



ArtS – Habilidades para la economía creativa

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## R3.6. Programa de formación ArtS

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### WP3: Definición del currículo, acreditación y valoración

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Autor: Fondo Formación Euskadi

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## Información del proyecto

|                        |                                                               |
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## Presentación

Este documento ha sido elaborado dentro del marco del proyecto ArtS - Habilidades para la economía creativa. Se trata de un proyecto cofinanciado por el Programa Erasmus+ KA2 - Cooperación para la innovación y el intercambio de buenas prácticas, Alianzas sectoriales para las competencias.

Su principal objetivo es impartir un programa de formación vocacional conjunto (programa VET, por sus siglas en inglés), que responde a las normas de EQF/ECVET (Marco Europeo de Cualificaciones para el aprendizaje permanente/Sistema Europeo de Créditos para la Educación y la Formación Profesional), que brinde a los artistas autónomos, desempleados y poco cualificados la oportunidad de actualizar sus competencias profesionales y de adquirir habilidades en materia de gestión, empresa y redes de trabajo para conectar las cualificaciones/competencias pretendidas con un conjunto de conocimientos que les permita acceder fácilmente al mercado laboral.

El *programa de formación ArtS* es un entregable de WP3 “Diseño del currículo, la acreditación y la valoración”, que es el WP central de la aplicación del proyecto, por cuanto ofrecerá los principales resultados:

- Nueve (9) módulos de formación para los grupos objetivo, de los cuales tres son comunes (gestión/administración de empresa, redes de trabajo/comunicación digital y mediática, y emprendimiento social y habilidades del emprendedor ) y seis están dedicados a un sector específico (artesanía, patrimonio cultural, artes visuales, multimedia y audiovisual, artes literarias y artes escénicas).
- Diez (10) exámenes, uno de cada módulo de formación.

Los módulos se basan en los resultados de WP2 para desarrollar técnicas innovadoras y flexibles capaces de responder a las necesidades específicas del mercado y de fomentar la interacción y la experiencia, de acuerdo con prácticas y técnicas de desarrollo profesional de prestigio y éxito.

El programa estará supeditado a lo recogido en el Marco Europeo de Cualificaciones para el aprendizaje permanente (EQF) y a las normas del Sistema Europeo de Créditos para la Educación y la Formación Profesional (ECVET).

Este WP3 elaborará varios documentos directamente relacionados entre sí y con las siguientes tareas:

- Reunión para el diseño de unidades ECVET (R3.1),
- Definición del marco de formación y certificación del espacio artístico electrónico (R3.2),
- Programa de formación ArtS: descripción de la metodología y las herramientas (R3.3),
- Módulos de formación ArtS (R3.4)
- Exámenes ArtS (R3.5)
- Programa de formación ArtS (R3.6)
- Guía para formadores del programa ArtS (R3.7)
- Guía para participantes del programa ArtS (R3.8).

## Objetivos del programa de formación ArtS

El principal objetivo de este documento es ser un instrumento útil y conciso que ofrezca una descripción pormenorizada de los módulos de formación ArtS, de los métodos de enseñanza y, por último, de los criterios de evaluación. Incluirá una descripción del programa, la presentación de los distintos módulos y una descripción de las unidades que cada uno de ellos contiene.

Las unidades se describirán del siguiente modo:

1. título de la unidad; título de la cualificación;
2. nivel EQF de las cualificaciones; nivel NQF de las cualificaciones;
3. puntos ECVET asignados a las cualificaciones;
4. descripción de los resultados del aprendizaje de la unidad (incluidas habilidades, conocimientos y competencias);
5. puntos ECVET de la unidad;
6. los procedimientos y criterios para valorar los resultados del aprendizaje de las unidades;
7. la duración la unidad, cuando sea relevante.

De conformidad con la RECOMENDACIÓN DEL PARLAMENTO EUROPEO Y DEL CONSEJO del 18 de junio de 2009 sobre el establecimiento del Sistema Europeo de Créditos para la Educación y la Formación Profesional (ECVET).

A continuación se muestra una descripción del programa de formación ArtS teniendo en consideración los aspectos principales de cada módulo:

- A. **definición** del curso de formación ArtS, donde se indica el título del curso, la duración, los idiomas disponibles, etcétera;
- B. **diseño del currículo** de la formación, donde se describe el perfil del grupo destinatario, los objetivos generales y específicos del curso, el contenido y la duración de la formación, y la metodología seguida;
- C. **criterios de evaluación**, es decir, los criterios establecidos para conseguir el certificado ArtS;

- D. **descripción de los módulos:** el título del módulo y la cualificación, los objetivos específicos, las unidades didácticas y los resultados del aprendizaje (especificando los conocimientos, habilidades y competencias), la duración de las unidades y los criterios de evaluación del módulo.

En los anexos se ofrece la información específica de cada módulo y unidad.

## Programa de formación ArtS

### A. Definición del curso de formación ArtS

|                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TÍTULO:</b> <i>iActualiza tus habilidades creativas y culturales!</i>                                                                                                      |
| <b>DURACIÓN:</b> 3 meses                                                                                                                                                      |
| <b>1ª ENTREGA: FECHA DE INICIO:</b> 18 de agosto de 2017 // <b>FECHA DE CONCLUSIÓN:</b> 18 de noviembre de 2017                                                               |
| <b>2ª ENTREGA: FECHA DE INICIO:</b> 1 de diciembre de 2017 // <b>FECHA DE CONCLUSIÓN:</b> 1 DE marzo de 2018                                                                  |
| <b>LUGAR DONDE SE IMPARTE EL CURSO:</b> Atenas (Grecia), Palermo (Italia) y Bilbao (España)                                                                                   |
| <b>IDIOMAS:</b> inglés, griego, italiano y español                                                                                                                            |
| <b>INSTITUCIONES</b><br>EUROtraining (Grecia)<br>Libera Palermo (Italia)<br>Franchetti Centro Studi Villa Montesca - CSFVM (Italia)<br>Fondo Formación Euskadi – FFE (España) |

### B. Diseño del currículo de la formación

#### B1. PERFIL DEL GRUPO DESTINATARIO:

Artistas autónomos y desempleados, y todos aquellos que guarden relación con los sectores cultural y creativo, y quieran actualizar sus competencias profesionales.

#### B2. PRINCIPAL OBJETIVO DEL CURSO:

El curso de formación ArtS pretende ofrecer a los artistas la oportunidad de actualizar sus competencias profesionales y de adquirir habilidades en materia de gestión, empresa y redes de trabajo. Paralelamente, aspira a fomentar el autoempleo y el emprendimiento creativo entre los artistas, ayudándoles a dirigir su propio desarrollo y a asumir el control de sus propias carreras profesionales.

**B3. OBJETIVOS ESPECÍFICOS:**

Aparte de abarcar aspectos transversales (gestión y administración de empresa, redes de trabajo, comunicación digital y mediática, y habilidades del emprendedor), el curso de formación ArtS tiene un planteamiento sectorial para tener en consideración las especializaciones de los 6 sectores concretos. A continuación se exponen los principales objetivos:

- mejorar el autoempleo y el emprendimiento;
- ayudar a organizar los pensamientos y las ideas rápidamente, y a comunicarse con los demás de forma espontánea, concisa y efectiva;
- explorar ideas y crear concienciación del conocimiento, de las habilidades y las competencias necesarias para aspirar a ser un emprendedor y/o un emprendedor social;
- desarrollar las competencias del artesano hasta alcanzar un nivel profesional;
- compartir los conocimientos y las experiencias sobre patrimonio y la diversidad cultural, así como introducir nuevos conceptos y técnicas de orientación;
- preparar a los alumnos para que participen en las diferentes prácticas y consultas en el campo del arte contemporáneo;
- fomentar el intercambio de ideas entre disciplinas, respaldar la movilidad y la interrelación constante entre los artistas contemporáneos, las facultades y los alumnos de arte;
- realizar diseños de formas en 2D y 3D, así como adquirir técnicas de trabajo para desarrollar diseños de proyectos con intenso poder visual;
- desarrollar una capacidad narradora inherente a todos los seres humanos;
- utilizar la creatividad dirigida a los parámetros requeridos, trabajar la actitud proactiva y la profesionalidad, valorando el talento que posea la persona en las artes escénicas.

**B.4. CONTENIDO Y DURACIÓN DE LA FORMACIÓN (NÚMERO DE HORAS):**

Para conseguir el certificado ArtS es obligatorio cursar los **3 módulos comunes + 1 módulo específico** (como mínimo), es decir, **200 horas lectivas**.

- Los tres módulos comunes: 50 horas cada uno
  - ✓ Gestión/administración de empresa
  - ✓ Redes de trabajo/comunicación digital y mediática
  - ✓ Emprendimiento social y habilidades del emprendedor
- Un módulo específico de sector (a elegir): 50 horas cada uno
  - ✓ Artesanía
  - ✓ Patrimonio cultural
  - ✓ Artes visuales
  - ✓ Multimedia y audiovisual
  - ✓ Artes literarias
  - ✓ Artes escénicas

### B.5. METODOLOGÍA:

La descripción del proyecto ArtS pone énfasis en el **aprendizaje combinado** entre:

- **aprendizaje en aula y con profesor:** este método incluirá tanto conocimiento teórico como práctico en aula y talleres; y
- **aprendizaje online:** con la creación de una plataforma de aprendizaje a distancia, los alumnos podrán aprender de forma flexible.

Las 50 horas de cada módulo se dividen metodológicamente como sigue:

- ✓ Módulos comunes: 35 horas de aprendizaje virtual y 15 horas presencial
- ✓ Módulos específico del sector: 35 horas de teoría (20 horas de aprendizaje virtual + 10 horas presencial + 5 horas de taller) y 15 horas de práctica

Esta combinación de aprendizaje se hará por medio de una **plataforma Moodle<sup>1</sup>**. Aquí <http://www.arts-project.eu/elearning> encontrará todo el material relacionado con el curso de formación.

Moodle es un software libre y de código abierto que se emplea en los proyectos de aprendizaje virtual y en la educación a distancia que tiene la peculiaridad de permitir crear cursos *online* encaminados a la consecución de una serie de objetivos específicos. Permite crear un entorno de aprendizaje virtual en el que se anima a los alumnos a que participen activamente en la comunidad. Asimismo, posibilita organizar el programa de aprendizaje en secciones y módulos, lo que garantiza una secuencia de actividades.

En Moodle se pueden utilizar varias herramientas:

- ✓ Google docs, enlaces
- ✓ Blogs
- ✓ Vídeoconferencias
- ✓ Foros de debate

El aprendizaje virtual por medio de la plataforma Moodle se puede integrar en muchas herramientas *online* muy útiles.

## C. Criterios de evaluación

### C.1. CRITERIOS PARA OBTENER EL CERTIFICADO ArtS

Como criterios generales está establecido que para obtener el certificado es necesario:

- ✓ contestar correctamente al menos un 60 % de las preguntas de cada unidad

<sup>1</sup> Acrónimo de Modular object-oriented dynamic learning environment o Entorno de aprendizaje dinámico orientado a objetos y modular (fuente: Wikipedia)

- ✓ contestar correctamente al menos un 60 % de las preguntas del módulo
- ✓ asistir a las clases presenciales
- ✓ participar en los trabajos de taller

## D. Descripción de los módulos

Seguidamente se muestra una descripción de los módulos ArtS: el título del módulo y la cualificación, los objetivos específicos, las unidades didácticas y los resultados del aprendizaje (especificando los conocimientos, habilidades y competencias), la duración de las unidades y los criterios de evaluación del módulo.

**MÓDULO: GESTIÓN/ADMINISTRACIÓN DE EMPRESAS**

**MÓDULO: REDES DE TRABAJO/COMUNICACIÓN DIGITAL Y MEDIÁTICA**

**MÓDULO: EMPRENDIMIENTO SOCIAL Y HABILIDADES DEL EMPRENDEDOR**

**MÓDULO: ARTESANÍA**

**MÓDULO: PATRIMONIO CULTURAL**

**MÓDULO: ARTES VISUALES**

**MÓDULO: AUDIOVISUAL Y MULTIMEDIA**

**MÓDULO: ARTES LITERARIAS**

**MÓDULO: ARTES ESCÉNICAS**

En los anexos se ofrece la información específica de cada módulo y unidad.

**MÓDULO: GESTIÓN/ADMINISTRACIÓN DE EMPRESA – Cualificación de referencia: Experto en gestión empresarial (EQF: nivel 4)**

| Objetivos específicos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Unidades                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Resultados del aprendizaje                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Duración                                                                                             | Criterios de evaluación                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Enseñar a los alumnos a gestionar el proceso para que sepan desarrollar su propio negocio.</li> <li>- Enseñarles a dirigir su carrera profesional y el marco temporal.</li> <li>- Enseñarles a desarrollar su liderazgo.</li> <li>- Enseñarles a desarrollar competencias en materia de planificación y organización asociadas a asuntos de administración y empresa.</li> <li>- Introducción a las finanzas.</li> <li>- Introducción al presupuesto y su proceso.</li> <li>- Enseñar a los alumnos a establecer un plan de negocio.</li> </ul> | <p>Áreas específicas en las que se centra el módulo:</p> <p>Unidad 1. Introducción a la gestión. Los alumnos aprenderán los principales elementos que componen la gestión empresarial.</p> <p>Unidad 2. Planificación y organización. Los alumnos aprenderán cómo planificar y organizar su propio trabajo y negocio.</p> <p>Unidad 3. Introducción a las finanzas. Los alumnos aprenderán los principales elementos de que se compone el área de finanzas.</p> <p>Unidad 4. Introducción al presupuesto. Estará centrada en el concepto de presupuesto. Los alumnos aprenderán a gestionar un plan de negocio.</p> <p>Unidad 5. Gestión. Información sobre qué es la gestión y cómo</p> | <p><b>Conocimiento</b></p> <ul style="list-style-type: none"> <li>- Familiarizarse con los recursos y las técnicas para conseguir un empleo</li> <li>- Significado y concepto de la gestión</li> <li>- Los principales elementos de la gestión</li> <li>- Significado y concepto de la planificación y organización</li> <li>- El proceso de planificar y sus principales elementos</li> <li>- Distintos tipos de planificación</li> <li>- Conocimientos básicos de finanzas</li> <li>- La relación entre finanzas y empresa</li> <li>- Conocimientos sobre presupuestos y su proceso</li> <li>- Conocimientos sobre los elementos que componen los presupuestos</li> <li>- El plan de negocio</li> <li>- El plan financiero</li> <li>- Ciertos conocimientos sobre la historia de la gestión</li> <li>- Marco de gestión de proyectos</li> <li>- El liderazgo</li> </ul> <p><b>Habilidades</b></p> <ul style="list-style-type: none"> <li>- Cómo gestionar y cómo planificar</li> <li>- Ser capaz de iniciar un proyecto</li> <li>- Desarrollar la capacidad administrativa</li> <li>- Gestión y planificación</li> <li>- Ser capaz de iniciar un proyecto</li> <li>- Cómo abordar el concepto de planificar</li> </ul> | Unidad 1:10 h<br>Unidad 2:15 h<br>Unidad 3:10 h<br>Unidad 4:10 h<br>Unidad 5: 5 h<br><br>TOTAL: 50 h | Clases presenciales<br>Práctica de simulación<br>Examen de evaluación<br>Clases <i>online</i> interactivas<br>Debate <i>online</i> sobre temas relevantes |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>es el proceso.</p> <ul style="list-style-type: none"> <li>- Cómo abordar el asunto de la organización</li> <li>- Desarrollar la capacidad de tomar decisiones</li> <li>- Saber gestionar los plazos en materia de finanzas</li> <li>- Saber cómo abordar aspectos financieros, como las fuentes de abastecimiento</li> <li>- Centrarse en los objetivos del proyecto</li> <li>- El proceso de elaboración de presupuestos</li> <li>- Aprender a abordar las fases de un plan de negocio</li> <li>- Saber cómo gestionar un proyecto</li> <li>- Saber cómo abordar los distintos aspectos de un proyecto</li> </ul> <p><b>Competencias</b></p> <ul style="list-style-type: none"> <li>- Iniciativa</li> <li>- Creatividad</li> <li>- Pensamiento empresarial</li> <li>- Autogestión</li> <li>- Iniciativa</li> <li>- Pensamiento empresarial</li> <li>- Autogestión</li> <li>- Gestión de proyectos</li> <li>- Liderazgo</li> <li>- Proceso de toma de decisiones</li> <li>- Medir la propia capacidad de planificación</li> <li>- Revisar temas avanzados sobre gestión y liderazgo</li> <li>- Diseñar los planes de desarrollo de gestión y liderazgo</li> </ul> |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

**MÓDULO: REDES DE TRABAJO/COMUNICACIÓN DIGITAL Y MEDIÁTICA – Cualificación de referencia: Experto en comunicación digital efectiva (EQF: nivel 4)**

| Objetivos específicos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Unidades                                                                                                                                                                                                                                                                                                                                                                                      | Resultados del aprendizaje                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Duración                                                                                                            | Criterios de evaluación                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>- Examinar algunos de los elementos fundamentales de las comunicaciones estratégicas.</li> <li>- Explicar las teorías de la comunicación, la persuasión y la ética.</li> <li>- Describir lo que se entiende por comunicación efectiva.</li> <li>- Describir cómo los medios de comunicación sociales han modificado el modo en que nos comunicamos y hacemos negocios.</li> <li>- Describir cómo los medios de comunicación sociales encajan con otras herramientas digitales y planteamientos de marketing.</li> <li>- Explicar cómo crear y gestionar la presencia en redes sociales como Facebook, Twitter, Youtube, Instagram y Google+, y cómo utilizan estas redes los comunicadores.</li> <li>- Explicar cuáles son las mejores prácticas de</li> </ul> | <p>Áreas específicas en las que se centra el módulo:</p> <p>Unidad 1. Principios y técnicas de la comunicación efectiva</p> <p>Unidad 2. Comunicación en internet</p> <p>Unidad 3. Redes sociales y marca personal</p> <p>Unidad 4. Herramientas y aplicaciones de los medios de comunicación</p> <p>Unidad 5. Portafolio electrónico social y técnicas de autopresentación <i>online</i></p> | <p><b>Conocimientos</b></p> <ul style="list-style-type: none"> <li>- Principios básicos de la comunicación</li> <li>- Definir la comunicación: tipos, patrones y modos de comunicación</li> <li>- Canales de comunicación</li> <li>- El proceso de la comunicación</li> <li>- Transmisión y recepción</li> <li>- Barreras que impiden una comunicación efectiva</li> <li>- Comunicación lingüística</li> <li>- Recepción sensorial</li> <li>- Comunicación no verbal</li> <li>- Primeras impresiones</li> <li>- Comunicación vis a vis frente a más personas</li> <li>- La evolución del proceso de la comunicación</li> <li>- Principios básicos de la comunicación virtual</li> <li>- Escritura persuasiva en las redes sociales</li> <li>- Comunicación mediada por ordenador</li> <li>- Principios básicos de la psicología <i>online</i></li> <li>- Conocimientos básicos de los principales medios de comunicación sociales</li> <li>- Las peculiaridades de los medios de comunicación sociales para mejorar su marca</li> <li>- Fundamentos de la creación y gestión de la presencia social y la marca personal en las redes sociales</li> <li>- Fundamentos de la narración de contenido</li> <li>- Las reglas de la narración de contenido</li> </ul> | <p>Unidad 1: 4 h<br/> Unidad 2: 8 h<br/> Unidad 3: 10 h<br/> Unidad 4: 24 h<br/> Unidad 5: 4 h<br/> TOTAL: 50 h</p> | Clases presenciales<br>Práctica de simulación<br>Examen de evaluación<br>Clases/presentaciones <i>online</i> interactivas<br>Debate <i>online</i> sobre temas relevantes |

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| <p>protocolo que se utilizan en los medios sociales, así como los comportamientos no admitidos, para ayudarle a comunicarse <i>online</i> de forma efectiva.</p> <ul style="list-style-type: none"> <li>- Explicar cómo tener una marca personal coherente y una presencia profesional <i>online</i>.</li> <li>- Explicar los fundamentos para crear y gestionar la presencia en redes sociales como LinkedIn, Instagram, y Youtube, y cómo se utilizan en el contexto de las relaciones públicas y la comunicación.</li> <li>- Explicar cómo crear un informe analítico de medios sociales.</li> <li>- Explicar cómo seguir de manera responsable una política de medios sociales de comunicación.</li> <li>- Explicar cómo aplicar las técnicas de narración y autopresentación <i>online</i> para crear un portafolio electrónico.</li> </ul> | <ul style="list-style-type: none"> <li>- La psicología del compartir</li> <li>- Técnicas de autopresentación <i>online</i></li> <li>- Herramientas de gestión de los medios de comunicación sociales</li> <li>- Mejores métodos para el uso de los medios de comunicación sociales</li> </ul> <p><b>Habilidades</b></p> <ul style="list-style-type: none"> <li>- Habilidades de comunicación</li> <li>- Habilidades en redes de trabajo</li> <li>- Habilidades técnicas</li> <li>- Habilidades interpersonales para influir</li> <li>- Habilidades para prestar atención</li> <li>- Habilidades para dar una respuesta verbal</li> <li>- Habilidades de comunicación no verbal</li> <li>- Habilidades de motivación</li> <li>- Habilidades para escuchar</li> <li>- Habilidades para influir</li> <li>- Habilidades de negociación</li> <li>- Habilidades de trabajo en equipo</li> <li>- Habilidades de comunicación</li> <li>- Habilidades básicas en informática</li> <li>- Habilidades para la vida</li> <li>- Habilidades digitales</li> <li>- Habilidades creativas</li> <li>- Habilidades para las relaciones públicas</li> <li>- Habilidades para desarrollar una marca personal</li> <li>- Habilidades críticas</li> <li>- Habilidades para resolver problemas</li> <li>- Habilidades de autopresentación</li> <li>- Habilidades de comportamiento</li> </ul> <p><b>Competencias</b></p> |  |  |
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|  |  | <ul style="list-style-type: none"> <li>- Competencia lingüística</li> <li>- Competencia sociolingüística: idoneidad</li> <li>- Competencia discursiva: cohesión y coherencia</li> <li>- Competencia estratégica: uso adecuado de las estrategias de comunicación</li> <li>- Comunicar y gestionar la información <i>online</i></li> <li>- Resolver problemas</li> <li>- Competencia lingüística y creativa</li> <li>- Saber qué contar</li> <li>- Crear y compartir contenidos</li> </ul> |  |  |
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**MÓDULO: EMPRENDIMIENTO SOCIAL Y HABILIDADES DEL EMPRENDEDOR – Cualificación de referencia:** Experto en creatividad y habilidades empresariales (EQF: nivel 4)

| Objetivos específicos                                                                                                                                                                                                                                                                                                                                                                                                           | Unidades                                                                                                                                                                                                                                                                                    | Resultados del aprendizaje                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Duración    | Criterios de evaluación                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>- Comprender los principios y métodos del emprendimiento, tanto empresarial como social, desde el pasado al presente, y en un contexto local, nacional e internacional.</li> <li>- Posibilitar que el alumno pueda identificar las competencias, los valores y los atributos principales de todo emprendedor y relacionarlo con su propio conjunto de habilidades personales.</li> </ul> | Áreas específicas en las que se centra el módulo:<br><br>Unidad 1. Teoría y principios del emprendimiento<br><br>Unidad 2. Comprender y desarrollar habilidades personales, interpersonales y empresariales<br><br>Unidad 3. Fundar y poner en marcha<br><br>Unidad 4. Desarrollo activo de | <b>Conocimientos</b> <ul style="list-style-type: none"> <li>- Perfilar los principios del emprendimiento en el mundo de la empresa y de la innovación social</li> <li>- Definir el emprendimiento moderno para incluir tanto el empresarial como el social</li> <li>- Explicar cómo ha evolucionado el concepto del emprendimiento para incluir referencias a la práctica en una serie de entornos empresariales, de innovación social e internacional</li> <li>- Esbozar las habilidades, los valores y atributos del emprendedor en un sector, entorno social u organización concreta</li> <li>- Perfilar los principales tipos de financiación</li> </ul> | TOTAL: 50 h | Clases presenciales<br>Práctica de simulación<br>Examen de evaluación<br>Clases/presentaciones <i>online</i> interactivas<br>Debate <i>online</i> sobre temas relevantes |

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| <ul style="list-style-type: none"> <li>- Ayudar al alumno a calcular cómo financiar una tarea o proyecto concreto.</li> <li>- Animar al alumno a que explore, descubra y planifique una posible oportunidad empresarial en un sector, un entorno social o una organización concreta.</li> <li>- Ayudar al alumno a que desarrolle habilidades lingüísticas, de lectura y numéricas relacionadas con el lugar de trabajo, y que participe de los trabajos en equipo.</li> <li>- Facilitar el que el alumno asuma la responsabilidad de su propio aprendizaje.</li> </ul> | <p>proyectos</p> <p>Unidad 5. Estudios de casos seleccionados de emprendedores sociales y actividades de aprendizaje</p> | <p>de una empresa, incluyendo fuentes comerciales, públicas y privadas</p> <ul style="list-style-type: none"> <li>- Explorar las oportunidades de innovación y emprendimiento en un área o campo de trabajo particular</li> <li>- Ayudar a planificar un planteamiento empresarial ante un problema, una tarea o un proyecto concreto</li> <li>- Ayudar a calcular la financiación y otros recursos de una tarea o proyecto concreto</li> <li>- Participar en actividades o proyectos empresariales o sociales para aplicar estrategias y soluciones innovadoras, y trabajar como parte de un equipo o colectivo</li> <li>- Revisar las habilidades, valores y atributos empresariales</li> </ul> <p><b>Habilidades</b></p> <ul style="list-style-type: none"> <li>- Habilidades comunicativas</li> <li>- Habilidades en redes de trabajo</li> <li>- Habilidades técnicas</li> <li>- Habilidades interpersonales para poder influir en los demás</li> <li>- Habilidades para prestar atención</li> <li>- Habilidades para responder verbalmente</li> <li>- Habilidades de comunicación no verbal</li> <li>- Habilidades para motivar</li> <li>- Habilidades para escuchar</li> <li>- Habilidades para influenciar</li> <li>- Habilidades para negociar</li> <li>- Habilidades de trabajo en equipo</li> <li>- Habilidades comunicativas</li> </ul> |  |  |
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|  |  | <ul style="list-style-type: none"><li>- Habilidades básicas en informática</li><li>- Habilidades para la vida</li><li>- Habilidades digitales</li><li>- Habilidades creativas</li><li>- Habilidades para las relaciones públicas</li><li>- Habilidades para la creación de una marca personal</li><li>- Pensamiento crítico</li><li>- Habilidades para resolver problemas</li><li>- Habilidades de autopresentación</li><li>- Habilidades de comportamiento</li></ul> <p><b>Competencias</b></p> <ul style="list-style-type: none"><li>- Competencia lingüística</li><li>- Competencia sociolingüística: idoneidad</li><li>- Competencia discursiva: cohesión y coherencia</li><li>- Competencia estratégica: uso adecuado de las estrategias comunicativas</li><li>- Comunicar y gestionar la información <i>online</i></li><li>- Resolver problemas</li><li>- Competencia lingüística y creativa</li><li>- Saber qué contar</li><li>- Crear y compartir contenidos</li></ul> |  |  |
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**MÓDULO: ARTESANÍA – Cualificación de referencia: Experto artesano (EQF: nivel 4)**

| Objetivos específicos                                                                                                                                                                                                | Unidades                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Resultados del aprendizaje                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Duración                                                                                            | Criterios de evaluación                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>- Conocer qué tipos de artesanías existen</li> <li>- Aprender las técnicas básicas artesanales</li> <li>- Poner en práctica habilidades de artesanos profesionales</li> </ul> | <p>Áreas específicas en las que se centra el módulo:</p> <p>Unidad 1: Información histórica. Los alumnos aprenden acerca de la evolución histórica de la artesanía, centrándose en la procedente de Italia y Sicilia.</p> <p>Unidad 2: Artesanía y materiales. Los alumnos llegan a conocer los distintos tipos de materiales, cómo tragarlos y utilizarlos.</p> <p>Unidad 3: Introducción a la Química. Los alumnos dan lecciones de Química básica.</p> <p>Unidad 4: Mezcla y fusión. Los alumnos adquieren ciertos conocimientos sobre cómo mezclar o fundir distintos tipos de materiales.</p> <p>Unidad 5: Proyecto final. Los alumnos eligen un tipo de artesanía y tienen oportunidad de practicar las técnicas que</p> | <p><b>Conocimientos</b></p> <ul style="list-style-type: none"> <li>- Aprender la historia de la artesanía</li> <li>- Conocer los materiales</li> <li>- Reacciones químicas</li> <li>- Conocer el proceso de moldeo</li> <li>- Conocer el proceso de fusión</li> <li>- Saber cómo crear una pieza artesanal concreta</li> <li>- Saber qué supone la creación de dicha pieza</li> </ul> <p><b>Habilidades</b></p> <ul style="list-style-type: none"> <li>- Habilidades compuestas</li> <li>- Habilidades de comunicación no verbal</li> <li>- Habilidades para motivar y de escucha</li> <li>- Elegir el mejor modo de utilizar los distintos materiales</li> <li>- Hacer moldes</li> <li>- Mezclar elementos</li> <li>- Habilidades de comunicación</li> <li>- Habilidades informáticas</li> <li>- Habilidades creativas</li> <li>- Habilidades para las relaciones públicas y las redes de trabajo</li> <li>- habilidades para crear una marca personal</li> <li>- Pensamiento crítico</li> <li>- Habilidades para resolver problemas</li> </ul> <p><b>Competencias</b></p> <ul style="list-style-type: none"> <li>- Cómo sacar el mejor partido a los distintos tipos de materiales</li> <li>- Cómo utilizar los materiales artísticos del</li> </ul> | Unidad 1: 5 h<br>Unidad 2: 10 h<br>Unidad 3: 5 h<br>Unidad 4: 15 h<br>Unidad 5: 15 h<br>TOTAL: 50 h | Clases presenciales<br>Práctica de simulación<br>Examen de evaluación<br>Clases/presentaciones <i>online</i> interactivas<br>Debate <i>online</i> sobre temas relevantes |

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|  | <p>han aprendido a lo largo del curso para crear una pieza artesanal de su elección.</p> | <p>modo más adecuado</p> <ul style="list-style-type: none"><li>- Cómo combinar los distintos elementos</li><li>- Crear de forma autónoma una pieza artesanal</li><li>- Planificar el trabajo y determinar qué materiales utilizar y los costes</li></ul> |  |  |
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**MÓDULO: PATRIMONIO CULTURAL – Cualificación de referencia: Experto en promoción y desarrollo social del patrimonio cultural (EQF: nivel 4)**

| Objetivos específicos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Unidades                                                                                                                                                                                                                                                                                                                                                                            | Resultados del aprendizaje                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Duración                                                                                                               | Criterios de evaluación                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>- Explorar distintos métodos de enseñar lo que es el patrimonio cultural y las diferencias culturales, y sugerir planteamientos de orientación transculturales.</li> <li>- Explorar las técnicas e instrumentos empleados para promocionar la concienciación cultural y los patrimonios culturales.</li> <li>- Comprender la idea general de lo que es la cultura.</li> <li>- Demostrar distintos aspectos de la cultura.</li> <li>- Identificar elementos culturales tangibles e intangibles.</li> <li>- Desarrollar perfiles de un currículo para orientar sobre la diversidad cultural y las distintas perceptivas que se tienen en torno a la cultura.</li> </ul> | <p>Áreas específicas en las que se centra el módulo:</p> <p>Unidad 1. Concienciación acerca del patrimonio cultural nacional e internacional</p> <p>Unidad 2. Didácticas de las artes</p> <p>Unidad 3. Marketing sobre patrimonio cultural</p> <p>Unidad 4. Actividades promocionales centradas en el patrimonio cultural</p> <p>Unidad 5. Financiación del patrimonio cultural</p> | <p><b>Conocimientos</b></p> <ul style="list-style-type: none"> <li>- Conocimiento básico de la Historia del Arte y qué significa el patrimonio cultural</li> <li>- Conocimiento básico de las principales obras culturales, incluida la cultura popular contemporánea</li> <li>- Conocer el concepto de lo que es la cultura, el objeto cultural, la historia de las tradiciones y el folclore popular</li> <li>- Conocer la evolución del gusto en el mundo</li> <li>- Conocer las funciones del patrimonio cultural y del arte contemporáneo</li> <li>- El proceso de orientación</li> <li>- Técnicas y herramientas de asesoramiento a grupos artísticos</li> <li>- Representar me «como artista» y las piezas de arte en los medios de comunicación</li> <li>- Promover el arte y el patrimonio cultural por medio de SMS</li> <li>- Impacto económico del patrimonio cultural</li> <li>- Estrategias de marketing en el patrimonio cultural</li> <li>- El marketing combinado adaptado al patrimonio cultural</li> <li>- Los factores culturales, sociales, personales y psicológicos del marketing del patrimonio cultural</li> <li>- Cómo elaborar un plan de negocio en torno al patrimonio cultural. Análisis de riesgos y plan de actuación</li> </ul> | <p>Unidad 1: 10 h<br/> Unidad 2: 10 h<br/> Unidad 3: 10 h<br/> Unidad 4: 10 h<br/> Unidad 5: 10 h<br/> TOTAL: 50 h</p> | Clases presenciales<br>Práctica de simulación<br>Examen de evaluación<br>Clases/presentaciones <i>online</i> interactivas<br>Debate <i>online</i> sobre temas relevantes |

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|  | <ul style="list-style-type: none"> <li>- Estrategias para promocionar la dimensión cultural del patrimonio artístico</li> <li>- Metodologías para poner en marcha programas de turismo locales basados en la cultura de los lugares</li> <li>- El concepto de la sostenibilidad: encontrar el equilibrio entre beneficiarse hoy del patrimonio cultural y preservar su «frágil salud» para futuras generaciones</li> <li>- Conocer las medidas de las políticas para promover el desarrollo del patrimonio cultural</li> <li>- Estrategias para acceder a la financiación local/regional/nacional de proyectos relacionados con el patrimonio cultural</li> <li>- Metodologías relacionadas con la técnica de la «financiación de la nube»</li> <li>- Estrategias para la «comercialización» de sitios culturales</li> <li>- Herramientas básicas para acceder a las fuentes de financiación europeas</li> <li>- Conocer los préstamos del Banco Europeo de Inversiones (BEI) y otros bancos</li> </ul> <p><b>Habilidades</b></p> <ul style="list-style-type: none"> <li>- Habilidades comunicativas</li> <li>- Habilidades para resolver problemas</li> <li>- Habilidades cívicas</li> <li>- Habilidades de planificación y organización</li> <li>- Pensamiento creativo e innovador</li> <li>- Habilidades para facilitar orientación</li> <li>- Habilidades de relaciones públicas</li> <li>- Habilidades interpersonales</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"><li>- Habilidades para prestar atención</li><li>- Habilidades para motivar</li><li>- Habilidades para escuchar</li><li>- Habilidades para influir</li><li>- Habilidades para negociar</li><li>- Habilidades psicológicas y pedagógicas</li><li>- Habilidades para el desarrollo local</li></ul> <p><b>Competencias</b></p> <ul style="list-style-type: none"><li>- Expresión creativa</li><li>- Percepción estética</li><li>- Perspectiva histórica y cultural</li><li>- Análisis crítico</li><li>- Ayudar a un grupo a que pongan en común ideas y sepan resolver problemas</li><li>- Procesos de gestión de grupos</li><li>- Técnicas de comunicación</li><li>- Promoción y publicidad en materia de patrimonio cultural</li><li>- Aplicar estrategias de marketing sobre patrimonio cultural</li><li>- Definir las comunicaciones de marketing integrado</li><li>- Plan de negocio</li><li>- Mostrar una capacidad implícita para pensar con originalidad en el ámbito del desarrollo o aplicación de ideas dentro del contexto de la promoción del patrimonio cultural</li><li>- Analizar y evaluar avances relacionados con el turismo en un ámbito local</li><li>- Aplicar estrategias de comunicación para analizar situaciones y comunicar con diligencia, eficiencia y profesionalidad en el</li></ul> |  |
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|  |  | <p>campo de la promoción del patrimonio cultural</p> <ul style="list-style-type: none"><li>- Mostrar la oportunidad de financiar proyectos de patrimonio cultural</li><li>- Determinar financiación local, regional y nacional para proyectos de patrimonio cultural</li><li>- Conocer la importancia que tienen los costes de funcionamiento y mantenimiento de los proyectos de patrimonio cultural</li><li>- Elaborar proyectos</li></ul> |  |  |
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**MÓDULO: ARTES VISUALES – Cualificación de referencia: Experto en artes visuales (EQF: nivel 4)**

| Objetivos específicos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Unidades                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Resultados del aprendizaje                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Duración                                                                                                  | Criterios de evaluación                                                                                                                               |
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| <ul style="list-style-type: none"> <li>- Conocer los materiales y cómo se emplean.</li> <li>- Aprender a manipular y a adaptar una amplia gama de materiales físicos y tecnologías.</li> <li>- Conocer los estilos que existen en el campo de las artes visuales, conforme han ido evolucionando.</li> <li>- Conocimientos básicos de las principales obras de arte, incluida la cultura popular como registro destacado de la historia de la humanidad.</li> <li>- Conocer el patrimonio cultural local, nacional e internacional como fuente de inspiración.</li> <li>- Conocer la evolución del gusto en el mundo y la importancia de los factores estéticos en la vida diaria.</li> </ul> | <p>UNIDAD 1.- Materiales y técnicas, puesta en común de ideas.<br/>Los alumnos llegan a conocer los materiales básicos y sus técnicas y posibilidades por medio de presentaciones con diapositivas y vídeos.<br/>Introducción al proceso de «tormenta de ideas».</p> <p>UNIDAD 2.- Teoría del color, inspiración a partir de la naturaleza. Inspiración a partir de culturas no europeas.<br/>Los alumnos aprenden los fundamentos teóricos de la mezcla de colores y cómo utilizar las culturas y la naturaleza como fuente de inspiración.</p> <p>UNIDAD 3. Teoría de la composición.<br/>Los alumnos aprenden a concebir y a componer una nueva síntesis.</p> <p>UNIDAD 4.- Formas de artes visuales:</p> | <p><b>Conocimientos</b></p> <ul style="list-style-type: none"> <li>- Materiales y sus usos en distintas técnicas</li> <li>- Proceso de puesta en común de ideas y creativo</li> <li>- Reglas de la teoría del color</li> <li>- Concienciación de las fuentes de inspiración en el día a día</li> <li>- Comprender las leyes de la naturaleza y de la geometría en una composición</li> <li>- El alumno llega a conocer las tendencias y la escena artística visual contemporánea</li> <li>- El alumno comprende las formas de las artes visuales y cómo son presentadas y especificadas</li> <li>- Combinar los materiales para crear una pieza con técnicas mixtas</li> <li>- Combinar técnicas para crear una pieza con técnicas mixtas</li> <li>- Saber cómo desarrollar series de obras</li> <li>- Saber cómo promocionar y mostrar el trabajo propio</li> </ul> <p><b>Habilidades</b></p> <ul style="list-style-type: none"> <li>- Uso del color y de los materiales</li> <li>- Encontrar la inspiración y poner en común ideas</li> <li>- El alumno aprende a inspirarse de la naturaleza, las culturas, los estilos y los estímulos</li> <li>- Saber componer una pieza desde cero</li> </ul> | Unidad 1: 10 h<br>Unidad 2: 10 h<br>Unidad 3: 10 h<br>Unidad 4: 10 h<br>Unidad 5: 10 h<br><br>TOTAL: 50 h | Se evaluará los conocimientos técnicos y las habilidades prácticas de los alumnos respecto de todas las unidades por separado y hasta el examen final |

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|  | <p>Familiarizarse con la escena artística visual contemporánea y las formas que adopta por medio de destacados artistas/piezas de arte. Practicar la combinación de técnicas y materiales en nuevas piezas de arte por medio de vídeos y talleres.</p> <p>UNIDAD 5. Estilos artísticos a partir de movimientos artísticos básicos. Desarrollo de ideas. Planificación de proyectos. Desarrollo de una serie de obras artísticas. Comunicación promocional (portafolio). Exposición. Los alumnos llegan a conocer los estilos y los movimientos artísticos básicos, modos de desarrollar una serie de obras personales por medio de un taller. También aprenden a desarrollar un portafolio, a abordar la presentación y cómo conservar y exponer el trabajo artístico. Prácticas de comunicación profesional.</p> | <ul style="list-style-type: none"> <li>- Ser capaz de elegir el método de expresión correcto y la forma de arte visual correcta para crear una pieza</li> <li>- Ser capaz de pensar en modos de combinar formas de arte para crear otras nuevas</li> <li>- Ser capaz de crear piezas únicas de técnicas mixtas</li> <li>- El alumno puede desarrollar una primera idea en un concepto para un proyecto, planificarlo y materializarlo</li> <li>- Desarrollar una serie completa de trabajo artístico personal</li> <li>- Presentación del cuerpo de la obra</li> <li>- Comunicación promocional, portafolio y exposición</li> </ul> <p><b>Competencias</b></p> <ul style="list-style-type: none"> <li>- Expresión creativa</li> <li>- Percepción estética</li> <li>- Técnicas de comunicación</li> <li>- Planificación del negocio</li> <li>- Desarrollo de proyectos</li> <li>- Ser capaz de explicar las implicaciones y aplicaciones de soluciones creativas en una variedad de contextos</li> <li>- Ser capaz de aplicar pensamiento crítico respecto de su propia práctica artística y de sus resultados</li> <li>- Ser capaz de evaluar y comentar prácticas artísticas en un contexto social, estético y económico más amplio</li> </ul> |  |  |
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**MÓDULO: AUDIOVISUAL Y MULTIMEDIA– Cualificación de referencia: Experto en procesamiento y disposición de elementos gráficos en preimpresión (EQF: nivel 4)**

| Objetivos específicos                                                                                                                                                                                                                                                                                                                                                                                                                         | Unidades                                                                                                                                                                                                                                                                                     | Resultados del aprendizaje                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Duración                                                                                               | Criterios de evaluación                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>- Generar la geometría<br/>Generate la geometría de hilos necesaria para conseguir formas geométricas en 3D</li> <li>- Uso de los cálculos matemáticos necesarios para sumar y restar volúmenes, y para la edición dinámica del diseño</li> <li>- Esbozo previo del diseño que se pretende realizar</li> <li>- Dominio de las técnicas de composición para obtener un resultado profesional</li> </ul> | <ul style="list-style-type: none"> <li>1.- Color, visualización y dinámica de las formas</li> <li>2.- Formas geométricas y conceptos abstractos</li> <li>3.- Diseño de formas en 2D y 3D</li> <li>4.- Composición gráfica y diseño</li> <li>5.- Composición gráfica y diseño (II)</li> </ul> | <p><b>Conocimientos</b></p> <ul style="list-style-type: none"> <li>- Describir el color, el contorno y la forma; diseño y creatividad; observación y abstracción; color: sombreado, valor y saturación; iluminación y sombras</li> <li>- Definir las propiedades físicas de los materiales; reflexión, refracción, luminancia y transparencia</li> <li>- Explicar el contorno de las formas: el equilibrio y peso de las formas; contornos lineales y curvos; ángulo visual, puntos de vista</li> <li>- Definir órdenes de cambio: mover, copiar, girar, escala, equidistancia, simetría... cortar, alargar, conexión, biselar...</li> <li>- Definir sistemas de planos y ejes: vistas ortogonal e isométrica</li> <li>- Describir órdenes de dibujo en 2D: línea, círculo, arco, elipse, rectángulo, polígono...</li> <li>- Explicar los órdenes del modelado en 3D: extrusión, revolución y evolución, y operaciones booleanas: adición, sustracción e intersección</li> <li>- Describir impresión en 3D: técnica aditiva: exportar piezas a formato STL</li> <li>- Explicar el equilibrio en la composición, el ritmo y la armonía</li> <li>- Definir sobre, contraste y textura</li> <li>- Enumerar las direcciones visuales en</li> </ul> | Unidad : 6 h<br>Unidad 2: 10 h<br>Unidad 3: 15 h<br>Unidad 4: 9 h<br>Unidad 5: 10 h<br><br>TOTAL: 50 h | <p><b>Unidad 1:</b></p> <ul style="list-style-type: none"> <li>- Realizar contornos en 2D utilizando los parámetros de las mediciones variables necesarias para su transformación dinámica, empleando las órdenes correspondientes del software utilizado</li> <li>- Presentar los diseños realizados en formato digital para su valoración, así como realizar los exámenes pertinentes del módulo</li> </ul> <p><b>Unidad 2:</b></p> <ul style="list-style-type: none"> <li>- Utilizar las órdenes necesarias para crear entornos bidimensionales y tridimensionales utilizando las órdenes correspondientes del software empleado</li> <li>- Identificar las formas</li> </ul> |

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|  | <p>composición: horizontalidad, verticalidad...</p> <ul style="list-style-type: none"> <li>- Describir elementos audiovisuales</li> <li>- Explicar cómo importar archivos multimedia</li> <li>- Definir el uso de la topografía en composición</li> </ul> <p><b>Habilidades</b></p> <ul style="list-style-type: none"> <li>- Analizar y comparar los contornos anteriormente realizados para conseguir mejorar el diseño</li> <li>- Comparar los contornos realizados para conseguir el mejor diseño posible</li> <li>- Resolver el diseño volumétrico relevante poniendo en marcha las órdenes pertinentes</li> <li>- Aplicar las órdenes para construir contornos en 2D</li> <li>- Realizar los cambios necesarios en geometría 2D para conseguir el mejor diseño mediante la optimización del proceso</li> <li>- Utilizar correctamente los planos de trabajo y ejes para conseguir la forma en 3D</li> <li>- Importar elemento externos que se utilizarán en el diseño</li> <li>- Elaborar la mejor composición para presentar el diseño</li> </ul> <p><b>Competencias</b></p> <ul style="list-style-type: none"> <li>- Elaborar el estudio del proyecto para crear diferentes modelos mediante la observación de los problemas que deban ser solucionados</li> <li>- Elaborar formas geométricas y diseños abstractos mediante el análisis de los parámetros necesarios del modelo de cara a</li> </ul> | <p>geométricas de los objetos</p> <ul style="list-style-type: none"> <li>- Identificar y crear capas. Propiedades.</li> </ul> <p><b>Unidad 3:</b></p> <ul style="list-style-type: none"> <li>- Utilizar las órdenes necesarias para crear objetos volumétricos en 3D utilizando las órdenes correspondientes del software empleado</li> <li>- Utilizar las órdenes booleanas para sumar o restar materia para transformar volúmenes 3D, utilizando las órdenes aprendidas con el software empleado</li> <li>- Presentar los diseños realizados en formato digital para su valoración, así como realizar los exámenes correspondientes del módulo</li> </ul> <p><b>Unidad 4:</b></p> <ul style="list-style-type: none"> <li>- Realizar el guión y la disposición de la presentación prevista a partir del o de los</li> </ul> |
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|  |  | <p>optimizar los posibles cambios</p> <ul style="list-style-type: none"><li>- Elaborar diseños virtuales en 2D y 3D mediante el análisis de los parámetros necesarios del modelo de cara a optimizar los posibles cambios y reducir costes</li><li>- Crear el diseño del proyecto mediante la elaboración de una composición óptima de todos los elementos embedidos consiguiendo, con ello, un buen ritmo en lo que al color y dinámica se refiere</li></ul> |  | <p>diseños creados</p> <ul style="list-style-type: none"><li>- Conseguir la disposición de la presentación del diseño realizado utilizando el software necesario</li></ul> <p><b>Unidad 5:</b></p> <ul style="list-style-type: none"><li>- Conseguir la disposición de a presentación del diseño (<i>Continuación</i>)</li><li>- Presentar la disposición realizada en formato digital para su evaluación</li></ul> |
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**MÓDULO: ARTES LITERARIAS– Cualificación de referencia: Experto en escritura creativa (EQF: nivel 4)**

| Objetivos específicos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Unidades                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Resultados del aprendizaje                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Duración                                                                                                | Criterios de evaluación                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>- Familiarizarse con las técnicas básicas de la escritura creativa para elaborar textos que tengan sentido.</li> <li>- Despertar y desarrollar la imaginación, y evitar el miedo a la página en blanco.</li> <li>- Intentar observar el mundo con distintos ojos para encontrar aspectos desconocidos en las cosas corrientes que son de sobra conocidas.</li> <li>- Aplicar recursos lingüísticos permitiendo desarrollar el estilo propio para transmitir esa «otra visión del mundo».</li> </ul> | <p>1.-MANOS A LA OBRA: Los primeros pasos. Construir un espacio a medida. Buscar argumentos. Capturar imágenes. Observar e interpretar la realidad social y personal.</p> <p>2.-EL BLOQUEO DEL ESCRITOR: Bloqueo literario: cómo hacerle frente (escritura automática, hipótesis fantásticas).</p> <p>3.- INVOCAR A LAS MUSAS: Imaginar. Comenzar a escribir por el final. Emparejamiento fantástico. Monólogo interno. Memoria literaria. Diario. Ejercicios de estilo. Combinar argumentos. Escribir a partir de una imagen. Globos aerostáticos y constelaciones de palabras.</p> <p>4.- CON LA OLLA AL</p> | <p><b>Conocimientos</b></p> <ul style="list-style-type: none"> <li>- Explicar con fluidez palabras, sentimientos, percepciones...</li> <li>- Clasificar escritos para expresar la realidad.</li> <li>- Identificar las técnicas de escritura creativa más comunes para mejorar la imaginación y construir argumentos.</li> <li>- Describir distintos tipos de textos literarios y recursos estilísticos.</li> <li>- Etiquetar textos literarios.</li> <li>- Identificar la voz narrativa y la perspectiva adecuada.</li> <li>- Reproducir distintos recursos estilísticos.</li> </ul> <p><b>Habilidades</b></p> <ul style="list-style-type: none"> <li>- Comunicar con fluidez palabras, sentimientos, percepciones...</li> <li>- Analizar hechos, sucesos, pensamientos, ideas...</li> <li>- Producir y proyectar nuevos pensamientos.</li> <li>- Distinguir interiormente los pensamientos, sentimientos y actos, y analizar el entorno.</li> <li>- Especificar recursos lingüísticos y estilísticos.</li> <li>- Proyectar imágenes, sensaciones... en discursos con sentido.</li> <li>- Distinguir distintos tipos de textos literarios.</li> <li>- Categorizar textos literarios.</li> <li>- Construir mensajes con sencillez.</li> <li>- Analizar cómo programar y reducir un texto.</li> <li>- Determinar cómo mostrar, dramatizar... un suceso en lugar de describirlo.</li> </ul> | Unidad 1: 8 h<br>Unidad 2: 7 h<br>Unidad 3: 15 h<br>Unidad 4: 10 h<br>Unidad 5: 10 h<br><br>TOTAL: 50 h | Evaluación continua con la realización de los ejercicio sugeridos.<br><br>Criterios de evaluación: <ul style="list-style-type: none"> <li>- Calidad en el uso del lenguaje.</li> <li>- Creatividad a hora de utilizar el lenguaje.</li> <li>- Flexibilidad en el uso de estilos y registros.</li> <li>- Capacidad para estructurar historias.</li> <li>- Habilidad para la comunicación.</li> <li>- Claridad.</li> <li>- Originalidad.</li> </ul> |

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|  | <p>FUEGO: Fases de la creación. Planificación. El primer y último párrafo. Visibilidad.</p> <p>5.- CON LA OLLA AL FUEGO: Metáforas. La voz del narrador. El centro de atención. Evitar lugares comunes y algunos adverbios y adjetivos. Los errores más comunes. Sugerencias.</p> | <p><b>Competencias</b></p> <ul style="list-style-type: none"> <li>- Desarrollar conexiones entre hechos, sucesos... aparentemente inconexos.</li> <li>- Planear hábilmente hechos y sucesos imprevistos.</li> <li>- Adaptarse a nuevos retos con flexibilidad</li> <li>- Organizar y planificar escritos para expresar la realidad.</li> <li>- Crear historias, discursos, argumentos...</li> <li>- Comunicar, expresar y formular impresiones y conocimiento por medio de la palabra escrita.</li> <li>- Combinar distintos recursos estilísticos</li> <li>- Definir la propia voz narrativa</li> <li>- Comunicar y formular mensajes con facilidad.</li> <li>- Evaluar e incorporar un compromiso literario con una realidad no palpable en un mundo globalizado y virtual, dominado por la homogeneización de los mensajes y la merma de experiencias vitales que llevan a la superficialidad.</li> <li>- Desarrollar empatía y complicidad con otros lectores y escritores.</li> </ul> |  |  |
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**MÓDULO: ARTES ESCÉNICAS – Cualificación de referencia: Experto en representación e interacción en artes escénicas (EQF: nivel 4)**

| Objetivos específicos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Unidades                                                                                                                                                                                                                                                                              | Resultados del aprendizaje                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Duración                                                                               | Criterios de evaluación                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>- Desarrollar la actitud proactiva: iniciativa, gestión propia de su tiempo y sus recursos, autodisciplina/ automotivación y capacidad para adaptarse.</li> <li>- Conciencia propia de su propio proceso creativo: buscar inspiración, elaborar la semilla de la idea, definir el proyecto, creatividad en la representación, gestión de las expectativas.</li> <li>- Trabajar en lo que importa: los participantes deberían desarrollar ideas sencillas y efectivas para consolidar sus competencias profesionales.</li> <li>- Reforzar las áreas de las artes escénicas en las que el alumno desee trabajar.</li> </ul> | <ul style="list-style-type: none"> <li>1.- Identidad y representación.</li> <li>2.- Forma y narrativa en las artes escénicas.</li> <li>3.- Generar la interacción: adiestrar, implusar, influir</li> <li>4.- Generar la interacción: adiestrar, implusar, influir<br/>(II)</li> </ul> | <p><b>Conocimientos</b></p> <ul style="list-style-type: none"> <li>- Identificar los principales aspectos del propio proceso creativo.</li> <li>- Describir el perfeccionismo frente al optimismo.</li> <li>- Definir el proceso creativo propio sin juicio crítico.</li> <li>- Identificar los elementos básicos de las estructuras de la representación.</li> <li>- Describir la forma por medio de la observación.</li> <li>- Explicar el propio proceso creativo del trabajo.</li> <li>- Clasificar las dinámicas grupales.</li> <li>- Describir la teoría de los procesos creativos colectivos.</li> <li>- Identificar los estilos de liderazgo.</li> <li>- Exponer sesiones de juegos creativos y su aplicación en las artes escénicas.</li> <li>- Proponer ejemplos de comunicación no violenta.</li> </ul> <p><b>Habilidades</b></p> <ul style="list-style-type: none"> <li>- Determinar el adiestramiento del habla y la voz.</li> <li>- Aplicar la automotivación y la introspección.</li> <li>- Controlar las emociones y los estados de ánimo.</li> <li>- Analizar los referentes válidos de representación para utilizarlos en la creación propia.</li> <li>- Narración de historias.</li> <li>- Comentar las formas de la estructura narrativa.</li> <li>- Analizar la forma o estructuras narrativas de dos obras o actuaciones que interesen a los alumnos.</li> <li>- Analizar la forma por medio de la observación.</li> <li>- Analizar los factores que facilitan o impiden aplicar la capacidad de orientar o las habilidades para</li> </ul> | Unidad 1: 18 h<br>Unidad 2: 16 h<br>Unidad 3: 10 h<br>Unidad 4: 6 h<br><br>TOTAL: 50 h | <p>Método: observación, presentación de proyecto y realización del proceso llevado a cabo para hacer que sea visible.</p> <p>Criterios:</p> <ul style="list-style-type: none"> <li>- Cumplir las fechas fijadas en cada unidad didáctica .</li> <li>- Atención puesta en los resultados.</li> </ul> <p>Participación en el desarrollo de ejercicios.</p> |

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|  |  | <p>formar a otras personas.</p> <ul style="list-style-type: none"><li>- Demonstrar liderazgo cuando toca desarrollar un proyecto en equipo.</li><li>- Aplicar la escucha activa.</li><li>- Utilizar la motivación.</li><li>- Poner en práctica el trabajo en equipo.</li></ul> <p><b>Competencias</b></p> <ul style="list-style-type: none"><li>- Adaptar el proceso de trabajo interno a los objetivos y criterios requeridos.</li><li>- Crear un proyecto artístico bajo demanda.</li><li>- Definir el conocimiento propio del propio proceso creativo y superar los obstáculos.</li><li>- Desarrollar el conocimiento de talentos y la identidad individual.</li><li>- En un entorno profesional, narrar al cliente los puntos fuertes de la creación, haciendo visible el proceso creativo de un modo efectivo e incontestable.</li><li>- Generar en el público los efectos emotivos de los ritmos narrativos.</li><li>- Elegir pistas útiles para extrapolarlas a las creaciones y decidir a qué parte darle mayor fuerza narrativa.</li><li>- Criticar formas y estructuras.</li><li>- Reforzar os equipos que satisfacen sus necesidades y el fin creativo.</li><li>- Generar entornos propicios para la creación.</li><li>- Integrar la gestión de conflictos dentro del grupo.</li><li>- Planificar ensayos y generar procesos de enseñanza y aprendizaje.</li><li>- Abordar las adversidades en los procesos de creación colectivos.</li></ul> |  |  |
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## Anexos

## MODULE: BUSINESS ADMINISTRATION /MANAGEMENT

| MODULE: BUSINESS AND ADMINISTRATION/MANAGEMENT |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>General Objective:</b>                      | The module will Improve trainee's self - employability and entrepreneurship by teaching them to manage their own development and take ownership of their careers. Trainees will learn about relevant topics within business administration and management and they will learn how to apply these topics to their present and future professional situation. Budgeting, project management, professional development, some examples of the module's issues                                                                                                                                                                                                                                                    |
| <b>Specific Objectives</b>                     | <ul style="list-style-type: none"> <li>→ Teach trainees how to manage the process to develop their own business</li> <li>→ Teach trainees how to manage their career and their timeframe</li> <li>→ Teach trainees how to develop leadership</li> <li>→ Teach trainees how to develop planning and organizing competencies linked to the business and administration topics</li> <li>→ An introduction to finance</li> <li>→ An introduction to budget and its process</li> <li>→ Teach trainees to set up a business plan</li> </ul>                                                                                                                                                                        |
| <b>5 Units</b>                                 | <p>The specific areas the module is focused on:</p> <p><b>Unit 1. Introduction to Management.</b> The trainees will learn about the main elements of the management</p> <p><b>Unit 2. Planning and Organization.</b> The trainees will learn how to plan and organize their own job and business</p> <p><b>Unit 3. Introduction to Finance.</b> The trainees will learn about the main elements of finance</p> <p><b>Unit 4. Introduction to Budget.</b> The unit will be focused on the concept of budget. The trainees will learn some info about the budget, like how to manage a business plan</p> <p><b>Unit 5. Management.</b> Some info about the meaning of management and how its process works</p> |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcomes of the module</b> | <ul style="list-style-type: none"> <li>→ The trainees will realize the importance of organization, planning and punctuality</li> <li>→ The trainees will develop some familiarity with the basics of project management</li> <li>→ The trainees will learn how to manage a project from beginning to end</li> <li>→ The trainees will know how to manage a budget</li> <li>→ The trainees could make a professional estimation of potential costs and income of their project</li> <li>→ The trainees will develop the capacity to be comfortable with working with different coworkers</li> <li>→ The trainees will know how to make decisions in a difficult situation</li> <li>→ The trainees can work independently and take ownership of a project</li> <li>→ The trainees will gain firsthand experience</li> </ul> |
| <b>Module duration</b>                 | <p>50 hours (35 hours e - learning / 15 hours face to face)</p> <p>Unit 1: 10 hours</p> <p>Unit 2: 15 hours</p> <p>Unit 3: 10 hours</p> <p>Unit 4: 10 hours</p> <p>Unit 5: 5 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Evaluation method and criteria</b>  | <p>Face-to-face lectures</p> <p>Simulation practise</p> <p>Assessment test</p> <p>Interactive online lectures</p> <p>Online discussion on the relevant topics</p> <p>The trainees will start learning about a business plan for a specific project of their choice. They will work on this project for the duration of the course. This allows them to apply everything they have learned during the module. The trainees will make a personal budget to add to their business plan and try to finalize the project itself. At the end of the module they will present their final project.</p>                                                                                                                                                                                                                           |

| ECVET Unit 1: Introduction to Management                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                                                                                   | <b>Expert in Business and Management</b>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                       |
| EQF Level                                                                                                                                                                                                  | E4                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                       |
| Learning Outcomes                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>● Have an awareness of personal style and preference and be confident in using that understanding to manage their own contribution</li> <li>● be confident in adapting management style to achieve desired impact and outcomes</li> <li>● have practised the key skills of setting out expectations, agreeing objectives, reviewing achievement and steering future performance</li> </ul> |                                                                                                                                                       |
| Knowledge                                                                                                                                                                                                  | Skill                                                                                                                                                                                                                                                                                                                                                                                                                             | Competence                                                                                                                                            |
| <ul style="list-style-type: none"> <li>● Being familiar with resources and techniques to get employment</li> <li>● Meaning and concept of management</li> <li>● The main elements of management</li> </ul> | <ul style="list-style-type: none"> <li>● How to manage and how to plan</li> <li>● Be able to initiate a project</li> <li>● Develop the capacity of administration</li> </ul>                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>● Initiative</li> <li>● Creativity</li> <li>● Entrepreneurial thinking</li> <li>● Self - management</li> </ul> |

| ECVET Unit 2: Planning and Organization                                                                                                                                                                        |                                                                                                                                                                                                                                                                        |                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                                                                                       | <b>Expert in Business and Management</b>                                                                                                                                                                                                                               |                                                                                                                                 |
| EQF Level                                                                                                                                                                                                      | E4                                                                                                                                                                                                                                                                     |                                                                                                                                 |
| Learning Outcomes                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>● Efficient use resources</li> <li>● Establishing goals</li> <li>● Managing Risk And Uncertainty</li> <li>● Creating Competitive Advantages</li> </ul>                                                                          |                                                                                                                                 |
| Knowledge                                                                                                                                                                                                      | Skill                                                                                                                                                                                                                                                                  | Competence                                                                                                                      |
| <ul style="list-style-type: none"> <li>● Meaning and concept of planning and organizing</li> <li>● The planning process</li> <li>● Main elements of planning</li> <li>● Different types of planning</li> </ul> | <ul style="list-style-type: none"> <li>● Management and planning</li> <li>● Be able to initiate a project</li> <li>● How to deal with the concept of planning</li> <li>● How to deal with the issue of organizing</li> <li>● Developing the making decision</li> </ul> | <ul style="list-style-type: none"> <li>● Initiative</li> <li>● Entrepreneurial thinking</li> <li>● Self - management</li> </ul> |

| ECVET Unit 3: Introduction to Finance                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                                                                | <b>Expert in Business and Management</b>                                                                                                                                                                                                                                            |                                                                                                                    |
| EQF Level                                                                                                                                                                               | E4                                                                                                                                                                                                                                                                                  |                                                                                                                    |
| Learning Outcomes                                                                                                                                                                       | <ul style="list-style-type: none"> <li>● The trainees will learn some issues about the meaning of Finance</li> <li>● The trainees will learn the relationship between business and finance</li> <li>● The trainees will learn the importance of the timeframe in Finance</li> </ul> |                                                                                                                    |
| Knowledge                                                                                                                                                                               | Skill                                                                                                                                                                                                                                                                               | Competence                                                                                                         |
| <ul style="list-style-type: none"> <li>● Basic knowledge of Finance</li> <li>● Knowledge about the main elements of Finance</li> <li>● The link between Finance and Business</li> </ul> | <ul style="list-style-type: none"> <li>● Knowing how to manage the time periods for Finance</li> <li>● Knowing how to deal with Finance aspects like its sources</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>● Management</li> <li>● Project management</li> <li>● Leadership</li> </ul> |

| ECVET Unit 4: Introduction to Budget                                                                                                                                                                        |                                                                                                                                                                                                  |                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                                                                                    | <b>Expert in Business and Administration</b>                                                                                                                                                     |                                                                                                                                                     |
| EQF Level                                                                                                                                                                                                   | E4                                                                                                                                                                                               |                                                                                                                                                     |
| Learning Outcomes                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>● The trainees will learn how to deal with a budget issue</li> <li>● The trainees will learn about the different characteristics of the budget</li> </ul> |                                                                                                                                                     |
| Knowledge                                                                                                                                                                                                   | Skill                                                                                                                                                                                            | Competence                                                                                                                                          |
| <ul style="list-style-type: none"> <li>● Knowledge about budget and its process</li> <li>● knowledge about the elements of the budget</li> <li>● The business plan</li> <li>● The financial plan</li> </ul> | <ul style="list-style-type: none"> <li>● Focusing on the project goals</li> <li>● Budgeting process</li> <li>● Learning how to deal with a business plan steps</li> </ul>                        | <ul style="list-style-type: none"> <li>● Leadership</li> <li>● Making decision process</li> <li>● Measuring the own capacity of planning</li> </ul> |

| ECVET Unit 5: Management                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                                             | <b>Expert in Business and Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                           |
| EQF Level                                                                                                                                                            | E4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                           |
| Learning Outcomes                                                                                                                                                    | <ul style="list-style-type: none"> <li>● Trainees will demonstrate their knowledge of business and management principles</li> <li>● Trainees will demonstrate critical-thinking and problem solving skills</li> <li>● Trainees will demonstrate a sense of responsibility and a capacity for service</li> <li>● Trainees will demonstrate the ability to recognize when change is needed, adapt to change as it occurs, and lead change</li> <li>● Trainees will demonstrate an understanding of their personal interests, abilities, strengths, and weaknesses as they pertain to their chosen career field</li> </ul> |                                                                                                                                                                           |
| Knowledge                                                                                                                                                            | Skill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Competence                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>● Some knowledge about the history of management</li> <li>● Project management framework</li> <li>● The leadership</li> </ul> | <ul style="list-style-type: none"> <li>● Knowing how to manage a project</li> <li>● Knowing how to deal with the different aspects of a project</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>● Review Advanced Topics in Management and Leadership</li> <li>● Design the management and leadership development plans</li> </ul> |

| ECVET Unit 1: Introduction to Management |                                        |                                                                             |                |        |
|------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------|----------------|--------|
| Reference Qualification:                 | Expert in Business and Management      |                                                                             |                |        |
| Module Title                             | Business and Administration/Management |                                                                             |                |        |
| Module Type                              | Common Module                          |                                                                             |                |        |
| Module Theme                             | Business                               |                                                                             |                |        |
| Training Methods                         |                                        |                                                                             | Training hours | Weight |
| Instructor-led/Classroom-based           | Theoretical learning                   | Lectures, classes                                                           | 5              | 50%    |
|                                          | E- learning                            | Interactive online lectures<br><br>Online discussion on the relevant topics | 5              | 50%    |
| Total training hours                     |                                        |                                                                             | 10             |        |
| Total ECVET points                       |                                        |                                                                             | 0,75           |        |

| ECVET Unit 2: Planning and Organization |                                    |                                                                      |                |        |
|-----------------------------------------|------------------------------------|----------------------------------------------------------------------|----------------|--------|
| Reference Qualification:                | Expert in Business and Management  |                                                                      |                |        |
| Module Title                            | Business Administration/Management |                                                                      |                |        |
| Module Type                             | Common Modules                     |                                                                      |                |        |
| Module Theme                            | Business                           |                                                                      |                |        |
| Training Methods                        |                                    |                                                                      | Training hours | Weight |
| Instructor-led/Classroom-based          | Theoretical learning               | classes, lectures                                                    | 5              | 33%    |
|                                         | E - learning                       | Interactive online lectures/Online discussion on the relevant topics | 10             | 66%    |
| Total training hours                    |                                    |                                                                      | 15             |        |
| Total ECVET points                      |                                    |                                                                      | 1,125          |        |

| ECVET Unit 3: Introduction to Finance |                                          |                |          |
|---------------------------------------|------------------------------------------|----------------|----------|
| Reference Qualification:              | Expert in Business and Management        |                |          |
| Module Title                          | Business and Administration/Management   |                |          |
| Module Type                           | Common Modules                           |                |          |
| Module Theme                          | Business                                 |                |          |
| Training Methods                      |                                          | Training hours | Weight   |
| E-learning                            | Interactive online lecture               | 10             | 100,00 % |
|                                       | Online Project work                      |                |          |
|                                       | Online discussion on the relevant topics |                |          |
| Total training hours                  |                                          | 10             |          |
| Total ECVET points                    |                                          | 0,75           |          |

| ECVET Unit 4: Introduction to budget |                                          |                |        |
|--------------------------------------|------------------------------------------|----------------|--------|
| Reference Qualification:             | Expert in Business and Management        |                |        |
| Module Title                         | Business and Administration/Management   |                |        |
| Module Type                          | Common Modules                           |                |        |
| Module Theme                         | Business                                 |                |        |
| Training Methods                     |                                          | Training hours | Weight |
| E-learning                           | Interactive online lectures              | 10             | 100    |
|                                      | Online Project work                      |                |        |
|                                      | Online discussion on the relevant topics |                |        |
| Total training hours                 |                                          | 10             |        |
| Total ECVET points                   |                                          | 0,75           |        |

| ECVET Unit 5: Management       |                                        |  |                |        |
|--------------------------------|----------------------------------------|--|----------------|--------|
| Reference Qualification:       | Expert in Business and Management      |  |                |        |
| Module Title                   | Business and Administration/Management |  |                |        |
| Module Type                    | Common Modules                         |  |                |        |
| Module Theme                   | Digital networking                     |  |                |        |
| Training Methods               |                                        |  | Training hours | Weight |
| Instructor-led/Classroom-based | Theoretical learning                   |  | 5              | 100%   |
| Total training hours           |                                        |  | 5              |        |
| Total ECVET points             |                                        |  | 0,375          |        |

**MODULE: NETWORKING/ DIGITAL AND MEDIA COMMUNICATION**

| MODULE: Networking/digital and media communication |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Objective:</b>                          | <p>The module provides participants with a simple and structured approach to communication, formal and informal interactions in order to allow participants to organize their thoughts or ideas rapidly and to communicate spontaneously, concisely and effectively to others.</p> <p>This module explores also the intersections between information, communication, and meaning in today's social media world, it aims to teach students how to create an online strategy, engage on Facebook, Twitter, Google+, LinkedIn and YouTube, provoke multimedia buzz, optimise the online space for search, and excel in digital crisis communications, how to create and maintain a social media presence for business, learning to use social media for public relations and communications purposes.</p> <p>In fact, in today's rapidly-evolving media landscape, social media has not only become a fundamental tool for communication, but a must-have skill in a multitude of industries. Understanding how to communicate with social media is key to your success in today's digital landscape. With the right amount of practice and social media education, students and professionals are empowered with a competitive edge in their studies, careers and communications.</p>                                                                                         |
| <b>Specific Objectives</b>                         | <ul style="list-style-type: none"> <li>→ Examine some of the fundamental components of strategic communications;</li> <li>→ Explain the theories of communication, persuasion and ethics;</li> <li>→ Describe an understanding of effective communications;</li> <li>→ Describe how social media has changed the way we communicate and the way we do business;</li> <li>→ Describe how social media fits in with other digital tools and marketing approaches;</li> <li>→ Explain how to create and manage social presences on Facebook, Twitter, YouTube, Instagram and Google+ and how communicators are using these networks;</li> <li>→ Explain which are the best practices around social media etiquette as well as the nuances of specific social networks to help you communicate effectively online;</li> <li>→ Explain how to have a consistent personal brand and professional online presence;</li> <li>→ Explain the fundamentals of creating and managing social presences on LinkedIn, Instagram, and YouTube, and how these networks are being used for PR and communications;</li> <li>→ Explain how to create a social media analytics report;</li> <li>→ Explain how to follow a social media policy responsibly;</li> <li>→ Explain how to apply the techniques of storytelling and online self-presentation to create a social e-portfolio.</li> </ul> |

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| <b>5 Units</b><br><i>Each UNIT should be described in detail in the template below</i> | The specific areas the module is focused on<br><b>Unit 1. Principles and Techniques of Effective Communication</b><br><b>Unit 2. Internet Communication</b><br><b>Unit 3. Social Networks and personal branding</b><br><b>Unit 4. Social Media Tools and Applications</b><br><b>Unit 5. Social e-portfolio and techniques of online self-presentation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Learning Outcomes of the module</b>                                                 | By the completion of this module, participants will be able to:<br><ul style="list-style-type: none"> <li>→ Identify, and critically analyse, influences on communication</li> <li>→ Critically examine and evaluate their own communication skills and those of others</li> <li>→ Demonstrate competency in basic verbal and non-verbal communication skills</li> <li>→ Present information in a structured, coherent and appropriate manner</li> <li>→ Understand the communication attributes of digital media</li> <li>→ Understand social media fundamentals</li> <li>→ Understand basic social media etiquette</li> <li>→ Create a social media campaign</li> <li>→ Build a consistent online brand and possible personality</li> <li>→ Publish social media updates and engage with a community</li> <li>→ Apply social media best practices to enhance their personal brand</li> <li>→ Understand social media advertising</li> <li>→ Manage social media</li> <li>→ Measure site traffic using Google Analytics</li> <li>→ Create and follow a social media policy</li> <li>→ Create a social e-portfolio using storytelling and techniques of online self-presentation</li> </ul> |
| <b>Module duration</b>                                                                 | 50 hours<br>Unit 1: 4 h<br>Unit 2: 8 h<br>Unit 3: 10 h<br>Unit 4: 24 h<br>Unit 5: 4 h                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Evaluation method and criteria</b>                                                  | Face-to-face lectures<br>Simulation practise<br>Assessment test<br>Interactive online lectures/animations<br>Online discussion on the relevant topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| ECVET Unit 1 : Principles and Techniques of Effective Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Reference Qualification:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Expert in effective digital communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| EQF Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | E4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>→ Identify, and critically analyse, influences on communication;</li> <li>→ Know the basic principles of communication</li> <li>→ Demonstrate an understanding of effective communications;</li> <li>→ Critically examine and evaluate their own communication skills and those of others;</li> <li>→ Demonstrate competency in basic verbal and non-verbal communication skills;</li> <li>→ Determine the critical communications requirements for a given situation;</li> <li>→ Present information in a structured, coherent and appropriate manner;</li> <li>→ Work within a group to present a consistent and coherent message.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Skill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>– Basic principles of communication;</li> <li>– Defining communication: types, patterns and modes of communication;</li> <li>– channels of communication;</li> <li>– the communication process;</li> <li>– transmission and reception;</li> <li>– barriers to effective communication;</li> <li>– linguistic communication;</li> <li>– sensory reception;</li> <li>– non-verbal communication;</li> <li>– first impressions;</li> <li>– one-to-one vs. one-to-many communication;</li> <li>– group communication</li> </ul> | <ul style="list-style-type: none"> <li>– Communication skills</li> <li>– Networking skills</li> <li>– Technical skills</li> <li>– Interpersonal skills for influence</li> <li>– Attending skills</li> <li>– Verbal response skills</li> <li>– Non verbal communication skills</li> <li>– Motivational skills</li> <li>– Listening skills</li> <li>– Influence skills</li> <li>– Negotiation skills</li> <li>– Team work skills</li> </ul>                                                                                                                                                                                                                                              | <p><b>Communication competences:</b></p> <p>- Linguistic competence (Knowing how to use the grammar, syntax, and vocabulary of a language. What words do I use? How do I put them into phrases and sentences?);</p> <p>– Sociolinguistic Competence: appropriateness (Knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating - Knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating);</p> <p>– Discourse Competence: cohesion and coherence (Knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. How are words, phrases and sentences put together to create conversations, speeches, email messages, etc...);</p> <p>– Strategic Competence: appropriate use of communicative strategies (Knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use).</p> |

| ECVET Unit 2 : Internet Communication                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Reference Qualification:                                                                                                                                                                                                                                                                                    | <b>Expert in effective digital communication</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| EQF Level                                                                                                                                                                                                                                                                                                   | E4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Learning Outcomes                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>→ Know the impact of new media on communication in global context</li> <li>→ Know the basic principles of online communication: internet communication and CMC (Computer Mediated Communication)</li> <li>→ Identify, and critically analyse, influences on online communication;</li> <li>→ Develop messages that should be relevant and appropriate to the audience</li> <li>→ Demonstrate competency in basic verbal and writing online communication skills;</li> <li>→ Present information in a structured, coherent and appropriate manner;</li> <li>→ Work within a group to present a consistent and coherent message.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Knowledge                                                                                                                                                                                                                                                                                                   | Skill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>– The evolution in the communication process</li> <li>– Basic principles of online communication;</li> <li>– Persuasive writing in the Social networks</li> <li>– CMC or Computer Mediated Communication</li> <li>– Basic principles of online psychology</li> </ul> | <ul style="list-style-type: none"> <li>– Communication skills</li> <li>– Computer basic skills</li> <li>– Life skills</li> <li>– Networking skills</li> <li>– Technical skills</li> <li>– Interpersonal skills for influence</li> <li>– Attending skills</li> <li>– Motivational skills</li> <li>– Listening skills</li> <li>– Influence skills</li> </ul>                                                                                                                                                                                                                                                                                                                       | <p><b>Basic competences:</b></p> <ul style="list-style-type: none"> <li>– Writing with a computer - Aim: To learn and exercise computer basic skills and concepts.</li> <li>– Keeping in touch with others via the Internet - Aim: How to communicate via computer – email, social network and Web-based application;</li> <li>– How to find exactly what you are looking for (Information Search on the Internet ) Aim: Improving "search skills";</li> <li>– Services on the Internet - Aim: Discover the world of information opportunities and services on the Internet;</li> <li>– Where you might go next (further e-learning opportunities on the Internet) Aim: Further learning and information opportunities on the Internet and Computer-based.</li> </ul> <p><b>Communicative competences:</b></p> <ul style="list-style-type: none"> <li>- <b>Linguistic competence</b> (Knowing how to use the grammar, syntax, and vocabulary of a language. What words do I use in the social networks? How do I put them into phrases and sentences?);</li> <li>- <b>Strategic Competence:</b> appropriate use of the online communication strategies (Knowing how the technology can persuade; learning how we can improve our online communication; Knowing how to develop a Comprehensive Online Communications Strategy; Knowing how to develop an effective communication, Knowing how to develop messages that should be relevant and appropriate to the audience);</li> </ul> <p><b>Advanced competences:</b></p> <ul style="list-style-type: none"> <li>- Communicate and manage information online (Knowing</li> </ul> |

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|  |  | <p>how to profit by the communication possibilities over the Internet);</p> <p>- Solve problem (Knowing how to identify digital needs, solve problems through digital means, asses the information retrieved).</p> |
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| ECVET Unit 3 : Social Networks and personal branding                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                                                                                                                                                          | <b>Expert in effective digital communication</b>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| EQF Level                                                                                                                                                                                                                                                                         | E4                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Learning Outcomes                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>→ Find the right social network</li> <li>→ Design your social media profile pages</li> <li>→ Build a community and engage with your followers</li> <li>→ Create a brand identity and positive brand association</li> <li>→ Develop a social media strategy to effectively target people who are interested in your business, product or service</li> </ul>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Knowledge                                                                                                                                                                                                                                                                         | Skill                                                                                                                                                                                                                                                                                                                                                                                                        | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>- Basic knowledge of the main social media;</li> <li>- The characteristics of a social media for enhance your brand</li> <li>- Fundamentals of creating and managing social presences and personal branding on social networks;</li> </ul> | <ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Computer basic skills</li> <li>- Digital skills</li> <li>- E-skills</li> <li>- Creative skills</li> <li>- Public relation skills</li> <li>- Networking skills</li> <li>- Attending skills</li> <li>- Influence skills</li> <li>- Personal branding skills</li> <li>- Critical thinking</li> <li>- Problem-solving skills</li> </ul> | <p><b>Basic competences:</b></p> <ul style="list-style-type: none"> <li>- Writing with a computer - Aim: To learn and exercise computer basic skills and concepts;</li> <li>- Keeping in touch with others via the Internet</li> <li>- Aim: How to communicate via computer – email, social network and Web-based application;</li> <li>- How to find exactly what you are looking for (Information Search on the Internet ) Aim: Improving "search skills";</li> <li>- Services on the Internet - Aim: Discover the world of information opportunities and services on the Internet;</li> <li>- Where you might go next (further e-learning opportunities on the Internet) - Aim: Further learning and information opportunities on the Internet and Computer-based;</li> </ul> <p><b>Communicative competences:</b></p> <ul style="list-style-type: none"> <li>- Linguistic competence (Knowing how to use the appropriate language in order to enhance the personal brand);</li> <li>- Strategic Competence: appropriate use of the social media to build your personal brand (Knowing how to find the right social network for you; Knowing how to use social media to build your personal brand; Knowing how to promote and manage a personal brand on social media; Knowing the top tips for personal branding on social media; Knowing how to build a personal brand through social networking).</li> </ul> <p><b>Strategic competences:</b></p> <ul style="list-style-type: none"> <li>- Communicate and manage information on Internet (Knowing How to profit by the</li> </ul> |

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|  |  | <p>communication possibilities over the Internet);</p> <ul style="list-style-type: none"><li>– Solve problem (Knowing How to identify digital needs, solve problems through digital means, assess the information retrieved).</li></ul> |
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| ECVET Unit 4 : Social media tools and application                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Reference Qualification:                                                                                                                                                                                                                                                                     | <b>Expert in effective digital communication</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| EQF Level                                                                                                                                                                                                                                                                                    | E4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Learning Outcomes                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>→ Be able to apply the techniques of storytelling</li> <li>→ Be able to apply the techniques of online-presentation</li> <li>→ Design your social portfolio using storytelling</li> <li>→ Be able to manage impressions</li> <li>→ Be able to create desired impressions</li> <li>→ Build a community and engage with your followers</li> <li>→ Create content that people actually share</li> <li>→ Manage your social media presence</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Knowledge                                                                                                                                                                                                                                                                                    | Skill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>– Fundamentals of storytelling;</li> <li>– The rules of storytelling</li> <li>– The Psychology of sharing</li> <li>– Techniques of online self-presentation</li> <li>– Social Media Management Tools</li> <li>– Social Media Best Practise</li> </ul> | <ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Digital skills</li> <li>- E-skills</li> <li>- Creative skills</li> <li>- Self-presentation skills</li> <li>- Public relation skills</li> <li>- Networking skills</li> <li>- Interpersonal skills for influence</li> <li>- Attending skills</li> <li>- Motivational skills</li> <li>- Listening skills</li> <li>- Influence skills</li> <li>- Behavioral Skills</li> <li>- problem-solving skills</li> </ul>     | <p><b>Basic competences:</b></p> <ul style="list-style-type: none"> <li>– Writing with a computer - Aim: To learn and exercise computer basic skills and concepts;</li> <li>– Keeping in touch with others via the Internet</li> <li>– Aim: How to communicate via computer – email, social network and Web-based application;</li> <li>– How to find exactly what you are looking for (Information Search on the Internet ) Aim: Improving "search skills";</li> <li>– Services on the Internet - Aim: Discover the world of information opportunities and services on the Internet;</li> <li>– Where you might go next (further e-learning opportunities on the Internet) - Aim: Further learning and information opportunities on the Internet and Computer-based;</li> </ul> <p><b>Communicative competences:</b></p> <ul style="list-style-type: none"> <li>- Linguistic and creative competence (Knowing how to use the appropriate language in order to create a social portfolio using storytelling);</li> </ul> <p><b>Strategic/creative competences:</b></p> <ul style="list-style-type: none"> <li>- Identifying stories to tell (Knowing the rules of storytelling; Knowing how identify the stories to tell; Tapping the most effective medium; knowing the most important techniques of online self-presentation);</li> <li>- Create and share content (knowing the psychology of sharing; knowing how to communicate through online tools, taking into account privacy, safety and netiquette; how</li> </ul> |

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|  |  | <p>to evaluate the quality of information found on the Web and to identify responsible and ethical behaviours when creating or using online content; how to integrate and re-elaborate previous knowledge and content, construct new knowledge;</p> |
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| ECVET Unit 5 : Social e-portfolio and techniques of online self-presentation                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                                                                                                                                                          | <b>Expert in effective digital communication</b>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| EQF Level                                                                                                                                                                                                                                                                         | E4                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Learning Outcomes                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>→ Find the right social network</li> <li>→ Design your social media profile pages</li> <li>→ Build a community and engage with your followers</li> <li>→ Create a brand identity and positive brand association</li> <li>→ Develop a social media strategy to effectively target people who are interested in your business, product or service</li> </ul>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Knowledge                                                                                                                                                                                                                                                                         | Skill                                                                                                                                                                                                                                                                                                                                                                                                        | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>- Basic knowledge of the main social media;</li> <li>- The characteristics of a social media for enhance your brand</li> <li>- Fundamentals of creating and managing social presences and personal branding on social networks;</li> </ul> | <ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Computer basic skills</li> <li>- Digital skills</li> <li>- E-skills</li> <li>- Creative skills</li> <li>- Public relation skills</li> <li>- Networking skills</li> <li>- Attending skills</li> <li>- Influence skills</li> <li>- Personal branding skills</li> <li>- Critical thinking</li> <li>- Problem-solving skills</li> </ul> | <p><b>Basic competences:</b></p> <ul style="list-style-type: none"> <li>- Writing with a computer - Aim: To learn and exercise computer basic skills and concepts;</li> <li>- Keeping in touch with others via the Internet</li> <li>- Aim: How to communicate via computer – email, social network and Web-based application;</li> <li>- How to find exactly what you are looking for (Information Search on the Internet ) Aim: Improving "search skills";</li> <li>- Services on the Internet - Aim: Discover the world of information opportunities and services on the Internet;</li> <li>- Where you might go next (further e-learning opportunities on the Internet) - Aim: Further learning and information opportunities on the Internet and Computer-based;</li> </ul> <p><b>Communicative competences:</b></p> <ul style="list-style-type: none"> <li>- Linguistic competence (Knowing how to use the appropriate language in order to enhance the personal brand);</li> <li>- Strategic Competence: appropriate use of the social media to build your personal brand (Knowing how to find the right social network for you; Knowing how to use social media to build your personal brand; Knowing how to promote and manage a personal brand on social media; Knowing the top tips for personal branding on social media; Knowing how to build a personal brand through social networking).</li> </ul> |

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|  | <p><b>Strategic competences:</b></p> <ul style="list-style-type: none"><li>– Communicate and manage information on Internet (Knowing How to profit by the communication possibilities over the Internet);</li><li>– Solve problem (Knowing How to identify digital needs, solve problems through digital means, assess the information retrieved).</li></ul> |
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| ECVET Unit 1: Principles and Techniques of Effective Communication |                                                                                                                                                                                                                  |                     |                |        |  |  |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------|--------|--|--|
| Reference Qualification:                                           | Expert in effective digital communication                                                                                                                                                                        |                     |                |        |  |  |
| Module Title                                                       | Networking/digital and media communication                                                                                                                                                                       |                     |                |        |  |  |
| Module Type                                                        | Common Module                                                                                                                                                                                                    |                     |                |        |  |  |
| Module Theme                                                       | Communication                                                                                                                                                                                                    |                     |                |        |  |  |
|                                                                    | Training Methods                                                                                                                                                                                                 |                     | Training hours | Weight |  |  |
| Instructor-led/Classroom-based                                     | Theoretical learning                                                                                                                                                                                             | Lectures            | 2              | 50%    |  |  |
|                                                                    | Practical learning                                                                                                                                                                                               | Simulation practise | 0              | 0%     |  |  |
| E-learning                                                         | <ul style="list-style-type: none"> <li>→ Interactive online lectures/animations</li> <li>→ Interactive forum (synchronous and asynchronous forum)</li> <li>→ Online discussion on the relevant topics</li> </ul> |                     | 2              | 50%    |  |  |
| Other                                                              |                                                                                                                                                                                                                  |                     | 0              | 0%     |  |  |
| <b>Total training hours</b>                                        |                                                                                                                                                                                                                  |                     | 4              |        |  |  |
| <b>Total ECVET points</b>                                          |                                                                                                                                                                                                                  |                     | 0,3            |        |  |  |

| ECVET Unit 2: Internet Communication |                                                                                                                                                                                                                     |  |                |        |  |  |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------|--------|--|--|
| Reference Qualification:             | Expert in effective digital communication                                                                                                                                                                           |  |                |        |  |  |
| Module Title                         | Networking/digital and media communication                                                                                                                                                                          |  |                |        |  |  |
| Module Type                          | Common Modules                                                                                                                                                                                                      |  |                |        |  |  |
| Module Theme                         | Communication                                                                                                                                                                                                       |  |                |        |  |  |
|                                      | Training Methods                                                                                                                                                                                                    |  | Training hours | Weight |  |  |
| Instructor-led/Classroom-based       | Theoretical learning                                                                                                                                                                                                |  | 2              | 25%    |  |  |
|                                      | Practical learning                                                                                                                                                                                                  |  | 0              | 0%     |  |  |
| E-learning                           | <ol style="list-style-type: none"> <li>1. Interactive online lectures/animations</li> <li>2. Interactive forum (synchronous and asynchronous forum)</li> <li>3. Online discussion on the relevant topics</li> </ol> |  | 6              | 75%    |  |  |
| Other                                |                                                                                                                                                                                                                     |  | 0              | 0%     |  |  |
| <b>Total training hours</b>          |                                                                                                                                                                                                                     |  | 8              |        |  |  |
| <b>Total ECVET points</b>            |                                                                                                                                                                                                                     |  | 0,6            |        |  |  |

| ECVET Unit 3: Social networks and personal branding |                                                                                                                                                                                                                                                 |  |                |         |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------|---------|
| Reference Qualification:                            | Expert in effective digital communication                                                                                                                                                                                                       |  |                |         |
| Module Title                                        | Networking/digital and media communication                                                                                                                                                                                                      |  |                |         |
| Module Type                                         | Common Modules                                                                                                                                                                                                                                  |  |                |         |
| Module Theme                                        | Digital networking                                                                                                                                                                                                                              |  |                |         |
| Training Methods                                    |                                                                                                                                                                                                                                                 |  | Training hours | Weight  |
| Instructor-led/Classroom-based                      | Theoretical learning                                                                                                                                                                                                                            |  | 2              | 20,00 % |
|                                                     | Practical learning                                                                                                                                                                                                                              |  | 0              | 0%      |
| E-learning                                          | <ul style="list-style-type: none"> <li>→ Interactive online lectures/animations</li> <li>→ Interactive forum (synchronous and asynchronous forum)</li> <li>→ Online Project work</li> <li>→ Online discussion on the relevant topics</li> </ul> |  |                | 80,00 % |
| Other                                               |                                                                                                                                                                                                                                                 |  |                | 0%      |
| <b>Total training hours</b>                         |                                                                                                                                                                                                                                                 |  | 10             |         |
| <b>Total ECVET points</b>                           |                                                                                                                                                                                                                                                 |  | 0,75           |         |

| ECVET Unit 4: Social media tools and application |                                                                                                                                                                                                                                                 |  |                |         |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------|---------|
| Reference Qualification:                         | Expert in effective digital communication                                                                                                                                                                                                       |  |                |         |
| Module Title                                     | Networking/digital and media communication                                                                                                                                                                                                      |  |                |         |
| Module Type                                      | Common Modules                                                                                                                                                                                                                                  |  |                |         |
| Module Theme                                     | Digital networking                                                                                                                                                                                                                              |  |                |         |
| Training Methods                                 |                                                                                                                                                                                                                                                 |  | Training hours | Weight  |
| Instructor-led/Classroom-based                   | Theoretical learning                                                                                                                                                                                                                            |  | 7              | 29,16%  |
|                                                  | Practical learning                                                                                                                                                                                                                              |  | 0              | 0%      |
| E-learning                                       | <ul style="list-style-type: none"> <li>→ Interactive online lectures/animations</li> <li>→ Interactive forum (synchronous and asynchronous forum)</li> <li>→ Online Project work</li> <li>→ Online discussion on the relevant topics</li> </ul> |  |                | 70,83 % |
| <b>Total training hours</b>                      |                                                                                                                                                                                                                                                 |  | 24             |         |
| <b>Total ECVET points</b>                        |                                                                                                                                                                                                                                                 |  | 1,8            |         |

| ECVET Unit 5: Social e-portfolio and techniques of online self-presentation |                                                                                                                                                                                                                                                 |                      |        |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------|
| Reference Qualification:                                                    | Expert in effective digital communication                                                                                                                                                                                                       |                      |        |
| Module Title                                                                | Networking/digital and media communication                                                                                                                                                                                                      |                      |        |
| Module Type                                                                 | Common Modules                                                                                                                                                                                                                                  |                      |        |
| Module Theme                                                                | Digital networking                                                                                                                                                                                                                              |                      |        |
| Training Methods                                                            |                                                                                                                                                                                                                                                 | Training hours       | Weight |
| Instructor-led/Classroom-based                                              | Theoretical learning                                                                                                                                                                                                                            | 2                    | 50%    |
|                                                                             | Practical learning                                                                                                                                                                                                                              | 0                    | 0%     |
| E-learning                                                                  | <ul style="list-style-type: none"> <li>→ Interactive online lectures/animations</li> <li>→ Interactive forum (synchronous and asynchronous forum)</li> <li>→ Online Project work</li> <li>→ Online discussion on the relevant topics</li> </ul> |                      | 50%    |
| Other                                                                       |                                                                                                                                                                                                                                                 |                      | 0%     |
|                                                                             |                                                                                                                                                                                                                                                 | Total training hours | 4      |
|                                                                             |                                                                                                                                                                                                                                                 | Total ECVET points   | 0,3    |

**MODULE: ENTREPRENEUR SKILLS AND SOCIAL ENTREPRENEURSHIP**

| MODULE: Entrepreneurial Skills and Social Entrepreneurship                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>General Objective:</b>                                                                 | Develop the trainee's general knowledge on entrepreneurship and its social counterpart. Build skills that will allow the trainee to compete in the market by building confidence, social and technical skills and apply theoretical principles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Specific Objectives</b>                                                                | <ul style="list-style-type: none"> <li>- Understand the basic differences between, self-employment, startup, social and conventional entrepreneurship</li> <li>- Learn the effect of fear in starting a business</li> <li>- Understand the effect of team work in business</li> <li>- Acknowledge the basic communication challenges and build communication skills</li> <li>- Understand and use practical management tools and framework to build and test a new venture idea</li> <li>- Embrace creativity and use tools and get familiar with tools to enhance it.</li> <li>- Get familiar with new age marketing and social media influence to business</li> <li>- Understand new consumer trends</li> <li>- Know how to build a presence in social media</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Units (1-5)</b><br><b>Each UNIT should be described in detail in the next template</b> | <p>Introduction to entrepreneurship concept<br/>By the end of the Unit the student will be able to explain what is entrepreneurship, what are the differences between self employment and entrepreneurship and understand the distance between a traditional and a social enterprise.</p> <p>2.- Personal and Professional Development<br/>This unit aims to supports the student's development of personal and professional attitudes and abilities appropriate to a Professional Training placement and future employment. The focus areas of the course are on communication, creativity and working in Teams. Student will develop awareness of the the fundamentals while they will have the chance to explore the units from the inside experiencing different stimuli through the assigned learning activities.</p> <p>3.- From Idea to business venture<br/>By the end of the Unit the student will be able to understand how to craft a business plan, use tools to create a business model and identify appropriate resources to fund the potential venture</p> <p>4.-Marketing in the New Age<br/>By the end of the Unit the student will be able to explain how new age transformed the marketing process and will be aware of using the new tools of digital economy for business purpose. Additionally the unit makes reference on social</p> |

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|                                 | <p>marketing a new open theory approach to benefit society as a whole from making better decisions to changing their life.</p> <p>5.-Final project: Developing a series of personal work. Trainees learn how to prepare for launching a business, develop hypothesis and test its sustainability and potential.</p>                                       |
| Learning Outcomes of the module | <ul style="list-style-type: none"> <li>• Techniques of business</li> <li>• Brainstorming ideas / inspiration and using tools to boost creativity</li> <li>• Awareness of Communication skills</li> <li>• Awareness of team effectiveness</li> <li>• Apply tools for business model testing</li> <li>• Know how to set up Social Media presence</li> </ul> |
| Module duration                 | <p><b>50 HOURS (35 theoretical + 15 practical)</b></p> <p>Unit 1: 15h (practical and theoretical)<br/> Unit 2: 10h (practical and theoretical)<br/> Unit 3: 10h (practical and theoretical))<br/> Unit 4: 10h (practical and theoretical))<br/> Unit 5: 5hrs Practical</p>                                                                                |
| Evaluation method and criteria  | Trainees will be evaluated on their theoretical knowledge and their practical skills in all units equally.                                                                                                                                                                                                                                                |

| MODULE: Entrepreneurial Skills and Social Entrepreneurship                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECVET Unit 1: Introduction to entrepreneurship                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                        |
| Reference Qualification:                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                        |
| EQF Level                                                                                                                                                                                                                    | <b>Level 4</b>                                                                                                                                                                                                                                                                                         |
| Learning Outcomes                                                                                                                                                                                                            | By the end of the Unit the student will be able to explain what is entrepreneurship, what are the differences between self employment and entrepreneurship and understand the distance between a traditional and a social enterprise.                                                                  |
| Knowledge                                                                                                                                                                                                                    | <b>Skill</b>                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Entrepreneurship concept</li> <li>• Social Entrepreneurship concept</li> <li>• Human centered design</li> <li>• Fear Failure</li> <li>• Innovation and Social Innovation</li> </ul> | <ul style="list-style-type: none"> <li>-Clear understand of what is a social mission</li> <li>Design -human centered business models</li> <li>-Design venture models based on innovation</li> <li>-Avoid affect of fear on starting up</li> <li>-Confidence over idea generation capability</li> </ul> |

MODULE: Entrepreneurial Skills and Social Entrepreneurship

| ECVET Unit 2: Personal and Professional Development                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Reference Qualification:                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| EQF Level                                                                                                                                                                                     | <b>Level 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Learning Outcomes                                                                                                                                                                             | <p>This unit aims to supports the student's development of personal and professional attitudes and abilities appropriate to a Professional Training placement and future employment. The focus areas of the course are on communication, creativity and working in Teams. Student will develop awareness of the the fundamentals while they will have the chance to explore the units from the inside experiencing different stimuli through the assigned learning activities.</p> |
| Knowledge                                                                                                                                                                                     | Skill                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Basic communication theory</li> <li>• Creativity and barriers</li> <li>• Creativity tools</li> <li>• Problems and challenges within teams</li> </ul> | <ul style="list-style-type: none"> <li>• Develop Listening skills</li> <li>• Communication skills</li> <li>• Use models to boost creativity</li> <li>• Understand and predict basic challenges in working with teams</li> <li>• Be a better team player</li> </ul>                                                                                                                                                                                                                 |

| MODULE: Entrepreneurial Skills and Social Entrepreneurship                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECVET Unit 3: From Idea to Business Venturwe                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                          |
| Reference Qualification:                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                          |
| EQF Level                                                                                                                                                                                                                                                                                                                                                  | <b>Level 4</b>                                                                                                                                                                                                                                                                                                                                                                           |
| Learning Outcomes                                                                                                                                                                                                                                                                                                                                          | <p>By the end of the Unit the student will be able to understand how to craft a business plan, use tools to create a business model and identify appropriate resources to fund the potential venture</p>                                                                                                                                                                                 |
| Knowledge                                                                                                                                                                                                                                                                                                                                                  | Skill                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Setting Goals and objectives</li> <li>• Basic tools for business modeling</li> <li>• Business plan sections and units</li> <li>• Understand Mission, vision and values</li> <li>• Funding process for startups</li> <li>• Communicating the idea: Pitch</li> <li>• Basic management and planning tools</li> </ul> | <ul style="list-style-type: none"> <li>• SMART goals model application</li> <li>• Apply SWOT Analysis</li> <li>• Apply competitive forces framework</li> <li>• Business modeling skills</li> <li>• social business modeling skills</li> <li>• Develop effective company profile</li> <li>• Develop a business plan</li> <li>• Ability to calculate [potential sustainability]</li> </ul> |

| MODULE: Entrepreneurial Skills and Social Entrepreneurship |  |
|------------------------------------------------------------|--|
| ECVET Unit 4: Marketing in the new Age                     |  |
| Reference Qualification:                                   |  |

| EQF Level                                                                                                                                                                                         | <b>Level 4</b>                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcomes                                                                                                                                                                                 | By the end of the Unit the student will be able to explain how new age transformed the marketing process and will be aware of using the new tools of digital economy for business purpose. Additionally the unit makes reference on social marketing a new open theory approach to benefit society as a whole from making better decisions to changing their life. |
| Knowledge                                                                                                                                                                                         | Skill                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Marketing in the digital age</li> <li>• The prosumer concept</li> <li>• Value creation for consumer</li> <li>• Social media business presence</li> </ul> | <ul style="list-style-type: none"> <li>• Setup social media pages for business</li> <li>• Launch consumer –oriented business</li> <li>• Listen to consumers needs</li> <li>• Name difference and of social and conventional marketing</li> </ul>                                                                                                                   |

| MODULE: Entrepreneurial Skills and Social Entrepreneurship                                                                                         |                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECVET Unit 5: Practical Exercise Unit                                                                                                              |                                                                                                                                                                                                              |
| Reference Qualification:                                                                                                                           |                                                                                                                                                                                                              |
| EQF Level                                                                                                                                          | <b>Level 4</b>                                                                                                                                                                                               |
| Learning Outcomes                                                                                                                                  | Developing a series of personal work. Trainees learn how to prepare for a business model based on a specific framework based on their desired project.                                                       |
| Knowledge                                                                                                                                          | Skill                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• knows how to develop series of work.</li> <li>• knows how to promote and exhibit his/her work.</li> </ul> | <ul style="list-style-type: none"> <li>• Developing a complete series of personal artwork.</li> <li>• Presentation of the work body.</li> <li>• Promotional communication, portfolio, exhibition.</li> </ul> |

## MODULE: CRAFT

| MODULE: CRAFT       |                                                                                                                                                                                                  |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Objective:  | Develop the trainee's artisan skills to a professional standard.                                                                                                                                 |
| Specific Objectives | <ul style="list-style-type: none"> <li>• Learn about the types of crafts that exist</li> <li>• Learn about the basic craft techniques</li> <li>• Practice professional artisan skills</li> </ul> |

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| <p>5 Units<br/> <i>Each UNIT should be described in detail in the template below</i></p> | <p>The specific areas the module is focused on:</p> <p><b>Unit 1: Historical info</b> - Trainees get to know some info about the handicraft history focusing on the Italian and Sicilian ones</p> <p><b>Unit 2: Craft and materials</b> - Trainees learn about different types of materials, how to work with them and how use them</p> <p><b>Unit 3: Introduction to Chemistry</b> - Trainees learn some basic chemistry lessons</p> <p><b>Unit 4: Mixing and Melting</b> - Trainees get to know some info about the way of mixing and melting different kind of materials</p> <p><b>Unit 5: Final project</b> - Trainees choose a type of craft and have the opportunity to practice the techniques they have learned in the previous units making one artisan item of their choice</p> |
| <p>Learning Outcomes of the module</p>                                                   | <ul style="list-style-type: none"> <li>● Knowledge of materials</li> <li>● Assessment of different kind of materials</li> <li>● Technical knowledge of mould making</li> <li>● Basic chemistry knowledge</li> <li>● Mixing materials</li> <li>● Melting points</li> <li>● Some historical info about the craft in Italy and Sicily</li> <li>● Main steps to build an artistic project</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Module duration</p>                                                                   | <p>50 hours (35 theoretical + 15 practical)</p> <p>Unit 1: 5 hours</p> <p>Unit 2: 10 hours</p> <p>Unit 3: 5 hours</p> <p>Unit 4: 15 hours</p> <p>Unit 5: 15 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Evaluation method and criteria</p>                                                    | <p>Face-to-face lectures</p> <p>Simulation practise</p> <p>Assessment test</p> <p>Interactive online lectures/animations</p> <p>Online discussion on the relevant topics</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

ECVET Unit 1: Historical Info

| Reference Qualification:                                                                   | <b>Expert in Craft</b>                                                                                                                                                                                               |                                                                                                           |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| EQF Level                                                                                  | 4                                                                                                                                                                                                                    |                                                                                                           |
| Learning Outcomes                                                                          | <ul style="list-style-type: none"> <li>● .The trainee will know some info about the Handicraft history</li> <li>● The trainee will know some info about the history of the handicraft in Italy and Sicily</li> </ul> |                                                                                                           |
| Knowledge                                                                                  | <b>Skill</b>                                                                                                                                                                                                         | <b>Competence</b>                                                                                         |
| <ul style="list-style-type: none"> <li>● Knowledge about the handicraft history</li> </ul> | <ul style="list-style-type: none"> <li>● Technical skills</li> <li>● Non verbal communication skills</li> <li>● Motivational skills</li> <li>● Listening skills</li> </ul>                                           | <ul style="list-style-type: none"> <li>● Technical competence</li> <li>● Historical competence</li> </ul> |

| ECVET Unit 2: Craft and Materials                                                                                             |                                                                                                                                                                                                                                                                                           |                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                      | <b>Expert in Craft</b>                                                                                                                                                                                                                                                                    |                                                                                                        |
| EQF Level                                                                                                                     | 4                                                                                                                                                                                                                                                                                         |                                                                                                        |
| Learning Outcomes                                                                                                             | <ul style="list-style-type: none"> <li>● The trainees will know about the different types of materials</li> <li>● The trainees will know how to use better the different types of material</li> <li>● The trainees will know some important tips about the different materials</li> </ul> |                                                                                                        |
| Knowledge                                                                                                                     | <b>Skill</b>                                                                                                                                                                                                                                                                              | <b>Competence</b>                                                                                      |
| <ul style="list-style-type: none"> <li>● Knowledge of materials</li> <li>● knowledge of materials' characteristics</li> </ul> | <ul style="list-style-type: none"> <li>● Choose a suitable way of using the different materials</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>● How to better use the different types of materials</li> </ul> |

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| ECVET Unit 3: Introduction to Chemistry                                                                                               |                                                                                                                                                |                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                              | <b>Expert in Craft</b>                                                                                                                         |                                                                                                       |
| EQF Level                                                                                                                             | 4                                                                                                                                              |                                                                                                       |
| Learning Outcomes                                                                                                                     | <ul style="list-style-type: none"> <li>● Info about elements</li> <li>● Introduction to compound</li> <li>● Introduction to mixture</li> </ul> |                                                                                                       |
| Knowledge                                                                                                                             | Skill                                                                                                                                          | Competence                                                                                            |
| <ul style="list-style-type: none"> <li>● Knowledge of different elements</li> <li>● Chemical reactions</li> <li>● Compound</li> </ul> | <ul style="list-style-type: none"> <li>● Basic knowledge of chemistry</li> </ul>                                                               | <ul style="list-style-type: none"> <li>● How to use the artistic materials in a proper way</li> </ul> |

| ECVET Unit 4: Mixing and Melting |                        |  |
|----------------------------------|------------------------|--|
| Reference Qualification:         | <b>Expert in Craft</b> |  |
| EQF Level                        | 4                      |  |

| Learning Outcomes                                                                                                                                                                          | <ul style="list-style-type: none"> <li>The trainees will know about the different ways of melting and mixing materials</li> <li>The trainees will know the meaning of melting</li> <li>The trainees will know the meaning of mixing</li> </ul> |                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                  | Skill                                                                                                                                                                                                                                          | Competence                                                                                                                  |
| <ul style="list-style-type: none"> <li>Knowledge of materials</li> <li>knowledge of materials' characteristics</li> <li>knowledge of mould making</li> <li>knowledge of melting</li> </ul> | <ul style="list-style-type: none"> <li>Mould making</li> <li>Mixing elements</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>How to mix different elements</li> <li>Knowledge about different elements</li> </ul> |

| ECVET Unit 5: Final Project                                                                                                                   |                                                                                                                                                                                                                                                                           |                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                      | <b>Expert in Craft</b>                                                                                                                                                                                                                                                    |                                                                                                                                                         |
| EQF Level                                                                                                                                     | 4                                                                                                                                                                                                                                                                         |                                                                                                                                                         |
| Learning Outcomes                                                                                                                             | The trainees will be able to start and finish their own crafts project using the knowledge acquired in the previous units                                                                                                                                                 |                                                                                                                                                         |
| Knowledge                                                                                                                                     | Skill                                                                                                                                                                                                                                                                     | Competence                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Knows how make a specific craft item</li> <li>Knows what the creation of this item involves</li> </ul> | <ul style="list-style-type: none"> <li>Communication skills</li> <li>E-skills</li> <li>Creative skills</li> <li>Public relation skills</li> <li>Networking skills</li> <li>Personal branding skills</li> <li>Critical thinking</li> <li>Problem-solving skills</li> </ul> | <ul style="list-style-type: none"> <li>Independently create a craft item</li> <li>Planning the work, determining the materials and the costs</li> </ul> |

| ECVET Unit 1: Historical Info      |                         |                                    |                       |               |
|------------------------------------|-------------------------|------------------------------------|-----------------------|---------------|
| <b>Reference Qualification:</b>    | Expert in Craft         |                                    |                       |               |
| <b>Module Title</b>                | Craft                   |                                    |                       |               |
| <b>Module Type</b>                 | Specific Module         |                                    |                       |               |
| <b>Module Theme</b>                | Craft                   |                                    |                       |               |
| <b>Training Methods</b>            |                         |                                    | <b>Training hours</b> | <b>Weight</b> |
| Instructor-led/<br>Classroom-based | Theoretical<br>learning | Lectures, face to<br>face, classes | 5                     | 100%          |
|                                    |                         |                                    |                       |               |
| Total training hours               |                         |                                    | 5                     |               |
| Total ECVET points                 |                         |                                    | 0,375                 |               |

| ECVET Unit 2: Craft and materials  |                         |                                                                                                                                                 |                           |               |
|------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------|
| <b>Reference Qualification:</b>    | Expert in Craft         |                                                                                                                                                 |                           |               |
| <b>Module Title</b>                | Craft                   |                                                                                                                                                 |                           |               |
| <b>Module Type</b>                 | Specific Modules        |                                                                                                                                                 |                           |               |
| <b>Module Theme</b>                | Craft                   |                                                                                                                                                 |                           |               |
| <b>Training Methods</b>            |                         |                                                                                                                                                 | <b>Training<br/>hours</b> | <b>Weight</b> |
| Instructor-<br>led/Classroom-based | Theoretical<br>learning | face to face,<br>lectures, classes                                                                                                              | 5                         | 50%           |
|                                    | E-learning              | Interactive online<br>lectures/animations, 5<br><br>Interactive forum online Project<br>work<br><br>online discussion on the<br>relevant topics |                           | 50%           |
| Total training hours               |                         |                                                                                                                                                 | 10                        |               |
| Total ECVET points                 |                         |                                                                                                                                                 | 0,75                      |               |

| ECVET Unit 3: Introduction to Chemistry |                  |               |                       |               |
|-----------------------------------------|------------------|---------------|-----------------------|---------------|
| <b>Reference Qualification:</b>         | Expert in Craft  |               |                       |               |
| <b>Module Title</b>                     | Craft            |               |                       |               |
| <b>Module Type</b>                      | Specific Modules |               |                       |               |
| <b>Module Theme</b>                     | Craft            |               |                       |               |
| <b>Training Methods</b>                 |                  |               | <b>Training hours</b> | <b>Weight</b> |
|                                         | Theoretical      | face to face, | 5                     | 100,00 %      |

|                                |                      |                   |       |  |
|--------------------------------|----------------------|-------------------|-------|--|
| Instructor-led/Classroom-based | learning             | lectures, classes |       |  |
|                                | Total training hours |                   | 5     |  |
|                                | Total ECVET points   |                   | 0,375 |  |

| ECVET Unit 4: Mixing and Melting |                                                                                                           |                |         |
|----------------------------------|-----------------------------------------------------------------------------------------------------------|----------------|---------|
| <b>Reference Qualification:</b>  | Expert in Craft                                                                                           |                |         |
| <b>Module Title</b>              | Craft                                                                                                     |                |         |
| <b>Module Type</b>               | Specific Modules                                                                                          |                |         |
| <b>Module Theme</b>              | Craft                                                                                                     |                |         |
| Training Methods                 |                                                                                                           | Training hours | Weight  |
| E-learning                       | Interactive online lectures/animations<br>Online Project work<br>Online discussion on the relevant topics | 15             | 100,0 % |
|                                  | Total training hours                                                                                      | 15             |         |
|                                  | Total ECVET points                                                                                        | 1,125          |         |

| ECVET Unit 5: Final Project     |                      |                |        |
|---------------------------------|----------------------|----------------|--------|
| <b>Reference Qualification:</b> | Expert in Craft      |                |        |
| <b>Module Title</b>             | Craft                |                |        |
| <b>Module Type</b>              | Specific Modules     |                |        |
| <b>Module Theme</b>             | Craft                |                |        |
| Training Methods                |                      | Training hours | Weight |
| Instructor-led/Classroom-based  | Final project        | 15             | 100%   |
|                                 | Total training hours | 15             |        |
|                                 | Total ECVET points   | 1,125          |        |

**MODULE: CULTURAL HERITAGE**

| <b>MODULE: Cultural Heritage</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Objective:</b>              | <p>The goal of this training programme is to share knowledge about cultural heritage and cultural diversity with educators and to help teachers develop their content knowledge and coaching skills within this topic area.</p> <p>The training is meant to build upon the existing knowledge and experiences in cultural heritage and cultural diversity as well as introduce new concepts and coaching techniques, allowing participants to expand the learning about cultural heritage and cultural diversity for the community of education practitioners, conceptual understanding, research skills and practical experience to make a difference in the cultural heritage sector.</p>                                                                                                                                                                                                                   |
| <b>Specific Objectives</b>             | <ul style="list-style-type: none"> <li>→ To explore different methods to teaching a cultural heritage</li> <li>→ To explore techniques and instruments used in order to promote cultural awareness and cultural heritages</li> <li>→ To understand the general idea of culture</li> <li>→ To demonstrate the different aspects of culture</li> <li>→ To identify tangible and intangible cultural elements</li> <li>→ To develop outlines of a curriculum for teaching cultural heritage and cultural diversity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Units</b>                           | <p>The specific areas the module is focused on (max. 4- min. 2)</p> <p>Unit 1. Awareness on local, national and international cultural heritage</p> <p>Unit 2. Didactics of Arts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Learning Outcomes of the module</b> | <p>By the completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>→ observe the role and task of the adult education providers on how cultural resources are used to generate employment opportunities and income and to achieve cultural and environmental conservation by contributing the economical development;</li> <li>→ compare the national and local regulations on the conservation of cultural heritages;</li> <li>→ make a comparison between the training programmes, methodologies and practices;</li> <li>→ develop and share common instruments that can be used in training courses;</li> <li>→ promote an awareness of the importance of cultural diversity</li> <li>→ invite public to consider culture as a relevant tool for cultural, socio-economic and local development and as the basic instrument to build a national identity</li> </ul> |
| <b>Module duration</b>                 | <p>50 hours</p> <p>Unit 1: 20 hours</p> <p>Unit 2 : 30 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Evaluation method and criteria</b>  | <p>Online test</p> <p>Simulation practise</p> <p>Interactive online lectures</p> <p>Online discussion on the relevant topics</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| ECVET Unit: Awareness on local, national and international cultural heritage                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                                                                                                                                                                                                                                                                                                                                   | Expert in didactics of art education                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| EQF Level                                                                                                                                                                                                                                                                                                                                                                                                                                                  | E4                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>→ to understand the cultural and linguistic diversity at the international level</li> <li>→ to be aware about the importance of cultural diversity</li> <li>→ to understand and safeguard the importance of aesthetic factors in daily life</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Skill                                                                                                                                                                                                                                                                                         | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>– basic knowledge of art history , law and management of cultural heritage</li> <li>– basic knowledge of major cultural works, including popular contemporary culture</li> <li>– knowledge of the concept of culture , the cultural object, history of popular traditions and folklore</li> <li>– knowledge of the evolution of taste in the world and the importance of aesthetic factors in daily life</li> </ul> | <ul style="list-style-type: none"> <li>– Creative skills</li> <li>– Communication skills</li> <li>– Problem solving skills</li> <li>– Civic skills</li> <li>– Planning &amp; organizing skills</li> <li>– Creative And Innovative Thinking Skills</li> </ul>                                  | <p>- Creative expression<br/> Aims: How to be able to imagine, organize and interpret ideas for expression in the process of creating and producing art forms which involve inspiration, analysis, and problem solving</p> <p>- Aesthetic Perception<br/> Aims: How to be able to perceive the unique characteristics of natural environments and human creations, to respond to aesthetic ideas and experiences, and to develop awareness of beauty and meaning in the arts.</p> <p>- Historical and Cultural Perspective<br/> Aims: How to be able to recognize the arts as a reflection of individual and cultural expression and to appreciate the aspects of history and human experience; How to be aware of local cultural heritage , national and European level and its place in the world.</p> <p>- Critical Analysis<br/> Aims: How to be able to interpret, analyze and synthesize the performing and visual arts to form judgments based on sufficient and appropriate criteria; How to be able to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned; How to be able to identify, locate, select, and use resource tools to help in analyzing, synthesizing, and communicating information.</p> |

| ECVET Unit: Didactics of Arts                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reference Qualification:                                                                                                                                                                                                                                                                                                   | Expert in didactics of art education                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| EQF Level                                                                                                                                                                                                                                                                                                                  | E4                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Learning Outcomes                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>→ To describe general concepts related to Cultural Heritage and Cultural Diversity</li> <li>→ To explore different approaches to teaching a cultural heritage</li> <li>→ To explore techniques and instruments used in order to promote cultural awareness and cultural heritages</li> <li>→ To develop outlines of a curriculum for teaching cultural heritage and cultural diversity</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Knowledge                                                                                                                                                                                                                                                                                                                  | Skill                                                                                                                                                                                                                                                                                                                                                                                                                                    | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>– Cultural diversity and different perceptions about culture</li> <li>– Basic knowledge about several types of coaching techniques</li> <li>– The coaching process</li> <li>– Facilitation techniques and tools to artistic groups</li> <li>– Group Coaching for Artists</li> </ul> | <ul style="list-style-type: none"> <li>– Communication skills</li> <li>– problem solving skills</li> <li>– Creative skills</li> <li>– Public relation skills</li> <li>– Interpersonal skills for influence</li> <li>– Attending skills</li> <li>– Motivational skills</li> <li>– Listening skills</li> <li>– Influence skills</li> <li>– Negotiation skills</li> <li>– psychological and pedagogical skills</li> </ul>                   | <ul style="list-style-type: none"> <li>→ Assisting a group to brainstorm and problem solve<br/>Aims: to be able to solve conflicts and critical situations with others in a positive and constructive way <ul style="list-style-type: none"> <li>→ knowledge about group processes</li> </ul> </li> <li>Aims: to be able to intervene in a way that adds creativity to a discussion rather than leading the discussion and taking away creativity from the group; to be able to understand the group process and dynamics – successfully address inequalities in the group dynamic: <ul style="list-style-type: none"> <li>→ Who is dominating in the group? And how stop them</li> <li>→ Who is withdrawn? And how to involve them</li> <li>→ Who looks bored? And how to draw them in to the process</li> <li>→ experience in project development and management</li> </ul> </li> <li>Aims: to be able to develop own projects and so to be able to offer the group some methods and tools on 'how' to develop their project. <ul style="list-style-type: none"> <li>→ communication techniques</li> </ul> </li> <li>Aims: to be able to moderate the group communication in difficult situations; to be able to create a fun and interesting learning environment; to be able to boost the energy levels of workshop participants; to be able to organize interesting and productive group work activities <ul style="list-style-type: none"> <li>→ methods for coaching</li> </ul> </li> <li>Aims: to have a knowledge about some creative methods to visualise or moderate situations and processes; to have an experience in</li> </ul> |

|  |  |                                                                                                                |
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|  |  | coaching groups or individuals in order to manage different reactions of participants in different situations. |
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| ECVET Unit: Awareness on local, national and international cultural heritage |                                                                                                                                                                |                       |                |        |  |  |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|--------|--|--|
| Reference Qualification:                                                     | Expert in didactics of art education                                                                                                                           |                       |                |        |  |  |
| Module Title                                                                 | Cultural Heritage                                                                                                                                              |                       |                |        |  |  |
| Module Type                                                                  | Specific Module                                                                                                                                                |                       |                |        |  |  |
| Module Theme                                                                 | Cultural heritage                                                                                                                                              |                       |                |        |  |  |
| Training Methods                                                             |                                                                                                                                                                |                       | Training hours | Weight |  |  |
| Instructor-led/Classroom-based                                               | Theoretical learning                                                                                                                                           | Lectures face to face | 10             | 50%    |  |  |
|                                                                              |                                                                                                                                                                |                       | 0              | 0%     |  |  |
| E-learning                                                                   | <ul style="list-style-type: none"> <li>– Interactive forum (synchronous and asynchronous forum)</li> <li>– Online discussion on the relevant topics</li> </ul> |                       | 10             | 50%    |  |  |
| Other                                                                        |                                                                                                                                                                |                       |                | 0%     |  |  |
| <b>Total training hours</b>                                                  |                                                                                                                                                                |                       | 20             |        |  |  |
| <b>Total ECVET points</b>                                                    |                                                                                                                                                                |                       | 1,5            |        |  |  |

| ECVET Unit: Didactics of Arts  |                                                                                                                                                                    |                     |                |        |  |  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------|--------|--|--|
| Reference Qualification:       | Expert in didactics of art education                                                                                                                               |                     |                |        |  |  |
| Module Title                   | Cultural Heritage                                                                                                                                                  |                     |                |        |  |  |
| Module Type                    | Specific Module                                                                                                                                                    |                     |                |        |  |  |
| Module Theme                   | How to teach arts                                                                                                                                                  |                     |                |        |  |  |
| Training Methods               |                                                                                                                                                                    |                     | Training hours | Weight |  |  |
| Instructor-led/Classroom-based | Theoretical learning                                                                                                                                               | Workshop            | 5              | 16,66% |  |  |
|                                | Practical learning                                                                                                                                                 | Simulation practise | 15             | 50%    |  |  |
| E-learning                     | <ul style="list-style-type: none"> <li>– Interactive online lectures</li> <li>– Online Project work</li> <li>– Online discussion on the relevant topics</li> </ul> |                     | 10             | 33,33% |  |  |
| Other                          |                                                                                                                                                                    |                     | 0              | 0%     |  |  |
| <b>Total training hours</b>    |                                                                                                                                                                    |                     | 30             |        |  |  |
| <b>Total ECVET points</b>      |                                                                                                                                                                    |                     | 2,25           |        |  |  |

**MODULE: VISUAL ARTS**

| MODULE: VISUAL ARTS |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Objective:  | Develop the trainee's general knowledge on professional matters, build confidence and gain technical skills and theoretical basic awareness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Specific Objectives | <ul style="list-style-type: none"> <li>• Learn about the materials and their use.</li> <li>• Learn how to manipulate and adapt a wide range of physical materials and technologies.</li> <li>• Learn the styles in visual arts, as they result from art history</li> <li>• Basic knowledge of major art works, including popular culture as an important record of human history</li> <li>• gain awareness of local , national and international cultural heritage as inspirational sources.</li> <li>• Acquire knowledge of the evolution of taste in the world and the importance of aesthetics factors in daily life.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Units (1-5)         | <p><b>UNIT 1.- Materials and techniques, Brainstorming.</b><br/> Trainees get to know the basic materials and their techniques and possibilities through slides and videos. Introduction to the process of brainstorming ideas.</p> <p><b>UNIT 2.- Color Theory, Inspiration from nature, Inspiration from non-European cultures</b><br/> Trainees are learning the theoretical basis of color mixing, and how to utilize cultures and nature as a source for inspiration.</p> <p><b>UNIT 3.-Composition Theory:</b><br/> Trainees learn how to conceive and compose a new synthesis.</p> <p><b>UNIT 4.- Forms of Visual Arts:</b><br/> Familiarize with the contemporary visual art scene and the forms it takes through significant art pieces/artists. Practice mixing the techniques and materials into new art pieces through videos and workshop.</p> <p><b>UNIT 5.- Artistic Styles as known from basic art movements, Idea development, Project planning, Developing a series of artwork, Promotional communication (portfolio), Exhibition:</b><br/> Trainees learn about Styles and basic art movements, ways of developing a series of personal work through a workshop. We also get to know how portfolio development and presentation should be handled and how to curate and exhibit work. Professional communication practice.</p> |

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| Learning Outcomes of the module | <ul style="list-style-type: none"> <li>• knowledge of materials</li> <li>• Techniques of each material</li> <li>• Brainstorming ideas / inspiration</li> <li>• Color theory</li> <li>• Theory of Synthesis- creating a new composition.</li> <li>• The importance of Sketchbook, notes and planning</li> <li>• Awareness of contemporary visual arts scene</li> <li>• Awareness of historically and culturally important artworks</li> <li>• Developing an idea on sketchbook</li> <li>• Self presentation and promotion tools</li> </ul> |
| Module duration                 | <p style="text-align: center;"><b>50 HOURS (35 theoretical + 15 practical)</b></p> <p>Unit 1: 10h (practical and theoretical)<br/> Unit 2: 10h (theoretical)<br/> Unit 3: 10h (theoretical)<br/> Unit 4: 17,5h (practical and theoretical)<br/> Unit 5: 17,5h (practical and theoretical))</p>                                                                                                                                                                                                                                            |
| Evaluation method and criteria  | Trainees will be evaluated on their theoretical knowledge and their practical skills in all units separately and through the Final exam.                                                                                                                                                                                                                                                                                                                                                                                                  |

| MODULE: Visual Arts                                                                                                                                       |                                                                                                                                                                                                            |
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| ECVET Unit 1: Materials and techniques, Brainstorming ideas.                                                                                              |                                                                                                                                                                                                            |
| Reference Qualification:                                                                                                                                  | Expert in visual arts                                                                                                                                                                                      |
| EQF Level                                                                                                                                                 | <b>Level 4</b>                                                                                                                                                                                             |
| Learning Outcomes                                                                                                                                         | <ul style="list-style-type: none"> <li>Different and basic types of materials that exist and how to work with them.</li> <li>Trainees experiment with all the possible materials and techniques</li> </ul> |
| Knowledge                                                                                                                                                 | Skill                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Materials and their use in different techniques</li> <li>Process of brainstorming and creative process.</li> </ul> | <ul style="list-style-type: none"> <li>Color use, materials use,</li> <li>Finding Inspiration and brainstorming ideas.</li> </ul>                                                                          |

| MODULE: Visual arts                                                                                                             |                                                                                                                                       |
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| ECVET Unit 2: Color theory, Inspiration from nature, Inspiration from non-European Cultures                                     |                                                                                                                                       |
| Reference Qualification:                                                                                                        | Expert in visual arts                                                                                                                 |
| EQF Level                                                                                                                       | <b>Level 4</b>                                                                                                                        |
| Learning Outcomes                                                                                                               |                                                                                                                                       |
| Knowledge                                                                                                                       | Skill                                                                                                                                 |
| <ul style="list-style-type: none"> <li>Color theory rules</li> <li>Awareness of inspiration sources in everyday life</li> </ul> | <ul style="list-style-type: none"> <li>The trainee knows how to get inspiration from nature, cultures, styles and stimuli.</li> </ul> |

| MODULE: Visual arts                                                                                                         |                                                                                                |
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| ECVET Unit 3: Composition Theory                                                                                            |                                                                                                |
| Reference Qualification:                                                                                                    | Expert on VISUAL ARTS                                                                          |
| EQF Level                                                                                                                   | <b>Level 4</b>                                                                                 |
| Learning Outcomes                                                                                                           |                                                                                                |
| Knowledge                                                                                                                   | Skill                                                                                          |
| <ul style="list-style-type: none"> <li>Understanding of the laws of nature and laws of geometry in a composition</li> </ul> | <ul style="list-style-type: none"> <li>Knowing how to compose a piece from scratch.</li> </ul> |

| MODULE: Visual arts                                                                                               |                                                                                                                                                                                                                                                       |
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| ECVET Unit 4: Forms of Visual Arts                                                                                |                                                                                                                                                                                                                                                       |
| Reference Qualification:                                                                                          | Expert on VISUAL ARTS                                                                                                                                                                                                                                 |
| EQF Level                                                                                                         | <b>Level 4</b>                                                                                                                                                                                                                                        |
| Learning Outcomes                                                                                                 | <ul style="list-style-type: none"> <li>Trainees learn about Styles and basic art movements, cultures, and significant contemporary art pieces/artists.</li> <li>They also practice mixing the techniques and materials into new art pieces</li> </ul> |
| Knowledge                                                                                                         | Skill                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>The trainee gains awareness on trends, contemporary visual arts</li> </ul> | <ul style="list-style-type: none"> <li>Being able to choose the right expressive method and the right visual art form for the creation of a piece.</li> </ul>                                                                                         |

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| <p>scene.</p> <ul style="list-style-type: none"> <li>• The trainee understands the forms of visual arts, how they are presented and specified.</li> </ul> <p>• Combining the materials to make a mixed media piece</p> <ul style="list-style-type: none"> <li>• Combining techniques for a mixed media piece.</li> </ul> | <ul style="list-style-type: none"> <li>• Being able to think of ways to combine the art forms to make new ones.</li> <li>• Being able to create unique mixed media pieces</li> </ul> |
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| MODULE: Visual arts                                                                                                                                |                                                                                                                                                                                                                                                                                                                        |
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| ECVET Unit : Final project                                                                                                                         |                                                                                                                                                                                                                                                                                                                        |
| Reference Qualification:                                                                                                                           | Expert on VISUAL ARTS                                                                                                                                                                                                                                                                                                  |
| EQF Level                                                                                                                                          | <b>Level 4</b>                                                                                                                                                                                                                                                                                                         |
| Learning Outcomes                                                                                                                                  | <ul style="list-style-type: none"> <li>• Developing a series of personal work. Trainees learn how to prepare for a portfolio development and presentation.</li> <li>Trainees learn how to curate and exhibit their work. Professional communication practice.</li> </ul>                                               |
| <b>Knowledge</b>                                                                                                                                   | <b>Skill</b>                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• knows how to develop series of work.</li> <li>• knows how to promote and exhibit his/her work.</li> </ul> | <ul style="list-style-type: none"> <li>• The trainee can develop a first idea into a concept for a project, plan it and materialize it.</li> <li>• Developing a complete series of personal artwork.</li> <li>• Presentation of the work body.</li> <li>• Promotional communication, portfolio, exhibition.</li> </ul> |

**MODULE: AUDIOVISUAL AND MULTIMEDIA**

| <b>MODULE: AUDIOVISUAL AND MULTIMEDIA</b>                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>General objective</b>                                                                 | Train and qualify the students to be able to carry out 2D and 3D Shape designs, as well as to get working techniques to achieve project Layouts and designs with high visual power.<br>The students will carry out the whole process to create a design: <ul style="list-style-type: none"><li>- Outline the design to carry out</li><li>- Three-dimensional creation of the object</li><li>- Product presentation</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Specific objectives</b>                                                               | - Generate the necessary wire geometry to get 3D geometric shapes<br>- Use the necessary mathematical calculations to add and subtract volumes and for the dynamic edition of the design<br>- Previous outline of the design to carry out<br>- Master the layout techniques for a professional outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Units</b><br><i>Each unit should be described in detail in the following template</i> | 1.- Colour, Visualisation and Dynamics of the Shapes<br>2.- Geometric shapes and abstract concepts<br>3.- 2D and 3D Shape Design<br>4.- Layout and Graphic composition<br>5.- Layout and Graphic composition (II)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Learning outcomes of the Module</b>                                                   | - The student will be able to classify the object colours by their texture and the physical properties of the materials they are made of.<br>- The student will be able to carry out impact surveys of light on colour through the observation of the object in different situations, such as the spatial point of view.<br>- The student will be able to elaborate the design and digital edition of the geometric shapes planned for their further use in volumetric generation.<br>- The student will be able to carry out digitally the Volumetric design of the planned project, operating with specific computing equipments and applications in the creation processes: AutoCAD, Inventor, Solid Works, Catia...<br>- The student will be able to digitalise and elaborate the image processing through computer applications.<br>- The student will be able to analyse the colour, evaluate the image quality, using technical specifications.<br>- The student will be able to create the layout of graphic products processed for the visual presentation of the design carried out, working with specific computer applications: Photoshop, PowerPoint, Adobe Premiere... |
| <b>Module Duration</b>                                                                   | <b>50 hours</b><br>Unit 1 6 hours<br>Unit 2 10 hours<br>Unit 3: 15 hours<br>Unit 4: 9 hours<br>Unit 5: 10 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Evaluation Methods and Criteria</b>                                                   | <b>Module: Colour, Visualisation and Dynamics of the Shapes</b><br>-Carry out 2D Shape outlines, using the parameters of the necessary variable measurements for their dynamic transformation, using the corresponding orders of the software used (AutoCAD, Inventor, Catia, Solidworks,...)<br>- Present the layouts carried out in digital format for their observation, as well as the relevant tests of the module                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**Module: Geometric shapes and abstract concepts**

- Use the necessary orders for the creation of bidimensional and tridimensional environments using the corresponding orders of the used software (AutoCAD, Inventor, Catia, Solidworks,...)
- Identify the geometric shapes of objects
- Identify and create the layers. Properties.

**Module: 2D and 3D geometric shape design**

- Use the necessary orders for the creation of 3D volumetric Objects, using the corresponding orders of the used software (AutoCAD, Inventor, Catia, Solidworks,...)
  - Use the Boolean orders to add and subtract matter to transform 3D volume, using the orders learnt regarding the used software.
- Present the designs carried out in digital format for their observation, as well as the relevant tests of the module.

**Module: Layout and Graphic composition**

- Carry out the Storyboard and the Layouts of the presentation planned from the created design or designs.
- Achieve the Layout of the presentation of the design carried out using the necessary software (Photoshop, PowerPoint, Adobe Premiere,...)

**Module: Layout and Graphic composition (II)**

- Achieve the Layout of the presentation of the design carried out using the necessary software (Photoshop, PowerPoint, Adobe Premiere,...)
- Continuation*

- Present the Layout carried out in digital format for its observation, as well as the relevant tests of the module.

| MODULE: AUDIVOVISUAL and MULTIMEDIA                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                    |
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| ECVET Unit: Colour, Visualisation and Dynamics of the Shapes                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                    |
| Reference Qualification:                                                                                                                                                                                                                                                                                                                                                                                                                                 | Expert on processing and Layout of Graphic Elements in Pre-impression                                                                                                                                                                                                                                                                                                     |                                                                                                                                                    |
| EQF Level                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>4</b>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                    |
| Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- The student will be able to classify the object colours by their texture and the physical properties of the material they are made of</li> <li>- The student will be able to carry out impact surveys of light on colour through the observation of the object in different situations, as the spatial point of view.</li> </ul> |                                                                                                                                                    |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                | Skills                                                                                                                                                                                                                                                                                                                                                                    | Competences                                                                                                                                        |
| <ul style="list-style-type: none"> <li>- Describe the colour, outline and shape; Design and Creativity: Observation and Abstraction; Colour: Shade, Value and Saturation; Illumination and Shades.</li> <li>- Define the physical properties of the material: Reflexion, Refraction, Luminance and Transparency</li> <li>- Explain the shapes' outline: the shape balance and weight; Lineal and Curve outlines; Visual angle, Points of view</li> </ul> | <ul style="list-style-type: none"> <li>- Analyse and compare the outlines previously carried out to get an improved design</li> <li>- Compare the outlines carried out to get the best design</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- Elaborate the Project survey to create different models by observing the problem to be solved.</li> </ul> |

| MODULE: AUDIVVISUAL and MULTIMEDIA                                                                                                                                                                                                             |                                                                                                                                                                                                          |                                                                                                                                                                                       |
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| ECVET Unit: Geometric shapes and abstract concepts                                                                                                                                                                                             |                                                                                                                                                                                                          |                                                                                                                                                                                       |
| Reference Qualification:                                                                                                                                                                                                                       | Expert on processing and Layout of Graphic Elements in Pre-Impression                                                                                                                                    |                                                                                                                                                                                       |
| EQF Level                                                                                                                                                                                                                                      | <b>4</b>                                                                                                                                                                                                 |                                                                                                                                                                                       |
| Learning outcomes                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>- The student will be able to elaborate the design and digital edition of the geometric shapes planned for their further use in volumetric generation.</li> </ul> |                                                                                                                                                                                       |
| Knowledge                                                                                                                                                                                                                                      | Skills                                                                                                                                                                                                   | competences                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>- Define changing orders: move, copy, turn, scale, equidistance, symmetry,... cut, lengthen, connection, chamfer...</li> <li>- Define axis and plans systems: orthogonal and isometric views</li> </ul> | <ul style="list-style-type: none"> <li>- Solve the relevant volumetric design, implementing the relevant orders</li> <li>-</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>- Elaborate geometric shapes and abstract designs analysing the necessary parameters of the model to optimize the possible changes.</li> </ul> |

| MODULE: AUDIVOVISUAL and MULTIMEDIA                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                            |
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| ECVET Unit: Design of 2D and 3D geometric shapes                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                            |
| Reference Qualification:                                                                                                                                                                                                                                                                                                                                                | Expert on processing and Layout of Graphic Elements in Pre-Impression                                                                                                                                                                                                               |                                                                                                                                                                                            |
| EQF Level                                                                                                                                                                                                                                                                                                                                                               | <b>4</b>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                            |
| Learning outcomes                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- The student will be able to carry out digitally the Volumetric design of the planned project, operating with specific computing equipments and applications in the creation processes: AutoCAD, Inventor, Solid Works, Catia...</li> </ul> |                                                                                                                                                                                            |
| Knowledge                                                                                                                                                                                                                                                                                                                                                               | Skills                                                                                                                                                                                                                                                                              | competences                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>- Describe 2D drawing orders: line, circle, arch, ellipse, rectangle, polygon...</li> <li>- Explain the 3D modelling orders: extrusion, revolution and sweeping and Boolean operations: addition, subtraction and intersection.</li> <li>- Describe 3D impression: additive technique: export of parts to stl format.</li> </ul> | <ul style="list-style-type: none"> <li>- Implement the orders to build 2D outlines</li> <li>- Carry out the necessary changes in 2D geometry to get the best design, optimizing the process</li> <li>- Use correctly the working plans and axis to get the 3D shape</li> </ul>      | <ul style="list-style-type: none"> <li>- Elaborate 2D and 3D virtual designs analysing the necessary parameters of the model to optimize the possible changes and reduce costs.</li> </ul> |

**MODULE: AUDIVISUAL and MULTIMEDIA**
**ECVET Unit: Layout and Graphic composition**

| <b>Reference Qualification:</b>                                                                                                                                                                                                         | Expert on processing and Layout of Graphic Elements in Pre-Impression                                                                                                                                                                                                               |                                                                                                                                                |
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| <b>EQF Level</b>                                                                                                                                                                                                                        | <b>4</b>                                                                                                                                                                                                                                                                            |                                                                                                                                                |
| <b>Learning Outcomes</b>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>- The student will be able to digitalise and elaborate the image processing through computer applications.</li> <li>- The student will be able to analyse the colour, evaluate the image quality, using technical specifications.</li> </ul> |                                                                                                                                                |
| <b>Knowledge</b>                                                                                                                                                                                                                        | <b>Skills</b>                                                                                                                                                                                                                                                                       | <b>Competences</b>                                                                                                                             |
| <ul style="list-style-type: none"> <li>- Explain the balance in Composition, Rhythm and Harmony</li> <li>- Define Shade, Contrast and Texture</li> <li>- List the visual directions in Layout: horizontality, verticality...</li> </ul> | <ul style="list-style-type: none"> <li>- Import external elements that will be used in Layout</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>- Create the project Layout, elaborating an optimal composition of all the elements embedded</li> </ul> |

| MODULE: AUDIVOVISUAL and MULTIMEDIA                                                                                                                                                  |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                      |
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| ECVET Unit: Layout and Graphic composition (II)                                                                                                                                      |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                      |
| Reference Qualification:                                                                                                                                                             | Expert on processing and Layout of Graphic Elements in Pre-Impression                                                                                                                                                                                                        |                                                                                                                                                                                                      |
| EQF Level                                                                                                                                                                            | <b>4</b>                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                      |
| Learning Outcomes                                                                                                                                                                    | <ul style="list-style-type: none"> <li>- The student will be able to create the layout of graphic products processed for the visual presentation of the design carried out, working with specific computer applications: Photoshop, PowerPoint, Adobe Premiere...</li> </ul> |                                                                                                                                                                                                      |
| Knowledge                                                                                                                                                                            | Skills                                                                                                                                                                                                                                                                       | Competences                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>- Describe audio-visual elements</li> <li>- Explain multimedia file import</li> <li>- Define the use of Typography in Composition.</li> </ul> | <ul style="list-style-type: none"> <li>- Elaborate the suitable composition for the design presentation</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>- Create the project Layout, elaborating an optimal composition of all the elements embedded, getting a good rhythm regarding colour and dynamics.</li> </ul> |

| ECVET Unit: Colour, Visualisation and Dynamics of the Shapes |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                      |                                                                      |      |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------|
| Reference Qualification:                                     | Expert on processing and Layout of Graphic Elements in Pre-impression                                                                                                                                                                                                         |                                                                                                                                                                                                                      |                                                                      |      |
| Module Title                                                 | AUDIVOVISUAL and MULTIMEDIA                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                      |                                                                      |      |
| Module Type                                                  | Sector-specific                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                      |                                                                      |      |
| Module Theme                                                 | Audiovisual and multimedia arts                                                                                                                                                                                                                                               |                                                                                                                                                                                                                      |                                                                      |      |
| Training Methods                                             |                                                                                                                                                                                                                                                                               | Training hours                                                                                                                                                                                                       | Weight                                                               |      |
| <b>Instructor-led/Classroom-based</b>                        | Theoretical learning                                                                                                                                                                                                                                                          | Theoretical presentation:<br>Color and light<br>chromatic scales<br>RGB, HLS, CMYK                                                                                                                                   | 0,5 hour                                                             | 8,5% |
|                                                              | Practical learning                                                                                                                                                                                                                                                            | Creating colors and textures in the digital environment;<br>Doubts about e-learning workshops will be solved individually by the students;<br>Software used in the classroom session:<br>Photoshop,<br>3dstudio VMAX | 0,5 hour of individual working / exercises to be reviewed by teacher | 8,5% |
| <b>E-learning</b>                                            | Color and light, chromatic scales, digital Color and Dynamic forms readings;<br>Workshops, conducted by the student on color and behavior, using digital techniques;<br>Bocetacion freehand of an object and its schematic process<br>Videos about color and color psychology | 4 hours                                                                                                                                                                                                              | 66%                                                                  |      |
| <b>Proyecto</b>                                              | The student must define the base colors and its chromatic variations, which later he/she used in the project, as well as the font to be used for texts                                                                                                                        | 1 hour of workshops – final project                                                                                                                                                                                  | 17%                                                                  |      |
| <b>Total training hours</b>                                  |                                                                                                                                                                                                                                                                               | 6h                                                                                                                                                                                                                   |                                                                      |      |
| <b>Total ECVET points</b>                                    |                                                                                                                                                                                                                                                                               | 0,45                                                                                                                                                                                                                 |                                                                      |      |

| ECVET Unit: 2D and 3D geometric shape design |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                                                    |        |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------|
| Reference Qualification:                     | Expert on processing and Layout of Graphic Elements in Pre-impression                                                                                                                                                                                                                                               |                                                                                                                                                                                           |                                                                    |        |
| Module Title                                 | AUDIVOVISUAL and MULTIMEDIA                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                           |                                                                    |        |
| Module Type                                  | Sector-specific                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                                                    |        |
| Module Theme                                 | Audiovisual and multimedia arts                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                                                    |        |
|                                              | Training Methods                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           | Training hours                                                     | Weight |
| <b>Instructor-led/Classroom-based</b>        | Theoretical learning                                                                                                                                                                                                                                                                                                | Drawing Orders and edit 2D geometric shapes; Creating Orders for 3D objects; Boolean operations                                                                                           | 1 hours                                                            | 12%    |
|                                              | Practical learning                                                                                                                                                                                                                                                                                                  | Doubts about e-learning workshops will be solved individually by the students; Practical exercises to help to improve and understand the three-dimensional design; Software used: AutoCAD | 3 hour of individual working / exercises to be reviewed by teacher | 28%    |
| <b>E-learning</b>                            | Suggested Reading:<br>Three-dimensional representation, coordinates, 2D and 3D volumetric shapes Design, Mass operations: Union and Difference<br><br>Workshops to put in practice the previous issues<br><br>Videos:<br>Three-dimensional design<br>Using Additive Techniques for obtaining prototype: 3D Printing |                                                                                                                                                                                           | 4 hours                                                            | 40%    |
| <b>Proyecto</b>                              | The student perform the three-dimensional design of the proposed object in order to make the project                                                                                                                                                                                                                |                                                                                                                                                                                           | 2 hours of workshops – final project                               | 20%    |
| <b>Total training hours</b>                  |                                                                                                                                                                                                                                                                                                                     | 10                                                                                                                                                                                        |                                                                    |        |
| <b>Total ECVET points</b>                    |                                                                                                                                                                                                                                                                                                                     | 0,75                                                                                                                                                                                      |                                                                    |        |

| ECVET Unit: Layout and Graphic composition |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                                                    |        |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------|
| Reference Qualification:                   | Expert on processing and Layout of Graphic Elements in Pre-impression                                                                                                                                                                                                                                               |                                                                                                                                                                                           |                                                                    |        |
| Module Title                               | AUDIVOVISUAL and MULTIMEDIA                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                           |                                                                    |        |
| Module Type                                | Sector-specific                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                                                    |        |
| Module Theme                               | Audiovisual and multimedia arts                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                                                    |        |
|                                            | Training Methods                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           | Training hours                                                     | Weight |
| <b>Instructor-led/Classroom-based</b>      | Theoretical learning                                                                                                                                                                                                                                                                                                | Drawing Orders and edit 2D geometric shapes; Creating Orders for 3D objects; Boolean operations                                                                                           | 2 hours                                                            | 12%    |
|                                            | Practical learning                                                                                                                                                                                                                                                                                                  | Doubts about e-learning workshops will be solved individually by the students; Practical exercises to help to improve and understand the three-dimensional design; Software used: AutoCAD | 4 hour of individual working / exercises to be reviewed by teacher | 28%    |
| <b>E-learning</b>                          | Suggested Reading:<br>Three-dimensional representation, coordinates, 2D and 3D volumetric shapes Design, Mass operations: Union and Difference<br><br>Workshops to put in practice the previous issues<br><br>Videos:<br>Three-dimensional design<br>Using Additive Techniques for obtaining prototype: 3D Printing |                                                                                                                                                                                           | 5 hours                                                            | 40%    |
| <b>Proyecto</b>                            | The student perform the three-dimensional design of the proposed object in order to make the project                                                                                                                                                                                                                | 4 hours of workshops – final project                                                                                                                                                      |                                                                    | 20%    |
| <b>Total training hours</b>                |                                                                                                                                                                                                                                                                                                                     | 15                                                                                                                                                                                        |                                                                    |        |
| <b>Total ECVET points</b>                  |                                                                                                                                                                                                                                                                                                                     | 1,13                                                                                                                                                                                      |                                                                    |        |

| ECVET Unit: Layout and Graphic composition |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                         |                                                                       |        |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------|
| Reference Qualification:                   | Expert on processing and Layout of Graphic Elements in Pre-impression                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                         |                                                                       |        |
| Module Title                               | AUDIVOVISUAL and MULTIMEDIA                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                         |                                                                       |        |
| Module Type                                | Sector-specific                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                         |                                                                       |        |
| Module Theme                               | Audiovisual and multimedia arts                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                         |                                                                       |        |
|                                            | Training Methods                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                         | Training hours                                                        | Weight |
| Instructor-led/Classroom-based             | Theoretical learning                                                                                                                                                                                                                                                                                                                                                                         | Layers and treatment<br>Brushes, filters<br>Tools for retouching: Patch, Focus and blur                                                                 | 0,5 hours                                                             | 5%     |
|                                            | Practical learning                                                                                                                                                                                                                                                                                                                                                                           | Graphic Composition and layout to present a product<br><br>Resolution of doubts arising in e-learning workshops<br>Software used: Photoshop, PowerPoint | 1,5 hours of individual working / exercises to be reviewed by teacher | 16%    |
| E-learning                                 | Suggested Readings:<br>-Using Layers in the graph composition<br>-Different types of brushes<br>-Opacity, transparency and paints<br>-Filters for applying effects<br>-Harmony, Contrast and balance in the composition<br><br>Workshops for implementing what is explained in the readings<br><br>Videos: composition and Psychology presentation; Working with brushes and digital filters |                                                                                                                                                         | 3 hours                                                               | 32%    |
| Proyecto                                   | 3D design layout and final composition, typography and other elements involved in the submission of the final project                                                                                                                                                                                                                                                                        |                                                                                                                                                         | 4 hours of workshops – final project                                  | 47%    |
| <b>Total training hours</b>                |                                                                                                                                                                                                                                                                                                                                                                                              | <b>9</b>                                                                                                                                                |                                                                       |        |
| <b>Total ECVET points</b>                  |                                                                                                                                                                                                                                                                                                                                                                                              | <b>0,68</b>                                                                                                                                             |                                                                       |        |

| ECVET Unit: Layout and Graphic composition (II) |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                         |                                                                       |        |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------|
| Reference Qualification:                        | Expert on processing and Layout of Graphic Elements in Pre-impression                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                         |                                                                       |        |
| Module Title                                    | AUDIVOVISUAL and MULTIMEDIA                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                         |                                                                       |        |
| Module Type                                     | Sector-specific                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                         |                                                                       |        |
| Module Theme                                    | Audiovisual and multimedia arts                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                         |                                                                       |        |
|                                                 | Training Methods                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                         | Training hours                                                        | Weight |
| Instructor-led/Classroom-based                  | Theoretical learning                                                                                                                                                                                                                                                                                                                                                                         | Layers and treatment<br>Brushes, filters<br>Tools for retouching: Patch, Focus and blur                                                                 | 0,5 hours                                                             | 5%     |
|                                                 | Practical learning                                                                                                                                                                                                                                                                                                                                                                           | Graphic Composition and layout to present a product<br><br>Resolution of doubts arising in e-learning workshops<br>Software used: Photoshop, PowerPoint | 1,5 hours of individual working / exercises to be reviewed by teacher | 16%    |
| E-learning                                      | Suggested Readings:<br>-Using Layers in the graph composition<br>-Different types of brushes<br>-Opacity, transparency and paints<br>-Filters for applying effects<br>-Harmony, Contrast and balance in the composition<br><br>Workshops for implementing what is explained in the readings<br><br>Videos: composition and Psychology presentation; Working with brushes and digital filters |                                                                                                                                                         | 3 hours                                                               | 32%    |
| Proyecto                                        | 3D design layout and final composition, typography and other elements involved in the submission of the final project                                                                                                                                                                                                                                                                        |                                                                                                                                                         | 5 hours of workshops – final project                                  | 47%    |
| <b>Total training hours</b>                     |                                                                                                                                                                                                                                                                                                                                                                                              | <b>10</b>                                                                                                                                               |                                                                       |        |
| <b>Total ECVET points</b>                       |                                                                                                                                                                                                                                                                                                                                                                                              | <b>0,75</b>                                                                                                                                             |                                                                       |        |

**MODULE: LITERARY ARTS**

| <b>MODULE: LITERARY ARTS</b><br><b>INK AND PAPER. Creative Writing Course</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Objective:</b>                                                     | Develop narrative ability inherent to every human being.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Specific Objectives</b>                                                    | <ul style="list-style-type: none"> <li>- Get familiar with the creative writing basic techniques in order to create meaningful texts.</li> <li>- Awaken and train imagination and memory and prevent the “Fear of the blank white page”</li> <li>- Try to observe the World “with different eyes” finding unknown aspects in the ordinary, the perfectly known things.</li> <li>- Exercise the use of linguistic resources allowing developing one’s own style to transmit this “other different vision of the world”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Units</b>                                                                  | <p>1.-HANDS TO PENCIL: The first steps. Build a tailor-made space. Search for arguments. Capture images. Observation and interpretation of social and personal reality.</p> <p>2.-THE WRITER'S BLOCK: Literary block: how to face it (automatic writing, fantastic hypothesis).</p> <p>3.- INVOKING THE MUSES: Guessing. Writing starting from the end. Fantastic pairing. Internal monologue. Literary memory. Diary. Style exercises. Combining arguments. Writing starting from an image. Expansive balloons and Word constellations.</p> <p>4.- WITH THE COOKING POT ON THE FLAME: Creation stages. Planning. First and last paragraph. Visibility. Use of physical senses.</p> <p>5.- WITH THE COOKING POT ON THE FLAME(II): Metaphors. The voice of the storyteller. The focus. Avoid the common places and some adverbs and adjectives. The most common mistakes. Suggestions.</p> <p>EACH SECTION WILL INCLUDE READING RECOMMENDATIONS (SHORT STORIES, NOVELS, ARTICLES, SONG LYRICS...) AND PRACTICAL EXERCISES</p> |
| <b>Learning Outcomes of the module</b>                                        | <ul style="list-style-type: none"> <li>- The student will be able to face the literary block</li> <li>- The student will be able to build arguments through observation and interpretation of reality</li> <li>- The student will be able to describe this reality</li> <li>- The student will be able to develop his/her inventive capacity.</li> <li>- The student will be able to use real or imaginary concepts, feelings, events... in a text with linguistic and literary quality.</li> <li>- The student will be able to use language and different stylistic figures.</li> <li>- The student will be able to identify the different kinds of writing.</li> <li>- The student will be able to associate concepts that are apparently antagonist, combine them, and devise arguments</li> </ul>                                                                                                                                                                                                                        |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                       | <p>to build stories.</p> <ul style="list-style-type: none"> <li>- The student will be able to plan and organise a short story or any other kind of writing to bring consistency to a text.</li> <li>- The student will be able to use stylistic resources such as metaphors, synesthesia to his/her texts</li> <li>- The student will be able to detect and prevent using unadvisable adjectives and adverbs, common places and other mistakes</li> <li>- The student will be able to create his/her own narrative voice.</li> </ul> |
| <b>Module duration</b>                | <b>50 HOURS</b><br>Unit 1: 8h<br>Unit 2: 7h<br>Unit 3: 15h<br>Unit 4: 10h<br>Unit 5: 10h                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Evaluation method and criteria</b> | <p>Continuous evaluation by doing the suggested exercises.</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> <li>- Quality of the language use</li> <li>- Creativity to use the language</li> <li>- Flexibility in the use of styles and registers</li> <li>- Ability to structure stories</li> <li>- Communicating ability</li> <li>- Clarity</li> <li>- Originality</li> </ul> <p>SYNTACTIC AND SPELLING MISTAKES WILL BE PUNISHED</p>                                                                            |

| <b>MODULE: LITERARY ARTS</b><br><b>INK AND PAPER. Creative writing course</b>                       |                                                                                                                                                                                                                                                              |                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ECVET Unit: HANDS TO PENCIL</b>                                                                  |                                                                                                                                                                                                                                                              |                                                                                                                                                                             |
| <b>Reference Qualification:</b>                                                                     | Expert on creative writing                                                                                                                                                                                                                                   |                                                                                                                                                                             |
| <b>EQF Level</b>                                                                                    | <b>Level 4</b>                                                                                                                                                                                                                                               |                                                                                                                                                                             |
| <b>Learning Outcomes</b>                                                                            | <ul style="list-style-type: none"> <li>- The student will be able to develop his/her inventive ability</li> <li>- The student will be able to use real or imaginary concepts, feelings, events... in a text with linguistic and literary quality.</li> </ul> |                                                                                                                                                                             |
| <b>Knowledge</b>                                                                                    | <b>Skill</b>                                                                                                                                                                                                                                                 | <b>Competence</b>                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>- Explain fluidly words, feelings, perceptions...</li> </ul> | <ul style="list-style-type: none"> <li>- Communicate fluently words, feelings, perceptions...</li> <li>- Analyse facts, events, thoughts, ideas...</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>- Develop connections between facts, events... apparently unconnected.</li> <li>- Plan nimbly unexpected facts and events</li> </ul> |

| <b>MODULE: LITERARY ARTS</b><br><b>INK AND PAPER. Creative writing course</b> |                                                                                                                                                                                                                                                                               |                                                                                                                                                             |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ECVET Unit: THE WRITER'S BLOCK</b>                                         |                                                                                                                                                                                                                                                                               |                                                                                                                                                             |
| <b>Reference Qualification:</b>                                               | Expert on creative writing                                                                                                                                                                                                                                                    |                                                                                                                                                             |
| <b>EQF Level</b>                                                              | <b>Level 4</b>                                                                                                                                                                                                                                                                |                                                                                                                                                             |
| <b>Learning Outcomes</b>                                                      | <ul style="list-style-type: none"> <li>- The student will be able to face literary block</li> <li>- The student will be able to build arguments through the observation and interpretation of reality</li> <li>- The student will be able to describe this reality</li> </ul> |                                                                                                                                                             |
| <b>Knowledge</b>                                                              | <b>Skill</b>                                                                                                                                                                                                                                                                  | <b>Competence</b>                                                                                                                                           |
| - Classify writings to express this reality                                   | <ul style="list-style-type: none"> <li>- Produce and Project new thoughts</li> <li>- Distinguish internally the thoughts, feelings and acts, and analyse the environment</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>- Adapt to new challenges with flexibility</li> <li>- Organize and plan writings to express this reality.</li> </ul> |

| <b>MODULE: LITERARY ARTS</b><br><b>INK AND PAPER. Creative writing course</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                |
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| <b>ECVET Unit: INVOKING THE MUSES</b>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                |
| <b>Reference Qualification:</b>                                                                                                                                                                                                                 | Expert on creative writing                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                |
| <b>EQF Level</b>                                                                                                                                                                                                                                | <b>4</b>                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                |
| <b>Learning Outcomes</b>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- The student will be able to use language and different stylistic figures</li> <li>- The student will be able to develop his/her inventive ability</li> <li>- The student will be able to associate apparently antagonist concepts, combine them and devise arguments to build stories</li> <li>- The student will be able to identify different kinds of writing.</li> </ul> |                                                                                                                                                                                                                                                |
| <b>Knowledge</b>                                                                                                                                                                                                                                | <b>Skill</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Competence</b>                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>- Identify the most common creative writing techniques addressed to improve imagination and to build arguments</li> <li>- Describe different kinds of literary texts and stylistic resources.</li> </ul> | <ul style="list-style-type: none"> <li>- Specify linguistic and stylistic resources</li> <li>- Project images, sensations... on meaningful speeches</li> <li>- Distinguish different kinds of literary texts.</li> </ul>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>- Create stories, speeches, arguments...</li> <li>- Communicate, express and formulate impressions, knowledge, by means of the written word</li> <li>- Combine different stylistic resources</li> </ul> |

| <b>MODULE: LITERARY ARTS</b><br><b>INK AND PAPER. Creative writing course</b>                                                             |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                           |
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| <b>ECVET Unit: WITH THE COOKING POT ON THE HEAT</b>                                                                                       |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                           |
| <b>Reference Qualification:</b>                                                                                                           | Expert on creative writing                                                                                                                                                                                                                                                                                        |                                                                                                                                           |
| <b>EQF Level</b>                                                                                                                          | <b>4</b>                                                                                                                                                                                                                                                                                                          |                                                                                                                                           |
| <b>Learning Outcomes</b>                                                                                                                  | <ul style="list-style-type: none"> <li>- The student will be able to plan and organise a short story or any other kind of writing to bring consistency to a text.</li> <li>- The student will be able to detect and prevent using unadvisable adjectives and adverbs, common places and other mistakes</li> </ul> |                                                                                                                                           |
| <b>Knowledge</b>                                                                                                                          | <b>Skill</b>                                                                                                                                                                                                                                                                                                      | <b>Competence</b>                                                                                                                         |
| <ul style="list-style-type: none"> <li>- Label literary texts</li> <li>- Identify the suitable perspective and narrative voice</li> </ul> | <ul style="list-style-type: none"> <li>- Categorise literary texts</li> <li>- Build messages simply</li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>- Define one's own narrative voice</li> <li>- Communicate and formulate messages easily</li> </ul> |

| <b>MODULE: LITERARY ARTS</b><br><b>INK AND PAPER. Creative writing course</b>               |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                           |
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| <b>ECVET Unit: WITH THE COOKING POT ON THE HEAT (II)</b>                                    |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                           |
| <b>Reference Qualification:</b>                                                             | Expert on creative writing                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |
| <b>EQF Level</b>                                                                            | <b>4</b>                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                           |
| <b>Learning Outcomes</b>                                                                    | <ul style="list-style-type: none"> <li>- The student will be able to use stylistic resources such as metaphors, synaesthesia to his/her texts</li> <li>- The student will be able to create his/her own narrative voice.</li> </ul> |                                                                                                                                                                                                                                                                                                                                           |
| <b>Knowledge</b>                                                                            | <b>Skill</b>                                                                                                                                                                                                                        | <b>Competence</b>                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>- Reproduce different stylistic resources</li> </ul> | <ul style="list-style-type: none"> <li>- Analyse how to schedule and reduce a text</li> <li>- Determine how to show, dramatize... an event instead of describing it</li> </ul>                                                      | <ul style="list-style-type: none"> <li>- Evaluate and incorporate a literary commitment with impalpable reality in a globalised, virtual world, dominated by the homogenisation of messages and the reduction of vital experience to superficiality.</li> <li>- Develop empathy and complicity with other readers and writers.</li> </ul> |

| ECVET Unit: HANDS TO PENCIL    |                                                                                                                                                                                                                                     |                                                                                                                                                            |                                                                    |        |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------|
| Reference Qualification:       | Expert on creative writing                                                                                                                                                                                                          |                                                                                                                                                            |                                                                    |        |
| Module Title                   | LITERARY ARTS: INK AND PAPER. Creative writing course                                                                                                                                                                               |                                                                                                                                                            |                                                                    |        |
| Module Type                    | Sector-specific                                                                                                                                                                                                                     |                                                                                                                                                            |                                                                    |        |
| Module Theme                   | Literary arts                                                                                                                                                                                                                       |                                                                                                                                                            |                                                                    |        |
|                                | Training Methods                                                                                                                                                                                                                    |                                                                                                                                                            | Training hours                                                     | Weight |
| Instructor-led/Classroom-based | Theoretical learning                                                                                                                                                                                                                | -Theoretical Classes<br>-Observation and interpretation of social and personal reality.                                                                    | 2 hours                                                            | 40%    |
|                                | Practical learning                                                                                                                                                                                                                  | -suggested readings and texts are presented to accompany and illustrate the stories theory<br>-All theoretical topics include practical writing exercises. | 1 hour of individual working / exercises to be reviewed by teacher | 40%    |
| E-learning                     | -Exhibition of theoretical foundations<br>-videos of writers or experts in the field<br>-write texts from the explanations and relying on images, sounds ... songs<br>-film clips, stories written and recorded on audio and images |                                                                                                                                                            | 3 hours                                                            | 15%    |
| Other                          | Begin developing (deciding issue and kind of story: fantastic, realistic, police ...) an account of a minimum 5 pages. It must narrate a complete story with introduction-knot-end.                                                 |                                                                                                                                                            | 2 hours of workshops – final project                               | 5%     |
|                                |                                                                                                                                                                                                                                     | Total training hours                                                                                                                                       | 8                                                                  |        |
|                                |                                                                                                                                                                                                                                     | Total ECVET points                                                                                                                                         | 0,60                                                               |        |

| ECVET Unit: THE WRITER'S BLOCK        |                                                                                                                                                                                                                                     |                                                                                                                                                            |                                                                    |        |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------|
| Reference Qualification:              | Expert on creative writing                                                                                                                                                                                                          |                                                                                                                                                            |                                                                    |        |
| Module Title                          | LITERARY ARTS: INK AND PAPER. Creative writing course                                                                                                                                                                               |                                                                                                                                                            |                                                                    |        |
| Module Type                           | Sector-specific                                                                                                                                                                                                                     |                                                                                                                                                            |                                                                    |        |
| Module Theme                          | Literary arts                                                                                                                                                                                                                       |                                                                                                                                                            |                                                                    |        |
|                                       | Training Methods                                                                                                                                                                                                                    |                                                                                                                                                            | Training hours                                                     | Weight |
| <b>Instructor-led/Classroom-based</b> | Theoretical learning                                                                                                                                                                                                                | -Theoretical Classes<br>-Observation and interpretation of social and personal reality.                                                                    | 1 hours                                                            | 40%    |
|                                       | Practical learning                                                                                                                                                                                                                  | -suggested readings and texts are presented to accompany and illustrate the stories theory<br>-All theoretical topics include practical writing exercises. | 1 hour of individual working / exercises to be reviewed by teacher | 40%    |
| <b>E-learning</b>                     | -Exhibition of theoretical foundations<br>-videos of writers or experts in the field<br>-write texts from the explanations and relying on images, sounds ... songs<br>-film clips, stories written and recorded on audio and images |                                                                                                                                                            | 3 hours                                                            | 15%    |
| <b>Other</b>                          | Begin developing (deciding issue and kind of story: fantastic, realistic, police ...) an account of a minimum 5 pages. It must narrate a complete story with introduction-knot-end.                                                 |                                                                                                                                                            | 2 hours of workshops – final project                               | 5%     |
| <b>Total training hours</b>           |                                                                                                                                                                                                                                     | 7                                                                                                                                                          |                                                                    |        |
| <b>Total ECVET points</b>             |                                                                                                                                                                                                                                     | 0,53                                                                                                                                                       |                                                                    |        |

| ECVET Unit: INVOKING THE MUSES        |                                                                                                                                                                                                                                                                     |                                                                                                               |                                                                      |        |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------|
| Reference Qualification:              | Expert on creative writing                                                                                                                                                                                                                                          |                                                                                                               |                                                                      |        |
| Module Title                          | LITERARY ARTS: INK AND PAPER. Creative writing course                                                                                                                                                                                                               |                                                                                                               |                                                                      |        |
| Module Type                           | Sector-specific                                                                                                                                                                                                                                                     |                                                                                                               |                                                                      |        |
| Module Theme                          | Literary arts                                                                                                                                                                                                                                                       |                                                                                                               |                                                                      |        |
|                                       | Training Methods                                                                                                                                                                                                                                                    |                                                                                                               | Training hours                                                       | Weight |
| <b>Instructor-led/Classroom-based</b> | Theoretical learning                                                                                                                                                                                                                                                | -Theoretical Classes<br>-Literary memory<br>-suggested readings and texts                                     | 3,5 hours                                                            | 40%    |
|                                       | Practical learning                                                                                                                                                                                                                                                  | -Diary Style exercises<br>-Combining arguments<br>-All theoretical topics include practical writing exercises | 1,5 hour of individual working / exercises to be reviewed by teacher | 40%    |
| <b>E-learning</b>                     | -Exhibition of theoretical foundations and support of these in videos provided by writers or experts in the field,<br>-writing texts from the explanations and relying on images, sounds ... songs<br>-film clips, stories written and recorded on audio and images |                                                                                                               | 6 hours                                                              | 15%    |
| <b>Other</b>                          | Defining the basic outline of the story: beginning and end, only argument or subplots combination                                                                                                                                                                   |                                                                                                               | 4 hours of workshops – final project                                 | 5%     |
| <b>Total training hours</b>           |                                                                                                                                                                                                                                                                     | 15                                                                                                            |                                                                      |        |
| <b>Total ECVET points</b>             |                                                                                                                                                                                                                                                                     | 1,13                                                                                                          |                                                                      |        |

| ECVET Unit: WITH THE COOKING POT ON THE FLAME |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                             |                                                                     |        |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------|
| Reference Qualification:                      | Expert on creative writing                                                                                                                                                                                                                                          |                                                                                                                                                                                             |                                                                     |        |
| Module Title                                  | LITERARY ARTS: INK AND PAPER. Creative writing course                                                                                                                                                                                                               |                                                                                                                                                                                             |                                                                     |        |
| Module Type                                   | Sector-specific                                                                                                                                                                                                                                                     |                                                                                                                                                                                             |                                                                     |        |
| Module Theme                                  | Literary arts                                                                                                                                                                                                                                                       |                                                                                                                                                                                             |                                                                     |        |
|                                               | Training Methods                                                                                                                                                                                                                                                    |                                                                                                                                                                                             | Training hours                                                      | Weight |
| <b>Instructor-led/Classroom-based</b>         | Theoretical learning                                                                                                                                                                                                                                                | -Planning and structuring the story, dialogue, metaphors, synesthesia,<br>-definition of characters, build scenes, styles, approaches and tasks correction<br>-suggested readings and texts | 2 hours                                                             | 40%    |
|                                               | Practical learning                                                                                                                                                                                                                                                  | -All theoretical topics include practical writing exercises                                                                                                                                 | 1 hours of individual working / exercises to be reviewed by teacher | 40%    |
| <b>E-learning</b>                             | -Exhibition of theoretical foundations and support of these in videos provided by writers or experts in the field,<br>-writing texts from the explanations and relying on images, sounds ... songs<br>-film clips, stories written and recorded on audio and images |                                                                                                                                                                                             | 4 hours                                                             | 15%    |
| <b>Other</b>                                  | Construction of the story based on the studied theory: delimitation of space where the story happens, characters, first and last paragraph.                                                                                                                         |                                                                                                                                                                                             | 3 hours of workshops – final exercise)                              | 5%     |
| <b>Total training hours</b>                   |                                                                                                                                                                                                                                                                     | 10                                                                                                                                                                                          |                                                                     |        |
| <b>Total ECVET points</b>                     |                                                                                                                                                                                                                                                                     | 0,75                                                                                                                                                                                        |                                                                     |        |

| ECVET Unit: WITH THE COOKING POT ON THE FLAME (II) |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                             |                                                                     |        |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------|
| Reference Qualification:                           | Expert on creative writing                                                                                                                                                                                                                                          |                                                                                                                                                                                             |                                                                     |        |
| Module Title                                       | LITERARY ARTS: INK AND PAPER. Creative writing course                                                                                                                                                                                                               |                                                                                                                                                                                             |                                                                     |        |
| Module Type                                        | Sector-specific                                                                                                                                                                                                                                                     |                                                                                                                                                                                             |                                                                     |        |
| Module Theme                                       | Literary arts                                                                                                                                                                                                                                                       |                                                                                                                                                                                             |                                                                     |        |
|                                                    | Training Methods                                                                                                                                                                                                                                                    |                                                                                                                                                                                             | Training hours                                                      | Weight |
| <b>Instructor-led/Classroom-based</b>              | Theoretical learning                                                                                                                                                                                                                                                | -Planning and structuring the story, dialogue, metaphors, synesthesia,<br>-definition of characters, build scenes, styles, approaches and tasks correction<br>-suggested readings and texts | 2 hours                                                             | 40%    |
|                                                    | Practical learning                                                                                                                                                                                                                                                  | -All theoretical topics include practical writing exercises                                                                                                                                 | 1 hours of individual working / exercises to be reviewed by teacher | 40%    |
| <b>E-learning</b>                                  | -Exhibition of theoretical foundations and support of these in videos provided by writers or experts in the field,<br>-writing texts from the explanations and relying on images, sounds ... songs<br>-film clips, stories written and recorded on audio and images |                                                                                                                                                                                             | 4 hours                                                             | 15%    |
| <b>Other</b>                                       | Construction of the story based on the studied theory: delimitation of space where the story happens, characters, first and last paragraph.                                                                                                                         |                                                                                                                                                                                             | 3 hours of workshops – final exercise)                              | 5%     |
| <b>Total training hours</b>                        |                                                                                                                                                                                                                                                                     | 10                                                                                                                                                                                          |                                                                     |        |
| <b>Total ECVET points</b>                          |                                                                                                                                                                                                                                                                     | 0,75                                                                                                                                                                                        |                                                                     |        |

**MODULE: PERFORMING ARTS**

| <b>MODULE: PERFORMING</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Objective:</b>              | To use the creativity addressed to the required parameters, work the proactive attitude and the professionalism, valuing the student's talents in scenic arts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Specific Objectives</b>             | <ul style="list-style-type: none"> <li>- Develop the proactive attitude: initiative, self-management of their time and resources, self-discipline / self-motivation and ability for adaptation</li> <li>- Self-consciousness of their own creative process: search for inspiration, elaboration of the idea seed, project definition, creativity in performances, expectancy management</li> <li>- Work on the real thing: the participants should carry out simple and effective ideas to strengthen their professional competences.</li> <li>- Reinforce that / those scenic arts subject/s in which the student wants to get developed in.</li> </ul>                   |
| <b>Units</b>                           | 1.- Identity and representation<br>2.- Shape and narrative in scenic arts<br>3.- Generate interaction: train, boost, influence<br>4.- Generate interaction: train, boost, influence (II)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Learning Outcomes of the module</b> | <ul style="list-style-type: none"> <li>- The student will be able to apply tools to manage one's own creativity and the emotional processes linked to it.</li> <li>- The student will be able to develop attitudes and aptitudes for being proactive.</li> <li>- The student will be able to produce creative projects complying with the required guidelines and criteria and using one's own talents.</li> <li>- The student will be able to develop the scenic arts from both personal and social transformation perspective.</li> <li>- The student will be able to create three feasible creative projects, working on the process and managing resources.</li> </ul> |
| <b>Module duration</b>                 | <b>50 HOURS</b><br>Unit 1: 18h<br>Unit 2: 16h<br>Unit 3: 10h<br>Unit 4: 6h                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Evaluation method and criteria</b>  | <p>Method: observation, project submission and making the process carried out to develop the project visible.</p> <p>Criteria:</p> <ul style="list-style-type: none"> <li>- Comply with the deadlines set in each didactic unit.</li> <li>- Focus on results</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

- Involvement in the exercise development.

| MODULE: PERFORMING                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECVET Unit: IDENTITY AND REPRESENTATION                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                       |
| Reference Qualification:                                                                                                                                                                                                                                 | Expert on representation and interaction in scenic arts                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                       |
| EQF Level                                                                                                                                                                                                                                                | 4                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |
| Learning Outcomes                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- The student will be able to apply tools to manage one's own creativity and the emotional processes linked to it.</li> <li>- The student will be able to develop attitudes and aptitudes for being proactive.</li> </ul>                                 |                                                                                                                                                                                                                                                                                                                                       |
| Knowledge                                                                                                                                                                                                                                                | Skill                                                                                                                                                                                                                                                                                            | Competence                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>– Self-Knowledge</li> <li>– Identify the key points of the own creative process</li> <li>– Describe the perfectionism vs optimism</li> <li>– Define the own creative process without critical judgment</li> </ul> | <ul style="list-style-type: none"> <li>– Determine the speaking and voice training</li> <li>– Apply the self-motivation and introspection</li> <li>– Control the emotions and moods</li> <li>– Analyze the valid referents concerning the performing to use them in the own creation.</li> </ul> | <ul style="list-style-type: none"> <li>– Adapt the internal work process to the objectives and criteria required.</li> <li>– Create an art project on demand.</li> <li>– Define the self-knowledge of the own creative process and overcoming obstacles.</li> <li>– Develop the talents knowledge and individual identity.</li> </ul> |

| MODULE: PERFORMING                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECVET Unit: SHAPE AND NARRATIVE IN SCENIC ARTS                                                                                                                                                                             |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Reference Qualification:                                                                                                                                                                                                   | Expert on representation and interaction in scenic arts                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| EQF Level                                                                                                                                                                                                                  | 4                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Learning Outcomes                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- The student will be able to produce creative projects complying with the required guidelines and criteria and using one's own talents.</li> </ul>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Knowledge                                                                                                                                                                                                                  | Skill                                                                                                                                                                                                                                                                           | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>- Identify the basic elements of the performing structures</li> <li>- Describe the shape through the observation</li> <li>- Explain the own creative process of the work</li> </ul> | <ul style="list-style-type: none"> <li>- Storytelling</li> <li>- Discuss the narrative structure shapes</li> <li>- Analyze the narrative form or structures of two works or performing interesting for students</li> <li>- Analyze the shape through the observation</li> </ul> | <ul style="list-style-type: none"> <li>- In a professional environment, clarify in a narrative way the creation strengths to the customer, making visible the creative process in an understandable and effective way.</li> <li>- Generate the emotional effects of the narrative rhythms on the audience.</li> <li>- Decide useful clues to extrapolate to the creations and to what part give greater narrative force.</li> <li>- Criticize the forms and structures</li> </ul> |

| MODULE: PERFORMING                                                                                                                                                               |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECVET Unit: GENERATE INTERACTION: TRAIN, BOOST, INFLUENCE                                                                                                                        |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |
| Reference Qualification:                                                                                                                                                         | Expert on representation and interaction in scenic arts                                                                                                                                                                   |                                                                                                                                                                                                                                        |
| EQF Level                                                                                                                                                                        | 4                                                                                                                                                                                                                         |                                                                                                                                                                                                                                        |
| Learning Outcomes                                                                                                                                                                | <ul style="list-style-type: none"> <li>- The student will be able to develop the scenic arts from both personal and social transformation perspective.</li> </ul>                                                         |                                                                                                                                                                                                                                        |
| Knowledge                                                                                                                                                                        | Skill                                                                                                                                                                                                                     | Competence                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>- Clasify group dynamics</li> <li>- Describe the theory of collective creative processes</li> <li>- Identify leadership styles</li> </ul> | <ul style="list-style-type: none"> <li>- Analyze factors that facilitate or impede apply the coaching or skills to train others</li> <li>- Demonstrate leadership when it comes to carrying out a team project</li> </ul> | <ul style="list-style-type: none"> <li>- Strengthen teams meeting their needs and the creative purpose</li> <li>- Generate enabling environments for creating</li> <li>- Integrate the conflict management within the group</li> </ul> |

| MODULE: PERFORMING                                                                                                                                                               |                                                                                                                                                                         |                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECVET Unit: GENERATE INTERACTION: TRAIN, BOOST, INFLUENCE (II)                                                                                                                   |                                                                                                                                                                         |                                                                                                                                                                                                              |
| Reference Qualification:                                                                                                                                                         | Expert on representation and interaction in scenic arts                                                                                                                 |                                                                                                                                                                                                              |
| EQF Level                                                                                                                                                                        | 4                                                                                                                                                                       |                                                                                                                                                                                                              |
| Learning Outcomes                                                                                                                                                                | <ul style="list-style-type: none"> <li>- The student will be able to create three feasible creative projects, working on the process and managing resources.</li> </ul> |                                                                                                                                                                                                              |
| Knowledge                                                                                                                                                                        | Skill                                                                                                                                                                   | Competence                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>- Expose the 7P's Gamestorming and its application to the performing arts</li> <li>- Give examples of nonviolent communication</li> </ul> | <ul style="list-style-type: none"> <li>- Apply active listening</li> <li>- Use motivation</li> <li>- Apply teamwork</li> </ul>                                          | <ul style="list-style-type: none"> <li>- Plan rehearsals and generate teaching-learning process</li> <li>- Manage the adversities in collective creative processes</li> <li>- Increase motivation</li> </ul> |

| ECVET Unit: IDENTITY AND REPRESENTATION |                                                                                                                                                              |                                                                                         |                                                                          |        |  |  |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------|--|--|
| <b>Reference Qualification:</b>         | Expert on representation and interaction in scenic arts                                                                                                      |                                                                                         |                                                                          |        |  |  |
| <b>Module Title</b>                     | <b>PERFORMING</b>                                                                                                                                            |                                                                                         |                                                                          |        |  |  |
| <b>Module Type</b>                      | Sector-specific                                                                                                                                              |                                                                                         |                                                                          |        |  |  |
| <b>Module Theme</b>                     | Performing arts                                                                                                                                              |                                                                                         |                                                                          |        |  |  |
| Training Methods                        |                                                                                                                                                              |                                                                                         | Training hours                                                           | Weight |  |  |
| <b>Instructor-led/Classroom-based</b>   | Theoretical learning                                                                                                                                         | Creativity theory, strengthening knowledge of e-learning                                | 1hours                                                                   | 6%     |  |  |
|                                         | Practical learning                                                                                                                                           | Individual (and group) creative work with voice, body and materials (drawing, paper...) | 4 hours of individual work and shared reflection and results in the team | 22%    |  |  |
| <b>E-learning</b>                       | Listen audio lessons on creative processes, watch videos, do individual exercises to share with teachers, perform 3 practical exercises on comic performance |                                                                                         | 8 hours                                                                  | 44%    |  |  |
| <b>Other</b>                            | Character creation and representative action                                                                                                                 |                                                                                         | 5 hours of workshops – final project                                     | 28%    |  |  |
| <b>Total training hours</b>             |                                                                                                                                                              |                                                                                         | 18                                                                       |        |  |  |
| <b>Total ECVET points</b>               |                                                                                                                                                              |                                                                                         | 1,35                                                                     |        |  |  |

| ECVET Unit: SHAPE AND NARRATIVE IN SCENIC ARTS |                                                                                                                                                              |                                                                                                                                                                                        |                                      |                                                                                   |  |  |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------|--|--|
| Reference Qualification:                       | Expert on representation and interaction in scenic arts                                                                                                      |                                                                                                                                                                                        |                                      |                                                                                   |  |  |
| Module Title                                   | PERFORMING                                                                                                                                                   |                                                                                                                                                                                        |                                      |                                                                                   |  |  |
| Module Type                                    | Sector-specific                                                                                                                                              |                                                                                                                                                                                        |                                      |                                                                                   |  |  |
| Module Theme                                   | Performing arts                                                                                                                                              |                                                                                                                                                                                        |                                      |                                                                                   |  |  |
| Training Methods                               |                                                                                                                                                              |                                                                                                                                                                                        | Training hours                       | Weight                                                                            |  |  |
| <b>Instructor-led/Classroom-based</b>          | Theoretical learning                                                                                                                                         | Collaborative learning (between participants); Compiling information worked practically; Class of strengthening structures and theories. Extrapolate bases of comic to performing arts | 2 hours                              | 15                                                                                |  |  |
|                                                | Practical learning                                                                                                                                           | Create a joint history and perform it in a short time starting with a random word                                                                                                      | 3 hours                              | 25 (taking into account the qualitative learning weight, not the number of hours) |  |  |
| <b>E-learning</b>                              | Listen theory lessons, watch videos, read, explore suggested links on the Internet, look for two works to be analyzed. Reflect and give feedback of learning |                                                                                                                                                                                        | 6 hours                              | 35                                                                                |  |  |
| <b>Other</b>                                   | Create a story from what has been analyzed and turn it into storytelling                                                                                     |                                                                                                                                                                                        | 5 hours of workshops – final project | 25                                                                                |  |  |
| <b>Total training hours</b>                    |                                                                                                                                                              |                                                                                                                                                                                        | 16                                   |                                                                                   |  |  |
| <b>Total ECVET points</b>                      |                                                                                                                                                              |                                                                                                                                                                                        | 1,20                                 |                                                                                   |  |  |

| ECVET Unit: GENERATE INTERACTION: TRAIN, BOOST, INFLUENCE |                                                                                                                                                                          |                                                                                                                                                         |                                                       |        |  |  |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------|--|--|
| Reference Qualification:                                  | Expert on representation and interaction in scenic arts                                                                                                                  |                                                                                                                                                         |                                                       |        |  |  |
| Module Title                                              | <b>PERFORMING</b>                                                                                                                                                        |                                                                                                                                                         |                                                       |        |  |  |
| Module Type                                               | Sector-specific                                                                                                                                                          |                                                                                                                                                         |                                                       |        |  |  |
| Module Theme                                              | Performing arts                                                                                                                                                          |                                                                                                                                                         |                                                       |        |  |  |
| Training Methods                                          |                                                                                                                                                                          |                                                                                                                                                         | Training hours                                        | Weight |  |  |
| <b>Instructor-led/Classroom-based</b>                     | Theoretical learning                                                                                                                                                     | Contribution of participants, classes with teacher to strengthen knowledge and complete information on the issues worked in a practical way             | 1 hours                                               | 15%    |  |  |
|                                                           | Practical learning                                                                                                                                                       | Exercises and learning group dynamics (physical) through experience. Roll-Playing. Also using (voice, body, warming up exercises and learn to energize) | 2 hours of group work and shared reflection as a team | 20%    |  |  |
| <b>E-learning</b>                                         | Readings, watching videos, listening lessons, seek information on the Internet and other media, reflection exercises to be reviewed by the teacher + fill in table "7ps" |                                                                                                                                                         | 4 hours                                               | 35 %   |  |  |
| <b>Other</b>                                              | Workshop: participants should train other people in something they know, preparing the session and performing it + final reflection                                      |                                                                                                                                                         | 3 hours of workshops – final exercise)                | 30%    |  |  |
| <b>Total training hours</b>                               |                                                                                                                                                                          |                                                                                                                                                         | 10                                                    |        |  |  |
| <b>Total ECVET points</b>                                 |                                                                                                                                                                          |                                                                                                                                                         | 0,75                                                  |        |  |  |

| ECVET Unit: GENERATE INTERACTION: TRAIN, BOOST, INFLUENCE (II) |                                                                                                                                                                          |                                                                                                                                                         |                                                       |        |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------|
| Reference Qualification:                                       | Expert on representation and interaction in scenic arts                                                                                                                  |                                                                                                                                                         |                                                       |        |
| Module Title                                                   | PERFORMING                                                                                                                                                               |                                                                                                                                                         |                                                       |        |
| Module Type                                                    | Sector-specific                                                                                                                                                          |                                                                                                                                                         |                                                       |        |
| Module Theme                                                   | Performing arts                                                                                                                                                          |                                                                                                                                                         |                                                       |        |
|                                                                | Training Methods                                                                                                                                                         |                                                                                                                                                         | Training hours                                        | Weight |
| <b>Instructor-led/Classroom-based</b>                          | Theoretical learning                                                                                                                                                     | Contribution of participants, classes with teacher to strengthen knowledge and complete information on the issues worked in a practical way             | 1 hours                                               | 15%    |
|                                                                | Practical learning                                                                                                                                                       | Exercises and learning group dynamics (physical) through experience. Roll-Playing. Also using (voice, body, warming up exercises and learn to energize) | 1 hours of group work and shared reflection as a team | 20%    |
| <b>E-learning</b>                                              | Readings, watching videos, listening lessons, seek information on the Internet and other media, reflection exercises to be reviewed by the teacher + fill in table "7ps" |                                                                                                                                                         | 2 hours                                               | 35 %   |
| <b>Other</b>                                                   | Workshop: participants should train other people in something they know, preparing the session and performing it + final reflection                                      |                                                                                                                                                         | 2 hours of workshops – final exercise)                | 30%    |
| <b>Total training hours</b>                                    |                                                                                                                                                                          | 6                                                                                                                                                       |                                                       |        |
| <b>Total ECVET points</b>                                      |                                                                                                                                                                          | 0,45                                                                                                                                                    |                                                       |        |