

Curriculum for Workshop 2 :

Best practices in curriculum design, integration of the work-based learning component

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1. Introduction

This workshop focuses on the best practices in curriculum design within Vocational Education and Training (VET). It emphasizes composing learning outcomes using the Knowledge–Skills–Attitudes (KSA) model and aligning them with the European Qualifications Framework (EQF).

2. Aim and objectives

2.1. Aim

The aim of the workshop is to enhance participants' ability to design and align learning outcomes, training modules, and teaching methods in accordance with the EQF. It seeks to promote a learner-centered, outcomes-based approach to curriculum development in VET.

2.2. Objectives

At the end of the workshop participants will be in a position to:

In terms of knowledge:

- To explain the principles of outcome-based curriculum design in VET.
- To describe the structure and purpose of the European Qualifications Framework (EQF) and how it supports comparability of qualifications.
- To identify the three components of learning outcomes — knowledge, skills, and responsibility/autonomy — and their interrelation.
- To summarize the use of Bloom's Taxonomy in composing measurable learning outcomes.
- To recognize various training methods and techniques (e.g., experiential learning, simulation, case studies) and their pedagogical purposes.
- To describe how work-based learning (WBL) components enhance employability and practical competence development in VET programs.

In terms of skills:

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- To develop clear and measurable learning outcomes using Bloom’s Taxonomy.
- To align learning outcomes with EQF levels and VET qualification standards. Design training modules that connect logically to defined learning outcomes.
- To select and apply appropriate training methods and techniques (e.g., experiential workshops, role plays, simulations).
- To create a route map for a training programme, including sequence, interactivity, and timetable.
- To evaluate the effectiveness of chosen training methods and learning outcomes through reflection and peer feedback.

In terms of attitudes:

- To value a learner-centered, outcomes-based approach in curriculum design.
- To demonstrate openness, collaboration, and commitment to continuous improvement in VET practice.

2.3. List of topics

Topic 1 : Introduction

- Subtopic 1: Key Elements and Basic Principles

Topic 2 : LOs-Modules-Methodes-Technology

- Subtopic 1: BPs in Developing Learning Outcomes for VET
- Subtopic 2: Learning Outcomes (LOs)
- Subtopic 3: The Bloom’s Taxonomy
- Subtopic 4: Composing LOs

Topic 3 : Composing of Learning Outcomes at Different Levels of the European Qualifications Framework (EQF)

- Subtopic 1: European Qualifications Framework (EQF)
- Subtopic 2: BPs in the Design of Training Modules for VET

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- Subtopic 3: Structure of the Training Modules
- Subtopic 4: Route Map Development
- Subtopic 5: Development of a Timetable

Topic 4 : Training Methods in VET and BPs in the Selection of Training Techniques for VET

- Subtopic 1: Training Methods
- Subtopic 2: Training Techniques
- Subtopic 3: Criteria for Choosing Training Techniques

Topic 5 : Integration

- Subtopic 1: Work-based Learning
- Subtopic 2: RAPPORT: Work-based Component Integration

2.4. Training techniques used

- ☐ Lecture
- ☐ Questions and answers
- ☐ Discussion
- ☐ Group Activity
- ☐ Brainstorming
- ☐ Practical Exercise

2.5. Workshop Evaluation

- Reaction Evaluation through a questionnaire that includes general evaluation questions and also specific questions evaluating the extent to which the participants feel that specific knowledge and skills are being developed by the specific workshop.
- A learning evaluation tool through a multiple choice test (10 questions)

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