



**DESIGNERS'
KIT**

**HOW TO ADAPT
THE CURRICULUM
TO EQF4**



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1 Introduction

Adapting the CGE Curriculum to EQF4 (CASE B and C) affects substantially the Curriculum itself, since the formulation of Learning Outcomes requires a modification, too. Since the description of Learning Outcomes should take into account the specific level of knowledge, skills and responsibility/autonomy identified by the European Qualification Framework (<https://europa.eu/europass/it/description-eight-efq-levels>), the curriculum should be thoroughly revised not just in terms of number of LOs and ECVET points but also the way in which LOs are stated and phrased.

In order to adapt the CGE EU Curriculum to EQF4 you should revise:

- the number of optional LOs you've selected;
- the educational strategy;
- the assigned number of ECVET points.

*N.B.: For the adaptation of the Curriculum to EQF4 it is necessary to **KEEP ALL MANDATORY LEARNING OUTCOMES** in order to equip CGE with the Core Competences necessary for their occupation but to **REDUCE the COMPLEXITY of the LEARNING OUTCOMES**.*

To this end, you should **revise also THE WAY in which LOs ARE STATED AND PHRASED following these suggested STEPS:**

STEP 1

Check all Learning Outcomes of the Curriculum and identify the ones that are clearly set on EQF5: these are the ones you have to focus on for the Curriculum adaptation.

As to LOs set at EQF4 you are free to revise them or not.

STEP 2

Adjust knowledge, skills, personal and transversal competences to make them suitable for EQF4, for example by reducing one or all of the following:

- A. knowledge (concepts, procedures, etc.)
- B. skills (e.g. with regards to role model/leader/mentoring and tutoring activities)
- C. complexity of situations (e.g. with regards to networks and contexts to act in)
- D. responsibility and autonomy (affecting mainly leadership, mentoring and management tasks).

During this step, you can use other study programs from your institution or similar programs from other institutions to compare the Learning Outcomes.

STEP 3

Rephrase the Learning Outcomes descriptions taking into account:

- EQF levels available at <https://europa.eu/europass/it/description-eight-efq-levels> (see “How to use EQF levels descriptions”)
- guidelines about the description of Learning Outcomes according to ECVET:
 - CEDEFOP (2017). Defining, writing and applying learning outcomes. A European handbook. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>
 - ECVET User's group (2011). Get to know ECVET better - Questions and Answers” available at [http://www.cedefop.europa.eu/files/ECVET_QUESTION_ANSWERS_Feb_2011_en\(download_ID_17648\).pdf](http://www.cedefop.europa.eu/files/ECVET_QUESTION_ANSWERS_Feb_2011_en(download_ID_17648).pdf)
 - ECVET toolkit website: <http://www.ecvet-projects.eu/toolbox/>
- NECTAR's Project guidelines (see “How to identify effective Learning Outcomes - Guidelines from CARESS Project”).

How to use the EQF levels description

The use of the EQF and its eight levels (<https://europa.eu/europass/it/description-eight-efq-levels>) as a "translation tool" between national qualification systems enables educational designers to describe learning outcomes units in such a way that they are comprehensible across countries and systems. At each level, the knowledge, skills and competence required to achieve the level are described.

The EQF thus also provides a taxonomic orientation for the description of learning outcomes that are assigned to each level. However, the EQF does not describe specific qualifications or an individual's competences but levels of qualifications. Learning outcomes in EQF are therefore defined a little differently than in ECVET, including the dimension responsibility and autonomy (in addition to knowledge and skills).

N.B: The description of Learning Outcomes for the curriculum should take this into account and describe the level of responsibility/autonomy under "PERSONAL AND TRANSVERSAL COMPETENCES" as to facilitate the reference to the EQF.

Hence, to adapt the EU Curriculum from EQF5 to EQF4, all three dimensions – knowledge, skills and responsibility/autonomy – should be considered and line up with the official descriptors and requirements for EQF level 4.

	Knowledge¹	Skills²	Responsibility and autonomy³
EQF5	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
EQF4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

¹ In the context of EQF, knowledge is described as theoretical and/or factual.

² 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).

³ 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



References

This document has been adapted from “How to manage the adaption from EQF7 to EQF6” Guide included in ENhANCE Project Designers’ Kit <https://oot.enhance-fcn.eu/course/view.php?id=26>

Other references

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