MODULE OUTLINE

(1) GENERAL

LIFELONG LEARNING CENTER – IONIAN UNIVERSITY		
LIFELONG LEARNING COURSE	TRAINING COURSE / SUMMER SCHOOL /.... (select or fill in)	
LIFELONG LEARNING COURSE TITLE		
TITLE OF THE TEACHING MODULE		
INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in distinct parts of the module e.g. Lectures, Laboratory Exercises etc. If the credits are awarded uniformly for the total number of teaching hours and total number of credit hours for the whole module*	**HOURS TEACHING**	**CREDIT UNITS**
LANGUAGE OF INSTRUCTION:		
TEACHING MODULE WEBSITE (URL)		

(2) CONTENT OF THE TEACHING MODULE (SUMMARY)

(Give a brief summary of the teaching module/ About 100 words)

(3) KEY WORDS/CONCEPTS

((Write down in the form of short keyword sentences the main concepts to be developed in this unit, taking into account both the summary and its expected learning outcomes, 4-5 word)

- ……
- ……
- ……
- ……
- ……

(4) LEARNING OUTCOMES

List what trainees will need to know (knowledge), will be able to do (skills and abilities) and what new attitudes will be able to develop at the end of the module

When they have completed the module, trainees will be able to:

- ……
- ……

(5) TEACHING and LEARNING METHODS - EVALUATION

TEACHING METHODS	(Describe in detail the method(s) of teaching the module e.g. face-to-face or distance learning, the hours of synchronous and asynchronous training, the realisation of assignments (up to 100 words))	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in Teaching, Laboratory Training, Communication with students	
ORGANISATION OF TEACHING *The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Literature analysis, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Project work, Writing of work / assignments, Artistic creation, etc.* *The hours of study of the trainee for each learning activity and the hours of non-study for each learning activity are recorded.*	***Activity***	***Programme Workload***

Guided study in accordance with ECTS principles		
	Total teaching unit	

STUDENT ASSESSMENT

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory Work, Artistic interpretation, Clinical examination of a patient, Other

STUDENT ASSESSMENT

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Public Presentation, Laboratory Work, Artistic interpretation, Clinical examination of a patient, Other / Other

(6) INDICATIVE STUDY SOURCES

(List indicative sources of study where appropriate, up to 2)

- ……
- ……

IONIAN UNIVERSITY

ANNEX A

Qualifications Framework of the European Higher Education Area

1. The European Higher Education Area (EHEA) Qualifications Framework

The EFAE Qualifications Framework has the following objectives:

- enhancing the **visibility** of learning and higher education qualifications awarded in countries participating in the European Higher Education Area,
- mutual **understanding** and **engagement** at European and global level,
- facilitating the international **recognition of** periods and qualifications from each country, and
- facilitating the international **mobility of** students and graduates for the purpose of continuing their studies or working.

The EHEA Qualifications Framework takes into account the diversity of national higher education systems and facilitates mutual understanding and comparison between different countries. In this sense, the Qualifications Framework of the European Higher Education Area, like the European Qualifications Framework (EQF), is a guide to the corresponding national frameworks, i.e. a Meta-Framework.

The EHEA Qualifications Framework is based on the organisation of studies in three cycles and consists of a description of the qualifications awarded in each cycle based on common principles, criteria and descriptive indicators. The principles, criteria and descriptive indicators are common to the countries of the European Higher Education Area and have been developed with the participation and cooperation of representatives of higher education institutions and stakeholders at European level. These indicators are internationally known as the Dublin Descriptors.

The Dublin Descriptive Indicators (Table A.1) are necessarily general enough to respect the autonomy of higher education institutions in the organisation of their learning and curricula, and to allow for the inclusion of existing differences

- between disciplines, and
- the organisation of studies between national higher education systems in the countries of the European Higher Education Area.

Mutual understanding of qualifications and trust between all stakeholders (national authorities, higher education institutions, students, professional bodies, labour market representatives, etc.) are essential for the successful implementation of the EHEA Qualifications Framework and the building of the European Higher Education Area.

2. The EHEA Qualifications Framework and the European Qualifications Framework for Lifelong Learning

It should be noted that the EHEA Qualifications Framework, developed in the context of the Bologna Process, is compatible with the European Qualifications Framework for Lifelong Learning (Table A.2) developed and adopted by the European Union following a Recommendation of the European Parliament and the Council of the European Union. (April 2008).

The main difference between them is that the European Qualifications Framework for Lifelong Learning includes common principles and criteria for describing study, learning and qualifications at all levels of education, whereas the EQF is limited to qualifications developed in the context of the three cycles of higher education. The comparison between them leads to the conclusion that the EHEA Qualifications Framework corresponds to levels 6, 7 and 8 of the European Union's European Qualifications Framework for Lifelong Learning.

Moreover, it should be taken into account that the EHEA Qualifications Framework and the European Qualifications Framework for Lifelong Learning **do not regulate** issues related to the professional rights of higher education graduates in the countries of the European Union. As it is known, the professional rights of higher education degree holders are regulated and enshrined in Directive 36/2005 of the European Union and it concerns only its Member States.

Table A.1 Description of the European Higher Education Area courses of study

Study Circles	**Learning Outcomes**	**Credit Units (ECTS)**
Qualifications 1ου Cycle Undergraduate Studies	Qualifications of the **first cycle of** studies are recognized to students who: • Have a proven knowledge and understanding of subjects in a field of knowledge, based on general knowledge and understanding of the their secondary education and, while supported by advanced level science textbooks, includes views arising from contemporary developments at the cutting edge of their field of knowledge. • They are able to use the knowledge and understanding they have acquired in a way that shows professional approach to their work or profession and have skills that are typically demonstrated by developing and supporting arguments and solving problems within their field of knowledge. • They have the ability to gather and interpret relevant evidence (usually within their field of knowledge) to formulate judgements including reflection on relevant social, scientific or ethical issues. • They are able to communicate information, ideas, problems and solutions to both specialised and non-specialised audiences. • They have developed the knowledge acquisition skills they need to pursue further education and training. Studies with a high degree of autonomy.	As a rule 240-300 Credit Units

Qualifications 2ου Cycle of Postgraduate Studies	Qualifications of the **second cycle of** studies are recognized to students who: • Have proven knowledge and understanding that builds on and extends and/or reinforces what is related to the first course of study, and, at the same time, provides them with the basis or opportunity for originality in the development and/or application of ideas, often in the context of research activity. • They are able to use their knowledge and understanding, and their problem-solving skills in applications and problem-solving, in a new or unfamiliar environment, within a broad (or interdisciplinary) context relevant to their field of knowledge. • They have the ability to combine knowledge and handle complex issues, as well as to make judgments, even if with incomplete or limited information, but which include reflection on social and ethical responsibilities associated with the application of their knowledge and judgements. • They are able to communicate clearly and concisely their conclusions and their knowledge and reasoning on which they are based and logical assumptions on which they are based, both in a specialised and in a non-specialised niche audience. • They have the necessary learning skills that allow them to continue their studies in a largely self-reliant or autonomous way.	Usually 90-120 credits, with a minimum of 60 credits at the second cycle level.

3rd Cycle Studies Studies leading to a PhD	Qualifications of the **third cycle of** studies are recognized to students who: • Have a proven systematic understanding of a field of knowledge and full competence in the skills and research methods related to the field. • They have demonstrated the ability to conceive, design, implement and adapt a meaningful research process with academic integrity. • Have they made a contribution with an original research that pushes the boundaries of knowledge by developing a significant body of work, part of which is worthy of publication following a national or international peer review. • They have the ability to critically analyse, evaluate and synthesise new and complex ideas. • They are able to interact with their peers, the wider scientific community and society in general on issues related to their scientific fields. • Can be expected to be able to contribute, in an academic and professional environment, to the promotion of the technological, social or cultural progress of the knowledge society.	Not identified

Table A.2 Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning

Knowledge	Rights	Skills
Level 6 (1st course)		
Has advanced knowledge in a field of work or study, which involve criticism understanding of theories and principles.	Possesses advanced skills and has the ability to demonstrate the necessary skill and innovation to solve complex and unpredictable problems in a specialised field of work or study	It may manage complex techniques or professional activities or work plans, with responsibility for taking decision-making in unpredictable work or study environments. Assumes responsibility for the management of professional development of individuals and groups.
Level 7 (2nd cycle)		
He or she has very specialised knowledge, some of which is cutting-edge knowledge in a field of work or study and which forms the basis for original thinking. Has a critical awareness of knowledge issues in one field and its interconnection with different fields.	Possess specialised problem-solving skills, which are needed in research and/or innovation in order to develop new knowledge and processes and to integrate knowledge from different fields.	Can manage and transform working or learning environments that are complex, unpredictable and require new strategic approaches. Assumes responsibility for contributing to professional knowledge and practice and/or for evaluation of the strategic performance of teams.
Level 8 (3rd cycle)		
Has knowledge of the most advanced limits of a field of work or study and its interconnection with other fields.	It now has advanced and specialised skills and techniques, including synthesis and evaluation, required resolving critical issues, including problems in research and/or innovation and for the enlargement and redefining existing knowledge or professional practice.	It demonstrates substantial authority, innovation, autonomy, scientific and professional integrity and a firm commitment to developing new ideas or processes at the forefront of work or study contexts, including research.

ANNEX B

Comprehensive Guide to Writing Learning Outcomes

In accordance with Commission Decision No. Φ5/89656/Β3/13-8-2007 (Government Gazette 1466/Β΄/13-8-2007) "Learning outcomes are the sum total of knowledge, competences and skills that students should know, understand or be able to do after the successful completion of a specific educational process, long or short. The learning outcomes shall be precisely defined by the relevant lecturers or persons responsible for each individual, autonomous educational component and activity of the curriculum and shall be described in detail in the Information Guide of each higher education institution in accordance with Articles 2 and 3 of this Decision.

Learning outcomes (LOs) are measurable and indicate what the student is expected to be able to do when he or she successfully completes a course or a module or an entire program of study, as appropriate. This measurable student competence differentiates the M.A.s from the relatively undefined aims and objectives of each course that were previously used in the description of each course.

When developing the curriculum, each course usually has 4-7 M.A.s. According to Bloom's (1984) classification of educational objectives, the M.A.s can be classified into six categories (*knowledge*, *understanding, application, analysis, synthesis* and *evaluation*).

MAs help lecturers to communicate to their students what is expected of them. It also makes it clear what knowledge, skills and abilities the student expects to acquire on completion of a semester-long course or lecture on a subject area of the course. At the same time, it helps lecturers to plan their teaching material more effectively, such as helping them to choose the appropriate teaching strategy (lectures, tutorials, seminars, individual and group work, practical exercises, laboratory exercises, etc.). Finally, it helps teachers to consult with each other to plan certain teaching activities in order to achieve the expected learning outcomes.

Learning outcomes provide transparency in higher education systems and qualifications. They are related to the level of study, programme design, teaching, learning and quality assurance.

When the subjects of a curriculum are expressed in terms of learning outcomes it is much easier to make accurate judgements because there is greater transparency in the process of student assessment. Thus, learning outcomes improve the transparency of qualifications and make judgements in academic recognition easier and more accurate.

An important aspect of learning outcomes is the design of appropriate forms of student assessment, in order to ascertain from the lecturers and the institution that the learning outcomes have been achieved. In particular, for each learning outcome that is designed and made public, it is necessary to design and make public the criteria for its assessment.

During curriculum development each course usually has 4-7 M.A.s. According to Bloom's (1984) classification of educational objectives, the M.A.s can be classified into six categories (*knowledge*, *understanding, application, analysis, synthesis* and *evaluation*).

Bloom's Classification of Learning Outcomes

Level	Result	Possible verbs used for writing Learning outcomes
1.	**knowledge**: retrieval of data or information	describe, combine, identify, identify, recognize, select, declare, etc.
2.	**understanding**: interpreting problems, stating a problem in different words	discern, explain, appreciate, generalize, infer, etc.
3.	**application**: use of a concept in new contexts	add, calculate, change, classify, discover, examine, produce, etc.
4.	**analysis**: distinction into component parts; and an understanding of their organisational structure	combine, plan, develop, develop, differentiate, subdivide, etc.
5.	**synthesis**: construction of a new structure from different elements	create, compose, explain, organize, propose, reconstruct, reorganize, revise, etc.
6.	**claiming**: formulating value judgments	compare, infer, conclude, evaluate, define, judge, count, argue, etc.

Note that many teachers have already condensed the 6 levels above into 3 categories:

1.- **knowledge**

2.- the combination of understanding and application (**skill**)

3.-solving problems by transferring existing knowledge and skills to new situations (**competence**)

The differentiation of learning outcomes into knowledge, skills and competences helps to clearly structure descriptive indicators and to facilitate the categorisation of qualification levels.

The online term **"knowledge"** means the result of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of study or work. Knowledge is characterised as **theoretical and/or objective.**

The term **"skills"** refers to the ability to apply knowledge and use know-how to perform tasks and solve problems. Skills are described as cognitive (using logical, intuitive and creative thinking) and practical (relating to manual dexterity and the use of methods, materials, tools and instruments)

The term **'competence'** refers to proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and/or personal development. The description of 'competence' refers **to responsibility and autonomy**

Sources:

European Qualifications Framework:
http://ec.europa.eu/eqf/compare_en.htm

Tuning Educational Structures in Europe:
http://www.unideusto.org/tuningeu/

Support Guide for drafting, implementing and evaluating learning outcomes
http://www.aneca.es/eng/Press-service/News/2013/ANECA-launches-the-Support-Guide- for-drafting-implementing-and-evaluating-learning-outcomes

Learning Outcomes in Quality Assurance and Accreditation Principles, recommendations and practice http://ecahe.eu/w/images/b/ba/Publication-Learning_Outcomes_in_Quality_Assurance_and_Accreditation.pdf