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Responsible partner	HTL			
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Summary	Module Manual			
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Introduction

The main goals of the PSA community are a joint public appearance and the maintenance of the jointly developed quality standard (see WP8) with regard to course offerings and implementation.

The module manual therefore provides a guide to support education providers in creating and revising modules/units/courses based on learning outcome units. For the description of the individual modules/units/courses, the module manual contains all essential information available for learners, those interested in learning, teachers and PSA credit bodies (e.g. PSA bodies such as "Expert Panel Europe" and "Expert Panel National" as well as the examination boards). In the quality management system of PSA, the module manual is a central document.

In addition to the concrete learning content, the focus is on clearly documenting what learners and those interested in learning should be able to do after completing a module, unit or level.
The comprehensible and clear formulation of modules and the corresponding/specific competences is important for the development of courses and educational recommendations.
A guideline for the preparation and implementation of modules/units serves to ensure quality and creates trust among teachers, learners and employers.

Formally developed competence requirements lead to transparency for learners, those interested in learning and teachers. Competence requirements are also required for the admission of external graduates to courses or specialist examinations (e.g. admission to examination levels 5 and/or 6).

Example:
The module manual for the module "Creation of an assessment" (Level 5 and 6 EQF) lists the following three competences as intended (desired) learning outcomes:

- After completing the module, graduates know the valid measurement rules and can apply them.
- After completing the module, graduates are able to document the data correctly and comprehensibly.
- After completing the module, graduates are able to present their work results to a specialist or lay audience (e.g. private client).

With this guide, it is possible to formulate each module, each unit precisely and in a structured manner and to select the most appropriate form of teaching/learning and examination.

The module manual must be easily accessible, especially for learners, teachers and PSA recognition bodies, and therefore also available on the Internet.

The Module Manual is structured in such a way that it will provide standardisation across the PSA training providers. It will particularly assist institutions/organisations who are not familiar with delivering formal training, which is regulated or inspected by external national organisations, with the guidance they will need to comply with the PSA requirements for a transparent, high quality and labour market relevant education.

1. Definitions of terms

There is a wide variety of education systems in Europe. Vocational qualifications must therefore be readable and comparable throughout Europe, which requires the development of a 'common language'. The basis for the comparability of educational programs is the concept of learning outcome orientation (outcome orientation independent of learning location, learning duration and learning context), which is reflected in the PSA multi-level qualification portfolio for the painting trade (WP3) and in the goal-oriented, occupation-wide, modular curricula for EQF levels 1-6 (WP4).
Learning outcomes orientation is also a valuable basis for the implementation and sustainability of mobility (stays abroad). Defined learning objectives to be achieved promote the reflective handling of the learners with the stay abroad and contribute to the transparency and appreciation of the achieved competences.

Advantages of learning outcomes orientation

- learning outcomes achieved abroad are described in a comprehensible way throughout Europe
- it shows what learners (after the learning process) know, understand and are able to do
- the clear and binding assessment of learning performance abroad is facilitated
- the entire stay abroad is clearly structured
- support for the creation of Europass Mobility

1.1 What is a PSA module?

A module (learning outcomes unit) is a completed teaching and learning unit, which can be composed of different courses (e.g. courses, workshops) to form a common sub-area.
A module consists of the courses to be attended and the examinations and learning achievements to be completed for the successful achievement of a module.
For example, many modules consist of several courses and an associated workshop and are completed by passing an exam.

Central elements of a module are the courses provided therein. At the beginning of the semester or event, the course manager announces details concerning the implementation of the training (e.g. training dates, topics covered, literature used, academic achievements to be completed, participation requirements and conditions, etc.). Credit points (CP) are awarded for attending the courses as well as their preparation and follow-up. After the PSA has been founded, the CPs are developed by the experts (see WP5) on the basis of European standards.

Learning outcomes can be arranged into units. A learning unit (Unit) is defined as a bundle of knowledge, skills and competences. The units should be comprehensible, coherent and assessable.
In order to form units, the learning outcomes that have a connection are combined and thus represent a part of a qualification.
In order to present qualifications and competences achieved in different learning contexts in a comprehensible way throughout Europe, it is necessary to describe and evaluate them according to uniform criteria. This is what the European Qualifications Framework (EQF) is for. The use of the EQF as a "translation tool" between national qualifications systems makes it possible to describe learning outcome units in such a way that they are understandable across countries and systems.
According to the EQF, all qualifications are classified into 8 levels. At each level, the knowledge, skills and competence required to achieve the level are described.

1.2 What is a PSA learning outcomes unit?

A PSA learning unit is a subdivision of a module into thematic and differently designated parts with its own methods of delivery and, if necessary, examinations. PSA learning units are conducted in the form of courses, for example.

1.3 What is a PSA course?

A course essentially consists of a defined sequence of teaching units. Certain qualifications are learned, with a focus on personal and professional advancement (see Course Concepts, WP 5 R5.2).

Tab. 1: Presentation of PSA module/learning unit/course

Module	• learning outcomes unit • *Example:* L5_U1 Business Administration and Marketing (Level 5 EQF, UNIT 1), see WP3
Unit	• Learning unit • *Example:* L5_U1-1 Order processing L5_U1-2 Contract law L5_U1-3 Marketing L5_U1-4 Dealing with information and communication technologies (ICT) (Level 5 EQR, UNIT 1), see WP 3
Course(s)	• Course, workshop, seminar etc. (see WP5, R5.1 and R5.2) • *Example:* L5_U1-4_1 Digital Information and Communication Technology, Digital Production and Business Processes L5_U1-4_2 Competence Area 1 "Information and Data Literacy" L5_U1-4_3 Competence Area 2 "Communication and Cooperation" L5_U1-4_4 Competence Area 3 "Digital Content Creation" L5_U1-4_5 Competence Area 4 "Security" L5_U1-4_6 Competence Area 5 "Problem Solving" (Level 5 EQF, UNIT 1), see WP4

2. Components of the PSA Guide to the description of modules/units/ courses *(see WP5)*

2.1 Cover page

The cover page is used by all providers of modules/units/courses and has the following content:

- PSA logo, name and contact details
- Name of the provider
- Name of module/unit/ courses
- Date of creation

2.2 Short description of the module/unit/course

This information should enable learners and those interested in learning to obtain information "at first glance" about the module/unit/course and the institution offering it. For the presentation, the PSA partnership has adopted the following table:

Tab. 2: Sample Short Description Module/Unit/Course

PaintingSkillsAcademy – TRAINING **Short description**		
Designation Module/Unit/Course	*Name*	
Ident number Module/Unit/Course		
Duration	*Hours, days, weeks, months, ...*	
"Graduation" (learning success checks, examinations)	*Written test.* *Oral examination.* *…*	
Form of learning (event)	*Self-study* *Training course in attendance* *E-Learning-course* *Workshop* *…*	
Provider, place of learning	*Educational Institute, Educational Institution* *School* *Master School* *…*	
Contact details of the provider	*Surname, first name* *Position/Responsibilities* *Phone, fax, e-mail* *Website*	
Profile of Qualification/training (Objectives/Field of competence)	**Qualification objectives and competences** *Description of the objectives (rough objectives) that can be achieved with this activity.*	
	Contents *Description of detailed goals/content (fine targets).* *Learning outcomes lt. PSA qualification portfolio:*	
	Knowledge	

	Skills	
	Responsibility and self-employment	
Language(s)	*German* *English* *…*	
Special features	*European cooperation with ...* *Mandatory internships, stays abroad, ...*	
Admission require-ments	*Prior knowledge* *Concessions*	
Participant	*Number (min., max.).* *Mandatory registration: late. x days before the start.*	
Datum/Version		

2.3 Formative and Summative Assessments

“Learning success checks” make the learners' learning level visible and provide information on learning objectives achieved or not yet achieved. Trainers therefore regularly carry out learning success checks, giving the learners feedback, including possible training options.
The explanation of the different types of learning success assessments and, where appropriate, the justification for the use of a particular format, are based on European standards (e.g. legal requirements in the interplay of frame-work examination regulations, subject-specific provisions of the examination regulations (e) and thus open up room for maneuver that makes the labour market-relevant "examination" of achieved achievements possible.

Depending on the module/unit/course, the following must therefore be clarified:

- The systematics and special features of the system of learning success assessments.
- Are partial tests possible?
- Are there admission requirements for participation in the module/unit/course or in the respective learning success assessment (previous achievements, previous knowledge)?
- Are there any achievements that must be completed within a certain period of time in order to be admitted to advanced modules/units/courses?
- At which events is attendance compulsory?

Tab. 3: List of examination types (formats and instruments – see WP8, 8.1 and R8.2)

Oral formats	• Oral tests and learning outcome assessments • Professional/technical talk
Written formats	• Written tests and learning success assessments (examinations) • Final examinations theory (knowledge) • Written theses
Written-oral formats	• Presentations and lectures • Computer-aided presentation
Practical formats	• Practical monitoring of learning success • Final exam Practice (skills)

The types of examinations/formats described for the PSA modules/units/courses must be specified and described, including scope and duration.

The definition and description are the responsibility of the PSA expert committees.

2.4 Forms of teaching and learning

Depending on the content and aim of the qualification, the forms of teaching used (e.g. courses, workshops) are described with regard to their format, group sizes and frequency.

2.5 Profile of the module/unit/course

The *profile* of the module/unit/course aims to inform learners, those interested in learning, PSA credit bodies and experts about the structure, content covered and competences that will be achieved.
All specific characteristics should be described transparently, to provide an accurate picture of the general and subject-specific skills, including their future employment potential.
The description of the module/unit/course *objective* should detail the subject-specific and interdisciplinary competences achieved on completion. They are based on the European Qualifications Framework, as amended.

2.6 Description of special features

Special features of a module/unit/course (e.g. European and/or international cooperation, integration into the PSA network, mandatory internships) are also described in the profile of the qualification.

2.7 PSA Admission requirements

The PSA admission requirements include, on the one hand, the conditions of participation in modules/units/courses and, on the other hand, the requirements for admission to learning success assessments.

2.7.1 Conditions of participation in modules/units/courses

show in particular which training it is, for whom the training is suitable and who the organizer is. The following points are included in PSA Terms and Conditions for Training Providers:

(1) Name of the event
(2) Time and venue
(3) Address of the organizer
(4) Indication of the validity of the PSA provisions regarding participation, payment processing and possible changes (subject to change).
(5) Target group (potential participants who, for example, must be at least 18 years old and/or have to prove previous knowledge according to EQF Level 2).
(6) Participant registration (e.g. from when to when, how, binding, mandatory fields, confirmation of participation, possibly limited number of places).
(7) Participation fees (e.g. list of all costs, snacks during breaks, discount).
(8) Payment (e.g. list of all payment methods, exclusion in case of non-payment, handling of chargebacks)
(9) Cancellation (e.g. handling of refunds, participation fee, processing fees for non-participation, substitute participant)
(10) Changes to the programme of the training or cancellation of the training
(11) Copyrights as well as sound and image recordings

(12) Liability (e.g. accidents and damage to property)
(13) Privacy (GDPR)
(14) Additional provisions (e.g. reference to general terms and conditions)
(15) Final provisions (Note that individual provisions may be invalid, but this does not invalidate the entire contract (conditions of participation))

2.7.2 Requirements for admission to learning outcome assessments

The PSA distinguishes between the following formats for learning success assessments:

- Oral formats
- Written formats
- Written-oral formats
- Practical formats

A special form of learning success control is targeted observation (pedagogical observation).

In principle, all participants or graduates can participate in the respective learning success checks at the end of modules/units/courses. The PSA learning success assessments are based on European standards in vocational education and training, tailored to the content of the modules/units/courses.

Restrictions or special requirements (e.g. certain required prior knowledge or a required minimum number of teaching units that cannot be proven may mean exclusion from participation in a learning outcomes assessment) must also be described clearly and comprehensibly in the short description (see point 1.2).

2.8 Special features and regulations for obtaining professional qualifications

(e.g. presentation of all modules/units/courses, qualification history, examination system, justification for rule deviations)

It is currently possible to obtain vocational qualifications in European countries in compliance with and application of national rules and regulations (e.g. education laws, examination regulations).

For example, national rules and regulations describe certain requirements for taking examinations. As a rule, only persons take part in the examinations if the training and/or previous activity give reason to expect that the persons have sufficient specialist knowledge and skills to pass the examination.

3. Formal PSA requirements for the description of modules/units/courses

(1) Contents and qualification objectives of modules/units/courses
Description of the contents of the module/units/courses and the training objectives.

(2) Forms of teaching and learning
Description of the forms of teaching and learning the means by which the content is to be conveyed and the qualification objectives are to be achieved
(e.g. courses, workshops, seminars, self-study, project work)

(3) Prerequisites for participation
Expected knowledge, skills and abilities that are pre-requisites for the successful participation and completion of the learning success assessments. Also details of the information/evidence learners and those interested in learning are required to produce before the training starts (e.g. references, references to online teaching and learning programs).

(4) Usability of modules/units/courses
In the context of the usability of the module e/units/courses, the relationship with other modules/units/courses must also be shown.

(5) Requirements for awarding credit points according to the European Credit System for Vocational Education and Training (ECVET credits)
The conditions for awarding ECVET credits require an indication how a module/unit can be successfully completed. Here, the required learning and examination achievements are to be listed in detail.
If modules are admissible, the admissibility requirements (examination pre-requisites) must be specified regardless of whether they are learning or examinations. The examination format as well as the scope and duration of the examination must be specified. If regular participation is required as a learning achievement, this must be demonstrated. With regard to the compensation possibilities, reference can be made to the regulations in the examination regulations.

(6) ECTS credits and grading
Credit points and grades are documented separately. The grading system is regulated in examination regulations, so that there is no need to explain this in the module manual. However, it is important to indicate whether it is a learning achievement that is not relevant to the final grade or an examination relevant to the final grade, including the weighting for the final grade.

(7) Frequency of offer of modules/units/courses
It must be determined and shown whether the module/unit/course is offered once or several times a year, at regular intervals or "permanently" (e.g. monthly).

(8) Effort
The total workload for modules e/units/courses must be indicated, divided into face-to-face study, online study and self-study.

(9) Duration of modules/units/courses
The duration of the modules/units/courses must be determined establish an overall context. Influence on the learning process, the examination load and the frequency of the offer.

4. Competence orientation

PSA books for modules/units/courses initially seem like a technocratic measure. Experience in the European context shows that they serve to give concrete form to objectives, the transparency of initial and continuing training measures and the broadening of the focus of curricula. Not only content, but the associated acquisition of competence of the learners are taken into account and described.

PSA-Manuals for modules/units/courses provide learners with a good overview of complex educational measures. At the same time, they enable teachers to take a horizontal and vertical view of the references and connections between educational measures.
It becomes clear which module/unit/course can lead to which other modules/units/courses, and whether, or on which, modules/units/courses they are based.

PSA manuals are a kind of "hiking map" that shows a good overview and insight into paths, requirements and conditions.

Competence orientation in teaching and competence acquisition in education and training means that competences not only include knowledge, but also skills and attitudes that are applied in specific situations to be able to act successfully. So if the aim of university/higher education teaching is to promote the acquisition of skills among students, it becomes clear that the pure transfer of knowledge is inadequate, since the specific ability to act and the attitude of the learners is also crucial to success.

4.1 Principle „Constructive Alignment“

Constructive alignment means making learning outcomes transparent, supporting learners in a targeted way and examining them accordingly (Source: https://www.uni-bremen.de/informationsportal-hochschullehre/lehre-gestalten/constructive-alignment/).
In modern teaching, the principle of *constructive alignment* has established itself as a helpful model for planning and designing competence orientation in education and training. The model elements and relationships can be transferred to module level and all course level.
Core elements are

a) the competences to be achieved,
b) the learning processes necessary to develop these competences and
c) examination situations
(learning success checks) which make it possible to make the intended competences visible.

The coherence behind it (traceability) is important.

When describing the modules/units/courses, the following questions must be answered:

(1) Which sub-elements can competences be broken down into and arranged/sequenced according to their complexity over the learning process?
(2) Which teaching-learning formats form a meaningful and learning-conducive structure within the modules/units/courses?
(3) What are appropriate learning activities to promote the acquisition of knowledge, skills and attitudes?
(4) What pre-requisites must be met for learners to be able to enter a course or to perform in accordance with expectations?
(5) Which forms of examination are suitable to show that the intended competences have been achieved?

(6) Are learning objectives, learning activities and forms of examination in a coherent relationship to each other?

4.2 Qualification and learning objectives

Terms such as competences, qualification goals, learning objectives and learning outcomes are not strictly delimited terms, also with regard to the implementation in the European member countries, but usually synonyms are used at different levels to describe what learners should be able to do at the end of the learning phase/period (a module, a course or learning unit).
Due to their more complex character, the terms competences and qualification objectives are more likely to be found at module level, while learning objectives and learning outcomes tend to be found at training level (units, courses, workshops) due to their specificity. Both technical and interdisciplinary skills are taken into account.

Qualification/learning objectives describe concrete, observable skills that learners have achieved or are expected to acquire. The learning process is therefore important here. The confirmation of the learning objectives is an essential part of the "teaching navigation". Only when teachers know through undertaking the confirmation process, which goal they want to achieve with the learners, can they determine the way forward.

In the formulation and specification of the goals, the taxonomy of learning objectives has been established based on the pedagogical-psychological literature, which is divided into six dimensions and describes abilities according to the degree of complexity of cognitive abilities. The use of action-oriented verbs has proven successful.

Tab. 4: Taxonomy of cognitive learning objectives (cf. Anderson/Krautwohl, 2001)

Degree of cognitive complexity ↑			
	Create	decide, assess, derive, evaluate, construct, elaborate, refute, develop, design, write, combine, optimize, adapt	**Knowledge addition**
	Evaluate		
	Analyze	Conclusion, simplify, classify, compare, determine, distinguish, apply, solve, use, realize, transfer, plan, identify	**Knowledge transformation**
	Apply		
	Understand	Explain, specify, compare, describe, paraphrase, compare, enumerate, remember, name, assign, list, reproduce, clarify, reproduce	**Knowledge**
	Know		

The first step is to clarify what the learner should be able to do by describing learning objectives. The concrete formulation is therefore divided into three components:

a) Introduction
b) Content component
c) Action component

In the introduction, it makes sense to use "learners can" or "learners are able" to connect to the content and action component.

Tab. 5: Components of learning objectives – Example: L5_U1-4 Dealing with information and communication technologies (ICT)

Introduction	Content component	Action component
Learners can ...	"Information and data literacy": Articulate information needs, find and retrieve digital data, information and content.	Written test
Learners can ...	"Communication and Collaboration": Interaction, communication and collaboration through digital technologies, taking into account cultural and generational diversity.	Presentation in oral presentation (generally understandable)
Learners can ...	'digital content creation' means the creation and editing of digital content.	Appearance in PowerPoint presentation
Learners can ...	"Security": To protect devices, content, personal data and privacy in digital environments.	Sketch schematically
Learners can ...	"Problem solving": Identify needs and problems and solve conceptual problems and problem situations in digital environments.	Report

The PSA partners agree that the concrete definition and formulation of learning objectives are the basis for the design of the PSA manuals for modules/units/courses.
In addition to the didactic design (learning activities), this also applies to the choice of the appropriate form of learning success controls.

4.3 Competency-oriented forms of assessment

Once the qualification objectives of the modules/units/courses are available, the form of the learning success checks can be determined. The subject of the assessment of learning success is what learners should be able to do at the end of PSA modules/units/courses, as described.

The PSA partners agree that unconventional and modern formats are also possible for competency-oriented forms of learning success assessments. This openness means that new formats can be familiarized and, if necessary, established.

Tab. 6: Possible formats of learning success assessments with regard to the learning objective taxonomy

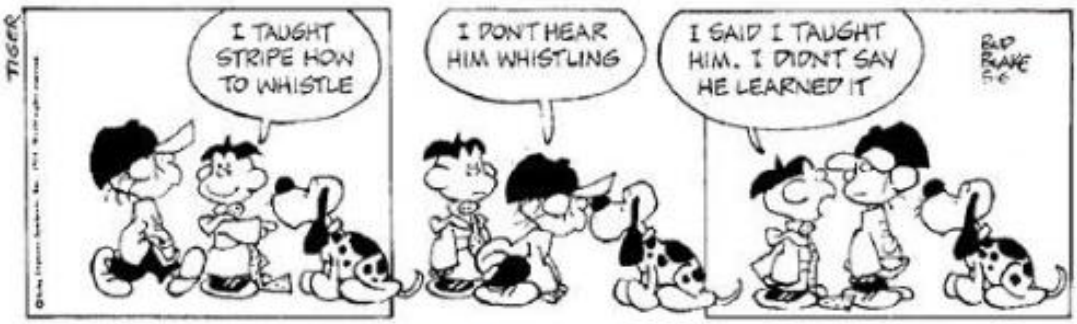
Degree of cognitive complexity			
	Create	Thesis, portfolio, case study, poster presentation, simulation, computer-aided presentations, exam	**Knowledge addition**
	Evaluate		
	Analyze	Project work, project report, test, exercise sheets, debate	**Knowledge transformation**
	Apply		
	Understand	Protocol, presentation, gap text (fill in the gap), multiple choice, test	**Knowledge**
	Know		

The PSA expert panel will decide on the appropriate forms of learning success assessment, based on the following questions:

(1) Which learning objectives should be examined? Not all objectives always have to be checked. It is important that the essential
learning points are achieved. These must be examined in order to ensure their usability/relevance in the labour market. The forms of learning success assessments should be appropriate in any case.

(2) How are the learning success formats distributed over the entire duration of education and training? Especially in the
case of more complex PSA modules/units/courses, the time feasibility must be viewed critically so that the learners are not overwhelmed in terms of time.

(3) Are partial exams appropriate for specific PSA modules/units/courses?
It must be considered whether several interim tests may be appropriate instead of one complex, very time-consuming test. Proof that learning objectives have been achieved can in principle be provided with partial examinations.



Quelle: Julian W. Blake „Tiger"

5. Examples of descriptions for PSA modules/units/courses

Tab. 7: Example of a PSA module description
(To be completed and used by the administration department of the education provider)

<table>
<tr><th colspan="3">PaintingSkillsAcademy – TRAINING
Short description of the module</th></tr>
<tr><td>Designation Modul</td><td colspan="2">Business Administration and Marketing
Level 5 EQR, UNIT 1</td></tr>
<tr><td>Ident number Modul</td><td colspan="2">L5_U1</td></tr>
<tr><td>Duration</td><td colspan="2">56 hours</td></tr>
<tr><td>"Graduation" (learning success checks, examinations)</td><td colspan="2">Written test.
Oral examination (presentation of project work)</td></tr>
<tr><td>Form of learning (event)</td><td colspan="2">Training course in attendance
Self-study</td></tr>
<tr><td>Provider, place of learning</td><td colspan="2">HTL Baden, Malerschule Leesdorf,
Austria</td></tr>
<tr><td>Contact details of the provider</td><td colspan="2">Doe, Martin
Instructor
Phone, fax, e-mail
www.htl-baden.ac.at</td></tr>
<tr><td rowspan="5">Profile of Qualification (Objectives/Field of competence)</td><td colspan="2">Qualification objectives and competences
Leading and supervising in work or learning contexts where unpredictable changes occur; Review and development of one's own performance and the performance of others.
• Job handling (order processing)
• Contract law
• Marketing
• Dealing with information and communication technologies (ICT)</td></tr>
<tr><td colspan="2">Contents</td></tr>
<tr><td>Knowledge</td><td>Learning outcomes see PSA qualification portfolio, Appendix 1</td></tr>
<tr><td>Skills</td><td>Learning outcomes see PSA qualification portfolio, Appendix 1</td></tr>
<tr><td>Responsibility and self-employment</td><td>Learning outcomes see PSA qualification portfolio, Appendix 1</td></tr>
<tr><td>Language(s)</td><td colspan="2">English</td></tr>
<tr><td>Particularities</td><td colspan="2">European cooperation with
Malermeisterschule Dresden, Bildungseinrichtung XY Belgien, Malerschule ABC Ungarn</td></tr>
<tr><td>Admission requirements</td><td colspan="2">5 years of professional experience.
Basic knowledge of English.</td></tr>
<tr><td>Participant-</td><td colspan="2">mind. 8 TN, max. 15 TN.
Mandatory registration: late. 30 days before the start.</td></tr>
<tr><td>Datum/Version</td><td colspan="2">31.12.2022</td></tr>
</table>

Tab. 8: Example of a PSA learning unit description
(To be completed and used by the administration department of the education provider and supplied to the instructors)

PaintingSkillsAcademy – TRAINING **Learning unit description**		
Designation Unit	L5_U1-4 Dealing with information and communication technologies (ICT), Level 5 EQF, UNIT 1, Unit 4	
Ident number Unit	L5_U1-4	
Unit responsible	Mustermann, Martha	
Applicability	Further education Upgrading qualification (upskilling)	
Form of learning (event)	Training course in attendance Self-study	
Dates, duration	Date: 16.-17.03.2023 12.-13.05.2023 04.-05.09.2023 09.-10.11.2023 Hours: 8:00-15:30, daily Duration: 16 hours (2 days)	
Time utilization	Full time	
Provider, place of learning	HTL Baden, Malerschule Leesdorf, Austria	
Contact details of the provider	Doe, Martin Instructor *Phone, fax, e-mail* www.htl-baden.ac.at	
Profile of Qualification (Objectives/Field of competence)	**Qualification objectives and competences** She/he is able to incorporate digital information, mobile usage and current developments into business processes.	
	Contents	
	Knowledge	Learning outcomes see PSA qualification portfolio, Appendix 2
	Skills	Learning outcomes see PSA qualification portfolio, Appendix 2
	Responsibility and self-employment	Learning outcomes see PSA qualification portfolio, Appendix 2
Language(s)	English	
Particularities	European cooperation with Malermeisterschule Dresden, Bildungseinrichtung XY Belgien, Malerschule ABC Ungarn	
Target group	Employees with and without vocational qualifications. Jobseekers with and without vocational qualifications	
Admission require-ments	5 years of professional experience. Basic knowledge of English. Basic computer/PC skills.	

Learning success checks, examinations	Written test (Multiple Choice).
Credits	3 ETCS points
number of participants	10 TN
Offering frequency	4 x per year
Prices per person (participant)	(1) Cost of the activity: 250,00 €/person per activity/UNIT/course/course/workshop/etc. (2) Material costs: 35,00 €/person per activity/UNIT/course/course/workshop/etc. (3) Examination fees: 25,00 €/person per activity/UNIT/course/course/workshop/etc.
Participant Registration	Mandatory registration: late. 14 days before the start.
Documentation	• Course description – see table 9 following page and WP5_R5.1 and R5.2 • Training Plan – Appendix 3 • Work Tasks – Appendix 4 • List of materials (material assembly) – Appendix 5 • Equipment – Appendix 6 • Teaching staff – Appendix 7
Datum/Version	31.12.2022

Tab. 9: Example of a PSA course description
(To be completed and used by the instructors and supplied to the learners)

PaintingSkillsAcademy – TRAINING **Course Description**	
LEARNING/TEACHING/TRAINING ACTIVITY	
Activity/ UNIT	Competence Area 1 "Information and Data Literacy" Level 5, UNT 1, Unit 4, Course 1
Identification number of the activity/UNIT	L5_U1-4_1
Type of activity	Training course in attendance Self-study
EQF-Level	5
Field	Further education Upgrading qualification (upskilling)
Target group	Employees with and without vocational qualifications. Jobseekers with and without vocational qualifications
Admission require-ments	5 years of professional experience. Basic knowledge of English. Basic computer/PC skills.
Provider, place of learning	HTL Baden, Malerschule Leesdorf, Austria
Contact details of the provider	Doe, Martin Instructor *Phone, fax, e-mail* www.htl-baden.ac.at
Lecturer	*Surname, first name* *Profile*
Dates, duration of ac-tivity	Date: 16.-17.03.2023 12.-13.05.2023 04.-05.09.2023 09.-10.11.2023 Timetable: see timetable Duration: 2 days
Time utilization	Full time
Learning success checks, examinations	Written test (Multiple Choice).
Prices per person (par-ticipant)	(4) Cost of the activity: 50,0 €/person per activity/UNIT/course/course/workshop/etc. (5) Material costs: 10,00 €/person per activity/UNIT/course/course/workshop/etc. (6) Exam fees: --- €/person per activity/UNIT/course/course/workshop/etc.
number of participants	10 TN
Funding opportunities	---

PaintingSkillsAcademy – TRAINING Course Description		
DESCRIPTION OF THE ACTIVITY		
Identification number of the activity/UNIT	L5_U1-4_1	
Objectives/Field of competence	**Qualification objectives and competences** She/he is able to incorporate digital information, mobile usage and current developments into business processes.	
Training tasks	**Objectives**	
	Knowledge	She/he knows • the importance of digitization for a future-oriented craft company. • Possibilities of digitization in organizational and communicative tasks (managing and reacting tasks in real time. Automatic communication of systems with each other instead of constant availability of important employees). • the functionalities of new possibilities such as exoskeleton suits.
	Skills	She/he can • Use smartphone, tablet, etc. according to the situation. • Use systems such as exoskeleton suits. She/he uses modern information and communication technologies to obtain information and process orders.
	Responsibility and self-employment	She/he is able to: • to use digital information and its mobile availability (data flow, data exchange and data use) and to integrate it into production and business processes. • to examine current developments and to include them in production and business processes.
Language(s)	English	
Particularities	European cooperation with Malermeisterschule Dresden, Bildungseinrichtung XY Belgien, Malerschule ABC Ungarn	
EVALUATION OF THE ACTIVITY		
Evaluators	Lecturer	
Evaluation basis	• Sample solution • Fixed achievable total score and score of each question	
Evaluation criteria	100 % written (knowledge)	
PSA certificate	Certificate of participation in the activity.	
RECOMMENDATIONS – *if desired*		
Notes on personal career planning	*Individual recommendations.* *Career opportunities.*	

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Annex directory

Appendix 1
Learning outcomes according to PSA qualification portfolio: L5_U1 Business Administration and Marketing, Level 5 EQF, UNIT 1 (L5_U1)

QUALIFICATION TITLE	**Foreman in the painting trade (sector)**
UNIT TITLE	**Overview**
EQR LEVEL	**5**

UNITS OF LEARNING OUTCOMES	**L5_U1**	**Business Administration and Marketing**	
		L5_U1-1	Order processing
		L5_U1-2	Contract law
		L5_U1-3	Marketing
		L5_U1-4	Handling information and communication technologies (ICT)
	L5_U2	**Business organization**	
		L5_U2-1	Measurement (Mass determination)
		L5_U2-2	Construction law, quality assurance and human resource
		L5_U2-3	Correspondence
		L5_U2-4	Logistics
		L5_U2-5	Health, safety and environment
	L5_U3	**Vocational and work education**	
		L5_U3-1	Vocational and work education
	L5_U4	**Technology**	
		L5_U4-1	Building protection
		L5_U4-2	Materials
		L5_U4-3	Machine technology
	L5_U5	**Design (rooms, buildings)**	
		L5_U5-1	Form and color theory
		L5_U5-2	Architectural styles

Appendix 2
Learning outcomes according to PSA qualification portfolio: L5_U1-4 Dealing with Information and Communication Technologies (ICT), Level 5 EQF, UNIT 1, Learning Unit 4 (L5_U1-4)

LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
L5_U1-4 **Handling information and communication technologies (ICT)** → ***Competence area 1-5***	He /she knows • the importance of digitization for a future-oriented craft company. • possibilities of digitization in organizational and communicative tasks (manage tasks and react in real time. Automatic communication between systems instead of constant availability of important employees). • the functioning of new possibilities such as exoskeleton suits.	He /she can • use smartphones, tablets, etc. according to the situation. • use systems such e.g. exoskeleton suits. He /she uses modern information and communication technologies for obtaining information and processing orders.	He /she is able to use digital information and its mobile availability (data flow, data exchange and data usage) and to include it in production and business processes. He /she is able to check current developments and to include them in production and business processes.
Competence area 1 "Information and data literacy": Articulate information needs, find and retrieve digital data, information and content.	He /she knows the content of the competence area 1: • 1.1 Browsing, searching and filtering data, information and digital content • 1.2 Evaluating data, information and digital content • 1.3 Managing data, information and digital content	He /she can • respond to information needs. • apply research to obtain data, information and content in digital environments. • demonstrate how to access and navigate between this data, information and content. • suggest personal search strategies. • conduct an evaluation of the credibility and reliability of various sources of data, information and digital content. • carry out an evaluation of different data, information and digital content. • manipulate information, data and content for easier organization, storage and retrieval. • perform simpler organization and processing in a structured environment.	He /she is able to • assess the relevance of the source and its content. • store, manage and organize digital data, information and content. • guide others.

LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Competence area 2 "Communication and collaboration": Interaction, communication and collaboration through digital technologies, taking into account cultural and generational diversity.	He /she knows the content of the competence area 2: • 2.1 Interacting through digital technologies • 2.2 Sharing through digital technologies • 2.3 Engaging in citizenship through digital technologies • 2.4 Collaborating through digital technologies • 2.5 Netiquette • 2.6 Managing digital identity	He /she can • use a variety of digital technologies in order to interact. • show others the most appropriate digital means of communication for a given context. • share data, information and digital content through a variety of appropriate digital tools. • show others how to act to share information and content through digital technologies. • apply a variety of references and attribution practices. • propose different digital services to participate in society. • use suitable digital technologies to empower oneself and to participate in society. • propose different digital tools and technologies for collaborative processes. • apply different standards of behavior and know-how when using digital technologies and interacting in digital environments. • apply different communication strategies in digital environments adapted to an audience. • apply different aspects of cultural and generational diversity to take them into account in digital environments. • use different digital identities.	He /she is able to • Participate in society through public and private digital services and participatory citizenship. • Manage your digital presence, identity and reputation. • to lead others.

LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Competence area 2		He /she can • use different ways to protect my reputation online. • use data generated by multiple digital tools and services.	
Competence area 3 "Digital content creation": Creation and editing of Digital Content.	He /she knows the content of the competence area 3: • 3.1 Developing digital content • 3.2 Integrating and re-elaborating digital content • 3.3 Copyright and licences • 3.4 Programming	He /she can • use methods to create and edit content in different formats. • identify ways to express yourself through the creation of digital means. • operate with new, different content and information, modifying, refining, enhancing and integrating it to create new and original ones. • apply different copyright and license rules that apply to data, digital information and content. • operate with instructions for a computer system to solve another problem or perform another task.	She/he is able to • improve and integrate information and content into an existing body of knowledge. • understand and apply copyrights and licenses. • give understandable instructions for a computer system. • lead others.
Competence area 4 „Safety": To protect devices, content, personal data and privacy in digital environments.	He /she knows the content of the competence area 4: • 4.1 Protecting devices • 4.2 Protecting personal data and privacy • 4.3 Protecting health and well-being • 4.4 Protecting the environment	He /she can • use different methods to protect devices and digital content. • distinguish different risks and threats in digital environments. • apply security measures. • use different methods to give due consideration to reliability and privacy	She/he is able to • protect physical and mental health and raising awareness of digital technologies, social well-being and social inclusion. • be aware of the environmental impact of digital technologies and their use. • lead others.

LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
		He /she can • use different methods to protect my personal information and my privacy in digital environments. • use various specific ways to share your data and protect yourself and others from harm. • explain the privacy policy, in particular how personal data is used in digital services.	
Competence area 5 „Problem solving": Recognize needs and problems and solve conceptual problems and problem situations in digital environments.	He /she knows the content of the competence area 5: • 5.1 Solving technical problems • 5.2 Identifying needs and technological responses • 5.3 Creatively using digital technologies • 5.4 Identifying digital competence gaps	He /she can • assess technical problems when using digital environments and when operating digital devices. • apply different solutions to technical problems. • assess needs. • apply different digital tools and possible technological answers to solve problems. • use different ways of adapting to digital environments and personal needs. • apply different digital tools and technologies to create knowledge and innovative processes and products. • apply individual and collective cognitive processing to solve different conceptual problems and problem situations in digital environments.	She/he is able to • use of digital tools to innovate processes and products. • keep up with digital evolution. • lead others.

LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
		He /she can • show where your own digital competence needs to be improved or updated. • illustrate different ways of supporting others in developing their own digital competence. • suggest different opportunities for self-development and keep up to date with digital development.	

Appendix 3 Training plan using the example of course L5_U1-4_1

The training plan is used to create the course plan (timetable) (see WP5 R5.1 and R5.2, point 1.3.3).

PaintingSkillsAcademy – TRAINING Training Plan – Course		
LEARNING/TEACHING/TRAINING ACTIVITY		
Activity/ UNIT	Competence Area 1 "Information and Data Literacy" Level 5, UNT 1, Unit 4, Course 1	
Identification number of the activity/UNIT	L5_U1-4_1	
Type of activity	Training course in attendance Self-study	
Lecturer	*Surname, first name* *Profile*	
Dates, duration of activity	Term: 16.-17.03.2023 Timetable: see timetable Duration: 2 days	
Learning success checks, examinations	Written test (Multiple Choice).	
number of participants	10 TN	
Objectives/Field of competence	**Qualification objectives and competences** She/he is able to incorporate digital information, mobile usage and current developments into business processes.	
Training tasks	**Objectives**	
	Knowledge	She/he knows • the importance of digitization for a future-oriented craft company. • Possibilities of digitization in organizational and communicative tasks (managing and reacting tasks in real time. Automatic communication of systems with each other instead of constant availability of important employees). • the functionalities of new possibilities such as exoskeleton suits.
	Skills	She/he can • Use smartphone, tablet, etc. according to the situation. • systems. She/he uses modern information and communication technologies to obtain information and process orders.
	Responsibility and autonomy	She/he is able to: • to use digital information and its mobile availability (data flow, data exchange and data use) and to integrate it into production and business processes. • to examine current developments and to include them in production and business processes.
Language(s)	English	
Particularities	European cooperation with Malermeisterschule Dresden, Bildungseinrichtung XY Belgien, Malerschule ABC Ungarn	

EVALUATION OF THE ACTIVITY	
Evaluators	Lecturer
Assessment basis	• Sample solution • Fixed achievable total score and score of each question
Evaluation criteria	100 % written (knowledge)
PSA Certificate	Confirmation of participation in the activity.

Topic	*Please tick the appropriate box:* **X** L5_U1-4_1 Working on the PC and with digital media □ L5_U1-4_2 Data processing and processing □ L5_U1-4_3 Communication through digital technologies □ L5_U1-4_4 Create digital content □ L5_U1-4_5 Safety in dealing with digital media □ L5_U1-4_6 Problem solving with digital media
Phase of Learning	*Please tick the appropriate box:* **X** Theoretical instruction **X** Practical implementation □ evaluation/control
Didactic function	*Please tick the appropriate box:* □ Targeting, partial goal formation **X** Motivation □ Reactivation **X** New development □ consolidation ○ Repetition ○ Systematization ○ Exercise ○ Application ○ Control
Didactic function	*Please tick the appropriate box:* **X** Learning outcome assessments (learning success checks) 1. <u>written assessment of learning success</u> ○ Retreats **X** Test (multiple choice) ○ Presentations/Lectures ○ Documentation of projects/excursions/practical procedures and protocols ○ Examinations ○ Electronic learning success assessments 2. <u>oral assessment of learning success</u> ○ Expert discussion ○ Collaboration 3. <u>Practical monitoring of learning success</u> ○ Work result ○ Product evaluation

Sub-objectives	*Please tick the appropriate box:* **X** L5_U1-4_1 Working on the PC and with digital media □ L5_U1-4_2 Data processing and processing □ L5_U1-4_3 Communication through digital technologies □ L5_U1-4_4 Create digital content □ L5_U1-4_5 Safety in dealing with digital media □ L5_U1-4_6 Problem solving with digital media The participants • know the importance of digitization for a future-oriented craft company. • know the possibilities of digitization for organizational and communicative tasks (managing and reacting to tasks in real time. Automatic communication of systems with each other instead of constant availability of important employees). • the functionalities of new possibilities such as exoskeleton suits. • can use smartphone, tablet, etc. according to the situation. • can use systems. • use modern information and communication technologies to obtain information and process orders. • are able to use digital information and its mobile availability (data flow, data exchange and data use) and integrate it into production and business processes. • are able to check current developments and incorporate them into production and business processes.

Time	Content/Learning-Relevant Connections to Goal Orientation (Structuring of the content process: factual logical relationships, Emphasis on the essentials)	Interactions / Methods / Forms of the Learning Process	Learning Support Medium
process-related	X **L5_U1-4_1 Working on the PC and with digital media** □ **L5_U1-4_2 Data processing and data processing** □ **L5_U1-4_3 Communication through digital technologies** □ **L5_U1-4_4 Create digital content** □ **L5_U1-4_5 Safety in dealing with digital media** □ **L5_U1-4_6 Problem solving with digital media** **Hardware** • Elements of the Central Unit • Function of a processor • Tasks of the memories • Advantages of the hard drive • Reasons for speed • Storage capacities **Software** • Operating system • Preconditions • Control • Organization • Work programs • Application software • Standard software • Word processing • Spreadsheet • Graphic **Work with standardized software via icons, menu, graphical dialog boxes** • Word processing • Edit and Save • Formation • Print job **Situation-appropriate application and use of different media** • Task: Obtaining information on the subject of "Decorative techniques in the painting trade" and preparing a report • Edit test (multiple choice)	*Please tick the appropriate box:* **Interactions:** □ frontal teaching □ group work □ self-organized learning **Methods, according to** □ Learning phases □ Path of Knowledge Structures □ knowledge support tools □ decision-making □ Obtaining value retention □ problem-solving strategies □ social forms **Forms of the learning process** □ conversation □ lecture □ lecture by learners □ Independent learning □ 4-step method (Preparation, to demonstrate/explain, imitate/explain, practice/evaluate)	*Please tick the appropriate box:* **Materials for learning orientation** □ panel painting □ graphs □ Bibliography □ experiments □ Animation □ videos □ Educational film, title: _____ □ Worksheets □ Instruction sheet □ Occupational health and safety regulations □ tool catalog with Price list □ Technical Fact Sheets □ Safety Data Sheets □ Mixing pots □ Sample color series □ Sample panels □ Others: _____ _____ _____ _____ _____

Appendix 4 Work Tasks – Using Course L5_U1-4_3 as an example

Tasks (example) for competence area 3 "Digital content creation: Creating and editing digital content"

(1) Model company: Painting company XY

Legal form:	Sole proprietorship
Founded:	2010
Fields of business:	Painting work inside and outside for private customers. Painting and wallpapering for private customers and businesses.
Company goals:	Expansion of competitive success. Expansion of business areas for the target group of medical practices.
Organizational structure:	Owner is master painter XY. Employees: 15 commercial employees. 2 commercial employees. 2 trainees.

2 of the commercial employees will work as executives in the company in the future. In order to be able to take on the new tasks, the 2 employees are taking part in a Level 5 qualification. The aim is to qualify them as foremen/forewomen.

The participants of the course L5_U1-4_3 put themselves in the position of the future senior employees in the painting company XY and then answer the following tasks.

(1) Tasks

Task 1
Smith Orthopedic Practice would like the entire practice renovated (ceilings and walls coated, interior doors painted) and an interesting color scheme added to the reception, waiting room and hallway areas.
Premises: Reception and hallway area, waiting room, 1 laboratory, 2 examination rooms, 2 meeting rooms and 1 staff lounge.
The calculation of the areas (measurement) to be coated will be made after the order is placed.

Create a quotation for the medical practice "Orthopädie Smith" (work with Word).

Task 2
Painting company XY wants to expand its business areas and be a competent partner of medical practices in the future. For this you introduce yourselves and/or the enterprise with different medical practices. You want to show the potential customers that the XY painting company and you are optimal partners for medical practices.

Create a presentation in which you introduce the company Painting Company XY and yourself (work with PowerPoint).

Tasks 3
During the execution of the services in the Smith Orthopedic practice you are responsible for the control of the work process.

Design a form for the employees to fill in the hours worked, the material processed, and the services performed. Provide a column for "comments or notes" (work with Exel).

Appendix 5 List of materials (material composition for the provider) – using the example of course L5_U1-4_1

Composition of materials							
Course: L5_U1-4_1							**Date:**
Product	**Article-No.**	**Quantity**	**PU**	**Manufac-turer/ Supplier**	**Unit price net**	**Total price net**	**Remarks/ Notes**

PU = packaging unit

Appendix 6 Facilities and equipment for the learning location – example

Knowledge
Suitable seminar rooms are available depending on the number of participants:

Seminar room	55 m²	approx. 25 persons
Seminar room	52 m²	approx. 15 persons
Seminar room	54 m²	approx. 16 persons
Seminar room	68 m²	approx. 20 persons

PC cabinet for user software for max. 15 people.

All seminar rooms are equipped as follows, e. g.:
- Tables and chairs
- Blackboard or whiteboard/flipchart
- Beamer

Professional Practice (skills)
The following classrooms are available for practical training:

Painting room 1	147 m²	max. 20 Persons
Painting room 2	156 m²	max. 25 Persons

All classrooms are equipped as follows, e. g.:
- Height-adjustable tables, chairs and standing aids
- Blackboard, overhead projector
- 10 large work cabins for wall and ceiling design
- Tools, machines, equipment for special techniques

Common areas
- Cloakrooms and lockers
- Canteen

Appendix 7 Teaching staff – competences, references

Teacher (surname, first name)	Qualification / Further education / References / Language skills

In case of absence of a trainer

- the representation regulation applies, i.e. an adequate replacement is to be arranged.
- a postponement of the lessons is also possible.