**APPLICATION FORM: SHORT COURSE CERTIFICATION**

# Formal Data

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| --- | --- | --- |
| Name of the course (original language) |  | |
| Name of the course (English) |  | |
| Contact person | first name |  |
| surname |  |
| e-mail |  |
| phone |  |
| Web address of the course provider |  | |
| Course Language |  | |
| Start date of short course |  | |
| Workload of course (days/hours) for participants |  | |
| Fees per person |  | |

# Rationale

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| --- | --- |
| Description of the needs |  |
| Educational objectives: brief statement |  |
| Learning Outcomes (LO): what the participants know and are able to do after successful completion |  |
| Target groups |  |
| Prerequisites |  |
| Description of the course |  |

# Design & Development

|  |  |  |
| --- | --- | --- |
| Overview of the syllabus |  | |
| Level of the course according to the alignment matrix of the European Qualification Framework (see Table 1) | …1  ...2  …3  ...4 | ...5  ...6 Bachelor  ...7 Master  ...8 PhD |
| How was the course developed. Explain how students/employer/practitioner/professional body have contributed to the course design and development |  | |
| Describe the teaching and learning methods |  | |
| Describe the methods of assessment of LO as in Section 2 |  | |

# Resources

|  |  |
| --- | --- |
| Teaching and support staff: names, qualifications and relevant professional experience and activities for each | * Trainer 1\*: … * Trainer 2\*: …. * … |

\*Please attach short cv for each trainer

# Quality Assurance

|  |  |
| --- | --- |
| How will the success of the course objectives and outcomes be assessed? |  |
| How is the course kept up to date and be continuously improved |  |
| Give an analysis of participant results (for courses that have run previously) |  |
| Give an analysis of feedback from participants (for courses that have run previously) |  |
| Optional: Give an analysis of feedback from employers (for courses that have run previously) |  |

# Additional information

Optional: please add anything that will support your application

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| --- |
|  |

Date: Name Signature

**Table 1. Educational Levels as Defined by the European Qualification Framework for Lifelong-learning**

| *Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.* | **KNOWLEDGE**  In the context of EQF, knowledge is described as theoretical and/or factual. | **SKILLS**  In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). | **COMPETENCE**  In the context of EQF, competence is described in terms of responsibility and autonomy. |
| --- | --- | --- | --- |
| Level 1 | Basic general knowledge | Basic skills required to carry out simple tasks | Work or study under direct supervision in a structure 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  (Equivalent to school leaving qualifications, eg UK A-levels) | 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  (Equivalent to first cycle, certificate level) | Factual and theoretical knowledge in broad contexts within a field of work or study | Arange 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  (Equivalent to first cycle, diploma level) | 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 |

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| --- | --- | --- | --- |
| Level 6  (Equivalent to first cycle, Bachelor’s degrees) | 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  (Equivalent to second cycle, Master's degrees) | 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 for professional knowledge and practice and/or for reviewing the strategic performance of teams |
| Level 8  (Equivalent to third cycle, doctorates) | Knowledge of 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 |