



**Report of Intellectual
Output O5, Activity O2:
*Methodology to define the
training courses***

**FURNITURE NEW EUROPEAN SKILLS 2020
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Erasmus+

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INTRODUCTION

During the development of the project and after determining the emerging skills demanded by companies in the furniture industry regarding new scenarios, training material, in e-learning format, will be elaborated. The training modules will be defined considering a common methodology agreed in the partnership. The partners participate in the definition of the training modules, learning objectives and training contents considering their own organizational expertise.

The methodology that will be used for developing the training modules is based in the Portuguese format for defining new training units for the National Catalogue of Qualifications, aligned with the European Qualification Framework.

The proposal begins with the definition of training unit and the explanation of all the steps necessary to develop it.

1. DEFINITION OF TRAINING UNIT

The Training Unit is a structured set of learning objectives and contents with pedagogical sequence that includes evaluation criteria, didactic resources and products (learning evidences). The learning objectives and contents refers to the learning results expected to be achieved.

2. CONSTITUENT PARTS OF THE TRAINING UNIT

a) *Learning objectives* – expresses what trainees must know and must be able to do after the conclusion of the learning process.

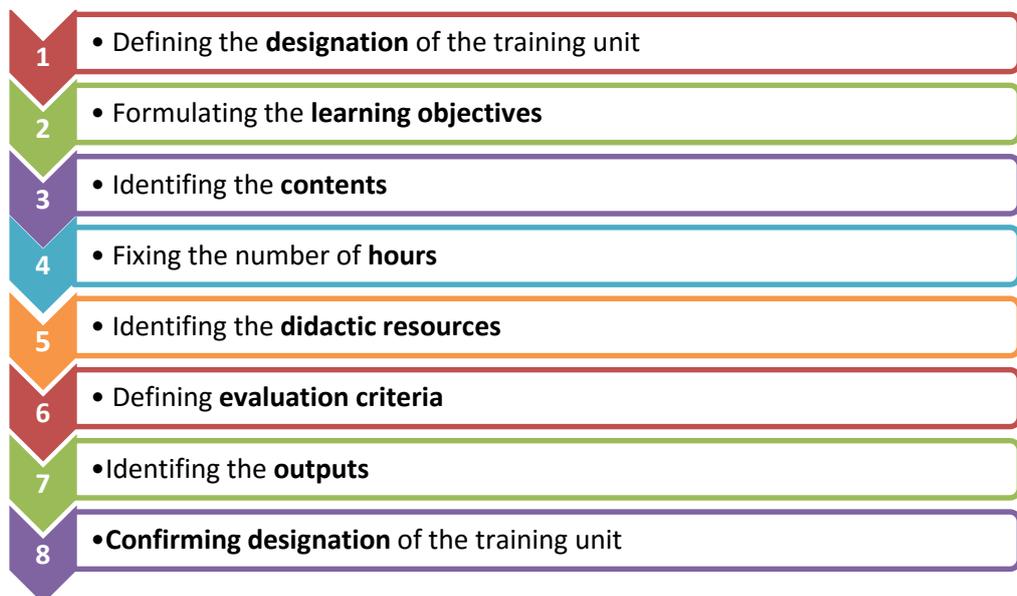
b) *Contents* – Translate the knowledge, skills and attitudes needed to achieve the learning objectives.

c) *Evaluation criteria* – characteristics considered by the evaluator as suitable to formulate judgements analyses about the acquisition and development of knowledge and skills, translated in different levels of accomplishment.

d) *Didactic Resources* – are the necessary resources to achieve the defined learning objectives.

e) *Outputs* – concrete results or evidences in terms of learning. The performance of trainees is assessed considering the defined criteria for the learning objectives.

3. STEPS TO DEFINE TRAINING UNITS



3.1. Defining the designation of the Training Unit

The designation of the Training Unit has to be clear, accessible, synthetic and legible in order to be well understood by the potential users. When the Training Unit refers to a specific activity of one sector that must be clear in the designation. Designation represents the brand of the Training Unit and as so, it must be appealing and easily understood.

3.2. Formulating the learning objectives

The definition of the learning objectives must consider the expected learning results concerning knowledge, skills and attitudes.

A learning objective has to be:

- *Measurable* (can be checked);
- *Reachable* (by individuals considering the available resources);
- *Suitable* (for the level of knowledge and competences hold by individuals);
- *Understandable* (for individuals and for training operators).

The learning objectives should be written in a very clear way, using the right type of verbs in the infinitive format.

Here we have examples of verbs we should use in formulating learning objectives:

Verbs to use in formulating learning objectives	
Different kinds of learning	Proper verbs
Attitudes, values, emotions and feelings	Decide, analyse, aces, criticise, choose, select, evaluate, adapt, advise, reject, obey, etc.
Behaviour, manual activity, operate and manipulate	Make, set up, copy, develop, operate, process, prepare, write, count, draw, repair, transport, observe, use, adjust, introduce, etc.
Knowledge and thinking	Compare, identify, appoint, recognize, reproduce, define, differentiate, enumerate, list, connect, classify, describe, explain, etc.
Verbs not to use	Think, understand, know, believe, be, valorise, learn, have, judge, idealize, etc.

The description of the learning objectives should not be exhaustive neither detailed, it must point out only general objectives. This way, it could be assumed, as main reference, the maximum of **four learning objectives**.

3.3. Identifying the contents

The definition of the contents must match the identified learning objectives. This way, for each learning objective we should have one or several contents and sub contents.

The formulation of the learning objectives has to be clearly different from the contents. For example, in the learning objectives we have “making and operating”, but in the contents we have the “techniques” that will make possible “to make and to operate”.

The contents should be described with clarity and precision to answer to all learning objectives, but also should guarantee enough flexibility to be used in different training contexts.

3.4. Fixing the number of hours

For fixing the number of hours, we should consider the nature and the complexity of the learning objectives, as well as the necessary time for acquiring the corresponding contents.

The training units should have the minimum of **10 hours** and the maximum of **50 hours**.

3.5. Identifying the didactic resources

Resources as documentation of support, bibliography, materials, equipment, protocol, legislation, technical files, etc. need to be identified.

3.6. Defining the evaluation criteria

The evaluation criteria should measure the extension of the performance level. The criteria for making evaluation should consider the contents and the learning objectives. It has to be clear how knowledge, skills and attitudes are going to be evaluated and with what kind of specific tools will be used (e.g. reports, tests, practical work).

Note: It can be considered specific criteria for the e-learning format.

3.7. Identifying the outputs

This step refers to the results that is supposed to achieve based on the defined learning objectives. The outputs represent the main goal for individuals, if all the learning objectives were accomplished. It refers to learning evidences.

3.8. Confirming designation of the training unit

The designation of the training unit must be confirmed in order to verify if it is suitable with all the training unit development, it should be as appellative and clear as possible, integrating all the learning objectives and all the contents.

4. SUGGESTION FOR DEVELOPING THE TRAINING UNIT

Training Unit N° 1	Designation of the training unit	Duration: Level EQF:
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Objectives	<ul style="list-style-type: none">....
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Contents

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Didactic Resources

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Evaluation Criteria

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Outputs

5. EXAMPLE OF A TRAINING UNIT

Training Unit Nº 1	Methods and times (applied to production)	Duration: 25 hours Level of EQF: 4 (Presential training)
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Objectives	<ul style="list-style-type: none"> . Identifying the importance of studying methods of work and times of work. . Implementing the study of methods. . Implementing work measurement. . Elaborating statistical reports referring to the study of work.
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Contents

- . Study of work: study of methods and study of times
- . Historical background
- . Procedures to make the study of methods
- . Tools to make the study of methods
- . Work methods – cases description
- . Procedures to make the study of times
- . Standard time – analytical estimating and work sampling

Didactic Resources

- Technical Books
- Vídeos
- Manual
- ...

Evaluation Criteria

- Acquiring, applying and transferring knowledge (60%)
- Participation (20%)
- Attendance and punctuality (20%)

Outputs

- Practical report of Methods and Times made with case studies

