



EASO

Guide to writing learning outcomes

April 2018



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Guide to writing learning outcomes

Informing
the development,
upgrade and update
of the EASO training
curriculum

April 2018

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1. Introduction and context

Given the overall European policy context for education, employment, skills and qualifications, and the significant engagement of Member States with the European qualifications framework for lifelong learning (EQF), it has been decided to explore the accreditation of the EASO training curriculum (TC) in the context of a European reference framework for qualifications systems. This would enable skills and qualifications to be easily recognised across borders and it would thereby promote harmonised implementation of EU law in the area of asylum.

European qualifications systems are progressively moving toward a learning outcomes-based approach and the implementation of the EQF has acted to encourage these developments. Level descriptors for the EQF are based on learning outcomes. It is felt that, independently of the details of any decision regarding accreditation of the EASO TC, EASO should move from a learning objective-based approach to a learning outcomes-based approach in all of the EASO TC modules.

A learning outcomes approach puts the focus on what the learner will know, understand or be able to demonstrate on completion of a programme of study, and uses this approach to inform learning activities, curriculum content and, importantly, assessment. This guide is intended to support those responsible for developing, implementing, reviewing and maintaining the EASO TC to incrementally adopt a learning outcomes approach.

1.1. Purpose of this guide

This guide has been developed to inform about the continued development of the EASO TC by supporting the implementation of learning outcomes. This has been done by expert review of existing EASO TC materials and by experiences and documentation from multiple education and training providers that have moved to a learning outcomes-based approach.

Implementation of a learning outcomes-based approach is a significant undertaking and there is a large body of literature available to inform and support related discussions. This guide makes reference to key elements of relevant literature but is designed to provide a relatively concise set of guidelines to inform activities of EASO working groups. Readers with a particular interest are invited to familiarise themselves with the wider literature referenced in this document and, in particular, with national and European implementation of qualification frameworks.

2. What are learning outcomes?

The recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the EQF includes the following definitions:

“(f) ‘learning outcomes’ mean statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence;

(g) ‘knowledge’ means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;

(h) ‘skills’ mean the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

(i) ‘competence’ means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.”

2.1. What is the difference between aims, objectives and learning outcomes?

Aims are broad general statements of teaching intention, i.e. they indicate what the trainer intends to cover in a block of learning.

Objectives are usually more specific statements of what the trainer intends for the learners and are generally part of a teacher-centred approach.

Learning outcomes are statements of what the learner will be able to do or demonstrate as a result of their learning and are part of a learner-centred approach.

2.2. What is the difference between learning outcomes for programmes and learning outcomes for modules?

Learning outcomes may be written for qualifications, for programmes, for modules, for units or for individual learning activities. If learning outcomes are to operate effectively, it is important that they are written with the appropriate level of detail for the intended purpose. Learning outcomes written at programme or qualification level are broad, overarching statements, whereas learning outcomes written for modules are more specific in describing what the learner will be able to do.

Module learning outcomes serve the following purposes:

- to inform learners of what is expected of them;
- to guide the trainer in his or her approach to delivery of content and assessment that focuses on what the learner will be able to do as a result of the learning;
- to influence the domain (and level) of learning required of delivery and assessment;
- to fulfil the requirements of one or more programme outcomes.

Suggestion: given the significant detail of existing materials for EASO TC modules, it is appropriate to develop module-level learning outcomes as an initial step towards implementing a learning outcomes-based approach.

3. General guidance on writing learning outcomes

In general, effective learning outcomes should do the following.

- *Be preceded with a clear statement such as:*
 - *on successful completion of this module, learners will be able to ...*
- *Begin with an action verb and describe something (knowledge, skills or competence) that can be observed or measured.*
- *Use one verb for each learning outcome.*
- *Focus on what learners are expected to be able to demonstrate upon completion of the module/unit/learning activity.*
- *Learning outcomes should be capable of being assessed and should be addressed by assessment for the module (or unit or learning activity).*
- *Be written in clear short sentences. Avoid complicated sentences.*
- *Be written so as to be understood by learners, different trainers or partners, or external bodies.*
- *Avoid ambiguous or vague terms such as 'know', 'understand' and 'be familiar with'.*
- *Try to avoid overuse of knowledge- and comprehension-based verbs (seek to include outcomes based on application, analysis and evaluation).*
- *Be neither too broad nor too specific; broad is at programme or module level, whereas specific is for units or learning activities.*
- *Include overarching learning outcomes where possible, e.g. analyse data, draw conclusions and evaluate information sources using (given) criteria.*

The guidance above is based on commonly accepted practices for writing learning outcomes. It is important to note that this is not definitive and does not accommodate every possible instance. For example, in some cases it is appropriate to use more than one verb in a single learning outcome, such as 'compare and contrast ...' or 'design and implement ...'. In other cases, particular modules may focus predominantly on knowledge and, consequently, provide limited opportunities for learners to demonstrate skills or competence.

3.1. Issues to avoid when writing learning outcomes

- (a) Language is too vague or too specific for module level*
- (b) Use of ambiguous words and phrases*
- (c) Too many learning outcomes*
- (d) Too many verbs in one learning outcome*
- (e) Overuse of the same verb*
- (f) Inappropriate cognitive level*
- (g) Use of progression in learning outcomes*
- (h) Learning outcomes that are not realistic*
- (i) Learning outcomes that are not, or cannot be, assessed*

(a) Language is too vague or too specific for module level. This occurs when learning outcomes are written at a broad level, which is more suitable for a programme (and may not explicitly relate to assessment of learning in a particular unit or activity) or where the learning outcomes are too prescriptive by describing actions that may be achieved at

the end of a specific learning activity rather than an entire module. If learning outcomes are too specific, it can be difficult for learners to demonstrate higher order, overarching knowledge, skills or competence.

(b) Use of ambiguous words and phrases. This refers to the use of vague terms like *know*, *understand*, *learn*, *be familiar with*, *be exposed to*, *be acquainted with*, *be aware of*, *appreciate*, etc.

(c) Too many learning outcomes. It is recommended at module level to have between four and six learning outcomes.

(d) Too many verbs in one learning outcome. Too many action verbs in one learning outcome can be confusing as it may not be clear which action is the most important for the learner to be required to demonstrate.

(e) Overuse of the same verb. In some cases, particularly when finding an alternative for ambiguous words/phrases such as *know*, *understand* or *be familiar with*, there can be a tendency to find a solution for one learning outcome and repeat it for others. The verb 'explain' features very frequently in a number of EASO TC modules. Alternatives may provide greater opportunities for learners to demonstrate a range of knowledge, skills or competence.

(f) Inappropriate cognitive level. This is where there is an overuse of verbs that require learners to demonstrate knowledge where they may also be required to demonstrate a deeper learning such as analysis, synthesis and evaluation.

(g) Use of progression in learning outcomes. This is where a learning outcome refers to improvement in learning or to other phrases that imply progression. Progression is difficult to measure as the learner would need to demonstrate levels of learning at varying points in time. It may be best to remove the reference to progression.

(h) Learning outcomes that are not practical. This is where learning outcomes cannot be realised due to constraints of time and/or resources.

(i) Outcomes that are not, or cannot, be assessed. As the traditional teacher-centred approach involved writing objectives from the point of view of what the trainer intended to deliver, some learning outcomes can address the delivery of content only and are not covered anywhere in the assessment of the module.

3.2. Suggested process to write learning outcomes for existing materials

Review

- Review existing objectives (or outcomes)
- Write statements of what the learner is expected to demonstrate after successful completion of the module (or unit or learning activity)
- Aim for approximately six statements but acknowledge that a different number may most accurately match the learning expected



Check

- Are there statements for all learning that is regarded as important?
- Are there assessment opportunities for all statements?



Amend

- Rewrite statements to use action verbs that match what learners are expected to demonstrate and to match their level of learning (consider Bloom's taxonomy and EQF levels)



Critically review

- Critically review your draft learning outcomes using general guidance (Section 3) and issues to avoid (Section 3.1)

3.3. Domains of learning and Bloom's taxonomy

The work of Benjamin Bloom (1913-1999) and his colleagues on the taxonomy of educational objectives is widely regarded as the definitive classification of thinking and learning behaviours. Bloom's taxonomy identifies three domains of learning:

- cognitive
- affective
- psycho-motor.

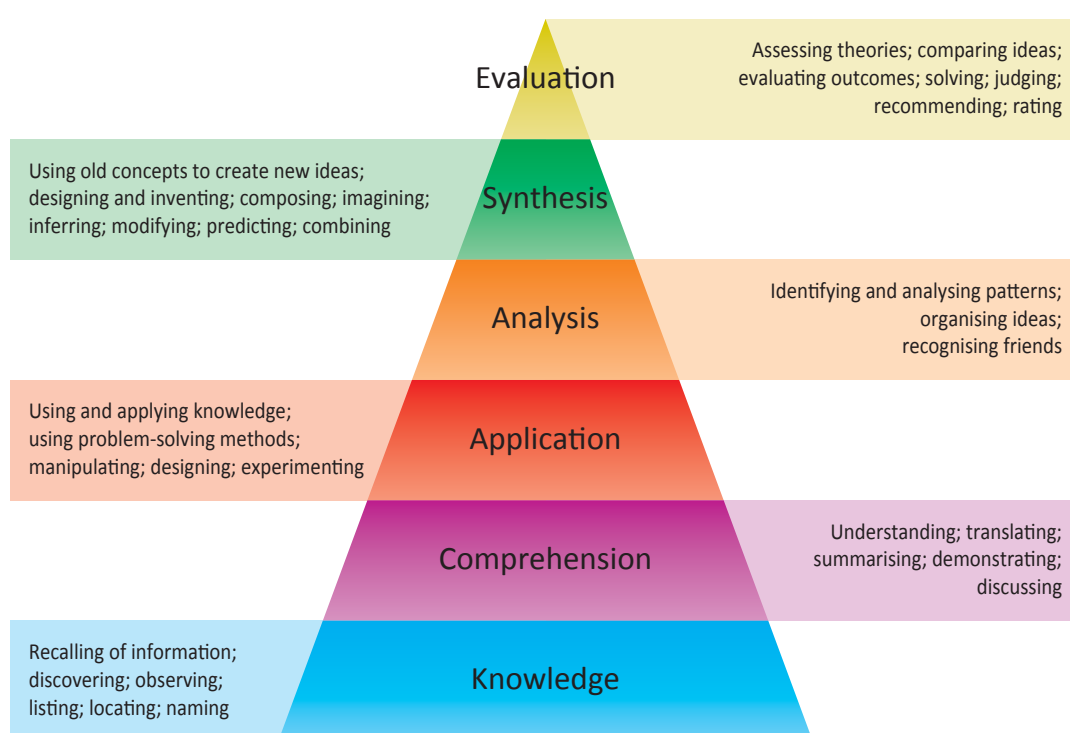
It identified an increasing order of complexity. Within the cognitive domain, this ranges from simple recall of facts to analysis, synthesis and evaluation.

Domains of learning are often used to inform writing of learning outcomes because they provide a structure that addresses different aspects and varying levels of complexity relating to learning.

Bloom's work was most advanced, relating to the cognitive domain (see diagram), and this is widely used to develop education and training materials.

The cognitive domain relates mainly to thought processes.

Bloom's taxonomy



Adapted from Alford, G., Herbert, P. and Frangenheim, E. (2006), 'Bloom's taxonomy overview', *Innovative teachers companion 2006*, ITC Publications, pp. 176-224.

Cognitive domain — Action verbs that can be used to assess **knowledge**

<i>Arrange</i>	<i>Examine</i>	<i>Name</i>	<i>Recite</i>	<i>Reproduce</i>
<i>Collect</i>	<i>Find</i>	<i>Order</i>	<i>Recognise</i>	<i>Select</i>
<i>Define</i>	<i>Identify</i>	<i>Outline</i>	<i>Recollect</i>	<i>Show</i>
<i>Describe</i>	<i>Label</i>	<i>Present</i>	<i>Record</i>	<i>State</i>
<i>Draw</i>	<i>List</i>	<i>Point</i>	<i>Recount</i>	<i>Tabulate</i>
<i>Duplicate</i>	<i>Match</i>	<i>Quote</i>	<i>Relate</i>	<i>Tell</i>
<i>Enumerate</i>	<i>Memorise</i>	<i>Recall</i>	<i>Repeat</i>	<i>Write</i>

Cognitive domain — Action verbs that can be used to assess **comprehension**

<i>Associate</i>	<i>Decode</i>	<i>Explain</i>	<i>Indicate</i>	<i>Restate</i>
<i>Change</i>	<i>Defend</i>	<i>Express</i>	<i>Infer</i>	<i>Rewrite</i>
<i>Clarify</i>	<i>Describe</i>	<i>Extend</i>	<i>Interpret</i>	<i>Review</i>
<i>Classify</i>	<i>Differentiate</i>	<i>Extrapolate</i>	<i>Locate</i>	<i>Select</i>
<i>Compute</i>	<i>Discriminate</i>	<i>Generalise</i>	<i>Paraphrase</i>	<i>Specify</i>
<i>Construct</i>	<i>Discuss</i>	<i>Give examples</i>	<i>Predict</i>	<i>Solve</i>
<i>Contrast</i>	<i>Distinguish</i>	<i>Identify</i>	<i>Recognise</i>	<i>Summarise</i>
<i>Convert</i>	<i>Estimate</i>	<i>Illustrate</i>	<i>Report</i>	<i>Translate</i>

Cognitive domain — Action verbs that can be used to assess **application**

<i>Add</i>	<i>Compute</i>	<i>Experiment</i>	<i>Operate</i>	<i>Select</i>
<i>Apply</i>	<i>Construct</i>	<i>Find</i>	<i>Organise</i>	<i>Show</i>
<i>Assess</i>	<i>Demonstrate</i>	<i>Graph</i>	<i>Plot</i>	<i>Simulate</i>
<i>Calculate</i>	<i>Develop</i>	<i>Illustrate</i>	<i>Practise</i>	<i>Sketch</i>
<i>Change</i>	<i>Discover</i>	<i>Interpret</i>	<i>Predict</i>	<i>Solve</i>
<i>Choose</i>	<i>Divide</i>	<i>Interview</i>	<i>Prepare</i>	<i>Subtract</i>
<i>Classify</i>	<i>Dramatise</i>	<i>Manipulate</i>	<i>Produce</i>	<i>Transfer</i>
<i>Collect</i>	<i>Employ</i>	<i>Map</i>	<i>Relate</i>	<i>Translate</i>
<i>Complete</i>	<i>Examine</i>	<i>Modify</i>	<i>Schedule</i>	<i>Use</i>

Cognitive domain — Action verbs that can be used to assess **analysis**

Analyse	Connect	Differentiate	Group	Point out
Appraise	Contrast	Discover	Identify	Question
Arrange	Criticise	Discriminate	Illustrate	Relate
Break down	Debate	Distinguish	Infer	Recognise
Calculate	Deduce	Divide	Inspect	Separate
Categorise	Detect	Draw conclusions	Investigate	Simplify
Classify	Determine	Examine	Order	Subdivide
Compare	Develop	Experiment	Outline	Test

Cognitive domain — Action verbs that can be used to assess **synthesis**

Argue	Construct	Generalise	Order	Reconstruct
Arrange	Create	Generate	Organise	Relate
Assemble	Design	Group	Originate	Reorganise
Categorise	Develop	Integrate	Plan	Revise
Collect	Devise	Invent	Prepare	Rewrite
Combine	Establish	Make	Prescribe	Set up
Compile	Explain	Manage	Propose	Summarise
Compose	Formulate	Modify	Rearrange	Synthesise

Cognitive domain — Action verbs that can be used to assess **evaluation**

Appraise	Consider	Discriminate	Monitor	Score
Ascertain	Contrast	Estimate	Predict	Select
Argue	Convince	Explain	Persuade	Standardise
Assess	Criticise	Evaluate	Rank	Summarise
Attach	Critique	Grade	Rate	Support
Award	Decide	Interpret	Recommend	Test
Choose	Defend	Judge	Relate	Validate
Compare	Detect	Justify	Resolve	Value
Conclude	Determine	Measure	Revise	Verify

The affective domain relates mainly to the emotional elements of learning such as beliefs, values, ideas and attitudes.

Action verbs that can be used to assess learning in the **affective domain**

<i>Acknowledge</i>	<i>Combine</i>	<i>Dispute</i>	<i>Listen</i>	<i>Report</i>
<i>Act</i>	<i>Complete</i>	<i>Embrace</i>	<i>Order</i>	<i>Resolve</i>
<i>Adhere</i>	<i>Conform</i>	<i>Follow</i>	<i>Organise</i>	<i>Respond</i>
<i>Ask</i>	<i>Cooperate</i>	<i>Hold</i>	<i>Participate</i>	<i>Share</i>
<i>Accept</i>	<i>Defend</i>	<i>Initiate</i>	<i>Practise</i>	<i>Show</i>
<i>Answer</i>	<i>Demonstrate</i>	<i>Integrate</i>	<i>Share</i>	<i>Support</i>
<i>Assist</i>	<i>Differentiate</i>	<i>Join</i>	<i>Praise</i>	<i>Synthesise</i>
<i>Attempt</i>	<i>Discuss</i>	<i>Judge</i>	<i>Question</i>	<i>Value</i>
<i>Challenge</i>	<i>Display</i>	<i>Justify</i>	<i>Relate</i>	

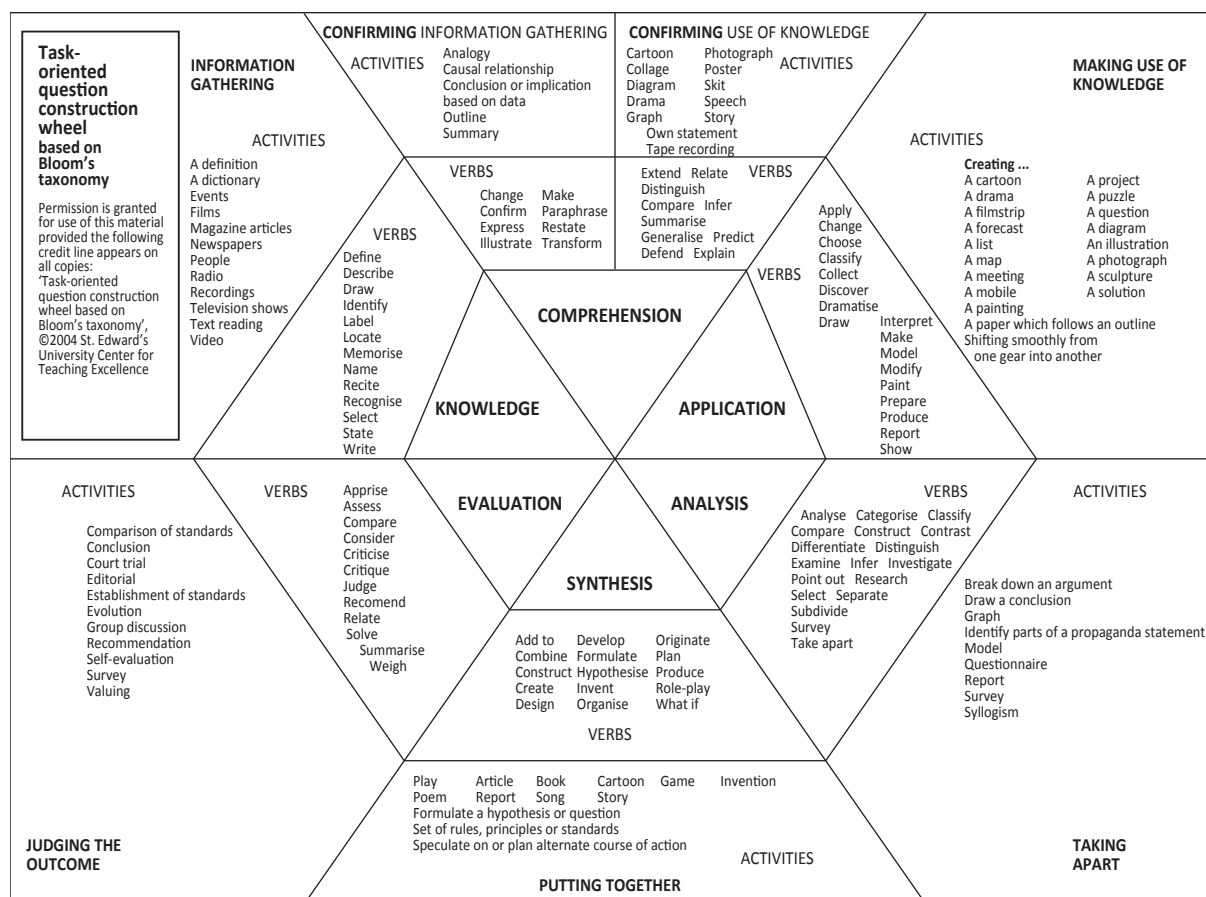
The psycho-motor domain relates mainly to physical skills.

Action verbs that can be used to assess learning in the **psycho-motor domain**

<i>Adapt</i>	<i>Choreograph</i>	<i>Dismantle</i>	<i>Handle</i>	<i>Organise</i>
<i>Adjust</i>	<i>Combine</i>	<i>Display</i>	<i>Heat</i>	<i>Perform</i>
<i>Administer</i>	<i>Construct</i>	<i>Dissect</i>	<i>Manipulate</i>	<i>(skilfully)</i>
<i>Alter</i>	<i>Copy</i>	<i>Drive</i>	<i>Identify</i>	<i>Present record</i>
<i>Arrange</i>	<i>Design</i>	<i>Estimate</i>	<i>Measure</i>	<i>Refine</i>
<i>Assemble</i>	<i>Deliver</i>	<i>Examine</i>	<i>Mend</i>	<i>Shorten</i>
<i>Balance</i>	<i>Detect</i>	<i>Execute</i>	<i>Mime</i>	<i>Sketch</i>
<i>Bend</i>	<i>Demonstrate</i>	<i>Fix</i>	<i>Mimic</i>	<i>Stretch</i>
<i>Build</i>	<i>Differentiate (by touch)</i>	<i>Grasp</i>	<i>Mix</i>	<i>React</i>
<i>Calibrate</i>		<i>Grind</i>	<i>Operate</i>	<i>Test</i>
				<i>Use</i>

3.4. Construction wheel based on Bloom's taxonomy

The construction wheel provides another presentation of Bloom's taxonomy to support the process of writing learning outcomes. The centre of the 'wheel' contains the levels of learning on the cognitive domain. The middle wheel contains verbs that may be useful to draft learning outcomes and the outer wheel provides suggestions for activities that may promote that level of learning.



Adapted from St. Edward's University Center of Teaching Excellence, 2004.

4. European qualifications framework level descriptors

EQF level	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i>	In the context of EQF, skills are described as: <i>cognitive</i> (involving the use of logical, intuitive and creative thinking); and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of the EQF, responsibility and autonomy are described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	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
Level 5	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

EQF level	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i>	In the context of EQF, skills are described as: <i>cognitive</i> (involving the use of logical, intuitive and creative thinking); and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of the EQF, responsibility and autonomy are described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 6	Advanced knowledge of a field of work or study involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts, including research

5. References and further reading

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Annex: Certification and qualification terms and abbreviations

Term	Explanation/remark	Abbreviation	Source
Assessment of learning outcomes	Process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes, etc.). Assessment is typically followed by certification Comment: in the literature, 'assessment' generally refers to the appraisal of individuals, whereas 'evaluation' is more frequently used to describe the appraisal of education and training methods or providers		Cedefop, 2014 (<i>Terminology of European education and training policy: a selection of 130 terms</i> , 2nd edition, Publications Office, Luxembourg, 2014) http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#l
Awarding body	A body issuing qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following an assessment procedure		Cedefop, 2014 (<i>Terminology of European education and training policy: a selection of 130 terms</i> , 2nd edition, Publications Office, Luxembourg, 2014) http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#l
Blended learning	Study type that involves learning in a combination of modes. Often used more specifically to refer to courses that use a combination of face-to-face teaching, workshops or seminars, and distance learning techniques online (such as internet, television or conference calls)		European Commission Learning opportunities and qualifications in Europe — Glossary https://ec.europa.eu/ploteus/glossary
Certificate/ diploma/ title	An official document, issued by an awarding body, which records the achievements of an individual following assessment against a predefined standard		Cedefop, 2014 (<i>Terminology of European education and training policy: a selection of 130 terms</i> , 2nd edition, Publications Office, Luxembourg, 2014) http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#l
Certification of learning outcomes	The process of formally validating knowledge, know-how and/or competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies		Cedefop, 2014 (<i>Terminology of European education and training policy: a selection of 130 terms</i> , 2nd edition, Publications Office, Luxembourg, 2014) http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#l
Competence	The proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development. <i>In the context of the European qualifications framework, competence is described in terms of responsibility and autonomy</i>		Council recommendation of 22 May 2017 on the European qualifications framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning (2017/C 189/03) Annex I(i) https://publications.europa.eu/en/publication-detail/-/publication/cee970-518f-11e7-a5ca-01aa75ed71a1/language-en

Term	Explanation/remark	Abbreviation	Source
Credits	A set of learning outcomes of an individual that have been assessed and can be accumulated towards a qualification or transferred to other learning programmes or qualifications		European Commission Learning opportunities and qualifications in Europe — Glossary https://ec.europa.eu/ploteus/glossary
e-learning	Learning supported by information and communications technology (ICT). Comments: <ul style="list-style-type: none"> • e-learning is not limited to 'digital literacy' (acquiring ICT skills) — it may encompass multiple formats and hybrid methods, for example using software, internet, CD-ROM, online learning or any other electronic or interactive media; • e-learning can be used as a tool for distance education and training but also to support face-to-face learning 		Cedefop, 2008 https://europass.cedefop.europa.eu/education-and-training-glossary
Europass	A portfolio of five different documents and an electronic folder aiming to contain descriptions of the entire holder's learning achievements, official qualifications, work experience, skills and competences acquired over time. These documents are: the Europass CV, the diploma supplement, the certificate supplement, the Europass mobility and the language passport. Europass also includes the European skills passport, a user-friendly electronic folder that helps the holder to build up a personal modular inventory of his/her skills and qualifications. The aim of Europass is to facilitate mobility and improve job and lifelong learning prospects in Europe.		European Commission Learning opportunities and qualifications in Europe — Glossary https://ec.europa.eu/ploteus/glossary
European Asylum Support Office Certification and Accreditation Working Group	The EASO Certification and Accreditation Working Group was established in 2015 and has played a key role in the development of the certification and accreditation of <i>EASO training curriculum</i> , providing liaison between the Member States and EASO	CAWG	EASO work programme 2015 Terms of references for members of the EASO Certification and Accreditation Working Group (February 2015)
European qualifications framework for lifelong learning	Reference tool for describing and comparing qualification levels in qualifications systems developed at national, international or sectoral levels. Comments: <ul style="list-style-type: none"> • the EQF's main components are a set of eight reference levels described in terms of learning outcomes (a combination of knowledge, skills and/or competences) and mechanisms and principles for voluntary cooperation; • the eight levels cover the entire span of qualifications, from those recognising basic knowledge, skills and competences to those awarded at the highest level of academic, professional and vocational education and training; • EQF is a translation device for qualification systems. 	EQF	The European Parliament and the Council of the European Union, 2008 https://europass.cedefop.europa.eu/education-and-training-glossary

Term	Explanation/remark	Abbreviation	Source
European qualifications framework level	EQF levels 1-8 describe the level of learning outcomes in knowledge, skills and responsibility and autonomy ('responsibility and autonomy' replaced 'competences' in the Council recommendation of 22 May 2017 on the European qualifications framework for lifelong learning and repealing the recommendation of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning (2017/C 189/03))	EQF level	Council recommendation of 22 May 2017 on the European qualifications framework for lifelong learning and repealing the recommendation of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning (2017/C 189/03) https://publications.europa.eu/en/publication-detail/-/publication/ceed970-518f-11e7-a5ca-01aa75ed71a1/language-en
Face-to-face learning	Study type in which learners meet instructors (teachers and trainers) in the same place and at the same time, as opposed to distance learning	F2F	European Commission Learning opportunities and qualifications in Europe — Glossary https://ec.europa.eu/ploteus/glossary
Knowledge	Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual		Council recommendation of 22 May 2017 on the European qualifications framework for lifelong learning and repealing the recommendation of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning (2017/C 189/03) Annex I(f) https://publications.europa.eu/en/publication-detail/-/publication/ceed970-518f-11e7-a5ca-01aa75ed71a1/language-en
Learning outcomes	Learning outcomes refer to statements regarding what a learner knows, understands and is able to do upon completion of a learning process. They are defined in terms of knowledge, skills and responsibility and autonomy	LO	Council recommendation of 22 May 2017 on the European qualifications framework for lifelong learning and repealing the recommendation of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning (2017/C 189/03) Annex I(e) https://publications.europa.eu/en/publication-detail/-/publication/ceed970-518f-11e7-a5ca-01aa75ed71a1/language-en
Education or training path	Sum of learning sequences followed by an individual to acquire knowledge, skills or competences		Cedefop, 2008 https://europass.cedefop.europa.eu/education-and-training-glossary
On-the-job coaching	Part of a training programme provided by EASO to newly deployed or newly recruited asylum officers and consisting of: (1) shadowing of experienced asylum officers in performing their duties, then gradually starting to perform their tasks on their own with the support of the experienced experts; (2) revision of the work of the newly deployed or newly recruited case workers with the support of the EASO coaches, including peer-to-peer review		EASO Training Module(s): Introduction to Didactic Module
Online learning	Study type that involves electronic technologies to deliver, facilitate and enhance learning and knowledge sharing at any time, in any place and at any pace		European Commission Learning opportunities and qualifications in Europe — Glossary https://ec.europa.eu/ploteus/glossary

Term	Explanation/remark	Abbreviation	Source
Qualification	The formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards		Council recommendation of 22 May 2017 on the European qualifications framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning (2017/C 189/03) Annex I(a) https://publications.europa.eu/en/publication-detail/-/publication/cee970-518f-11e7-a5ca-01aa75ed71a1/language-en
Skills	The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)		Council recommendation of 22 May 2017 on the European qualifications framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning (2017/C 189/03) Annex I(g) https://publications.europa.eu/en/publication-detail/-/publication/cee970-518f-11e7-a5ca-01aa75ed71a1/language-en
Train-the-trainer methodology	The methodology supports the development of knowledge, skills and competences of national trainers, who upon completion of a train-the-trainers session in one of the EASO modules are able to train the personnel in their national administrations	T-t-T	EASO, 2017 <i>EASO training curriculum</i> , Publications Office, Luxembourg, 2017 — Terms of reference
Training needs analysis	<p>Systematic evaluation of the needs of present and future skills against the skills available to implement an efficient training strategy.</p> <p>Comments:</p> <ul style="list-style-type: none"> • training needs analysis rests on: (a) identification of skills needed; (b) assessment of skills available in the workforce, and; (c) appraisal of skills gaps and shortages; • training needs analysis can be conducted at individual, organisational, sectoral, national or international levels, may focus on quantitative or qualitative aspects (such as level and type of training) and should ensure that training is delivered effectively and cost-efficiently. 		Cedefop, 2008 https://europass.cedefop.europa.eu/education-and-training-glossary

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