SLO in AQ (EQF 4)

Specific Learning Outcomes

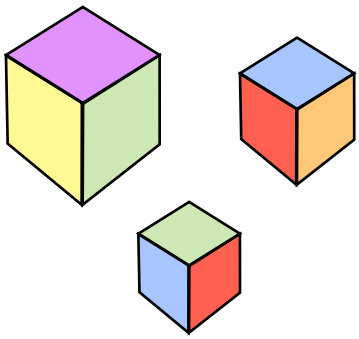
The SLO applies the GLO framework, structured like measurable descriptions that are organized in the categories «Knowledge, Skills and Competences».

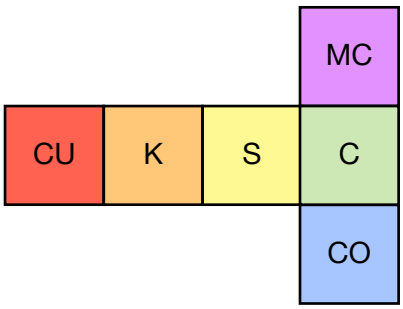
The SLO transforms these into a flexible, operational training framework that is applying measurable descriptions by applying the same categories «Knowledge, Skills and Competences».

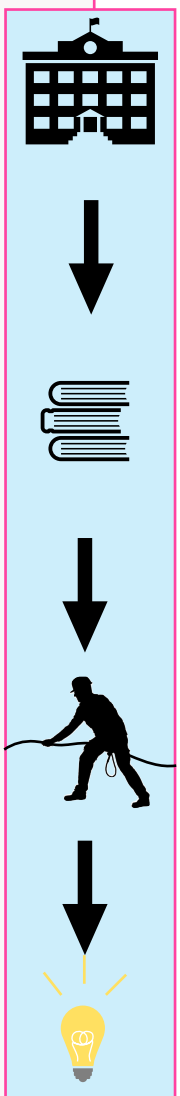
CU LEADING TO MICRO CREDENTIALS (MC)

The training materials and micro learning and micro training activities are structured around the CUs. A CU should contain two types of assessment solutions:

- Micro training applying e-learning should be assessed by applying multiple choice tests. This will typically be relevant for theoretical training.
- Work-based training practices should be assessed and approved by a manager, for instance the manager at a fish farm.







The generic CU-cube:

A CU contains information about the Content, and Learning Output descriptions with measures for Knowledge (K), Skills (S), Competence (CO), and Micro Credentials (MC), and Cooperation and Collaboration in professional work (CO).

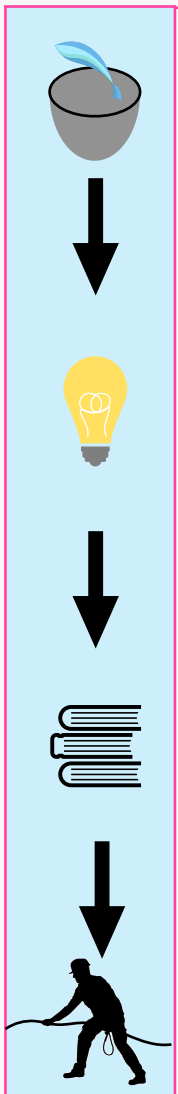
A course will consist of be a number of CU-cubes. Courses and micro training could be organized in flexible ways, e.g. into a pyramid, a row, a layer or a "wall", by applying the common standard outlined in the GLO and the 6 points displayed above.

CU LEADING TO COOPERATION AND COLLABORATION (CO)

A CU should contain learning materials and activities that are describing, stimulating and preparing students in applying cooperation and collaboration in their professional work. These features are deeply needed by industry in advanced manufacturing and fabrication processes.

This includes collaboration and cooperation within a discipline, and between disciplines:

- Materials and activities should investigate work processes and contexts in the work that professional staff should perform, i.e. what are the consequences of not delivering professionally quality work?
- What should a professional worker do if the materials they receive is not professionally good enough? This entails a responsibility to speak up if their start-up materials is not good enough and that they are responsible for ensuring that the work they deliver is of a good professional standard.



five explore

The cube metaphor emphasizes that each competence unit is multidimensional, integrating learning, assessment, delivery, quality assurance, and recognition of prior learning into a single, reusable building block. It is the visual and modular representation that organizes all the essential elements required to design, deliver, assess, and recognize learning within a competence-based education and training system.
It includes the name of the Unit with its unique identification code. A brief description of the occupational function or professional competence the unit develops. It applies clearly defined statements describing what learners are expected to know, understand, and be able to do upon successful completion. The level of independence, decision-making, and accountability expected, should be aligned with EQF descriptors. The qualification level corresponding to the European Qualifications Framework (EQF) or National Qualifications Framework (NQF) must be included. ECVET, ECTS, or institutional credits should be allocated to the unit, where applicable, as well as the estimated learner effort expressed in hours or learning time.

EXAMPLE

VET in the National Qualification framework, CU 5.00 (Fish Diseases)

five elaborate

Knowledge
The candidate should have knowledge of:

- Salmon's anatomy and physiology
- What characterizes a healthy fish?
- How does illness occur?
- The difference between viruses and bacteria
- Vaccination resistance
- Parasites
- Disease prevention
- Measures against diseases

Skills
The candidate will be able to demonstrate the ability to:

- Apply critical observation and attention to detail.
- Analyse information to support decision-making.
- Solve routine fish health problems systematically.
- Prioritize tasks during disease incidents.
- Work safely in accordance with health, safety, and environmental regulations.
- Adapt to changing environmental and production conditions.
- Demonstrate responsibility for animal welfare and environmental sustainability.
- Reflect on practice and contribute to continuous improvement.

The skills should focus on the practical abilities required to recognize, prevent, monitor, and respond to fish health issues while working under established procedures and relevant legislation.

Competence
The learner should at the completion of a micro course with the CU, be able to

- monitor fish health,
- recognize common disease symptoms,
- implement biosecurity and preventive measures,
- support disease investigations and treatments,
- maintain accurate health records, and
- contribute to effective fish health management while ensuring high standards of animal welfare, environmental responsibility and compliance with industry regulations.