



## VIRQUAL - SIMPLE GUIDE FOR LEARNERS

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## 1. Description of VIRQUAL model

An increasing number of HE institutions in Europe already have an online campus and have been experimenting with e-Learning in the last years. But at the moment learning contents are mainly for in-campus HE students and some for lifelong learning professionals. These comments also apply for Vocational and Education Training (VET) learners and providers. This guide is tended to help students/learners choose their virtual courses according to the competences and to the assessment methods, to support the recognition of the competencies acquired in virtual course and to facilitate employment through the validation from companies of the competences acquired virtually.

This guide intends to be a tool to help the students/learners involved in virtual learning/training with HE institutions and VET organizations, to organize the provision of virtual learning and to facilitate the recognition of learning and training done virtually. It is also intended for companies that would like to verify the competences, acquired by professionals or by students, in a virtual environment. It is a suggestion on how to proceed using the project VIRQUAL tools to achieve a better utilization of the possibilities provided by ICT in virtual environments to achieve desired competencies. The European Qualification Framework (EQF) is used as reference for the organization of competences in the levels 5 to 8 that correspond in general to the HE sector. The adaptation of these competences to each country National Qualification Framework (NQF) can be done if the transposition of the EQF has already been implemented for that country.

## 2. Possible Cases and Users

A list of possible situations where the student/learner can apply this guide is presented with some types of users to whom this guide may be beneficial during the academic or professional lives. It is not an exhaustive identification of cases and of users but it was obtained to illustrate some of the common applications of the guide.

### Cases

- a) A student/learner from a Higher Education (HE) or Vocational Education and Training (VET) level pretends to attend a virtual course from the same country or from other European countries
- b) A student/learner from a VET or HE level wants to have the competences acquired in a virtual course from another country recognized or accredited
- c) A student/learner from a HE or VET level is willing to have the competences acquired on a virtual course recognized by a company of another country
- d) A student/learner from a VET or HE level wants to verify if the virtual course chosen has the right assessment methods and provides the competences stated

### Users

- a) Students of institutions of Higher Education
- b) Students in institutions of Vocational Education and Training

- c) Employees in general that pretend to acquire new competences
- d) Professionals that intend to apply for jobs in other countries
- e) Professionals that want to be members of bodies of regulated professions in other countries
- f) Unemployed that are looking for competences acquired in other countries

### 3. Procedure

#### 3.1. Step 1 – Learning Outcomes and Competences

- a) Consult the VIRQUAL ILO database to check description of proper Learning Outcomes (see site [virqual.up.pt](http://virqual.up.pt))
- b) If the description of Learning Outcomes (Competences) matches the format of Annex 1 and Annex 2 then proceed to Step 2.

#### 3.2. Step 2 – Assessment methods

- a) Verify if assessment methods used in the virtual course are in accordance with VIRQUAL matrix (see Annex 3).
- b) If assessment methods used in the virtual course are compatible with Annex 3 then the course is acceptable in terms of proper evaluation of competences and of learning outcomes. Proceed to Step 3.

#### 3.3. Step 3 – Verification of EQF competences

- a) Verify if EQF/NQF competences of the country targeted match the VIRQUAL reports (<http://virqual.up.pt/sites/default/files/map/mapa.html>).
- b) If competences match the required national description and legal requirements then recognition using the VIRQUAL model is possible.

#### 3.4. Step 4 – No Success

If any of the three steps is not enough verify with more detail the VIRQUAL model description in the site [virqual.up.pt](http://virqual.up.pt). With the concepts of the model evaluate corrective measures or other steps to contact the providers of the course or the VIRQUAL project partners for advice.

## Annex 1: Definitions related with VIRQUAL

|                                 |  |
|---------------------------------|--|
| <p><b>Learning outcomes</b></p> | <p>“<b>Learning outcomes (LOs)</b> describe what a student is expected to know, understand or be able to demonstrate at the end of a course in order to obtain a passing grade. They express a desired state and are often described in terms of knowledge, skills and attitudes”<br/> <a href="http://www.lut.fi/fi/lut/studies/learningcentre/report/Documents/lo_en.html">http://www.lut.fi/fi/lut/studies/learningcentre/report/Documents/lo_en.html</a>).</p> <p><b>Skill:</b> 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).</p> <p><b>Knowledge:</b> In the context of EQF, knowledge is described as theoretical and/or factual.</p> <p><b>Competence:</b> In the context of EQF, competence is described in terms of responsibility and autonomy.</p> <p><b>Attitude/Value:</b> Related to the affective domain, it is a “state of mind or a feeling, a disposition” (A behaviour we adopt under certain circumstances).<br/>         To know more:<br/> <a href="http://www.lut.fi/fi/lut/studies/learningcentre/report/Documents/lo_en.html">http://www.lut.fi/fi/lut/studies/learningcentre/report/Documents/lo_en.html</a></p> |
| <p><b>EQF</b></p>               | <p><b>European Qualifications Framework</b></p> <p>The EQF is a common European reference system which will link different countries' national qualifications systems and frameworks together. In practice, it will function as a translation device making qualifications more readable. This will help learners and workers wishing to move between countries or change jobs or move between educational institutions at home.</p> <p>To know more :<br/> <a href="http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet_en.pdf">http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet_en.pdf</a><br/> <a href="http://ec.europa.eu/education/pub/pdf/general/eqf/broch_en.pdf">http://ec.europa.eu/education/pub/pdf/general/eqf/broch_en.pdf</a></p>   |
| <p><b>EHEA</b></p>              | <p>Framework for Qualifications of The European Higher Education Area</p> <p>This overarching Framework finds its base on the conclusions of the Berlin conference (September 2003) of the ministers in charge of higher education that said: ‘Ministers encourage the member states to elaborate a framework of comparable and compatible qualifications for their higher education systems, which should seek to describe qualifications in terms of workload, level, learning outcomes, competences and profile. They also undertake to elaborate an overarching framework of qualifications for the European Higher Education Area.’</p> <p>To know more:<br/> <a href="http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf">http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf</a><br/> <a href="http://www.ond.vlaanderen.be/hogeronderwijs/bologna/af/overarching.asp">http://www.ond.vlaanderen.be/hogeronderwijs/bologna/af/overarching.asp</a></p>  |
| <p><b>NQF</b></p>               | <p><b>National Qualification Framework (NQF)</b></p> <p>The EQF Recommendation formally sets 2010 as the recommended target date for countries to relate their national qualifications systems to the EQF, and 2012 for countries to ensure that individual qualification certificates bear a reference to the appropriate EQF level. The EQF will relate different countries' national qualifications systems and frameworks together around a</p>  |



**ILO  
database**

common European reference.

To know more:

[http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/criteria\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/criteria_en.pdf)

The **ILO database** consists of a Moodle database, accessible on [www.learning-outcomes.org](http://www.learning-outcomes.org). It has been developed in the VIRQUAL LLL European project. Entering LO in this database offers the opportunity to Higher Education and Continuing Education institutions to publish intended learning outcomes of their curriculum, at a module level. It is also a way of adding some metadata, namely the position of the module in terms of EQF (European Qualifications Framework,

[http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet\\_en.pdf](http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet_en.pdf)) or EHEA (Framework for Qualifications of The European Higher Education Area, [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/050218\\_QF\\_EHEA.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf))

Link to the database: [www.learning-outcomes.org](http://www.learning-outcomes.org)

## Annex 2: Instructions to use VIRQUAL ILO Repository

| Fields  | Explanations  |
|---|---|
| <b>Part A: Module data</b>                            | Short identification of the module the following ILO (intended learning outcome) is part of.  |
| [01] Name of the module                               | [01] Name of module as used in corresponding curriculum   |
| [02] ISCED code of the module                         | <p>[02] The ISCED code (see "Erasmus Subject Code - ISCED classification - <a href="https://www.learning-outcomes.org/file.php/2/Erasmus_Subject_Code_-_ISCED_EN.pdf">https://www.learning-outcomes.org/file.php/2/Erasmus_Subject_Code_-_ISCED_EN.pdf</a>") classifies the subject of learning units (typically of complete programmes). Mostly the ISCED codes of a specific <i>module</i> and the superordinate <i>programme</i> will be the same.</p> <p>But in a significant number of cases there will be a difference, e.g.</p> <ul style="list-style-type: none"> <li>▪ soft skills modules (09 = Personal Skills) in Engineering programmes (5 = Engineering, Manufacturing and Construction)</li> <li>▪ mathematics modules (461 = Mathematics) in Business programmes (340 = Business and Administration).</li> </ul>                |
| <b>Part B: Details of specific learning outcome</b>   | For comparison, development and individual use of specific ILOs it is necessary to be able to find and unambiguously identify them. Additional information will be asked referring to assessment methods.   |
| [03] Fulltext [English]                               | [03] Fulltext [English]: Wording of the specific ILO as used in corresponding curriculum: in English – translation (from original language) or original text  |
| [04] Fulltext [in original language - if not English] | [04] Fulltext [in original language - if not English]: Leave blank if original language is English  |
| [05] Fulltext [further language/s]                    | [05] Fulltext [further language/s]: Here is space for translations into any other languages   |
| [06] ISCED code - classifying the learning outcome    | <p>[06] The ISCED code (see "Erasmus Subject Code - ISCED classification - <a href="https://www.learning-outcomes.org/file.php/2/Erasmus_Subject_Code_-_ISCED_EN.pdf">https://www.learning-outcomes.org/file.php/2/Erasmus_Subject_Code_-_ISCED_EN.pdf</a>") classifies the subject of learning units (typically of complete programmes). Mostly the ISCED codes of a specific <i>ILO</i> and the superordinate <i>module</i> will be the same.</p> <p>But in a number of cases there will be a difference (similar as with modules and programmes), e.g.</p> <ul style="list-style-type: none"> <li>▪ mathematical ILOs (461 = Mathematics) in Engineering modules (5 = Engineering, Manufacturing and Construction)</li> <li>▪ economic ILOS (314 = Economics) in Civil engineering modules (582 = Building and civil engineering)</li> </ul> |
| [07] Domain   | <p>[07] Domain: For the purpose of clear identification of ILOs we apply a trinomial classification of the domain of learning outcomes:</p> <ul style="list-style-type: none"> <li>▪ discipline specific: relevant only in the context of one specific subject – like medical, chemical or psychological knowledge / competences</li> <li>▪ methodical: knowledge or competence overarching some or many disciplines like research methodology, documentation skills or statistics</li> </ul>   |

|                           |  |
|---------------------------|--|
|                           | <ul style="list-style-type: none"> <li>▪ personal / social: all knowledge, skills, attitudes and competences necessary to enable and improve living and working in a social context.</li> </ul> <p>(The classification of the domain was adopted from: Tippelt, R. / Mandl, H. / Straka, G. (2003): Entwicklung und Erfassung von Kompetenz in der Wissensgesellschaft – Bildungs- und wissenstheoretische Perspektiven. In: Gogolin, I. / Tippelt, R. (Hrsg.): Innovation durch Bildung. Beiträge zum 18. Kongress der Deutschen Gesellschaft für Erziehungswissenschaft. Opladen, S. 349-369.)</p>   |
| [08] Ability              | <p>[08] Ability: For the purpose of clear identification of ILOs we use the EQF classification of learning outcomes – supplemented by attitudes (which still lack in the EQF model):</p> <ul style="list-style-type: none"> <li>▪ Knowledge: 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</li> <li>▪ Skill: 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)</li> <li>▪ Attitude: “a relatively enduring organisation of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols” (Hogg &amp; Vaughan 2005, p. 150); “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly &amp; Chaiken, 1993, p. 1)</li> <li>▪ 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. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.</li> </ul> <p>Sources:</p> <p>For knowledge, skill and competence: European Commission: The European Qualifications Framework for Lifelong Learning (EQF), Luxembourg: Office for Official Publications of the European Communities, 2008, ISBN 978-92-79-08474-4.</p> <p>For attitude: Hogg, Michael A. / Vaughan, Graham M. (2005; 4th edition). Social psychology. Harlow: Pearson.<br/>Eagly, A.H. / Chaiken, S. (1993). The Psychology of Attitudes, Fort Worth, TX: Harcourt Brace Jovanovich.</p> |
| [09] EQF level            | <p>[09] EQF level: Relevant in our context are only the four academic levels of the EQF:</p> <ul style="list-style-type: none"> <li>5 – short cycle</li> <li>6 – bachelor</li> <li>7 – master</li> <li>8 – doctor, phd</li> </ul>  |
| [10] Level of performance | <p>[10] Level of performance: With reference to competences the intended level of performance might be variable: comparative simple</p>  |



|   |   |
|---|---|
|   | <p>competences (e.g.: to develop software solving a simple, well defined problem) can be fully accomplished in a bachelor programme while complex competences (e.g.: to be able to construct a highway bridge) will be developed not further than advanced level in a master programme.</p> <ol style="list-style-type: none"> <li>1 – Novices are characterised by “rigid adherence to taught rules or plans, little situational perception, no discretionary judgement”</li> <li>2 – Advanced beginners are able to use “guidelines for action based on attributes or aspects (aspects are global characteristics of situations recognisable only after some prior experience)”, their “situational perception is still limited”, while “all attributes and aspects are treated separately and given equal importance”</li> <li>3 – Competent persons are ready for “coping with crowdedness” and “conscious, deliberate planning”, they are able to “see actions at least partially in terms of longer-term goals” and to apply “standardised and routinised procedures”.</li> </ol> <p>Sources:<br/>Dreyfus, Stuart E. &amp; Dreyfus, Hubert L. (1980), A Five-Stage Model of the Mental Activities Involved in Directed Skill Acquisition.</p> |
| <p>[11] Assessment methods applicable</p> | <p>[11] Assessment methods applicable: Try to classify the methods you use for assessment of this specific learning outcome according to the following list provided by VIRQUAL.</p> <ol style="list-style-type: none"> <li>1 – Adaptive Test</li> <li>2 – Chat room</li> <li>3 – CLOZE Question Type</li> <li>4 – Collaborative assignments</li> <li>5 – Concept Map</li> <li>6 – Discussion Group</li> <li>7 – Drag-And-Drop Question Type</li> <li>8 – Drop-Down question type</li> <li>9 – E-Portfolio</li> <li>10 – Essay Style Question Type</li> <li>11 – Game-Based Learning</li> <li>12 – Gap Fill Question Type</li> <li>13 – Group Assessment</li> <li>14 – Hotspot Question Type</li> <li>15 – Mathematical Question Type</li> <li>16 – Multiple Choice Question Type</li> <li>17 – Numeric Response Question Type</li> <li>18 – Peer Assessment</li> <li>19 – Role-play</li> <li>20 – Sequence Response Question Type</li> <li>21 – Short Answer Question Type</li> <li>22 – Simulation</li> <li>23 – Text Matching Question Type</li> <li>24 – True/false question type</li> </ol>  |



|   |   |
|---|---|
|   | <p>25 – Website or publication</p> <p>26 – Wiki</p>   |
| <b>Part C: Module details</b>   | The following information provides details of the module. It has to be entered only once per module – preferably with the first of its learning outcomes.   |
| [12] Percentage of distance learning [0 - 100% of workload]           | [12] Percentage of distance learning [0 - 100% of workload]: to which degree distance learning (e-learning) is scheduled - in % of total workload of students.  |
| [13] Percentage of distance assessment [0 - 100% of total assessment] | [13] Percentage of distance assessment [0 - 100% of total assessment]: to which degree distance assessment (e-assessment) is used - in % of total assessment  |
| [14] Detailed description (rtf file)                                  | <p>[14] Detailed description (rtf file): The core information of the module collected by a template (<a href="https://www.learning-outcomes.org/mod/resource/view.php?id=15">https://www.learning-outcomes.org/mod/resource/view.php?id=15</a>) with following fields:</p> <p>General Information / Module</p> <ul style="list-style-type: none"> <li>• Title in original language</li> <li>• Erasmus Subject code</li> <li>• ISCED code</li> <li>• Internal code</li> <li>• Web address</li> <li>• Institution:</li> <li>• Name   abbreviation</li> <li>• Erasmus ID code</li> <li>• Web address</li> <li>• Study Programme/s</li> <li>• using this module</li> <li>• Module Details</li> <li>• Teaching language/s</li> <li>• ECTS Credits</li> <li>• Total workload (in hours)</li> <li>• Contact hours</li> <li>• Pre-requisites</li> <li>• Module objective</li> <li>• Module content</li> <li>• Applicable Methods</li> <li>• % of distance learning</li> <li>• % distance assessment</li> <li>• Teaching methods</li> <li>• Assessment methods</li> </ul> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• #1: English / original language .... to ....</li> <li>• #x: English / original language</li> </ul> |
| [15] URL (of module description)                                      | [15] URL (of module description): If there is a module description available in the internet, please enter it here.   |
| [16] Erasmus code –   | [16] Erasmus code – classifying the module (see "Erasmus Subject Code - ISCED classification - <a href="https://www.learning-outcomes.org/mod/resource/view.php?id=15">https://www.learning-outcomes.org/mod/resource/view.php?id=15</a> )  |



|  |  |
|--|--|
| classifying the module   | <p><a href="https://outcomes.org/file.php/2/Erasmus_Subject_Code_-_ISCED_EN.pdf">outcomes.org/file.php/2/Erasmus_Subject_Code_-_ISCED_EN.pdf</a>) classifies the subject of learning units (typically of complete programmes). Mostly the Erasmus codes of a specific module and the superordinate programme will be the same.</p> <p>But in a significant number of cases there will be a difference, e.g.</p> <ul style="list-style-type: none"> <li>• soft skills modules (16.0 = Personal Skills) in Engineering programmes (06.0 = Engineering, Technology)</li> <li>• mathematics modules (11.1 = Mathematics) in Business programmes (04.0 = Business Studies, Management Sciences).</li> </ul> |
| [17] Number of module within programme   | [17] Number of module within programme: If there is a fixed sequence of modules within a programme – what is the number of this specific module?   |
| <b>Part D: Programme identifier</b>  | The following information provides details of the Programme. It has to be entered only once per module – preferably with the first of its learning outcomes.   |
| [18] Title / ISCED code / Erasmus code / URL of programme                        | [18] Title / ISCED code / Erasmus code / URL of programme: ILO is part of following study programme  |
| [19] Qualification profile of programme  | [19] Qualification profile of programme: Qualification profile of study programme above  |
| [20] Title(s) / ISCED code(s) / Erasmus code(s) / URL(s) of further programme(s) | [20] Title(s) / ISCED code(s) / Erasmus code(s) / URL(s) of further programme(s): ILO is part of following further study programme/s   |
| <b>Part E: Information about authors</b>   | To be able to understand all entries an modifications / additions it will be valuable to know something about the authoring process.   |
| [21] Date of entry, comments, e-mail address of author(s)                        | [21] Date of entry, comments, e-mail address of author(s): Who did what, why and when?   |

## Annex 3: EQF Competences and Assessment Methods

| Assessment   | Adaptable test | Chat room | CLOZE question | Collaborative assignments | Concept map | Discussion group | Drag and drop | Drop down | E-portfolio | Essay style | Game-Based | Gap-fill | Group assessment | Hatspot | Mathematical | Multiple choice | Numeric response | Peer assessment | Role-play | Sequence response | Short answer | Simulation | Text matching | True/false | Website or publication | Wiki |
|--|----------------|-----------|----------------|---------------------------|-------------|------------------|---------------|-----------|-------------|-------------|------------|----------|------------------|---------|--------------|-----------------|------------------|-----------------|-----------|-------------------|--------------|------------|---------------|------------|------------------------|------|
|  | Level 5        |           |                |                           |             |                  |               |           |             |             |            |          |                  |         |              |                 |                  |                 |           |                   |              |            |               |            |                        |      |
| (K) comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge | x              |           | x              |                           |             |                  | x             | x         |             | x           |            | x        |                  | x       | x            | x               |                  |                 |           |                   | x            |            | x             | x          | x                      | x    |
| (S) a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems                                |                |           |                |                           | x           |                  |               |           |             | x           | x          |          | x                |         |              |                 | x                |                 | x         | x                 |              | x          |               |            | x                      | x    |
| (C) exercise management and supervision in contexts of work or study activities where there is unpredictable change                                    |                | x         |                | x                         |             | x                |               |           | x           |             | x          |          | x                |         |              |                 |                  |                 | x         |                   |              |            |               |            |                        |      |
| (C) review and develop performance of self and others  | x              |           | x              |                           | x           |                  |               |           | x           |             |            |          | x                |         |              |                 |                  | x               |           |                   |              |            |               |            | x                      | x    |

| Assessment  | Adaptable test | Chat room | CLOZE question | Collaborative assignments | Concept map | Discussion group | Drag and drop | Drop down | E-portfolio | Essay style | Game-Based | Gap-fill | Group assessment | Hotspot | Mathematical | Multiple choice | Numeric response | Peer assessment | Role-play | Sequence response | Short answer | Simulation | Text matching | True/false | Website or publication | Wiki |
|---|----------------|-----------|----------------|---------------------------|-------------|------------------|---------------|-----------|-------------|-------------|------------|----------|------------------|---------|--------------|-----------------|------------------|-----------------|-----------|-------------------|--------------|------------|---------------|------------|------------------------|------|
|   | <b>Level 6</b> |           |                |                           |             |                  |               |           |             |             |            |          |                  |         |              |                 |                  |                 |           |                   |              |            |               |            |                        |      |
| (K) advanced knowledge of a field of work or study, involving a critical understanding of theories and principles                                       | x              |           | x              |                           | x           | x                | x             | x         |             | x           |            | x        |                  | x       | x            | x               | x                |                 |           | x                 | x            |            | x             | x          | x                      | x    |
| (S) advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study | x              | x         |                | x                         | x           | x                |               |           | x           |             | x          |          | x                |         |              |                 |                  |                 | x         |                   |              | x          |               |            |                        |      |
| (C) manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts  | x              | x         |                | x                         | x           | x                |               |           |             |             | x          |          |                  |         |              |                 |                  |                 | x         |                   |              | x          |               |            |                        |      |
| (C) take responsibility for managing professional development of individuals and groups   |                |           |                | x                         | x           | x                |               |           |             |             | x          |          | x                |         |              |                 |                  | x               | x         |                   |              | x          |               |            |                        |      |

| Assessment  | Adaptable test | Chat room | CLOZE question | Collaborative assignments | Concept map | Discussion group | Drag and drop | Drop down | E-portfolio | Essay style | Game-Based | Gap-fill | Group assessment | Hotspot | Mathematical | Multiple choice | Numeric response | Peer assessment | Role-play | Sequence response | Short answer | Simulation | Text matching | True/false | Website or publication | Wiki |
|---|----------------|-----------|----------------|---------------------------|-------------|------------------|---------------|-----------|-------------|-------------|------------|----------|------------------|---------|--------------|-----------------|------------------|-----------------|-----------|-------------------|--------------|------------|---------------|------------|------------------------|------|
|   | Level 7        |           |                |                           |             |                  |               |           |             |             |            |          |                  |         |              |                 |                  |                 |           |                   |              |            |               |            |                        |      |
| (K) 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                | x              |           | x              |                           | x           |                  |               |           | x           | x           |            |          |                  |         | x            | x               | x                | x               | x         | x                 |              |            |               |            | x                      | x    |
| (K) critical awareness of knowledge issues in a field and at the interface between different fields   |                |           |                |                           | x           |                  |               |           | x           |             | x          |          |                  |         |              |                 |                  | x               |           |                   |              |            |               |            | x                      | x    |
| (S) 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 | x              |           |                |                           | x           | x                | x             |           | x           |             | x          |          |                  |         |              |                 |                  | x               | x         |                   |              |            |               |            | x                      | x    |
| (C) manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches  |                |           |                |                           |             | x                |               |           | x           |             | x          |          | x                |         |              |                 |                  | x               | x         |                   |              |            |               |            | x                      | x    |
| (C) take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams   |                | x         |                |                           |             | x                |               |           | x           |             | x          |          | x                |         |              |                 |                  | x               | x         |                   |              |            |               |            | x                      | x    |

| Assessment  | Adaptable test | Chat room | CLOZE question | Collaborative assignments | Concept map | Discussion group | Drag and drop | Drop down | E-portfolio | Essay style | Game-Based | Gap-fill | Group assessment | Hotspot | Mathematical | Multiple choice | Numeric response | Peer assessment | Role-play | Sequence response | Short answer | Simulation | Text matching | True/false | Website or publication | Wiki |
|---|----------------|-----------|----------------|---------------------------|-------------|------------------|---------------|-----------|-------------|-------------|------------|----------|------------------|---------|--------------|-----------------|------------------|-----------------|-----------|-------------------|--------------|------------|---------------|------------|------------------------|------|
|   | Level 8        |           |                |                           |             |                  |               |           |             |             |            |          |                  |         |              |                 |                  |                 |           |                   |              |            |               |            |                        |      |
| (K) knowledge at the most frontier of a field of work or study and at the interface between fields  |                |           |                | x                         | x           | x                |               |           | x           | x           | x          |          | x                |         |              |                 |                  | x               |           |                   |              |            |               |            | x                      | x    |
| (S) 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 |                |           |                | x                         | x           | x                |               |           | x           | x           |            |          | x                |         | x            |                 |                  | x               |           |                   |              | x          |               |            | x                      | x    |

## **VIRQUAL**

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