

**2<sup>nd</sup> POLICY LEARNING FORUM:****Defining and writing learning outcomes for VET qualifications***Cedefop, Thessaloniki 13-14 October 2016***(Second working group session)****Working Group 1****The development of the Handbook on writing learning outcomes****Work flow**

The working group discussed issues related to the development of the Handbook on writing learning outcomes. Jens Bjørnåvold moderated the session, introducing the thematic focus of the workshop and explaining the session flow. The participants were presented with questions for further exploring the topic of the development of the handbook on writing learning outcomes. Participants split in four sub-groups based on their interest to discuss these questions. A representative of each sub-group shared the key messages discussed to all participants of WG1. Hanne Christensen, Cedefop, was the rapporteur of the four working groups.

**The discussion focused on the following questions:**

1. What added value can a European Handbook on the writing of learning outcomes bring?
2. What should be the focus of the handbook, which tasks and themes should be paid particular attention?
3. What kind of collaboration is needed to develop and strengthen the handbook?
4. How can the handbook be disseminated and widely used?
5. How could the handbook support mutual learning and communities of practice?

**The key messages can be summarized as follows:****QU1 –**

The discussion concluded that the Handbook would certainly bring added value, by providing background and material for discussion and asking the ‘right’ questions for further development and reflection. The Handbook would provide a reference point for national development / more detailed national guidelines, and would contribute to clearing up misunderstanding and establishing a common language.

**QU2 –**

The focus of the Handbook should be on principles, processes and methodologies. There is a need for a good variety of strong examples. The Handbook and accompanying material should be updated frequently. It is necessary to link/refer between the theoretical basis and practice; to achieve a balance between theory and practical “how-to”, guided by purpose.

**QU3 –**

Involvement from stakeholders is needed, maybe in the form of a forum. It is essential to strike a balance between the principles, advice and process descriptions and the more practical examples. The groups discussed various entry points for different purposes.

**QU4 –**

The printed Handbook should be supported by web-based material, in a multimedia concept. This will strengthen both the dissemination and the use of the material and facilitate for flexibility in the use and purpose. The Handbook should present options for discussion and development, rather than restrictions. To reach different groups, networks could be used, both at national level, in sectors and in international organisations.

**QU5 –**

The multimedia approach would facilitate for mutual learning and exchange, by providing a platform for examples, links and discussions. PLAs would further strengthen this and support a structured dialogue.