EQF LEVEL 5</b>
	This domain focuses on increasing what participants know	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
<b>SKILL</b>	<b>GENERAL DEFINITION</b>	<b>EQF LEVEL 5</b>
	This domain focuses on changing or improving the tasks a learner can perform.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
<b>COMPETENCE</b>	<b>GENERAL DEFINITION</b>	<b>EQF LEVEL 5</b>
	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	<b>RESPONSIBILITY AND AUTONOMY</b> Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

This document aims to offer suggestions for writing learning outcomes for inclusive service training EQF level 5.

In order to define Learning Outcomes accurately and thoroughly, you have to coordinated all components of the learning system:

- **The general objectives**, for example the development of a curriculum and training course
- **The learning areas**, resources and content that will enable learners to know how to manage diversity and conflict at the end of the training.
- **The learning outcomes**, thus making explicit what participants will know and be able to do at the end of the training.
- **The teaching methodologies** (methods, materials, forms of support...) to create an adequate learning environment.
- **The assessment tools** for evaluating whether and how well the learners achieve the learning outcomes, giving a judgement on performance according to the level achieved.
- **The certification of the assessment** through the appropriate tool (EQAVET, EQF, ECVET).



After developing the contents of the learnings areas, defined by key learnings divided into two parts: knowledge and practice.

We suggest you write, for each area:

- 4/5 knowledge
- 4/5 skills
- 2/3 competences

### PRACTICAL EXAMPLE FROM THE INPLUSERV PROJECT

AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
<b>1. DIVERSITY and INCLUSION</b>	<ul style="list-style-type: none"> <li>• Definition of <u>Diversity</u> according to the EC indications;</li> <li>• <u>Introduction to other notions (inclusion, belonging, equity and equality)</u>;</li> <li>• <u>Dimensions of diversity</u>;</li> <li>• <u>Intersectionality</u>;</li> <li>• <u>Description of some specific dimensions of diversity</u>.</li> </ul>	<p><b>REFLECTIONS</b></p> <ul style="list-style-type: none"> <li>• Personal reflection about diversity</li> </ul>
		<p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• The main characteristics of diversity present in your own INTERNAL (team that you manage - analysis of the context on the work activity level) and/or EXTERNAL (users of your department – proximity level) context;</li> <li>• <u>Identification of needs from your personal context</u>;</li> </ul>
		<p><b>ACTIONS</b></p> <p>For example: Improving individuality and subjectivity improvement, Participative decision-making process. Cooperative learning.</p>
LEARNING OUTCOMES		
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• The definition of diversity.</li> <li>• The interpersonal, contextual, and intersectional nature of the subject.</li> <li>• The definition of other concepts related to diversity (inclusion, belonging, equity, equality, reasonable accommodations, discrimination, etc).</li> <li>• The Public Administration manager's role in promoting diversity and inclusion.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Identify how diversity manifests itself within teams/public users (singular characteristics, intersectionality, and relation with the context).</li> <li>• Analyse the team and/or public users diversity characteristics in order to identify needs related to the work activity and the work team (in relation to the concepts of inclusion, belonging, equity, equality, reasonable accommodations, discrimination, etc).</li> <li>• Analyse the team and/or public users diversity characteristics in order to identify benefits related to the work activity and the work team (in relation to the concepts of inclusion, belonging, equity, equality, reasonable accommodations, discrimination, etc).</li> <li>• Analyse and reflect on their own approach to diversity and inclusion in their work activity as a manager.</li> </ul>	<p><b>COMPETENCES</b></p> <ul style="list-style-type: none"> <li>• <u>Demonstrate ethical thinking and social responsibility in the analysis of work activity regarding the preparation of possible actions for diversity and inclusion.</u></li> <li>• <u>Prepare possible actions for diversity and inclusion on team/public users level in relation to a concrete work situation.</u></li> <li>• <u>Prepare possible development actions for diversity and inclusion in their own management activity.</u></li> </ul>

AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
<b>2. DIVERSITY CHALLENGES</b>	<ul style="list-style-type: none"> <li>• Benefits of diversity;</li> <li>• Challenges in diversity (positive challenges)</li> <li>• Diversity conflicts (negative conflicts).</li> <li>• Discrimination management</li> </ul>	<p><b>REFLECTIONS</b></p> <ul style="list-style-type: none"> <li>• Conflicts</li> <li>• Uncertainty management</li> <li>• Discrimination management</li> </ul>
		<p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• What are the challenges?</li> <li>• Conflicts: latent or explicit</li> <li>• Discrimination</li> <li>• Analysis of conflicts in own team</li> <li>• Needs Identification from team's conflicts</li> </ul>
		<p><b>ACTIONS</b></p> <p>For example: Conflict management, Managing the uncertainty and difference that diversity provides.</p>
LEARNING OUTCOMES		
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Acknowledgement of the benefits of diversity and the conflict as a resource</li> <li>• Fear of differences (emotions) and negative behaviour (e.g. discrimination): specificities and characteristics</li> <li>• Threats and challenges in diversity: conflicts and positive challenges</li> <li>• Discrimination management and relative examples</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Manage diversity and related conflicts</li> <li>• Deploy a wide set of communication and conflict management tools to work with conflicts</li> <li>• Work in uncertain situations and manage teams.</li> <li>• Identify possible outcomes of conflict and choose an approach that is inclusive and respectful of diversity</li> <li>• Define the rules of communication in dealing with the public</li> </ul>	<p><b>COMPETENCES</b></p> <ul style="list-style-type: none"> <li>• Include differences in communication so that they are seen as natural, not as conflicts, and respect them;</li> <li>• Balance discipline and reflection in cases of discrimination/exclusion, while still creating a space for reflection and learning to value diversity;</li> <li>• Successfully mediate conflict as a resource for individuals and in groups;</li> </ul>



AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
<b>3. INCLUSIVE LEADERSHIP</b>	<ul style="list-style-type: none"> <li>Types of leadership</li> <li>Manager's responsibility for diversity;</li> <li>Management and promotion of change;</li> <li>Behaviours to be promoted;</li> <li>Learning from your experience, reviewing and improving inclusive actions inclusive;</li> </ul>	<b>REFLECTIONS</b> <ul style="list-style-type: none"> <li>Style of leadership</li> <li>Management of personal relationships</li> </ul>
		<b>ANALYSIS</b> <ul style="list-style-type: none"> <li>Context responses to your leadership style</li> <li>Recording of the needs of the context</li> </ul>
		<b>ACTIONS</b> For example: Promote behaviours, coaching skills, activate growth paths, learn from their own experience
<b>LEARNING OUTCOMES</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
<ul style="list-style-type: none"> <li>Types of leadership and principles for inclusive leadership.</li> <li>Positive impact of inclusive leadership inside and outside organizations.</li> <li>Effective practices for responsible diversity management.</li> <li>Techniques to facilitate discussions around diversity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and record the needs of context to improve the work environment.</li> <li>Recognize diversity and integration behaviours to be promoted.</li> <li>Manage a wide set of tools and techniques to facilitate communication between professionals.</li> <li>Analyze one's own experience, reviewing and improving inclusive actions.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate the knowledge and skills around inclusive leadership in the organizational setting;</li> <li>Learn from own's experiences and stimulate ongoing learning and development of self and others.</li> </ul>

AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
<b>4.DIVERSITY MANAGEMENT</b>	<ul style="list-style-type: none"> <li>Diversity management policy;</li> <li>Diversity management in the large context;</li> <li>Creating spaces for involvement and inclusion</li> <li>promote inclusion with the users;</li> </ul>	<b>REFLECTIONS</b> <ul style="list-style-type: none"> <li>Personal reflection about diversity management in a more large context</li> </ul>
		<b>ANALYSIS</b> <ul style="list-style-type: none"> <li>Analysis of the policy of diversity management of your own organization and/or public context</li> </ul>
		<b>ACTIONS</b> For example: Promote/activate diversity management actions from small to large.
<b>LEARNING OUTCOMES</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
<ul style="list-style-type: none"> <li>Diversity management approaches and policies</li> <li>Diversity and its relations to all areas of the organisational context</li> <li>Theory and methods to create space for inclusion and involvement</li> <li>Participatory approaches to inclusion</li> <li>Theory and practice on working appreciatively with differences between individuals, in teams and groups</li> </ul>	<ul style="list-style-type: none"> <li>Use the above knowledge in the day-to-day management, as well as strategic and organisational processes</li> <li>Reflect on own believes and ideas towards inclusion, diversity and differences</li> <li>Can integrate the knowledge in existing processes and practices</li> <li>Can explain and communicate with clarity and appreciation the diversity management and leadership to others</li> <li>Can analyse the organisation, individually as well as together with others, on strengths and weaknesses when it comes to diversity management</li> <li>Can explain to others the basic assumptions behind the theory and practice used in diversity management</li> </ul>	<ul style="list-style-type: none"> <li>Use the skills and knowledge on diversity ongoingly in the organisation, and adjusting when the context requires to do so, in relation to team work, strategic processes as well as educational and learning processes;</li> <li>Be curious about positions taken by self and others when diversity is discussed in the management context, and make ethical discissions based on that.;</li> <li>Make conscious decisions on learning and develop in the area of diversity management, and actively engages in relevant professional educational activities.</li> </ul>





AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
<b>5. CULTURE OF DIVERSITY</b>	<ul style="list-style-type: none"> <li>Diversity and relationship with the context of belonging</li> <li>Elements of influence on organizational culture</li> <li>Transversal approach of diversity</li> <li>Notions of discrimination, stereotypes and prejudices;</li> <li>Unconscious prejudices</li> </ul>	<b>REFLECTIONS</b> <ul style="list-style-type: none"> <li>Personal reflections about:</li> <li>Diversity culture</li> <li>Prejudices</li> <li>Stereotypes</li> </ul>
		<b>ANALYSIS</b> <ul style="list-style-type: none"> <li>Analysis of your own organizational culture:</li> <li>Openness to diversity</li> <li>Presence of stereotypes and prejudices</li> <li>Identification of needs from own culture</li> </ul>
		<b>ACTIONS</b> For example: activity to promote/transfer the know-how on diversity culture in your own organizational context
<b>LEARNING OUTCOMES</b>		
<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Definition of diversity and inclusion</li> <li>Diversity and inclusion in the workspace</li> <li>Theories and Hypothesis on Diversity</li> <li>Diversity and inclusion activities in the workspace</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Using theories and activities of diversity/inclusion to manage conflicts in the workplace</li> <li>Reflect on own role in creating or hampering inclusion and belonging</li> <li>Deploy management tools to make sure conflicts will not emerge around differences</li> </ul>	<b>COMPETENCES</b> <ul style="list-style-type: none"> <li>Stimulate ongoing learning and development of self and others</li> <li>Change conversations, so differences are seen as natural and not as conflicts</li> <li>Practice quality consistency of differences</li> </ul>

