

J^{BS}4ALL

IO1. CPD PLAN: LEARNING OUTCOMES AND LEG CONSULTATION



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GUIDELINE FOR THE DEVELOPMENT OF LEARNING OUTCOMES

LEARNING OUTCOMES

EQF level

The JOBS4ALL Training Curriculum is developed according to the EQF level 5 and The learning outcomes are defined in terms of :

Knowledge : in the context of EQF, knowledge is described as theoretical and/or factual.

Skills : 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).

Responsibility and autonomy : In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

This are designed considering the current needs and contexts of VET providers an professionals offering a set of practical resources to support them in the daily practices and effective VET business cooperation. The ECVET formula that will be applied is 25 hours = 1 point.

Knowledge	Skills	Responsibility and autonomy
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

DESCRIBING LEARNING OUTCOMES

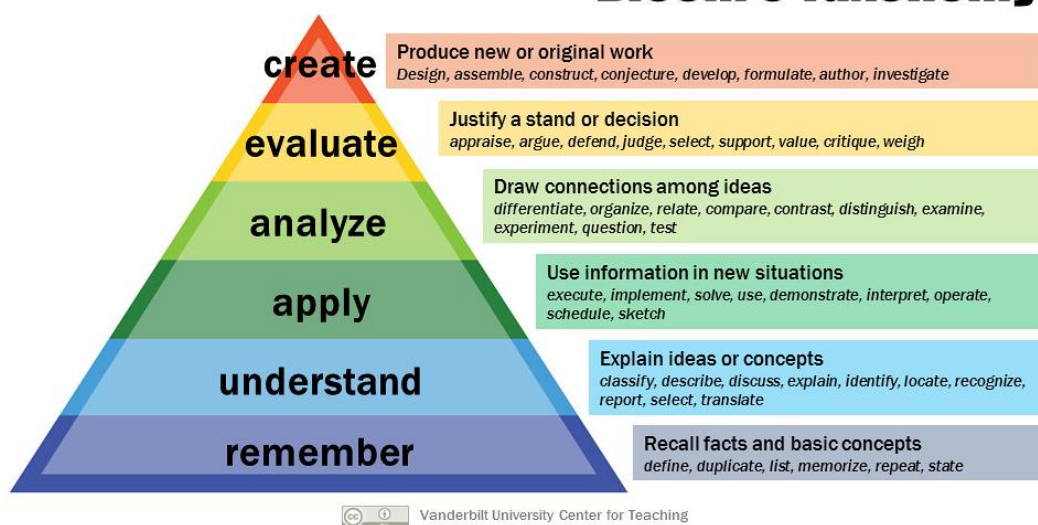
The formulation of learning outcomes for the JOBS4ALL competence profile should consider the generic guidelines presented below:

- * **use** concise statements, and clear and unambiguous language
- * **focus** on one unique objective instead of presenting different purposes
- * **set** proper outcomes for the targeted level
- * **ensure** they are observable and measurable, clearly allowing learners to know what is expected from them
- * **make** sure they enable and encourage the application of assessment methodologies.

The EQF guidance note on using learning outcomes (European Commission, 2011, p. 8), states that the definition and writing of learning outcomes refers to taxonomies of learning based on a hierarchy of conceptual stages of learning processes that learning outcomes can be used to describe. In the world of employment, the processes to define occupational standards are based on making explicit the components of a professional activity; these look similar to expected learning outcomes. The theory of communities of practice (Lave and Wenger, 1998), for example, requires clear understanding of what is to be learned and how it is best learned. When using this theory, cognition, personal growth and professional development will be supported by clear learning outcomes statements of what is expected of the workers/learners.


Bloom's taxonomy is one of the most important theoretical influences on thinking about learning outcomes and progression. The earliest iteration of the taxonomy (Bloom et al., 1956) sets out a hierarchical categorisation of cognitive learning, moving from basic (knowledge and comprehension) to increasingly complex skills (application, analysis, synthesis and evaluation of concepts, processes, procedures, and principles). A second publication (Bloom et al., 1964) set out a hierarchy of learning for the affective domain, starting with the basic (receiving, responding) and moving to more complex levels (valuing, organisation, characterisation by a value or value complex). A further development introduced a hierarchy describing the psychomotor domain (skills), starting with imitation and moving via manipulation precision to articulation and naturalisation.

Bloom's Taxonomy




JOBS4 ALL LEARNIG OUTCOMES MATRIX


LEVEL1- SHAPING VET BUSINESS

	1.1- Innovating educational pathways: Involving employers in developing and/or adapting new educational pathways, curricula and/or occupational profiles for VET, ensuring the link between theory and practice in workplace-based education.
At the end of this unit professionals will be able to:	
Knowledge	<ul style="list-style-type: none"> • Practical knowledge of how to assess the competences needed within workplaces • Practice knowledge of how to interpret the results to create agile VET course that respond to labour market needs
Skills	<ul style="list-style-type: none"> • Understand the needs of business through facilitated conversations • Ability to interpret business needs and formulate them into course curricula • Ability to build working relationships with businesses that harmonise the world of work and the world of education
Attitudes	<ul style="list-style-type: none"> • Openness to engage with employers to understand their in-company training requirements • Willingness to work with employers to co-create responsive VET courses




	1.2- Strengthening Inclusive VET: Supporting employers to provide more efficient workplace-based learning pathways for all, with special focus on those vulnerable to exclusion, creating an open, inclusive learning environment, considering the Salzburg Education Declaration “Towards more inclusive learning environment in Europe”
At the end of this unit professionals will be able to:	
Knowledge	<ul style="list-style-type: none"> • Understand the significance of inclusive VET for social and economic cohesion, the transmission of European values, and the cultivation of citizenship. • Recognize the key aspects of making a VET pathway inclusive. • Recognize competencies and qualifications aimed at professional and personal development, employability, and adaptability, in response to current economic and social needs.
Skills	<ul style="list-style-type: none"> • Incorporate gender and age-balanced practices into the development of a VET pathway. • Develop VET pathways that recognize prior learning, validate non-formal learning, and result in a certification of training acquired. • Plan an inclusive VET pathway responding to the needs of the labor market. • Develop VET pathways offering guidance services for creating individual career plans considering employers’ needs and learners’ competencies.
Attitudes	<ul style="list-style-type: none"> • Develop an attitude of continuously reflecting upon the inclusiveness of a VET training program during its formulation and implementation. • Enhance reflexes regarding the connection of VET training with employment and social strategies at local, regional, national, and European levels. • Promote the idea of shared responsibility, within VET training settings.




	1.3- Boosting Digitalization Supporting employers to identify their digital literacy needs through the EU DigComp framework, so they can deliver work-based learning in Industry 4.0/5.0
At the end of this unit professionals will be able to:	
Knowledge	<ul style="list-style-type: none"> • Explain the value of using DigComp framework to identify employers' digital literacy needs • Recognise the employer's needs regarding digital competence for the implementation of work-based learning
Skills	<ul style="list-style-type: none"> • Discover the employer's digital literacy status using the DigComp framework • Identify the competences needed for an employer/sector digitalisation in Industry 4.0/5.0
Attitudes	<ul style="list-style-type: none"> • Assess the digital competence areas and respective proficiency levels needed for an employer/sector • Plan the DigComp framework implementation to deliver work-based learning in Industry 4.0/5.0



LEVEL 2- FOSTERING VET-BUSINESS SUSTAINABILITY

	2.1- Labour market trends: Advising employers on the current dynamics of labour demand, and the need to strengthen and improve the attractiveness of VET curricula
At the end of this unit professionals will be able to:	
Knowledge	<ul style="list-style-type: none"> • Understand and use their knowledge of the local, regional, national and European Labour market needs to promote the right tools for VET programmes • Understand and use the opportunities the Erasmus+ programme bears in terms of training options (formal and informal learning, and WBT • See a common interest of VET providers and employers • Contribute to tailored curricula, meeting the needs of the labour market • Understanding training as a needed asset of today's world of work
Skills	<ul style="list-style-type: none"> • Identifying and communication training needs to partners • Ongoing updates of training needs • Finding (international, national, regional and local) partners, VET providers and experts for training • Build partnerships and addressing and promoting VET needs with partners • Engaging in curriculum and training development for a tailored and individual approaches • Planning training as part of work using different methodologies and tools (e.g. WBT, blended learning, learning tools, project work, workshops etc.)
Attitudes	<ul style="list-style-type: none"> • Being open to innovation and new approaches e.g. blended learning and WBT • Supporting VET as part of work • Willingness to form partnerships and alliances between VET providers, employers and other experts



	2.2- Enhancing mobility and internationalisation
	<p>Advice employers on the strategic planning of international work-based learning cooperation</p>
At the end of this unit professionals will be able to:	
Knowledge	<ul style="list-style-type: none"> • Create an understanding of what the needs of employers, in the current market, are. • Build a toolkit of the best ways of holding an ongoing communication between VET providers, employers, and stakeholders, to keep up to date and make necessary adjustments. • Build of a wide network of relevant organisations/ stakeholders, such as public workforce systems; non-profit organisations; community-based service providers; economic development authorities; universities and other relevant education and training providers. The wider the network of relevant partners is, the more successful it tends to be due to the different perspectives and ideas each can contribute with. • Create an understanding of the common points that serve the interests of the VET providers and the interests of employers/other stakeholders simultaneously. • Create knowledge of VET providers in the area, their training offer, and resources, helping employers understand how they can support their workforce development.
Skills	<ul style="list-style-type: none"> • The ability to communicate effectively in a common language that is understood by all interested parties. • The ability to find innovative ways of holding an ongoing, fruitful communication, through for example, online platforms. • Ability to find innovative and cost- effective ways to train people in ways that are beneficial to the growth of the targeted sectors.
Attitudes	<ul style="list-style-type: none"> • Enhance the ability to think in a way that is mutually beneficial for all targeted parties. • Gain the ability to communicate effectively with all involved parties, in a way that promotes effective collaboration. • Built an attitude of constantly keeping up to date with the needs of all interested parties so that to keep a successful cooperation that is fulfilling in the long – term for everyone.



- Enhance the marketing skills and promotional skills that are needed to keep increasing the members of the partnership and to promote the importance of holding on to a continues communication between members of the partnership.



	2.3- Networking and lobbying: Building VET, employers and stakeholders' partnerships that transform local, regional or national workforce systems, considering cost of training and promoting the growth of targeted sectors.
At the end of this unit professionals will be able to:	
Knowledge	<ul style="list-style-type: none"> • Understand benefits coming from internationalisation of work-based learning initiatives; • Understand how the Erasmus Plus Programme promotes work-based learning opportunities at European and international level.
Skills	<ul style="list-style-type: none"> • Find international partners for work-based learning cooperation, exploiting EU tools, platforms and networks (e.g. Community of European VET practitioners, NetWBL, Erasmus+ Project Results Platform etc); • Spot international work-based learning opportunities within the Erasmus Plus Key Action 1 – Learning mobility of individuals in VET – and submit proposal for funding • Plan a work-based learning initiative involving international learners.
Attitudes	<ul style="list-style-type: none"> • Gain an international attitude and major flexibility in internal management and team management; • Recognize how work-based learning can teach skills for a global competence.



LEG CONSULTATION

Introduction

The main objective of the LEG consultation is to collect feedback from partners regarding the real value of the learning outcomes above. Also, the content of the modules worked on will be analysed in order to check how well they meet the parameters set out in the project.






















Following a common template, the impressions collected by each partner can be seen below. Results will be discussed with the LEG and used by the respective partner for fine-tuning of the results.

The document concludes with a number of observations based on the comments made by partners.
























Questionnaire






















IHF

	QUESTION	EVALUATION	RECOMMENDATIONS
1	Are the learning outcomes defined sufficiently?	   X <input type="checkbox"/> <input type="checkbox"/>	
2	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	
3	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	
4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   X <input type="checkbox"/> <input type="checkbox"/>	
5	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   <input type="checkbox"/> <input type="checkbox"/> X	
6	Are the additional and external resources for advanced learners provided to sufficient extent?	   X <input type="checkbox"/> <input type="checkbox"/>	
7	Is the time needed for the Module study and activities to be fulfilled properly estimated?	   X <input type="checkbox"/> <input type="checkbox"/>	
























8	Are the requirements for the successful Module completion defined clearly?	   X <input type="checkbox"/> <input type="checkbox"/>	
9	Are the quizzes build in such a way that the level of newly gained knowledge can be checked properly?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	N/A
10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Not mentioned.
11	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   X <input type="checkbox"/> <input type="checkbox"/>	.
12	Is the language adequate to the Module topic and objectives?	   X <input type="checkbox"/> <input type="checkbox"/>	
13	Is the information provided well documented and explained?	   X <input type="checkbox"/> <input type="checkbox"/>	
14	Are the Module texts easy to read, understand and follow?	   X <input type="checkbox"/> <input type="checkbox"/>	
























	QUESTION	EVALUATION	RECOMMENDATIONS
1	Are the learning outcomes defined sufficiently?	   <input type="checkbox"/> <input type="checkbox"/> X	The learning outcomes are only partially defined. Individual learning outcomes would have to be listed for each occupation.
2	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	They agree for the described learning outcomes
3	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	Yes.
4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   X <input type="checkbox"/> <input type="checkbox"/>	I always make sure to exhaust all available possibilities. Today there are many examples and opportunities to try them out, they just have to be used.
5	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   <input type="checkbox"/> <input type="checkbox"/> X	Yes, there are, although it has been shown that it is more beneficial for all participants to exchange information in a present manner. Not only the development of spontaneous ideas is an advantage but also the individual experience of the participants. Exchanging ideas online is at least a communication option and better than nothing.
6	Are the additional and external resources for advanced learners provided to sufficient extent?	   <input type="checkbox"/> <input type="checkbox"/> X	Yes, there are enough external resources, they just have to be used. The age of the participants still plays a role in most cases. That should be made more flexible. We are in the process of rethinking, as there is a shortage of trainees in all sectors
7	Is the time needed for the Module study and activities to be fulfilled properly estimated?	   <input type="checkbox"/> <input type="checkbox"/> X	Depending on the modules, there are different times, so there is a flexibility that should be implemented



























8	Are the requirements for the successful Module completion defined clearly?	   X <input type="checkbox"/> <input type="checkbox"/>	Yes, they are clearly defined.
9	Are the quizzes build in such a way that the level of newly gained knowledge can be checked properly?	   X <input type="checkbox"/> <input type="checkbox"/>	Yes, because every teacher can make additions. In addition, aptitude tests from the Internet can be used by various providers, all of which are structured somewhat differently.
10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   X <input type="checkbox"/> <input type="checkbox"/>	All available funds have been checked and are scientifically supported.
11	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   <input type="checkbox"/> X <input type="checkbox"/>	The level depends on the level of education. Because a large part of the Realschule students only has normal school English and the Hauptschule students only have little knowledge of English. Many have difficulties implementing the grammar. It would be better to deal with special professional requirements early on. (such as computer languages, business English, etc.)
12	Is the language adequate to the Module topic and objectives?	   <input type="checkbox"/> <input type="checkbox"/> X	Yes, the language is appropriate, because it should be possible for everyone to be able to use the modules, regardless of their level of education.
13	Is the information provided well documented and explained?	   X <input type="checkbox"/> <input type="checkbox"/>	Yes, they are well documented
14	Are the Module texts easy to read, understand and follow?	   X <input type="checkbox"/> <input type="checkbox"/>	Yes, the documents are easy to read



























	QUESTION	EVALUATION	RECOMMENDATIONS
1	Are the learning outcomes defined sufficiently?	   X <input type="checkbox"/> <input type="checkbox"/>	The learning outcomes are unambiguous, concise, and overall well-defined.
2	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	The learning outcomes meet the sought goals.
3	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	The module content is well structured and seems to make the objectives achievable.
4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   <input type="checkbox"/> <input type="checkbox"/> X	The elements used, by their variety and quality, allow us to deduce that the participants will be engaged in the training, nevertheless, the trainers must always seek the participant's engagement.
5	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   <input type="checkbox"/> <input type="checkbox"/> X	Sharing ideas and experiences should be encouraged, which will later cement the community of practice.
6	Are the additional and external resources for advanced learners provided to sufficient extent?	   X <input type="checkbox"/> <input type="checkbox"/>	The additional resources allow trainees to build on the learning received and continue their learning journey.
7	Is the time needed for the Module study and activities to be fulfilled properly estimated?	   X <input type="checkbox"/> <input type="checkbox"/>	The estimated time is sufficient, considering the formative content.


















8	Are the requirements for the successful Module completion defined clearly?	   X <input type="checkbox"/> <input type="checkbox"/>	The requirements for the successful completion of the module are explicit.
9	Are the quizzes build in such a way that the level of newly gained knowledge can be checked properly?	   X <input type="checkbox"/> <input type="checkbox"/>	The quizzes quickly ascertain the acquired knowledge and areas that demand further attention.
10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	N.A.
11	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   X <input type="checkbox"/> <input type="checkbox"/>	The linguistic quality is appropriate to the training content and the participants' level of training.
12	Is the language adequate to the Module topic and objectives?	   X <input type="checkbox"/> <input type="checkbox"/>	The topic and objectives of the module are written appropriately.
13	Is the information provided well documented and explained?	   X <input type="checkbox"/> <input type="checkbox"/>	We see no fault in the information provided.
14	Are the Module texts easy to read, understand and follow?	   X <input type="checkbox"/> <input type="checkbox"/>	The module texts are understandable and appropriate to the training level of the trainees.










	QUESTION	EVALUATION	RECOMMENDATIONS
1	Are the learning outcomes defined sufficiently?	   X <input type="checkbox"/> <input type="checkbox"/>	



























2	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	
3	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	
4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   X <input type="checkbox"/> <input type="checkbox"/>	
5	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   <input type="checkbox"/> <input type="checkbox"/> X	Although the proposed activities can be implemented in group, it is not described that they can be performed individually or in group.
6	Are the additional and external resources for advanced learners provided to sufficient extent?	   X <input type="checkbox"/> <input type="checkbox"/>	
7	Is the time needed for the Module study and activities to be fulfilled properly estimated?	   X <input type="checkbox"/> <input type="checkbox"/>	
8	Are the requirements for the successful Module completion defined clearly?	   X <input type="checkbox"/> <input type="checkbox"/>	
9	Are the quizzes build in such a way that the level of newly gained knowledge can be checked properly?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	N/A



10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	N/A
11	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   X <input type="checkbox"/> <input type="checkbox"/>	.
12	Is the language adequate to the Module topic and objectives?	   X <input type="checkbox"/> <input type="checkbox"/>	
13	Is the information provided well documented and explained?	   <input type="checkbox"/> <input type="checkbox"/> X	The descriptions are enough but I would like them a little more detailed.
14	Are the Module texts easy to read, understand and follow?	   X <input type="checkbox"/> <input type="checkbox"/>	

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2	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	
3	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	
























4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   X <input type="checkbox"/> <input type="checkbox"/>	
5	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   <input type="checkbox"/> <input type="checkbox"/> X	Online communication tools are not mentioned.
6	Are the additional and external resources for advanced learners provided to sufficient extent?	   X <input type="checkbox"/> <input type="checkbox"/>	
7	Is the time needed for the Module study and activities to be fulfilled properly estimated?	   X <input type="checkbox"/> <input type="checkbox"/>	
8	Are the requirements for the successful Module completion defined clearly?	   X <input type="checkbox"/> <input type="checkbox"/>	
9	Are the quizzes build in such a way that the level of newly gained knowledge can be checked properly?	   X <input type="checkbox"/> <input type="checkbox"/>	
10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   X <input type="checkbox"/> <input type="checkbox"/>	
11	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   X <input type="checkbox"/> <input type="checkbox"/>	



























12	Is the language adequate to the Module topic and objectives?	   X <input type="checkbox"/> <input type="checkbox"/>	
13	Is the information provided well documented and explained?	   X <input type="checkbox"/> <input type="checkbox"/>	
14	Are the Module texts easy to read, understand and follow?	   X <input type="checkbox"/> <input type="checkbox"/>	



























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12	Is the language adequate to the Module topic and objectives?	   X <input type="checkbox"/> <input type="checkbox"/>	
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1	Are the learning outcomes defined sufficiently?	   X <input type="checkbox"/> <input type="checkbox"/>	



























2	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	
3	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	
4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   <input type="checkbox"/> X <input type="checkbox"/>	
5	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   X <input type="checkbox"/> <input type="checkbox"/>	
6	Are the additional and external resources for advanced learners provided to sufficient extent?	   X <input type="checkbox"/> <input type="checkbox"/>	
7	Is the time needed for the Module study and activities to be fulfilled properly estimated?	   X <input type="checkbox"/> <input type="checkbox"/>	
8	Are the requirements for the successful Module completion defined clearly?	   X <input type="checkbox"/> <input type="checkbox"/>	
9	Are the quizzes build in such a way that the level of newly gained knowledge can be checked properly?	   X <input type="checkbox"/> <input type="checkbox"/>	



10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   X <input type="checkbox"/> <input type="checkbox"/>	
11	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   X <input type="checkbox"/> <input type="checkbox"/>	
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4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   X <input type="checkbox"/> <input type="checkbox"/>	
5	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   X <input type="checkbox"/> <input type="checkbox"/>	
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10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   X <input type="checkbox"/> <input type="checkbox"/>	
11	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   X <input type="checkbox"/> <input type="checkbox"/>	



























12	Is the language adequate to the Module topic and objectives?	   X <input type="checkbox"/> <input type="checkbox"/>	
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2	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	
3	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	
4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   X <input type="checkbox"/> <input type="checkbox"/>	
5	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   X <input type="checkbox"/> <input type="checkbox"/>	
6	Are the additional and external resources for advanced learners provided to sufficient extent?	   X <input type="checkbox"/> <input type="checkbox"/>	
7	Is the time needed for the Module study and activities to be fulfilled properly estimated?	   X <input type="checkbox"/> <input type="checkbox"/>	


















8	Are the requirements for the successful Module completion defined clearly?	   X <input type="checkbox"/> <input type="checkbox"/>	
9	Are the quizzes build in such a way that the level of newly gained knowledge can be checked properly?	   X <input type="checkbox"/> <input type="checkbox"/>	
10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   X <input type="checkbox"/> <input type="checkbox"/>	
11	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   X <input type="checkbox"/> <input type="checkbox"/>	
12	Is the language adequate to the Module topic and objectives?	   X <input type="checkbox"/> <input type="checkbox"/>	
13	Is the information provided well documented and explained?	   X <input type="checkbox"/> <input type="checkbox"/>	
14	Are the Module texts easy to read, understand and follow?	   X <input type="checkbox"/> <input type="checkbox"/>	

	QUESTION	EVALUATION	RECOMMENDATIONS
1	Are the learning outcomes defined sufficiently?	   X <input type="checkbox"/> <input type="checkbox"/>	
























2	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	
3	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	
4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   X <input type="checkbox"/> <input type="checkbox"/>	
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9	Are the quizzes build in such a way that the level of newly gained knowledge can be checked properly?	   X <input type="checkbox"/> <input type="checkbox"/>	















10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   X <input type="checkbox"/> <input type="checkbox"/>	
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13	Is the information provided well documented and explained?	   X <input type="checkbox"/> <input type="checkbox"/>	
14	Are the Module texts easy to read, understand and follow?	   X <input type="checkbox"/> <input type="checkbox"/>	

	QUESTION	EVALUATION	RECOMMENDATIONS
1	Are the learning outcomes defined sufficiently?	   X <input type="checkbox"/> <input type="checkbox"/>	
2	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	
3	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	


















4	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   X <input type="checkbox"/> <input type="checkbox"/>	
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10	In case there are other activities to check the newly gained knowledge and skills such as case studied, texts etc. designed at the sufficient quality level?	   X <input type="checkbox"/> <input type="checkbox"/>	



























11	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   X <input type="checkbox"/> <input type="checkbox"/>	
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	QUESTION	EVALUATION	RECOMMENDATIONS
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3	Do the planned learning outcomes correspond with the learning goals?	   X <input type="checkbox"/> <input type="checkbox"/>	
4	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	
5	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   <input type="checkbox"/> <input type="checkbox"/> X	More images could be a good idea to make is more visually appealing
6	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   X <input type="checkbox"/> <input type="checkbox"/>	
7	Are the additional and external resources for advanced learners provided to sufficient extent?	   X <input type="checkbox"/> <input type="checkbox"/>	
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	QUESTION	EVALUATION	RECOMMENDATIONS
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4	Does the Module content cover all aspects so that the given learning outcomes are achievable?	   X <input type="checkbox"/> <input type="checkbox"/>	
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12	Is language accuracy/quality (use of English, grammar, spelling etc.) at the sufficient level?	   X <input type="checkbox"/> <input type="checkbox"/>	



13	Is the language adequate to the Module topic and objectives?	   X <input type="checkbox"/> <input type="checkbox"/>	
15	Is the information provided well documented and explained?	   X <input type="checkbox"/> <input type="checkbox"/>	
16	Are the Module texts easy to read, understand and follow?	   X <input type="checkbox"/> <input type="checkbox"/>	

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5	Is the range of the used elements (text, quizzes, videos, games, etc.) properly mixed so that the Module is interesting and the attention of the participants can be kept?	   X <input type="checkbox"/> <input type="checkbox"/>	
6	Are there opportunities to work in groups and with other participants – to share ideas and experience, through the use of online communication tools?	   <input type="checkbox"/> <input type="checkbox"/> X	There is no specific mention of groupwork as such, but tutors/teachers will usually share their experiences and often take part in training together.



7	Are the additional and external resources for advanced learners provided to sufficient extent?	   X <input type="checkbox"/> <input type="checkbox"/>	
8	Is the time needed for the Module study and activities to be fulfilled properly estimated?	   <input type="checkbox"/> <input type="checkbox"/> X	This is difficult to answer properly, as learners are all different and some groups learn quicker than others. Overall timing should be ok for the average learner.
9	Are the requirements for the successful Module completion defined clearly?	   X <input type="checkbox"/> <input type="checkbox"/>	
10	Are the quizzes build in such a way that the level of newly gained knowledge can be checked properly?	   X <input type="checkbox"/> <input type="checkbox"/>	
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Overall observations

Following the impressions gathered by the partners, these are presented below as general observations:

- Generally speaking, members consider learning outcomes to be valid, as they are well defined and are well aligned with the learning goals.
- Regarding the module content the overall observation is that it is well structured and objectives look achievable. Same happens with the time needed, as they are seen as suitable so that the learning process can follow a natural course and with requirements for the module's completion.
- As for the used elements, it is possible to find mixed feedback. What is clear, however, is that there are a variety of ways to attract attention, being necessary that they can be adjusted to a group or to a person individually.
- Also, in line with the previous observation external resources should be designed to be more flexible and adjustable to the target audience.
- With respect to the adequate use of the language, in general terms it is considered to be adequate with respect to the level of the users and the complexity of the material used. However, according to certain observations gathered It would be helpful to deal with special professional requirements to avoid certain difficulties.
- Linked with the observation mentioned above, it is also considered that topic and objectives of the module are easy to follow and appropriately written, taking into consideration that the material must be usable by anyone who wishes to use it.

In conclusion, except for some minor aspects, the material analysed complies with the requirements and conforms to the standards set.

