Training program for teachers and multipliers to implement ouctome-based learning in floristry, based on a clear understanding of the terms

Course guide

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Part A
The workshop concept

Backgrounds and purpose of the training

Extensive curricular products have been developed for the European Mobility Network for vocational training in floristry, VocFlo, based on the European Transparency Instruments European Qualifications Framework (EQF) and European Credit System for Vocational Education and Training (ECVET).

These include a portfolio of units of learning outcomes and learning outcomes for vocational education in floristry, ranging from levels 2 to 6 of the EQF. These units of learning outcomes and learning outcomes increase the quality of the outcomes of mobilities (participants acquire technical and personal competences that can be recognized in the sending country) as well as transparency between professional qualifications.

Furthermore, a collection of learning scenarios was developed as a methodical-didactic help for teachers. In the joint development of learning scenarios, an exchange of experience between teachers from different countries took place, and best practice examples were disseminated across borders. The learning scenarios make it possible to design a business-oriented vocational education that can also be practiced in school-oriented systems. They are designed so that they can be used both at school and in the company or simply and easily combined by both areas.

A mobility handbook for the design of cross-border learning in floristry rounds off the portfolio: With the handbook VocFlo has an instrument for quality assurance of mobilities. It describes all the procedures required for their preparation, implementation and performance review, including the associated tools and documents.

After the description and definition

- the knowledge, skills and competences,
- the scenarios for acquiring competencies and
- the organizational aspects of cross-border learning / mobility

this training program will enable further teachers and multipliers in the field of floristry to successfully develop learning outcome-oriented learning in their institutions by:
- anchored the mindset necessary for the application of EQF, ECVET and EQAVET,
- deepen and consolidate knowledge of the use of ECVET tools in student mobility; and
- confidence in different qualifications and assessment processes in Europe.

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Target groups

The training program is used in the work of the network to ensure that

- teachers of the project partners and network members who were not yet involved in the project work,
- teachers of other education providers and potential network partners,
- representatives of training companies as well
- representatives of trade associations.

be able to independently rewrite and develop learning outcome-oriented concepts in floristry.

It is the instrument to expand the group of people who can conceptually integrate into the mobility network for floristry and thus complements the other instruments. This is necessary for the mobility network to grow and be maintained:

- Ensuring that new network partners also understand the approaches behind the development of the learning outcomes units and learning scenarios and can reproduce them themselves
- Ensuring that new staff members who are newly involved with the established project partners (loss of experience) are quickly and effectively introduced to the approaches of the project and able to implement them independently in future personnel changes.

Expected competence gain for the participants

The program aims to empower participants and participating organizations to

- implement mobility strategies in line with ECVET principles,
- develop your ECVET expertise to promote and implement recognized mobilities,
- build capacity to support its own members, train their staff (multipliers) and provide assistance to stakeholders,
- to use the possibilities of the EQF and to recognize and apply ECVET and EQAVET tools,
- ECVET and its added value for mobilities to communicate as well
- to link one's own institutional context with a broader picture.

The participants are expected after completing the course to

- have a clear understanding of the relevant competency terms (responsibility, complexity of tasks and procedures, independence, scope, ambiguity, change and reach at EQF levels 2 to 6 for informal and non-formal learning floristry);

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- to be able to systematically apply the EQF, ECVET and EQAVET principles in their own institution and to deal with European partners,
- meaningful implementation of school-based and workplace-based (WBL) learning,
- to be able to describe learning outcomes units with clear responsibility standards, autonomy, knowledge and skills
- to have an overblock on European and national qualifications
- guidelines and procedures for the recognition of units (learning outcomes) for quality assurance to understand and
- describe learning scenarios in an international context.

Methods

Following the claim of the course, this should be implemented in English. All course materials are also available in German.
Various participatory teaching and learning methods are used to cover the different units of each module. These include interactive lectures (questions and answers), brainstorming, small group discussions and group exercises.

The training program will reflect references to real working situations in floristry. During the program, the participants become

- participate in interactive sessions,
- apply practical terms and formulations,
- be given the opportunity to exchange best practice and
- expand their competence and knowledge with case studies and practical exercises.

One of the essence of the program is its combination of direct industry relevance and its interactive character (application reference). The basic concept can serve as a model for an application in other industries.

Requirements for course instructors

The trainer should have solid technical skills in theory and practice of current European education policy initiatives as well as the transparency tools EQF, ECVET and EQAVET. This expertise must not only be present theoretically or on a scientific basis, but also be applied to specific practice-related questions in floristry. Accordingly, the trainer should also have experience in floristry or related professions in the sector.

In terms of being adult education, the instructor should have experience and knowledge in teaching and learning with adults. Many years of practical experience, which is always theoretically reflected, is just as suitable as a qualification acquired for adult education with complementary practical experience.

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This means inter alia:
- to show tolerance towards participants and to respect the own competences of the participants
- to support the self-responsibility and self-determination of the participants
- to show sensitivity for the different learning interests of the participants
- transparency of the learning process towards the participants
- the ability to critically reflect on one's role as an instructor.

Requirements for the participants

The course participants can come from all mentioned target groups. Participants will usually bring their own knowledge and experience, which will enrich the training program. The participants should understand as English as possible.

Content and methodology will be prepared in such a way that participants' existing experiences and different contexts can be taken into account (eg different VET systems, national qualifications frameworks, regulatory requirements).

The number of participants should ideally be 10-12, with each team of two people from different countries being able to participate together. As part of the interactive exercises and group work, the participants are divided into national mixed groups.

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Part B
Course elements

Course presentations and exercises

The main tools for implementation are the two course presentations, which lead through the course in a structured way:

Course Presentation, Part 1 - Theory
102 slides for the first part of the workshop (interactive briefing with several tasks to the participants with the aim to develop the theory)

- Our world is changing: the florist through the ages and new demands

- Europe: diversity of education systems, culture, characteristics, lifestyle, learning

- Responsibility of education AND business for the education of the florists of tomorrow

- The context: cooperation between the EU Member States as a basis for mobility and LLL and the European reference tools EQF, ECVET, EQARF

- The meaning of "Communities of Practice"

- The different European professional qualifications and the importance of ECVET

- The importance of the European Qualifications Framework, the National Qualifications Framework and the definition of levels

  ⇒ **Question on self-assessment of participants with subsequent joint evaluation and discussion: What is your actual EQF level in relation to your own activity?**

- Function requirements and examples of competence profiles

- EQF and (units of) learning outcomes (s) describing qualifications

- Definition of learning outcomes and their description as knowledge, skills and competences

- The Learning Path to Lifelong Learning and Consequences for Education

- The peculiarities of the learning outcome approach of describing competences

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- Comparability at European level through the learning outcomes approach
- The need for cooperation between education and business in the learning outcomes approach
- Involvement of the learners
- Modern learning tools and teacher development
- With the learning outcome-oriented approach to the description of competences of florists: Zoom in into the terms knowledge, skills, competences

  ⇒ **Interactive: Examples of job descriptions and assessment of the EQF level by the participants**
  ⇒ **EXERCISE 1 - Differentiation based on examples: What are skills, competences and competences? Subsequent group discussion**
  ⇒ **EXERCISE 2 - Assessment of EQF levels by examples**

- ECVET for validation and recognition of already acquired knowledge in the context of lifelong learning in international mobility
- The 4 types of mobility
- ECVET as a technical framework for the transfer, recognition and, where appropriate, accumulation of learning outcomes in order to achieve a qualification
- The key words Lifelong learning, transparency, permeability, mobility
- Reasons for using ECVET and examples since the ECVET pilot projects

  ⇒ **EXERCISE 3: Drafting a professional profile by the participants (group work)**
  ⇒ **EXERCISE 4: Defining the EQF level (group work)**
  ⇒ **EXERCISE 5: Design of learning outcomes units and sub-units (group work)**

- Development of education: from market analysis to curriculum
- Professional profile: The florist at EQF level 4
- Education and the economy as partners in the VET system
- Comparison of old and new learning paths

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- The learning outcomes units and EQF levels at the concrete example of VocFlo

Course Presentation, Part 2 - Cross-Border Learning Scenarios
84 slides for the second part of the workshop (interactive workshop / group work on the development of learning scenarios in an international context)

- Specialization: EQF, learning outcomes and the competence portfolio of VocFlo
- Specialization: Outcome-based learning and ECVET
- EQAVET: Quality assurance in vocational education
- The need to think European
- In detail: the EQF levels, descriptors in the context of floristry

  ⇒ **Task 1: Description of the knowledge, skills and competences that a person needs to work in the field of floristry at levels 2/3/4/5 and 6 (group work of the participants using the worksheet and subsequent presentation and discussion)**

  ⇒ **Task 2: Describe the specific learning outcomes, competences and skills that a student / trainee can achieve at level 2 / level 3-4 / level 5-6. (Group work of the participants using the worksheet and subsequent presentation and discussion)**

- Special features of EQF levels 5 and 6
- The florist at EQF level 4: qualification requirements, core tasks and competencies
- The florist at EQF level 3 (flower seller): qualification requirements, core tasks and competencies
- In detail: Blooms taxonomy
  - ⇒ introduction
  - ⇒ Why use Blooms taxonomy?
  - ⇒ The six learning levels
  - ⇒ Original and revised taxonomy
  - ⇒ Use of verbs according to the taxonomy
- Learning scenarios in an international context: criteria

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⇒ **Learning scenario and evaluation procedure at level 3 of the EQF: (group work of the participants using the worksheet and subsequent presentation and discussion)**

- Perspectives: digital learning in floristry
- Outlook and further questions

The course presentations are supplemented by exercises / task sheets, which can be expanded as a portfolio.

Supplementary notes for the instructor

Target 1

Clarity of understanding of competences:
- responsibility
- complexity of tasks and procedures
- independence
- scope
- ambiguity
- change and reach

This part will focus on discussing and establishing these skills among the participants in order to understand these issues.

Target 2

In this part, participants are informed about the learning outcomes approach:
- developing awareness of EQF, ECVET and EQAVET,
- to know how to use ECVET tools for learner mobility
- confidence in skills, qualifications and assessment processes Europe

This part will be an authentic learning situation. All tools will be connected to a real situation. During the training program the participants will:
- participate in interactive work sessions
- be given the opportunity to exchange best practices
- expand their knowledge and knowledge with case studies and practical exercises

In addition to explaining EQF and ECVET, this section will also work with the following tools: Memorandum of Understanding, Learning Agreement, Learning Units, Credits Assessment and Transfer.

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This part will:
- Support VET institutions in the implementation of mobility strategies according to ECVET principles
- Support network members in developing their ECVET expertise to promote recognized mobility projects
- Helping build their capacity to inform and support their networks, train their staff, support stakeholders and transition to ECVET
- identify the main steps to implement recognized mobility
- enable participants to use the possibilities of the EQF and to recognize and use ECVET and EQAVET tools
- Identify key stakeholders and their role in applying the ECVET Mobility Specifications
- Communicate ECVET and its added value for mobility
- Link the organizational context (single image) of the participants with a wider image

Quality Indicator:
- The training program will ensure that participants understand different levels of mobility and their complexity, how important it is to observe when learners from their own country participate in exchanges abroad, and who are the actors in setting up a mobility program that will be recognized after homecoming and can be validated.
- The group task creates a simulated learning outcomes unit through the development of an occupational profile linked to an EQF level.

Target 3

Systematic application of ECVET principles among participants

Participants will be informed about the ECVET Toolkit and its capabilities, and will be able to work with this toolkit (Partnerships, Memorandum of Understanding and Learning Agreement), during (learning activities and assessment), and after the pupil's mobility (validation, recognition and accumulation).

Target 4

Overview of the national qualifications related to the EQF and the transparency of the curricula and assessments of the partner countries

The participants will compare their own national qualifications and scale them in the EQF to get a clear idea of how the different national qualifications can be compared in terms of educational level.

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In addition, participants will compare their own curricula to gain a clear picture of the different learning outcomes in the European context. You will find, recognize, recognize and analyze similarities and differences in curricula. These elements will be the basis for describing learning outcomes. On this basis, the already acquired knowledge, skills and competences are transformed into different sociological and cultural scenarios of the European floristry sector.

Finally, the participants will compare their own school ratings to get a clear idea about the different rating systems. You will find, recognize and recognize and analyze similarities and differences in the assessments. These elements form the basis for the description of the common evaluation of the learning scenarios.

This part will focus on discussing and defining these national qualifications among participants in order to understand these points. For this purpose the participants will present their national qualification system.
Participants will discuss the comparison of curricula and finding, recognizing, and recognizing common and diverse elements of these curricula. Afterwards the participants will analyze the final result and decide.

In addition, participants will conduct a discussion based on comparing ratings and finding, recognizing, and recognizing common and distinct elements to those ratings. Afterwards the participants will analyze the final result and decide. To this end, participants will present the different rating systems of their institutions. In addition, they will have translated their national curricula and evaluation rules used in their country / institution into English.

Target 5

Learning scenarios in an international context and evaluation at EQF Levels 3 and 4

Participants representing different countries will develop a learning scenario and assessment at EQF Levels 3 and 4 for floristry.

They will use the outcome of the discussion and analysis on the transparency of curricula and assessment as well as on the common themes of the units and the joint assessment.

Target 6

Guidelines and procedures for the recognition of the (units of) quality assurance learning outcomes

Participants create documents in which they develop the key questions, such as:

- guidelines for Descriptions (the units must fit into the EQF Descriptors and National Qualification Structures),
- guidelines for ECVET procedures,
- guidelines for EQAVET procedures (evaluation and accreditation, quality assurance and impact on VET).

In this part, participants will internalize the guidelines and procedures for recognizing the learning outcomes of the Quality Assurance Learning Unit. Participants will develop documents on key topics.

Participants will have understood guidelines and procedures for recognizing the learning outcomes of the Quality Assurance Learning Unit.
Objective: Combined mobility of learners in VET where possible funded by K1 mobility projects

All participating partners in the VocFlo network send and receive learners of the partner schools:
- Partner schools teach international learning scenarios and evaluate international learners.
- Upon completion of the exchange, host institutions will provide sending organizations with details of the learning outcomes acquired by students who play a key role in testing learning outcomes through a trial-and-error policy - identifying and addressing issues.
- The recommendations of the "Mobility Guide on the design of cross-border learning in floristry" are used.

This will make it easier to identify the learning outcomes that international learners receive when taking these units:
- All participating institutions send and receive learners from the partner institutions. They teach and coach international learning scenarios and, together with business assessors, assess international learners.
- This process prepares the staff involved to teach and evaluate international groups and gives them a good idea of the learning outcomes that can be achieved in their own units.
- Upon completion of the exchange, the hosting partners will provide the sending institution with details of the learning outcomes achieved by the students. During the project, participants will use a variety of tools to identify and validate learning outcomes.
- Finally, all students who will participate in mobility after this project will use the Learning Agreement and Europass to record their experiences and achievements.

Finally, each project partner will introduce national and international instruments for the collection and recognition of learning outcomes of their national vocational system.

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Part D
Appendix

Appendix 1: Course Presentation Part 1 - Theory

Appendix 2: Course Presentation Part 2 - Learning Scenarios in an International Context

Appendix 3: Exercise 1 - knowledge skills competencies

Appendix 4: Exercise 2 - EQF

Appendix 5: Worksheet - Description Learning scenarios in an international context

Appendix 6: Worksheet - Descriptors in the EQF