ArtS – Skills for the Creative Economy
ArtS – Competenze per una economia creativa

R3.6. Programma di formazione ArtS

WP3: Definire i curricula, la certificazione e le valutazioni

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Introduzione

Il presente documento è stato sviluppato nell'ambito del progetto Arts – Skills of the Creative Economy – Competenze per una economia creativa. ArtS è un progetto co-finanziato dal programma Erasmus+ Azione chiave 2 (KA2) – Collaborazione in materia d'innovazione e scambio di buone pratiche, Alleanze per le abilità settoriali (Sector skills alliances).

Questo progetto è principalmente finalizzato alla realizzazione di un programma congiunto di Istruzione e Formazione Professionale (IFP – VET), che soddisfi gli standard EQF/ECVET, per fornire ad artisti poco qualificati, disoccupati e free-lance l'opportunità di aggiornare le proprie competenze professionali e di acquisire capacità di management, business e networking, in maniera da facilitarne l'accesso nel mercato del lavoro.

Il *programma di formazione Arts* è un prodotto (*deliverable)* del WP3 "Pianificare i curricula, la certificazione e le valutazioni", che si configura come il WP chiave per l'attuazione del progetto, in quanto apporterà i maggiori risultati:

- Nove (9) moduli di formazione rivolti a gruppi mirati, tre dei quali moduli trasversali (Amministrazione / management dell'impresa, Networking/ comunicazione digitale e dei media, Capacità imprenditoriali e imprenditorialità sociale), e i restanti sei dedicati a settori specifici (Artigianato, Patrimonio culturale, Arti visive, Audiovisivi e multimedia, Arti letterarie e Arti performative).
- Dieci (10) esami di valutazione, uno per ogni modulo di formazione.

I moduli di formazione sono basati sui risultati emersi dal WP2 per sviluppare tecniche innovative e flessibili che rispondano a specifici bisogni del mercato e promuovano interazione e sperimentazione, di pari passo con pratiche e tecniche di sviluppo professionale ampiamente riconosciute e di chiara notorietà.

Il programma è conforme agli standard stabiliti dal Quadro Europeo delle Qualifiche per l'apprendimento permanente (European Qualifications Framework for lifelong learning – EQF) e dal Sistema Europeo di Trasferimento dei Crediti per l'Istruzione e la Formazione Professionale (European Credit System for Vocational Education and Training – ECVET).

Il presente WP3 porterà a termine diversi documenti direttamente collegati tra loro e con i seguenti compiti:

- Meeting per la progettazione delle unità ECVET (R3.1)
- Definizione della formazione ArtS e del quadro di certificazione (R3.2)
- Programma formativo ArtS: descrizione delle metodologie e degli strumenti (R3.3)
- Moduli formativi ArtS (R3.4)
- Esami di valutazione ArtS (R3.5)
- Programma formativo ArtS (R3.6)
- Programma ArtS – guida per i formatori (R3.7)
- Programma ArtS – guida per i partecipanti (R3.8).

Obiettivi del programma di formazione ArtS

L'obiettivo principale di questo documento è di essere uno strumento concreto e utile che fornisca una descrizione dettagliata dei moduli di formazione ArtS, dei metodi d'insegnamento e dei criteri di valutazione. Includerà una descrizione del programma, la presentazione dei diversi moduli e la descrizione delle unità di ognuno di essi.

Ogni unità sarà descritta nella maniera seguente:

1. Titolo dell'unità; titolo della qualifica.
2. Livello EQF per le qualifiche; livello NQF per le qualifiche.
3. Punti ECVET assegnati alle qualifiche.
4. Descrizione dei risultati dell'apprendimento per ogni singola unità (comprensivi di conoscenze, capacità, competenze).
5. Punti ECVET per ogni singola unità.
6. Procedure e criteri per la valutazione delle unità dei risultati dell'apprendimento.
7. La validità dell'unità nel tempo, dove rilevante.

Nel rispetto della RACCOMANDAZIONE DEL PARLAMENTO EUROPEO E DEL CONSIGLIO, del 18 giugno 2009, sull'istituzione di un sistema europeo di crediti per l'istruzione e la formazione professionale (ECVET).

Qui di seguito viene proposta una descrizione del programma di formazione formativo ArtS comprendente gli aspetti principali di ogni modulo:

A. **Definizione** del corso di formazione ArtS, in cui sono indicati il titolo del corso, la durata, le lingue disponibili, ecc.
B. **Progettazione dei curricula** dei corsi di formazione, in cui si descrive il profilo del gruppo target, gli obiettivi generali e specifici del corso, il contenuto della formazione, le tempistiche e la metodologia.
C. **Criteri di valutazione**, i criteri stabiliti per conseguire un certificato ArtS.
D. **Descrizione dei moduli**, in cui si fornisce una descrizione dei moduli ArtS: il titolo del modulo e della qualifica, gli obiettivi specifici, le unità didattiche e i risultati

dell'apprendimento (comprensivi di conoscenze, capacità e competenze), la validità dell'unità nel tempo e la valutazione dei criteri per il modulo.

Negli allegati vengono forniti i dettagli specifici per ogni unità e modulo.

Programma di formazione ArtS

A. Definizione del corso di formazione ArtS

TITOLO: ***Aggiorna le tue competenze creative e culturali***
DURATA: 3 mesi **1ª CONSEGNA. DATA D'INIZIO**: 18 Agosto 2017 // **DATA DI CHIUSURA**: 18 Novembre 2017 **2ª CONSEGNA. DATA D'INIZIO**: 1 Dicembre 2017 // **DATA DI CHIUSURA**: 1 Marzo 2018 **LUOGHI D'INCONTRO:** Atene (Grecia), Palermo (Italia) e Bilbao (Spagna) **LINGUE**: Inglese, Greco, Italiano e Spagnolo
ISTITUZIONI PROPONENTI EUROtraining (Grecia) Libera Palermo (Italia) Franchetti Centro Studi Villa Montesca - CSFVM (Italia) Fondo Formacion Euskadi – FFE (Spagna)

B. Progettazione dei curricula dei corsi di formazione

B1. PROFILO DEL GRUPPO TARGET: Artisti disoccupati e free-lance, oltre a tutti quelli che fanno parte del settore culturale e creativo che vogliano aggiornare le proprie competenze. **B2. OBIETTIVO GENERALE DEL CORSO:** Il programma di formazione ArtS mira a dare agli artisti l'opportunità di aggiornare le proprie competenze professionali e ad acquisirne di nuove nel campo del management, del business e del networking. Allo stesso tempo, mira a valorizzare il loro inserimento professionale e la loro imprenditorialità creativa, aiutandoli a gestire la propria crescita e prendere possesso della propria carriera.

B3. OBIETTIVI SPECIFICI:

Oltre a prendere in considerazione aspetti trasversali (Management/ amministrazione dell'impresa; Networking/ comunicazione digitale e dei media; Competenze imprenditoriali), il corso di formazione ArtS è caratterizzato da un approccio settoriale, in cui si approfondiscono le peculiarità di sei settori. Gli obiettivi specifici sono i seguenti:

- Valorizzare l'inserimento professionale e l'imprenditorialità.
- Aiutare a organizzare rapidamente i pensieri o le idee; a comunicare spontaneamente, concisamente ed efficacemente.
- Esplorare idee e creare una sensibilità rivolta alla conoscenza, alle capacità e alle competenze necessarie per l'aspirante imprenditore e/o imprenditore sociale.
- Sviluppare le abilità artigianali fino a un livello professionale.
- Condividere le conoscenze e le esperienze nel campo del patrimonio culturale e della diversità culturale; introdurre nuovi concetti e nuove tecniche d'insegnamento.
- Preparare gli studenti a partecipare alle diverse pratiche e indagini nel campo dell'arte contemporanea.
- Promuovere lo scambio d'idee tra discipline diverse, sostenere la mobilità e l'interazione continua tra artisti contemporanei, corpo insegnante e studenti d'arte.
- Realizzare elaborazioni in 2D e 3D; conseguire tecniche di lavorazione utili a realizzare layout di progetti e design con alto potere visivo.
- Sviluppare l'abilità narrativa propria di ognuno.
- Utilizzare la creatività indirizzandola verso i parametri richiesti; coltivare l'attitudine dinamica e il professionismo, valutando il talento dei singoli nelle arti sceniche.

B.4. CONTENUTO DELLA FORMAZIONE E TEMPISTICA (NUMERO DI ORE):

Per conseguire il certificato ArtS è obbligatoria la frequenza dei **3 moduli trasversali + (almeno) 1 modulo relativo a un settore specifico**, per un totale di **200 ore di formazione**.

- Tre moduli trasversali: 50 ore ognuno
  - ✓ Amministrazione / management dell'impresa
  - ✓ Networking/ comunicazione digitale e dei media
  - ✓ Capacità imprenditoriali e imprenditorialità sociale

- Un modulo relativo a un settore specifico (a scelta): 50 ore ognuno
  - ✓ Artigianato
  - ✓ Patrimonio culturale
  - ✓ Arti visive
  - ✓ Audiovisivi e multimedia
  - ✓ Arti letterarie
  - ✓ Arti performative

B.5. METODOLOGIA:

Nella descrizione del progetto ArtS viene sottolineata l'importanza dell'**apprendimento di tipo misto**, le cui componenti sono:

- **Apprendimento in classe, diretto da un istruttore** – Questo metodo, diretto all'acquisizione di conoscenze sia pratiche che teoriche, comprende lezioni di tipo tradizionale e workshop.
- **E-learning** – Con la creazione di una piattaforma di apprendimento a distanza, i tirocinanti saranno in grado di apprendere in maniera flessibile.

Le 50 ore di ogni modulo sono metodologicamente divise nella seguente maniera:

- ✓ Moduli trasversali: 35 ore di e-learning e 15 ore di faccia a faccia
- ✓ Moduli relativi a settori specifici: 35 ore di teoria (20 ore di e-learning + 10 ore faccia a faccia + 5 ore workshop) e 15 ore di pratica

L'apprendimento di tipo misto ArtS avverrà attraverso una **piattaforma Moodle**.[1] Qui (http://www.arts-project.eu/elearning) è possibile trovare tutto il materiale relativo al corso di formazione. Moodle è un software open source gratuito usato nell'ambito dei progetti di e-learning e nell'educazione a distanza, contraddistinto dalla specificità di creare corsi on-line indirizzati a raggiungere specifici obiettivi nel campo dell'apprendimento. Consente di creare un ambiente virtuale utile all'apprendimento che incoraggia gli studenti a contribuire all'esperienza educativa e a essere parte attiva della comunità virtuale.
Consente di organizzare il programma d'apprendimento in sezioni e moduli che garantiscono la consequenzialità delle attività.

Numerosi sono gli strumenti che possono essere usati su Moodle:

- ✓ Documenti di google, link
- ✓ Blog
- ✓ Video conferenze
- ✓ Forum di discussione

Inoltre il processo di e-learning della piattaforma Moodle può essere integrato con molti utili strumenti disponibili on-line.

C. Criteri di valutazione

1 Acronimo di: Modular Object-Oriented Dynamic Learning Environment (*Ambiente per l'apprendimento modulare, dinamico, orientato ad oggetti*. Fonte: the free encyclopedia Wikipedia).

C.1. CRITERI PER CONSEGUIRE IL CERTIFICATO ArtS

Ai fini del conseguimento del certificato, si stabilisce come criterio generale:

- ✓ di rispondere correttamente almeno al 60% delle domande riferite ad ogni unità
- ✓ di rispondere correttamente almeno al 60% delle domande riferite al modulo
- ✓ di frequentare l'apprendimento faccia a faccia
- ✓ di partecipare e portare a termine i compiti del workshop

D. Descrizione dei moduli

Qui di seguito si fornisce una descrizione dei moduli ArtS: il titolo del modulo e della qualifica, gli obiettivi specifici, le unità didattiche e i risultati dell'apprendimento (comprensivi di conoscenze, capacità e competenze), la validità dell'unità nel tempo e la valutazione dei criteri per il modulo.

MODULO: AMMINISTRAZIONE / MANAGEMENT DELL'IMPRESA

MODULO: NETWORKING/ COMUNICAZIONE DIGITALE E DEI MEDIA

MODULO: CAPACITÀ IMPRENDITORIALI E IMPRENDITORIALITÀ SOCIALE

MODULO: ARTIGIANATO

MODULO: PATRIMONIO CULTURALE

MODULO: ARTI VISIVE

MODULO: AUDIOVISIVI E MULTIMEDIA

MODULO: ARTI LETTERARIE

MODULO: ARTI PERFORMATIVE

Negli allegati vengono forniti i dettagli specifici per ogni unità e modulo.

MODULO: AMMINISTRAZIONE / MANAGEMENT DELL'IMPRESA – Rif. Qualifica: Esperto in impresa e management (EQF: livello 4)

Obiettivi specifici	Unità	Risultati dell'apprendimento	Durata	Criteri di valutazione
- Insegnare ai tirocinanti come gestire il processo per migliorare il proprio business - Insegnare ai tirocinanti come gestire la propria carriera e il proprio tempo - Insegnare ai tirocinanti come sviluppare la leadership - Insegnare ai tirocinanti come sviluppare capacità di planning e competenze organizzative legate a questioni di business e amministrazione - Un'introduzione alla finanza - Un'introduzione al budget e al suo processo - Insegnare ai tirocinanti come elaborare un business plan	Aree specifiche su cui si basa il modulo: Unità 1. Introduzione al management. I tirocinanti apprenderanno gli elementi principali del management Unità 2. Planning e organizzazione. I tirocinanti apprenderanno come pianificare e organizzare il proprio lavoro e il proprio business Unità 3. Introduzione al settore finanziario. I tirocinanti apprenderanno i principali elementi della finanza Unità 4. Introduzione al budget. L'unità è basata prevalentemente sul concetto di budget. I tirocinanti apprenderanno nozioni sul budget, ad esempio come gestire un business plan Unità 5. Management. Alcune	**Conoscenze** - Familiarizzare con le risorse e le tecniche per accedere all'impiego - Significato ed elaborazione del management - Elementi principali del management - Significato ed elaborazione del planning e dell'organizzazione - Il processo del planning e i suoi elementi principali - Diverse tipologie del planning - Conoscenze di base del settore finanziario - Relazioni tra finanza e impresa - Il budget e il suo processo - Elementi del budget - Il business plan - Il piano finanziario - Elementi di storia del management - Struttura del project management - La leadership **Capacità** - Come gestire e pianificare - Essere in grado di avviare un progetto - Sviluppare le capacità di amministrazione - Management e planning - Essere in grado di avviare un progetto - Come comportarsi con l'elaborazione del planning - Come comportarsi con il problema dell'organizzazione	Unità 1: 10 ore Unità 2: 15 ore Unità 3: 10 ore Unità 4: 10 ore Unità 5: 5 ore TOTALE: 50 ore	Lezioni faccia a faccia Prove di simulazione Test di valutazione Lezioni interattive on-line Discussioni on-line su tematiche di rilievo

	nozioni relative al significato del management e sul funzionamento del suo processo	- Sviluppare la capacità decisionale - Come gestire i tempi della finanza - Come comportarsi con determinati aspetti finanziari, come le fonti finanziarie - Focalizzarsi sugli obiettivi del progetto - Il processo del bilancio - Come comportarsi con le varie fasi di un business plan - Come gestire un progetto - Come comportarsi con i diversi aspetti di un progetto **Competenze** - Iniziativa - Creatività - Pensiero imprenditoriale - Self-management - Iniziativa - Pensiero imprenditoriale - Self - management - Project management - Leadership - Il processo decisionale - Valutare la propria capacità di pianificare - Revisione di problematiche avanzate nel management e nella leadership - Progettare il management e i piani di sviluppo della leadership		

MODULO: NETWORKING/ COMUNICAZIONE DIGITALE E DEI MEDIA – Rif. Qualifica: Esperto in comunicazione digitale efficace (EQF: livello 4)

Obiettivi specifici	Unità	Risultati dell'apprendimento	Durata	Criteri di valutazione
- Esaminare alcune delle componenti fondamentali delle comunicazioni strategiche - Spiegare le teorie della comunicazione, della persuasione e dell'etica - Descrivere una comprensione della comunicazione efficace - Descrivere come i social media hanno cambiato il modo in cui comunichiamo e nel quale facciamo business - Descrivere in che modo i social media si adattano ad altri strumenti digitali e ad approcci di marketing - Spiegare come creare e gestire l'attività social su Facebook, Twitter, Youtube, Instagram e Google+ e come gli esperti della comunicazione usano questi network - Spiegare quali sono le regole	Aree specifiche su cui si basa il modulo: Unità 1. Principi e tecniche della comunicazione efficace Unità 2. Comunicazione nell'ambito di internet Unità 3. Social network e personal branding Unità 4. Strumenti per i social media e loro applicazioni Unità 5. E-portfolio sociale e tecniche della presentazione di sé on-line	**Conoscenze** - Principi basilari della comunicazione - Definizione della comunicazione: tipi, pattern e modi di comunicazione - Canali di comunicazione - Il processo della comunicazione - Trasmissione e ricezione - Ostacoli a una comunicazione efficace - Comunicazione linguistica - Ricezione sensoriale - Comunicazione non verbale - Prime impressioni - Comunicazione *uno a uno* opposta a *uno a molti* - L'evoluzione del processo di comunicazione - Principi di base della comunicazione on-line - Scrittura persuasiva nei social network - CMC ovvero comunicazione mediata dal computer - Principi di base della psicologia on-line - Conoscenze basilari dei social media principali - Le caratteristiche di un social medium per accrescere il tuo brand - Principi fondamentali per creare e gestire l'attività e il personal branding sui social network	Unità 1: 4 ore Unità 2: 8 ore Unità 3: 10 ore Unità 4: 24 ore Unità 5: 4 ore TOTALE: 50 ore	Lezioni faccia a faccia Prove di simulazione Test di valutazione Lezioni/animazioni interattive on-line Discussioni on-line su tematiche di rilievo

di buon utilizzo dei social media così come le particolarità di determinati social network per il raggiungimento di una comunicazione on-line efficace - Spiegare come avere un solido brand personale e una attività on-line professionale - Spiegare i principi fondamentali del creare e gestire l'attività social su LinkedIn, Instagram, e Youtube, e come questi network siano utilizzati per le public relations e per la comunicazione - Spiegare come creare un report di analisi dei social media - Spiegare come seguire responsabilmente una politica dei social media - Spiegare come applicare le tecniche della narrazione e della presentazione di sé on-line per creare un e-portfolio social		- Principi fondamentali della narrazione - Regole della narrazione - Psicologia della condivisione - Tecniche della presentazione di sé on-line - Strumenti per la gestione dei social media - Regole di buon utilizzo dei social media **Capacità** - Capacità di comunicazione - Capacità di networking - Capacità tecniche - Capacità interpersonali d'influenza - Capacità di partecipazione - Capacità di risposta verbale - Capacità di comunicazione non verbale - Capacità motivazionali - Capacità di ascolto - Capacità d'influenza - Capacità di negoziazione - Capacità di lavoro in gruppo - Capacità di comunicazione - Capacità informatiche di base - Capacità sociali - Capacità digitali - Capacità creative - Capacità relative alle pubbliche relazioni - Capacità relative al personal branding - Pensiero critico - Capacità relative al problem solving - Capacità relative alla presentazione di sé - Capacità comportamentali **Competenze**		

		- Competenze linguistiche - Competenze sociolinguistiche: adeguatezza - Competenze discorsive: coesione e coerenza - Competenze strategiche: uso appropriato delle strategie comunicative - Comunicare e gestire le informazioni on-line - Risoluzione dei problemi - Competenza linguistica e creativa - Identificare le storie da narrare - Creare e condividere contenuti		

MODULO: CAPACITÀ IMPRENDITORIALI E IMPRENDITORIALITÀ SOCIALE – Rif. Qualifica: Esperto in creatività e capacità imprenditoriali (EQF: livello 4)

Obiettivi specifici	Unità	Risultati dell'apprendimento	Durata	Criteri di valutazione
- Sviluppare una comprensione dei principi e delle pratiche dell'imprenditorialità, indirizzata al business e al sociale; dal passato al presente; localmente, a livello nazionale e internazionale - Facilitare lo studente a identificare le capacità principali, i valori e gli attributi dell'imprenditore per poi relazionarli alle proprie abilità	Aree specifiche su cui si basa il modulo: Unità 1. Teoria e principi dell'imprenditorialità Unità 2. Comprensione e sviluppo delle capacità personali, interpersonali e imprenditoriali Unità 3. Finanziamento e avvio dell'impresa Unità 4. Sviluppo di un	**Conoscenze** - Delineare i principi dell'imprenditorialità nel business e nell'innovazione sociale - Definire l'imprenditorialità moderna, comprensiva di business e imprenditorialità sociale - Spiegare come il concetto di imprenditorialità si è evoluto nel tempo fino ad includere prassi proprie del campo del business, dell'innovazione sociale e degli ambiti internazionali - Delineare le capacità principali, i valori e gli attributi dell'imprenditore all'interno di una determinata industria, ambito sociale o organizzazione	TOTALE: 50 ore	Lezioni faccia a faccia Prove di simulazione Test di valutazione Lezioni/animazioni interattive on-line Discussioni on-line su tematiche di rilievo

- Aiutare lo studente a calcolare i finanziamenti utili per un determinato compito o progetto - Incoraggiare lo studente a esplorare, identificare e pianificare una potenziale opportunità imprenditoriale in una determinata industria, ambiente sociale o organizzazione - Aiutare lo studente a sviluppare il linguaggio, le abilità di scrittura e di calcolo in relazione al posto di lavoro; coinvolgerlo nel lavoro di squadra - Mettere lo studente nella situazione di assumersi le proprie responsabilità per il suo apprendimento	progetto attivo Unità 5. Casi di Studio selezionati d'imprenditorialità sociale e di attività di apprendimento	- Delineare i principali tipi di finanziamento per un'impresa, incluse fonti commerciali, private e pubbliche - Esplorare le opportunità per l'innovazione e l'imprenditorialità in un particolare campo o area di lavoro - Collaborare nel pianificare un approccio imprenditoriale rivolto a un problema particolare, compito o progetto - Collaborare nel calcolare i requisiti utili ad ottenere finanziamenti e altre risorse relative a un compito o a un progetto - Partecipare a un progetto o attività di business o d'impresa sociale, che includa l'implementazione di strategie e soluzioni innovative e che implichi il lavoro di squadra - Esaminare le proprie capacità imprenditoriali, i valori e gli attributi **Capacità** - Capacità di comunicazione - Capacità di networking - Capacità tecniche - Capacità interpersonali d'influenza - Capacità di partecipazione - Capacità di risposta verbale - Capacità di comunicazione non verbale - Capacità motivazionali - Capacità di ascolto - Capacità d'influenza - Capacità di negoziazione - Capacità di lavoro in gruppo		

		- Capacità di comunicazione - Capacità informatiche di base - Capacità sociali - Capacità digitali - Capacità creative - Capacità relative alle pubbliche relazioni - Capacità relative al personal branding - Pensiero critico - Capacità relative al problem solving - Capacità relative alla presentazione di sé - Capacità comportamentali **Competenze** - Competenze linguistiche - Competenze sociolinguistiche: adeguatezza - Competenze discorsive: coesione e coerenza - Competenze strategiche: uso appropriato delle strategie comunicative - Comunicare e gestire le informazioni on-line - Risoluzione dei problemi - Competenza linguistica e creativa - Identificare le storie da narrare - Creare e condividere contenuti		

MODULO: ARTIGIANATO – Rif. Qualifica: Esperto in artigianato (EQF: livello 4)

Obiettivi specifici	Unità	Risultati dell'apprendimento	Durata	Criteri di valutazione
- Conoscenza dei tipi di artigianato esistenti - Apprendimento delle tecniche artigianali di base - Mettere in pratica le abilità artigianali professionali	Aree specifiche su cui si basa il modulo: Unità 1: Contesto storico – I tirocinanti approfondiscono alcune nozioni della storia dell'artigianato, concentrandosi su quella italiana e siciliana Unità 2: Artigianato e materiali – I tirocinanti studiano le differenze tra i vari tipi di materiale, come lavorarli e come usarli Unità 3: Introduzione alla chimica – I tirocinanti apprendono alcune nozioni basilari di chimica Unità 4: Mescolare e combinare – I tirocinanti imparano alcune nozioni relative a come mescolare e combinare differenti tipi di materiale	**Conoscenze** - Nozioni sulla storia dell'artigianato - Conoscenza dei materiali - Reazioni chimiche - Sapere come realizzare uno stampo - Sapere come combinare e fondere - Sapere come realizzare uno specifico prodotto artigianale - Sapere cosa comporta la creazione di questo prodotto **Capacità** - Capacità di combinazione - Capacità di comunicazione non verbale - Capacità motivazionali e di ascolto - Scegliere una maniera appropriata per usare diversi materiali - Fare gli stampi - Capacità di comunicazione relativa alla sfera del mescolamento di elementi - Capacità elettroniche - Capacità creative - Capacità relative alle pubbliche relazioni e al networking - Capacità relative al personal branding - Pensiero critico - Capacità relative al problem solving	Unità 1: 5 ore Unità 2: 10 ore Unità 3: 5 ore Unità 4: 15 ore Unità 5: 15 ore TOTALE: 50 ore	Lezioni faccia a faccia Prove di simulazione Test di valutazione Lezioni/animazioni interattive on-line Discussioni on-line su tematiche di rilievo

	Unità 5: Progetto finale – I tirocinanti scelgono un tipo di artigianato e hanno l'opportunità di mettere in pratica le tecniche che hanno appreso nelle unità precedenti realizzando un prodotto artigianale a scelta	**Competenze** - Come usare in maniera migliore tipi diversi di materiali - Come usare il materiale artistico in maniera appropriata - Come mescolare elementi diversi - Realizzare indipendentemente un prodotto artigianale - Pianificare il lavoro, determinare i materiali da utilizzare e i costi		

MODULO: PATRIMONIO CULTURALE – Rif. Qualifica: Esperto in promozione e sviluppo sociale per il patrimonio culturale (EQF: livello 4)

Obiettivi specifici	Unità	Risultati dell'apprendimento	Durata	Criteri di valutazione
- Imparare metodi diversi per insegnare il patrimonio culturale e le differenze culturali, e per incoraggiare approcci educativi cross-culturali - Acquisire tecniche e strumenti per promuovere la sensibilità culturale e i patrimoni culturali - Comprendere l'idea generale di cultura - Apprendere i diversi aspetti della cultura - Identificare gli elementi culturali materiali e immateriali - Delineare un curriculum per insegnare le differenze culturali e le diverse percezioni sulla cultura	Aree specifiche su cui si basa il modulo: Unità 1. Conoscenza del patrimonio culturale locale, nazionale e internazionale Unità 2. Didattica delle Arti Unità 3. Marketing del patrimonio culturale Unità 4. Attività di promozione del patrimonio culturale Unità 5. Finanziamento del patrimonio culturale	**Conoscenze** - Conoscenze basilari di storia dell'arte e significato di patrimonio culturale - Conoscenze basilari delle maggiori opere culturali, incluso il campo della cultura popolare contemporanea - Conoscere il concetto di cultura, l'oggetto culturale, la storia delle tradizioni popolari e il folklore - Conoscere l'evoluzione del gusto nel mondo - Conoscere le funzioni del patrimonio culturale e dell'arte contemporanea - Il processo d'apprendimento - Tecniche di facilitazione e strumenti riferiti a gruppi artistici - Rappresentare "me stesso come un artista" e le opere d'arte attraverso i social media - Promuovere l'arte e il patrimonio culturale attraverso i social media - Impatto economico del patrimonio culturale - Strategie di marketing nel campo del patrimonio culturale - Il mix degli strumenti di marketing adattato al campo del patrimonio culturale - Fattori culturali, sociali, personali e psicologici del marketing nel campo del patrimonio culturale	Unità 1: 10 ore Unità 2: 10 ore Unità 3: 10 ore Unità 4: 10 ore Unità 5: 10 ore TOTALE: 50 ore	Lezioni faccia a faccia Prove di simulazione/ progetti di lavoro Test di valutazione Lezioni/animazioni interattive on-line Discussioni on-line su tematiche di rilievo

		- Come redigere un business plan nel campo del patrimonio culturale; valutazione del rischio e piano d'azione - Strategie per la promozione della dimensione culturale del patrimonio culturale - Metodologie per l'implementazione di programmi relativi al turismo locale basati sulla cultura dei luoghi - Il concetto di sostenibilità: cercare il giusto equilibrio tra il trarre vantaggio dal patrimonio culturale oggi e preservare la sua "fragilità" per le generazioni future - Conoscenza delle politiche per l'incremento dello sviluppo del turismo connesso al patrimonio culturale - Strategie per ottenere l'accesso ai finanziamenti nel campo del patrimonio culturale a livello nazionale/regionale/locale - Metodologie connesse alle tecniche del "cloud financing" - Strategie per la "commercializzazione" dei siti patrimoniali - Strumenti base per accedere ai fondi europei - Conoscenza dei prestiti della Banca Europea per gli Investimenti (EIB) o di altre banche **Capacità** - Capacità di comunicazione - Capacità relative al problem solving - Capacità civiche - Capacità di planning e organizzazione		

		- Capacità creative e relative al pensiero innovativo - Capacità di apprendimento - Capacità relative alle pubbliche relazioni - Capacità interpersonali - Capacità di partecipazione - Capacità motivazionali - Capacità di ascolto - Capacità d'influenza - Capacità di negoziazione - Capacità psicologiche e pedagogiche - Capacità dirette allo sviluppo locale **Competenze** - Espressione creativa - Percezione estetica - Prospettiva storica e culturale - Analisi critica - Collaborare con un gruppo nelle fasi del brainstorming e del problem solving - Processi del management di gruppo - Tecniche di comunicazione - Promozione e advertising per il patrimonio culturale - Implementare le strategie di mercato nel campo del patrimonio culturale - Definire comunicazioni di marketing integrate - Approntare un business plan - Mostrare una capacità implicita per il pensiero originale nello sviluppo, nell'applicazione o nelle idee nell'ambito		

		della promozione del patrimonio culturale - Analizzare e valutare gli sviluppi di turismo e campi limitrofi nei contesti locali - Mettere in pratica strategie di comunicazione per analizzare situazioni e comunicare con accortezza, efficienza e professionalità nel campo della promozione del patrimonio culturale - Mostrare l'opportunità di finanziare il patrimonio culturale - Identificare i finanziamenti utili al patrimonio culturale a livello nazionale/regionale/locale - Riconoscere l'importanza dei costi di funzionamento e manutenzione (O&M) nel campo del patrimonio culturale - Sviluppare progetti		

MODULO: ARTI VISIVE – Rif. Qualifica: Esperto delle arti visive (EQF: livello 4)

Obiettivi specifici	Unità	Risultati dell'apprendimento	Durata	Criteri di valutazione
- Conoscenza dei materiali e del loro utilizzo - Apprendere come manipolare e adattare una vasta gamma di materiali e di tecnologie - Studiare gli stili nelle arti visive, quali risultano dalla storia dell'arte - Conoscenza di base delle principali opere d'arte (cultura popolare inclusa) come importante testimonianza della storia umana - Acquisire consapevolezza dell'utilizzo del patrimonio culturale locale, nazionale e internazionale come fonte d'ispirazione - Approfondire l'evoluzione del gusto nel mondo e l'importanza del fattore estetico nella vita quotidiana	Unità 1: Materiali e tecniche; brainstorming. I tirocinanti prendono confidenza con i materiali di base, le loro tecniche e le possibilità del loro utilizzo attraverso slide e video. Introduzione al processo del brainstorming Unità 2: Teoria del colore; ispirazione dalla natura; ispirazione da culture non europee. I tirocinanti apprendono i fondamenti teorici del mescolamento dei colori e come utilizzare le culture e la natura come fonte d'ispirazione Unità 3: Teoria della composizione. I tirocinanti apprendono come concepire e comporre una nuova sintesi Unità 4: Forme delle arti visive. Familiarizzare con la scena	**Conoscenze** - I materiali e il loro uso attraverso tecniche differenti - Il processo di brainstorming e il processo creativo - Regole della teoria del colore - Conoscenza delle fonti d'ispirazione nella vita quotidiana - Comprensione delle leggi della natura e della geometria nella composizione - Il tirocinante diviene consapevole sui trend dell'arte visiva contemporanea - Il tirocinante comprende le forme dell'arte visiva, come sono presentate e specificate - Combinare i materiali per realizzare un'opera composta da più media - Combinare tecniche per realizzare un'opera composta da più media - Conoscere come sviluppare delle serie di lavori - Conoscere come promuovere ed esibire il proprio lavoro **Capacità** - Uso del colore e dei materiali - Trovare l'ispirazione e le idee dal brainstorming	Unità 1: 10 ore Unità 2: 10 ore Unità 3: 10 ore Unità 4: 10 ore Unità 5: 10 ore TOTALE: 50 ore	Le conoscenze teoriche e le abilità pratiche dei tirocinanti saranno valutate dapprima separatamente per ogni singola unità e in seguito attraverso un esame finale

	dell'arte visiva contemporanea e le forme che prende, attraverso opere d'arte particolarmente rappresentative o artisti rilevanti. Esercitarsi a mescolare tecniche e materiali in nuove opere d'arte attraverso video e workshop Unità 5: Stili dei movimenti artistici; sviluppo delle idee; planning di un progetto; sviluppo di una serie di opere; comunicazione promozionale (portfolio); mostre. I tirocinanti apprendono i principali stili e i movimenti artistici; modalità di sviluppo di una serie di opere attraverso un workshop. Come comportarsi con lo sviluppo e la presentazione del portfolio e come curare ed esibire il proprio lavoro. Pratica di comunicazione professionale	- Il tirocinante apprende a trarre ispirazione dalla natura, dalle culture, dagli stili e dagli stimoli - Conoscere come comporre un'opera da una graffiatura - Essere in grado di scegliere il metodo espressivo appropriato e la corretta forma d'arte visiva per la realizzazione di un'opera - Essere in grado di pensare a modi di combinare diverse forme d'arte per realizzarne di nuove - Essere in grado di realizzare opere uniche composte da più media - Il tirocinante è in grado di sviluppare una prima idea in un concetto utile per un progetto, pianificarlo e realizzarlo - Sviluppare una serie completa di opere personali - Presentazione della propria opera - Comunicazione promozionale, portfolio, mostre **Competenze** - Espressione creativa - Percezione estetica - Tecniche di comunicazione - Approntare un business plan - Sviluppare progetti - Essere in grado di spiegare le implicazioni e le applicazioni di soluzioni creative in più contesti - Essere in grado di mettere in pratica il		

		pensiero critico con una particolare attenzione verso la propria attività artistica e i suoi risultati - Essere in grado di valutare e discutere l'attività artistica in un contesto sociale, economico ed estetico più ampio		

MODULO: AUDIOVISIVI E MULTIMEDIA – Rif. Qualifica: Esperto nel trattamento e nell'impostazione di elementi grafici nella pre-impressione (EQF: livello 4)

Obiettivi specifici	Unità	Risultati dell'apprendimento	Durata	Criteri di valutazione
- Generare il materiale necessario per costituire forme geometriche in 3D - Utilizzare i calcoli matematici necessari per aggiungere e sottrarre volume e per l'edizione dinamica del disegno - Delineare abbozzi del disegno da realizzare - Avere padronanza delle tecniche di layout per un risultato professionale	1. Colore, visualizzazione e dinamica delle forme 2. Forme geometriche e concetti astratti 3. Elaborazione delle forme in 2D e 3D 4. Layout e composizione grafica 5.Layout e composizione grafica (II)	**Conoscenze** - Descrivere il colore, le caratteristiche generali e la forma; design e creatività; osservazione e astrazione; colore: ombra, valore e saturazione; luci e ombre - Definire le proprietà fisiche del materiale: riflessione, rifrazione, luminanza e trasparenza - Spiegare i contorni delle forme: l'equilibrio e il peso della forma; contorni lineari e curvilinei; angolo visuale; punti di vista - Definire le funzioni-comando regolabili: sposta, copia, gira, scala, equidistanza, simmetria, taglia, lunghezza, connessione, smussatura - Definire gli assi e i piani sistema: vista ortogonale e isometrica - Descrivere le funzioni-comando del disegno 2D: linea, cerchio, arco, ellisse, rettangolo, poligono, ecc. - Spiegare le funzioni-comando del modellare in 3D: estrusione, rivoluzione, operazioni di raschiamento e booleane: addizione, sottrazione e intersezione - Descrivere l'impressione in 3D: tecnica	Unità: 6 ore Unità 2: 10 ore Unità 3: 15 ore Unità 4: 9 ore Unità 5: 10 ore TOTALE: 50 ore	**Unità 1:** - Delineare forme in 2D utilizzando i parametri della misurazione variabile necessaria per la loro trasformazione dinamica, e utilizzando le corrispondenti funzioni-comando del software utilizzato - Presentare i layout realizzati in formato digitale, per la loro analisi; presentare i test adeguati per il modulo **Unità 2:** - Utilizzare le necessarie funzioni-comando del software di riferimento per la creazione di ambienti bi e tridimensionali - Identificare le forme geometriche degli oggetti - Identificare e creare gli

		additiva; conversione delle parti in un formato stl - Spiegare l'equilibrio nella composizione, nel ritmo e nell'armonia - Definire l'ombra, il contrasto e la tessitura - Elencare le direzioni visive nel layout: orizzontalità, verticalità, ecc. - Descrivere gli elementi audio-visivi - Spiegare l'importazione dei file multimediali - Definire l'uso della tipografia nella composizione **Capacità** - Analizzare e paragonare gli abbozzi delineati in precedenza per migliorare il progetto - Paragonare gli abbozzi realizzati per avere un progetto migliore - Risolvere un disegno volumetrico apportando migliorie alle funzioni-comando adeguate - Perfezionare le funzioni-comando per costruire abbozzi in 2D - Portare a termine i cambiamenti necessari alla geometria in 2D per raggiungere il miglior risultato, ottimizzando il processo - Usare correttamente i piani di lavoro e gli assi per avere una forma in 3D - Importare elementi esterni che saranno utilizzati nel layout - Elaborare la composizione adeguata per la presentazione di un progetto **Competenze** - Elaborare uno studio per un progetto		strati. Proprietà **Unità 3:** - Utilizzare le necessarie funzioni-comando del software di riferimento per la creazione di oggetti volumetrici in 3D - Utilizzare i comandi booleani per aggiungere e sottrarre materia per trasformare il volume 3D – utilizzando le funzioni-comando del software di riferimento - Presentare i disegni realizzati in formato digitale, affinché vengano analizzati; presentare i test adeguati per il modulo **Unità 4:** - Ultimare lo storyboard e il layout della presentazione elaborata a partire dai progetti realizzati - Realizzare il layout della presentazione del progetto utilizzando il software adeguato **Unità 5:**

		finalizzato a creare modelli diversi, attraverso l'osservazione del problema da risolvere - Elaborare forme geometriche e disegni astratti analizzando i parametri necessari del modello per ottimizzare i cambiamenti possibili - Elaborare disegni virtuali in 2D e in 3D analizzando i parametri necessari del modello per ottimizzare i cambiamenti possibili e ridurre i costi - Creare il layout del progetto, elaborando una composizione ottimale degli elementi integrati, raggiungendo un buon ritmo relativamente al colore e alla dinamica		- Realizzare il layout della presentazione del progetto (continuazione) - Presentare il layout realizzato in formato digitale, in maniera da poter essere analizzato

MODULO: ARTI LETTERARIE – Rif. Qualifica: Esperto in scrittura creativa (EQF: livello 4)

Obiettivi specifici	Unità	Risultati dell'apprendimento	Durata	Criteri di valutazione
- Familiarizzare con le basilari tecniche di scrittura creativa per realizzare testi significativi - Risveglio e training dell'immaginazione e della memoria per prevenire la "paura della pagina bianca" - Provare a osservare il mondo "con occhi diversi", ricercando nell'ordinario aspetti sconosciuti - Mettere in pratica l'uso di risorse linguistiche che permettano di sviluppare uno stile personale che trasmetta questa "visione del mondo diversa"	1. LE MANI SUL FOGLIO: Primi passi; costruire uno spazio su misura; ricerca degli argomenti; resa delle immagini; osservazione e interpretazione della realtà personale e sociale 2. IL BLOCCO DELLO SCRITTORE: Blocco letterario: come affrontarlo (scrittura automatica; ipotesi fantastica) 3. EVOCANDO LE MUSE: Immaginare; scrivere partendo dalla fine; relazioni di fantasia; monologo interiore; memoria letteraria; diario; esercizi di stile; combinare gli argomenti; scrivere a partire da un'immagine; diagrammi concettuali; costellazione della parola	**Conoscenze** - Spiegare in maniera fluida parole, sensazioni, percezioni - Classificare le opere scritte per esprimere la realtà - Identificare le tecniche di scrittura più comuni rivolte a migliorare l'immaginazione e a costruire argomenti - Descrivere tipi diversi di testi letterari e di risorse stilistiche - Classificare testi letterari - Identificare la prospettiva migliore e la voce narrativa - Riprodurre risorse stilistiche diverse **Capacità** - Spiegare in maniera fluida parole, sensazioni, percezioni - Analizzare fatti, eventi, pensieri, idee - Produrre e progettare nuovi pensieri - Distinguere interiormente i pensieri, i sentimenti e gli atti; analizzare l'ambiente - Specificare le risorse linguistiche e stilistiche - Mettere in luce immagini e sensazioni di discorsi particolarmente significativi - Distinguere diversi tipi di testi letterari - Classificare testi letterari	Unità 1: 8 ore Unità 2: 7 ore Unità 3: 15 ore Unità 4: 10 ore Unità 5: 10 ore TOTALE: 50 ore	Valutazione continua attraverso lo svolgimento degli esercizi proposti Criteri di valutazione: - Qualità del linguaggio utilizzato - Creatività nell'utilizzo del linguaggio - Flessibilità nell'uso di stili e registri - Abilità nello strutturare storie - Abilità di comunicazione - Chiarezza - Originalità

	4. CON LA PENTOLA SUL FUOCO: Laboratori di creazione; pianificare; primo e ultimo paragrafo; visibilità; uso dei sensi fisici 5. CON LA PENTOLA SUL FUOCO: Metafore; la voce del narratore; il punto focale; come evitare i luoghi comuni, alcuni avverbi e alcuni aggettivi; gli errori più comuni; suggerimenti	- Costruire messaggi in maniera semplice - Analizzare come programmare e ridurre un testo - Determinare come mostrare e drammatizzare un evento invece di descriverlo **Competenze** - Sviluppare connessioni tra fatti ed eventi apparentemente sconnessi - Pianificare agilmente fatti ed eventi inaspettati - Adattarsi alle nuove sfide con flessibilità - Organizzare e pianificare testi per esprimere la realtà - Creare storie, discorsi, argomenti - Comunicare, esprimere, formulare impressioni e conoscenze attraverso la parola scritta - Combinare risorse stilistiche differenti - Definire la propria voce narrativa - Comunicare e formulare messaggi con facilità - Valutare e incorporare un impegno letterario con la realtà impalpabile in un mondo virtuale e globalizzato, dominato dall'omogeneizzazione dei messaggi e la riduzione dell'esperienza vitale alla superficialità - Sviluppare empatia e complicità nei confronti degli altri lettori e scrittori		

MODULO: ARTI PERFORMATIVE – Rif. Qualifica: Esperto della rappresentazione e dell'interazione nelle arti sceniche (EQF: livello 4)

Obiettivi specifici	Unità	Risultati dell'apprendimento	Durata	Criteri di valutazione
- Sviluppare un'attitudine positiva: iniziativa, autogestione del tempo e delle risorse, autodisciplina / motivazione di sé e capacità di adattamento - Coscienza del proprio processo creativo: ricerca dell'ispirazione, elaborazione di un'idea, definizione del progetto, creatività nelle performance, gestione dell'attesa - Lavoro sul reale: i partecipanti dovrebbero realizzare idee semplici ed efficaci per rafforzare le loro competenze professionali - Rafforzare quei particolari settori artistici in cui lo studente vuole sviluppare le proprie competenze	1. Identità e rappresentazione 2. Forma e narrativa nelle arti sceniche 3. Generare interazione: allenarsi, incoraggiare, influenzare 4. Generare interazione: allenarsi, incoraggiare, influenzare (II)	**Conoscenze** - Identificare i punti chiave del proprio processo creativo - Descrivere il perfezionismo in opposizione all'ottimismo - Definire il proprio processo creativo senza giudizio critico - Identificare gli elementi di base delle strutture della performance - Descrivere la forma attraverso l'osservazione - Spiegare il proprio processo creativo di lavoro - Classificare le dinamiche di gruppo - Descrivere la teoria del processo creativo collettivo - Identificare gli stili di leadership - Spiegare il Gamestorming 7P e la sua applicazione nelle arti performative - Dare esempi di comunicazione non-violenta **Capacità** - Determinare il training della voce e del parlato - Mettere in pratica l'auto-motivazione e l'introspezione - Controllare le emozioni e gli stati d'animo - Analizzare i referenti validi riguardanti le arti performative per utilizzarli nella propria creazione - Narrazione	Unità 1: 18 ore Unità 2: 16 ore Unità 3: 10 ore Unità 4: 6 ore TOTALE: 50 ore	Metodo: osservazione; presentare un progetto e realizzare il processo per sviluppare un progetto visibile Criteri: - Attenersi alle scadenze di ogni unità didattica - Focalizzarsi sui risultati Partecipazione allo sviluppo dell'esercizio

		- Discutere le strutture narrative - Analizzare le forme o strutture narrative di due lavori o performance che siano interessanti per gli studenti - Analizzare la struttura attraverso l'osservazione - Analizzare i fattori che facilitano o impediscono l'applicazione dell'insegnamento o delle capacità per l'apprendimento degli altri - Dimostrare leadership in contesti di lavoro di gruppo - Mettere in pratica un ascolto attivo - Utilizzare la motivazione - Mettere in pratica il lavoro di gruppo **Competenze** - Adattare il processo di lavoro interiore agli obiettivi e ai criteri richiesti - Creare un progetto artistico su commissione - Definire l'auto-coscienza del proprio processo creativo e superare gli ostacoli - Sviluppare la conoscenza dei talenti e l'identità individuale - In ambito professionale, spiegare al cliente in maniera narrativa l'intensità della creazione, rendendo visibile il processo creativo in modo comprensibile ed efficace - Suscitare gli effetti emozionali dei ritmi narrativi sul pubblico - Stabilire indizi utili da estrapolare dalla creazione e dalla parte che ha una forza narrativa maggiore - Criticare le forme e le strutture - Rafforzare il legame di gruppo venendo incontro ai		

		suoi bisogni e al suo obiettivo creativo - Realizzare ambienti che siano favorevoli alla creazione - Integrare nel gruppo il conflitto della gestione - Pianificare le prove e mettere in atto il processo di insegnamento-apprendimento - Gestire le controversie nei processi di creazione collettiva		

Annexes

MODULE: BUSINESS ADMINISTRATION /MANAGEMENT

MODULE: BUSINESS AND ADMINISTRATION/MANAGEMENT	
General Objective:	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
Specific Objectives	→ Teach trainees how to manage the process to develop their own business → Teach trainees how to manage their career and their timeframe → Teach trainees how to develop leadership → Teach trainees how to develop planning and organizing competencies linked to the business and administration topics → An introduction to finance → An introduction to budget and its process → Teach trainees to set up a business plan
5 Units	The specific areas the module is focused on: **Unit 1. Introduction to Management.** The trainees will learn about the main elements of the management **Unit 2. Planning and Organization.** The trainees will learn how to plan and organize their own job and business **Unit 3. Introduction to Finance.** The trainees will learn about the main elements of finance **Unit 4. Introduction to Budget.** 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 **Unit 5. Management.** Some info about the meaning of management and how its process works

Learning Outcomes of the module	→ The trainees will realize the importance of organization, planning and punctuality → The trainees will develop some familiarity with the basics of project management → The trainees will learn how to manage a project from beginning to end → The trainees will know how to manage a budget → The trainees could make a professional estimation of potential costs and income of their project → The trainees will develop the capacity to be comfortable with working with different coworkers → The trainees will know how to make decisions in a difficult situation → The trainees can work independently and take ownership of a project → The trainees will gain firsthand experience
Module duration	50 hours (35 hours e - learning / 15 hours face to face) Unit 1:10 hours Unit 2: 15 hours Unit 3: 10 hours Unit 4: 10 hours Unit 5: 5 hours

Evaluation method and criteria	Face-to-face lectures Simulation practise Assessment test Interactive online lectures Online discussion on the relevant topics 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.

ECVET Unit 1: Introduction to Management		
Reference Qualification:	**Expert in Business and Management**	
EQF Level	E4	
Learning Outcomes	• Have an awareness of personal style and preference and be confident in using that understanding to manage their own contribution • be confident in adapting management style to achieve desired impact and outcomes • have practised the key skills of setting out expectations, agreeing objectives, reviewing achievement and steering future performance	
Knowledge	**Skill**	**Competence**
• Being familiar with resources and techniques to get employment • Meaning and concept of management • The main elements of management	• How to manage and how to plan • Be able to initiate a project • Develop the capacity of administration	• Initiative • Creativity • Entrepreneurial thinking • Self - management

ECVET Unit 2: Planning and Organization		
Reference Qualification:	**Expert in Business and Management**	
EQF Level	E4	
Learning Outcomes	• Efficient use resources • Establishing goals • Managing Risk And Uncertainty • Creating Competitive Advantages	
Knowledge	**Skill**	**Competence**
• Meaning and concept of planning and organizing • The planning process • Main elements of planning • Different types of planning	• Management and planning • Be able to initiate a project • How to deal with the concept of planning • How to deal with the issue of organizing • Developing the making decision	• Initiative • Entrepreneurial thinking • Self - management

ECVET Unit 3: Introduction to Finance		
Reference Qualification:	**Expert in Business and Management**	
EQF Level	E4	
Learning Outcomes	• The trainees will learn some issues about the meaning of Finance • The trainees will learn the relationship between business and finance • The trainees will learn the importance of the timeframe in Finance	
Knowledge	**Skill**	**Competence**
• Basic knowledge of Finance • Knowledge about the main elements of Finance • The link between Finance and Business	• Knowing how to manage the time periods for Finance • Knowing how to deal with Finance aspects like its sources	• Management • Project management • Leadership

ECVET Unit 4: Introduction to Budget		
Reference Qualification:	**Expert in Business and Administration**	
EQF Level	E4	
Learning Outcomes	• The trainees will learn how to deal with a budget issue • The trainees will learn about the different characteristics of the budget	
Knowledge	**Skill**	**Competence**

• Knowledge about budget and its process • knowledge about the elements of the budget • The business plan • The financial plan	• Focusing on the project goals • Budgeting process • Learning how to deal with a business plan steps	• Leadership • Making decision process • Measuring the own capacity of planning

ECVET Unit 5: Management		
Reference Qualification:	**Expert in Business and Management**	
EQF Level	E4	
Learning Outcomes	• Trainees will demonstrate their knowledge of business and management principles • Trainees will demonstrate critical-thinking and problem solving skills • Trainees will demonstrate a sense of responsibility and a capacity for service • Trainees will demonstrate the ability to recognize when change is needed, adapt to change as it occurs, and lead change • Trainees will demonstrate an understanding of their personal interests, abilities, strengths, and weaknesses as the pertain to their chose career field	
Knowledge	**Skill**	**Competence**
• Some knowledge about the history of management • Project management framework • The leadership	• Knowing how to manage a project • Knowing how to deal with the different aspects of a project	• Review Advanced Topics in • Management and Leadership • Design the management and the leadership development plans

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 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 Online Project work Online discussion on the relevant topics	10	100,00 %
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 Online Project work Online discussion on the relevant topics	10	100
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	
General Objective:	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. 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. 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.
Specific Objectives	→ Examine some of the fundamental components of strategic communications; → Explain the theories of communication, persuasion and ethics; → Describe an understanding of effective communications; → Describe how social media has changed the way we communicate and the way we do business; → Describe how social media fits in with other digital tools and marketing approaches; → Explain how create and manage social presences on Facebook, Twitter, Youtube, Instagram and Google+ and how communicators are using these networks; → 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; → Explain how to have a consistent personal brand and professional online presence; → 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; → Explain how to create a social media analytics report; → Explain how to follow a social media policy responsibly; → Explain how to apply the techniques of storytelling and online self-presentation to create a social e-portfolio.

5 Units *Each UNIT should be described in detail in the template below*	The specific areas the module is focused on **Unit 1. Principles and Techniques of Effective Communication** **Unit 2. Internet Communication** **Unit 3. Social Networks and personal branding** **Unit 4. Social Media Tools and Applications** **Unit 5. Social e-portfolio and techniques of online self-presentation**
Learning Outcomes of the module	By the completion of this module, participants will be able to: → Identify, and critically analyse, influences on communication → Critically examine and evaluate their own communication skills and those of others → Demonstrate competency in basic verbal and non-verbal communication skills → Present information in a structured, coherent and appropriate manner → Understand the communication attributes of digital media → Understand social media fundamentals → Understand basic social media etiquette → Create a social media campaign → Build a consistent online brand and possible personality → Publish social media updates and engage with a community → Apply social media best practices to enhance their personal brand → Understand social media advertising → Manage social media → Measure site traffic using Google Analytics → Create and follow a social media policy → Create a social e-portfolio using storytelling and techniques of online self-presentation
Module duration	50 hours Unit 1: 4 h Unit 2: 8 h Unit 3: 10 h Unit 4: 24 h Unit 5: 4 h
Evaluation method and criteria	Face-to-face lectures Simulation practise Assessment test Interactive online lectures/animations Online discussion on the relevant topics

ECVET Unit 1 : Principles and Techniques of Effective Communication		
Reference Qualification:	**Expert in effective digital communication**	
EQF Level	E4	
Learning Outcomes	→ Identify, and critically analyse, influences on communication; → Know the basic principles of communication → Demonstrate an understanding of effective communications; → Critically examine and evaluate their own communication skills and those of others; → Demonstrate competency in basic verbal and non-verbal communication skills; → Determine the critical communications requirements for a given situation; → Present information in a structured, coherent and appropriate manner; → Work within a group to present a consistent and coherent message.	
Knowledge	**Skill**	**Competence**

– Basic principles of communication; – Defining communication: types, patterns and modes of communication; – channels of communication; – the communication process; – transmission and reception; – barriers to effective communication; – lingustic communication; – sensory reception; – non-verbal communication; – first impressions; – one-to-one vs. one-to-many communication; – group communication	- Communication skills - Networking skills - Technical skills - Interpersonal skills for influence - Attending skills - Verbal response skills - Non verbal communication skills - Motivational skills - Listening skills - Influence skills - Negotiation skills - Team work skills	**Communication competences:** - 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?); – 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); – 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…); – 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).

ECVET Unit 2 : Internet Communication	
Reference Qualification:	**Expert in effective digital communication**
EQF Level	E4
Learning Outcomes	→ Know the impact of new media on communication in global context → Know the basic principles of online communication: internet communication and CMC (Computer Mediated Communication) → Identify, and critically analyse, influences on online communication; → Develop a messages that should be relevant and appropriate to the audience → Demonstrate competency in basic verbal and writing online communication skills;

	→ Present information in a structured, coherent and appropriate manner; → Work within a group to present a consistent and coherent message.	
Knowledge	**Skill**	**Competence**
– The evolution in the communication process – Basic principles of online communication; – Persuasive writing in the Social networks – CMC or Computer Mediated Communication – Basic principles of online psychology	- Communication skills - - Computer basic skills - Life skills - Networking skills - Technical skills - Interpersonal skills for influence - Attending skills - Motivational skills - Listening skills - Influence skills	**Basic competences:** – Writing with a computer - Aim: To learn and exercise computer basic skills and concepts. – Keeping in touch with others via the Internet - Aim: How to communicate via computer – email, social network and Web-based application; – How to find exactly what you are looking for (Information Search on the Internet) Aim: Improving "search skills"; – Services on the Internet - Aim: Discover the world of information opportunities and services on the Internet; – Where you might go next (further e-learning opportunities on the Internet) Aim: Further learning and information opportunities on the Internet and Computer-based. **Communicative competences:** **- Linguistic competence** (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?); **- Strategic Competence:** 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); **Advanced competences:** - Communicate and manage information online (Knowing how to profit by the communication possibilities over the Internet); - Solve problem (Knowing how to identify digital needs, solve problems through digital means, asses the information retrieved).

ECVET Unit 3 : Social Networks and personal branding		
Reference Qualification:	**Expert in effective digital communication**	
EQF Level	E4	
Learning Outcomes	→ Find the right social network → Design your social media profile pages → Build a community and engage with your followers → Create a brand identity and positive brand association → Develop a social media strategy to effectively target people who are interested in your business, product or service	
Knowledge	**Skill**	**Competence**
- Basic knowledge of the main social media; - The characteristics of a social media for enhance your brand - Fundamentals of creating and managing social presences and personal branding on social networks;	- Communication skills - Computer basic skills - Digital skills - E-skills - Creative skills - Public relation skills - Networking skills - Attending skills - Influence skills	**Basic competences:** – Writing with a computer - Aim: To learn and exercise computer basic skills and concepts; – Keeping in touch with others via the Internet – Aim: How to communicate via computer – email, social network and Web-based application; – How to find exactly what you are looking for (Information Search on the Internet) Aim: Improving "search skills"; – Services on the Internet - Aim: Discover the world of information opportunities and services on the Internet; – Where you might go next (further e-learning opportunities on the Internet) - Aim: Further learning and information opportunities on the Internet and Computer-based; **Communicative competences:** – Linguistic competence (Knowing how to use the appropriate language in order to enhance the personal brand); – 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 skills - Critical thinking - Problem-solving skills	personal branding on social media; Knowing how to build a personal brand through social networking). **Strategic competences:** – Communicate and manage information on Internet (Knowing How to profit by the communication possibilities over the Internet); – Solve problem (Knowing How to identify digital needs, solve problems through digital means, assess the information retrieved).

ECVET Unit 4 : Social media tools and application		
Reference Qualification:	**Expert in effective digital communication**	
EQF Level	E4	
Learning Outcomes	→ Be able to apply the techniques of storytelling → Be able to apply the techniques of online-presentation → Design your social portfolio using storytelling → Be able to manage impressions → Be able to create desired impressions → Build a community and engage with your followers → Create content that people actually share → Manage your social media presence	
Knowledge	**Skill**	**Competence**
– Fundamentals of storytelling; – The rules of storytelling – The Psycology of sharing – Techniques of online self-presentation – Social Media Management Tools – Social Media Best Practise	- Communication skills - Digital skills - E-skills - Creative skills - Self-presentation skills - Public relation skills - Networking skills - Interpersonal skills for infulence - Attending skills - Motivational skills - Listening skills - Influence skills - Behavioral Skills - problem-solving skills	**Basic competences:** – Writing with a computer - Aim: To learn and exercise computer basic skills and concepts; – Keeping in touch with others via the Internet – Aim: How to communicate via computer – email, social network and Web-based application; – How to find exactly what you are looking for (Information Search on the Internet) Aim: Improving "search skills"; – Services on the Internet - Aim: Discover the world of information opportunities and services on the Internet; – Where you might go next (further e-learning opportunities on the Internet) - Aim: Further learning and information opportunities on the Internet and Computer-based; **Communicative competences:** - Linguistic and creative competence (Knowing how to use the appropriate language in order to create a social portfolio using storytelling); **Strategic/creative competences:** - 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); - Create and share content

		(knowing the psychology of sharing; knowing how to communicate through online tools, taking into account privacy, safety and netiquette; how 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;

ECVET Unit 5 : Social e-portfolio and techniques of online self-presentation		
Reference Qualification:	**Expert in effective digital communication**	
EQF Level	E4	
Learning Outcomes	→ Find the right social network → Design your social media profile pages → Build a community and engage with your followers → Create a brand identity and positive brand association → Develop a social media strategy to effectively target people who are interested in your business, product or service	
Knowledge	**Skill**	**Competence**
- Basic knowledge of the main social media; - The characteristics of a social media for enhance your brand - Fundamentals of creating and managing social presences and personal branding on social networks;	- Communication skills - Computer basic skills - Digital skills - E-skills - Creative skills - Public relation skills - Networking skills - Attending skills - Influence skills	**Basic competences:** – Writing with a computer - Aim: To learn and exercise computer basic skills and concepts; – Keeping in touch with others via the Internet – Aim: How to communicate via computer – email, social network and Web-based application; – How to find exactly what you are looking for (Information Search on the Internet) Aim: Improving "search skills"; – Services on the Internet - Aim: Discover the world of information opportunities and services on the Internet; – Where you might go next (further e-learning opportunities on the Internet) - Aim: Further learning and information opportunities on the Internet and Computer-based; **Communicative competences:** – Linguistic competence (Knowing how to use the appropriate language in order to enhance the personal brand); – 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

	- Personal branding skills - Critical thinking - Problem-solving skills	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). **Strategic competences:** – Communicate and manage information on Internet (Knowing How to profit by the communication possibilities over the Internet); – Solve problem (Knowing How to identify digital needs, solve problems through digital means, assess the information retrieved).

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	→ Interactive online lectures/animations → Interactive forum (synchronous and asynchronous forum) → Online discussion on the relevant topics		2	50%
Other			0	0%
Total training hours			4	
Total ECVET points			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	1. Interactive online lectures/animations 2. Interactive forum (synchronous and asynchronous forum) 3. Online discussion on the relevant topics		6	75%
Other			0	0%
Total training hours			8	
Total ECVET points			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	→ Interactive online lectures/animations → Interactive forum (synchronous and asynchronous forum) → Online Project work → Online discussion on the relevant topics		8	80,00 %
Other				0%
Total training hours			10	
Total ECVET points			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	→ Interactive online lectures/animations → Interactive forum (synchronous and asynchronous forum) → Online Project work → Online discussion on the relevant topics		17	70,83 %
Total training hours			24	
Total ECVET points			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	→ Interactive online lectures/animations → Interactive forum (synchronous and asynchronous forum) → Online Project work → Online discussion on the relevant topics		2	50%
Other				0%
Total training hours			4	
Total ECVET points			0,3	

MODULE: ENTREPRENEUR SKILLS AND SOCIAL ENTREPRENEURSHIP

MODULE: Entrepreneurial Skills and Social Entrepreneurship	
General Objective:	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.
Specific Objectives	- Understand the basic differences between, self-employment, startup, social and conventional entrepreneurship - Learn the effect of fear in starting a business - Understand the effect of team work in business - Acknowledge the basic communication challenges and build communication skills - Understand and use practical management tools and framework to build and test a new venture idea - Embrace creativity and use tools and get familiar with tools to enhance it. - Get familiar with new age marketing and social media influence to business - Understand new consumer trends - Know how to build a presence in social media
Units (1-5) **Each UNIT should be described in detail in the next template**	Introduction to entrepreneurship concept 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. 2.- Personal and Professional Development 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. 3.- From Idea to business venture By the end of the Unit the student will be able to understand how to craft a business plan, use tools to create a biusiness model and identify appropriate resources to fund the potential venture 4.-Marketing in the New Age By the end of the Unit the student will be able to explain ow

	new age transformed the marketing process and will be aware of using the new tools of digital economy for business puprose. 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. 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.
Learning Outcomes of the module	• Techniques of business • Brainstorming ideas / inspiration and using tools to boost creativity • Awareness of Communication skills • Awareness of team effectiveness • Apply tools for business model testing • Know how to set up Social Media presence
Module duration	**50 HOURS (35 theoretical + 15 practical)** Unit 1: 15h (practical and theoretical) Unit 2: 10h (practical and theoretical) Unit 3: 10h (practical and theoretical)) Unit 4: 10h (practical and theoretical)) Unit 5: 5hrs Practical
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	**Level 4**
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	**Skill**
• Entrepreneurship concept • Social Entrepreneurship concept • Human centered design • Fear Failure • Innovation and Social Innovation	-Clear understand of what is a social mission Design -human centered business models -Design venture models based on innovation -Avoid affect of fear on starting up -Confidence over idea generation capability

MODULE: Entrepreneurial Skills and Social Entrepreneurship	
ECVET Unit 2: **Personal and Professional Development**	
Reference Qualification:	
EQF Level	**Level 4**
Learning Outcomes	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.
Knowledge	**Skill**
• Basic communication theory • Creativity and barriers • Creativity tools • Problems and challenges within teams	• Develop Listening skills • Communication skills • Use models to boost creativity • Understand and predict basic challenges in working with teams • Be a better team player

MODULE: Entrepreneurial Skills and Social Entrepreneurship	
ECVET Unit 3: **From Idea to Business Venturwe**	
Reference Qualification:	
EQF Level	**Level 4**
Learning Outcomes	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
Knowledge	**Skill**
• Setting Goals and objectives • Basic tools for business modeling • Business plan sections and units • Understand Mission, vision and values • Funding process for startups • Communicating the idea: Pitch • Basic management and planning tools	• SMART goals model application • Apply SWOT Analysis • Apply competitive forces framework • Business modeling skills • social business modeling skills • Develop effective company profile • Develop a business plan • Ability to calculate [potential sustainability

MODULE: Entrepreneurial Skills and Social Entrepreneurship	
ECVET Unit 4: **Marketing in the new Age**	
Reference Qualification:	
EQF Level	**Level 4**
Learning Outcomes	By the end of the Unit the student will be able to explain ow new age transformed the marketing process and will be aware of using the new tools of digital economy for business puprose. 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**
• Marketing in the digital age • The prosumer concept • Value creation for consumer • Social media business presence	• Setup social media pages for business • Launch consumer –oriented business • Listen to consumers needs • Name difference and of social and conventional marketing

MODULE: Entrepreneurial Skills and Social Entrepreneurship	
ECVET Unit 5: Practical Exercise Unit	
Reference Qualification:	
EQF Level	**Level 4**
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**
• knows how to develop series of work. • knows how to promote and exhibit his/her work.	• Developing a complete series of personal artwork. • Presentation of the work body. • Promotional communication, portfolio, exhibition.

MODULE: CRAFT

MODULE: CRAFT

General Objective:	Develop the trainee's artisan skills to a professional standard.
Specific Objectives	● Learn about the types of crafts that exist ● Learn about the basic craft techniques ● Practice professional artisan skills
5 Units *Each UNIT should be described in detail in the template below*	The specific areas the module is focused on: Unit 1: **Historical info -** Trainees get to know some info about the handicraft history focusing on the Italian and Sicilian ones Unit 2: **Craft and materials -** Trainees learn about different types of materials, how to work with them and how use them Unit 3: **Introduction to Chemistry -** Trainees learn some basic chemistry lessons Unit 4: **Mixing and Melting -** Trainees get to know some info about the way of mixing and melting different kind of materials Unit 5: **Final project -** 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
Learning Outcomes of the module	● Knowledge of materials ● Assessment of different kind of materials ● Technical knowledge of mould making ● Basic chemistry knowledge ● Mixing materials ● Melting points ● Some historical info about the craft in Italy and Sicily ● Main steps to build an artistic project
Module duration	50 hours (35 theoretical + 15 practical) Unit 1: 5 hours Unit 2: 10 hours Unit 3: 5 hours Unit 4: 15 hours Unit 5: 15 hours

Evaluation method and criteria	Face-to-face lectures Simulation practise Assessment test Interactive online lectures/animations Online discussion on the relevant topics

ECVET Unit 1: Historical Info		
Reference Qualification:	**Expert in Craft**	
EQF Level	4	
Learning Outcomes	• .The trainee will know some info about the Handicraft history • The trainee will know some info about the history of the handicraft in Italy and Sicily	
Knowledge	**Skill**	**Competence**
• Knowledge about the handicraft history	• Technical skills • Non verbal communication skills • Motivational skills • Listening skills	• Technical competence • Historical competence

ECVET Unit 2: Craft and Materials		
Reference Qualification:	**Expert in Craft**	
EQF Level	4	
Learning Outcomes	• The trainees will know about the different types of materials • The trainees will know how to use better the different types of material • The trainees will know some important tips about the different materials	
Knowledge	**Skill**	**Competence**

• Knowledge of materials • knowledge of materials' characteristics	• Choose a suitable way of using the different materials	• How to better use the different types of materials

ECVET Unit 3: Introduction to Chemistry		
Reference Qualification:	**Expert in Craft**	
EQF Level	4	
Learning Outcomes	• Info about elements • Introduction to compound • Introduction to mixture	
Knowledge	**Skill**	**Competence**
• Knowledge of different elements • Chemical reactions • Compound	• Basic knowledge of chemistry	• How to use the artistic materials in a proper way

ECVET Unit 4: Mixing and Melting	
Reference Qualification:	**Expert in Craft**

EQF Level	4	
Learning Outcomes	• The trainees will know about the different ways of melting and mixing materials • The trainees will know the meaning of melting • The trainees will know the meaning of mixing	
Knowledge	**Skill**	**Competence**
• Knowledge of materials • knowledge of materials' characteristics • knowledge of mould making • knowledge of melting	• Mould making • Mixing elements	• How to mix different elements • Knowledge about different elements

ECVET Unit 5: Final Project		
Reference Qualification:	**Expert in Craft**	
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**
• Knows how make a specific craft item • Knows what the creation of this item involves	• Communication skills • E-skills • Creative skills • Public relation skills • Networking skills • Personal branding skills • Critical thinking • Problem-solving	• Independently create a craft item • Planning the work, determining the materials and the costs

	skills	

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

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

Total ECVET points	0,75

ECVET Unit 3: Introduction to Chemistry				
Reference Qualification:	Expert in Craft			
Module Title	Craft			
Module Type	Specific Modules			
Module Theme	Craft			
Training Methods			**Training hours**	**Weight**
Instructor-led/Classroom-based	Theoretical learning	face to face, lectures, classes	5	100,00 %
Total training hours			5	
Total ECVET points			0,375	

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

ECVET Unit 5: Final Project				
Reference Qualification:	Expert in Craft			
Module Title	Craft			
Module Type	Specific Modules			
Module Theme	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

MODULE: Cultural Heritage	
General Objective:	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. 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.
Specific Objectives	→ To explore different methods to teaching a cultural heritage → To explore techniques and instruments used in order to promote cultural awareness and cultural heritages → To understand the general idea of culture → To demonstrate the different aspects of culture → To identify tangible and intangible cultural elements → To develop outlines of a curriculum for teaching cultural heritage and cultural diversity
Units	The specific areas the module is focused on (max. 4- min. 2) Unit 1. Awareness on local, national and international cultural heritage Unit 2. Didactics of Arts
Learning Outcomes of the module	By the completion of this module, students will be able to: → 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; → compare the national and local regulations on the conservation of cultural heritages; → make a comparison between the training programmes, methodologies and practices; → develop and share common instruments that can be used in training courses; → promote an awareness of the importance of cultural diversity → 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
Module duration	50 hours Unit 1: 20 hours Unit 2 : 30 hours

Evaluation method and criteria	Online test Simulation practise Interactive online lectures Online discussion on the relevant topics

ECVET Unit: Awareness on local, national and international cultural heritage		
Reference Qualification:	Expert in didactics of art education	
EQF Level	E4	
Learning Outcomes	→ to understand the cultural and linguistic diversity at the international level → to be aware about the importance of cultural diversity → to understand and safeguard the importance of aesthetic factors in daily life	
Knowledge	**Skill**	**Competence**
– basic knowledge of art history , law and management of cultural heritage – basic knowledge of major cultural works, including popular contemporary culture – knowledge of the concept of culture , the cultural object, history of popular traditions and folklore – knowledge of the evolution of taste in the world and the importance of aesthetic factors in daily life	– Creative skills – Communication skills – Problem solving skills – Civic skills – Planning & organizing skills – Creative And Innovative Thinking Skills	- Creative expression 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 - Aesthetic Perception 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. - Historical and Cultural Perspective 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. - Critical Analysis 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, locat, select, and use resource tools to help in analyzing, synthesizing, and

		communicating information.

ECVET Unit: Didactics of Arts		
Reference Qualification:	Expert in didactics of art education	
EQF Level	E4	
Learning Outcomes	→ To describe general concepts related to Cultural Heritage and Cultural Diversity → To explore different approaches to teaching a cultural heritage → To explore techniques and instruments used in order to promote cultural awareness and cultural heritages → To develop outlines of a curriculum for teaching cultural heritage and cultural diversity	
Knowledge	**Skill**	**Competence**
– Cultural diversity and different perceptions about culture – Basic knowledge about several types of coaching techniques – The coaching process – Facilitation techniques and tools to artistic groups – Group Coaching for Artists	– Communication skills – problem solving skills – Cretive skills – Public relation skills – Interpersonal skills for infulence – Attending skills – Motivational skills – Listening skills – Influence skills – Negotiation skills – psychological and pedagogical skills	→ Assisting a group to brainstorm and problem solve Aims: to be able to solve conflicts and critical situations with others in a positive and constructive way → knowledge about group processes 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: → Who is dominating in the group? And how stop them → Who is withdrawn? And how to involve them → Who looks bored? And how to draw them in to the process → experience in project development and management 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. → communication techniques 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 → methods for coaching Aims: to have a knowledge about some creative

		methods to visualise or moderate situations and processes; to have an experience in coaching groups or individuals in order to manage different reactions of participants in different situations.

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	– Interactive forum (synchronous and asynchronous forum) – Online discussion on the relevant topics		10	50%
Other				0%
Total training hours			20	
Total ECVET points			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	– Interactive online lectures – Online Project work – Online discussion on the relevant topics		10	33,33%
Other			0	0%
Total training hours			30	
Total ECVET points			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	• Learn about the materials and their use. • Learn how to manipulate and adapt a wide range of physical materials and technologies. • Learn the styles in visual arts, as they result from art history • Basic knowledge of major art works, including popular culture as an important record of human history • gain awareness of local , national and international cultural heritage as inspirational sources. • Acquire knowledge of the evolution of taste in the world and the importance of aesthetics factors in daily life.
Units (1-5)	**UNIT 1.- Materials and techniques, Brainstorming.** Trainees get to know the basic materials and their techniques and possibilities through slides and videos. Introduction to the process of brainstorming ideas. **UNIT 2.- Color Theory, Inspiration from nature, Inspiration from non-European cultures** Trainees are learning the theoretical basis of color mixing, and how to utilize cultures and nature as a source for inspiration. **UNIT 3.-Composition Theory:** Trainees learn how to conceive and compose a new synthesis. **UNIT 4.- Forms of Visual Arts:** 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. **UNIT 5.- Artistic Styles as known from basic art movements, Idea development, Project planning, Developing a series of artwork, Promotional communication (portfolio), Exhibition:** 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.

Learning Outcomes of the module	• knowledge of materials • Techniques of each material • Brainstorming ideas / inspiration • Color theory • Theory of Synthesis- creating a new composition. • The importance of Sketchbook, notes and planning • Awareness of contemporary visual arts scene • Awareness of historically and culturally important artworks • Developing an idea on sketchbook • Self presentation and promotion tools
Module duration	**50 HOURS (35 theoretical + 15 practical)** Unit 1: 10h (practical and theoretical) Unit 2: 10h (theoretical) Unit 3: 10h (theoretical) Unit 4: 17,5h (practical and theoretical) Unit 5: 17,5h (practical and theoretical))
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	
ECVET Unit 1: **Materials and techniques, Brainstorming ideas.**	
Reference Qualification:	Expert in visual arts
EQF Level	**Level 4**
Learning Outcomes	• Different and basic types of materials that exist and how to work with them. • Trainees experiment with all the possible materials and techniques
Knowledge	**Skill**
• Materials and their use in different techniques • Process of brainstorming and creative process.	• Color use, materials use, • Finding Inspiration and brainstorming ideas.

MODULE: Visual arts	
ECVET Unit 2: **Color theory, Inspiration from nature, Inspiration from non-European Cultures**	
Reference Qualification:	Expert in visual arts
EQF Level	**Level 4**
Learning Outcomes	
Knowledge	**Skill**
•Color theory rules •Awareness of inspiration sources in everyday life	•The trainee knows how to get inspiration from nature, cultures, styles and stimuli.

MODULE: Visual arts	
ECVET Unit 3: Composition Theory	
Reference Qualification:	Expert on VISUAL ARTS
EQF Level	**Level 4**
Learning Outcomes	
Knowledge	**Skill**
• Understanding of the laws of nature and laws of geometry in a composition	• Knowing how to compose a piece from scratch.

MODULE: Visual arts	
ECVET Unit 4: Forms of Visual Arts	
Reference Qualification:	Expert on VISUAL ARTS
EQF Level	**Level 4**
Learning Outcomes	•Trainees learn about Styles and basic art movements, cultures, and significant contemporary art pieces/artists. • They also practice mixing the techniques and materials into new art pieces

Knowledge	**Skill**
• The trainee gains awareness on trends, contemporary visual arts scene. • The trainee understands the forms of visual arts, how they are presented and specified. •Combining the materials to make a mixed media piece	•Being able to choose the right expressive method and the right visual art form for the creation of a piece. •Being able to think of ways to combine the art forms to make new ones. • Being able to create unique mixed media pieces

MODULE: Visual arts	
ECVET Unit : Final project	
Reference Qualification:	Expert on VISUAL ARTS
EQF Level	**Level 4**
Learning Outcomes	•Developing a series of personal work. Trainees learn how to prepare for a portfolio development and presentation. Trainees learn how to curate and exhibit their work. Professional communication practice.
Knowledge	**Skill**
• knows how to develop series of work. • knows how to promote and exhibit his/her work.	• The trainee can develop a first idea into a concept for a project, plan it and materialize it. • Developing a complete series of personal artwork. • Presentation of the work body. • Promotional communication, portfolio, exhibition.

MODULE: AUDIOVISUAL AND MULTIMEDIA

MODULE: AUDIVOVISUAL AND MULTIMEDIA	
General objective	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. The students will carry out the whole process to create a design: - Outline the design to carry out - Three-dimensional creation of the object - Product presentation
Specific objectives	- Generate the necessary wire geometry to get 3D geometric shapes - Use the necessary mathematical calculations to add and subtract volumes and for the dynamic edition of the design - Previous outline of the design to carry out - Master the layout techniques for a professional outcome
Units *Each unit should be described in detail in the following template*	1.- Colour, Visualisation and Dynamics of the Shapes 2.- Geometric shapes and abstract concepts 3.- 2D and 3D Shape Design 4.- Layout and Graphic composition 5.- Layout and Graphic composition (II)
Learning outcomes of the Module	- The student will be able to classify the object colours by their texture and the physical properties of the materials they are made of. - 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. - The student will be able to elaborate the design and digital edition of the geometric shapes planned for their further use in volumetric generation. - 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... - The student will be able to digitalise and elaborate the image processing through computer applications. - The student will be able to analyse the colour, evaluate the image quality, using technical specifications. - 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…
Module Duration	**50 hours** Unit 1 6 hours Unit 2 10 hours Unit 3: 15 hours Unit 4: 9 hours Unit 5: 10 hours
Evaluation Methods and Criteria	**Module: Colour, Visualisation and Dynamics of the Shapes** -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,…)

	- 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	
ECVET Unit: Colour, Visualisation and Dynamics of the Shapes	
Reference Qualification:	Expert Graph
EQF Level	**4**
Learning outcomes	- The the and mat - The out colo the as th
Knowledge	
- Describe the colour, outline and shape; Design and Creativity: Observation and Abstraction; Colour: Shade, Value and Saturation; Illumination and Shades. - Define the physical properties of the material: Reflexion, Refraction, Luminance and Transparency - Explain the shapes' outline: the shape balance and weight; Lineal and Curve outlines; Visual angle, Points of view	- Analy comp outlin previo carrie get ar desigr - Comp outlin out t best c

MODULE: AUDIVOVISUAL and MULTIMEDIA		
ECVET Unit: Geometric shapes and abstract concepts		
Reference Qualification:	Expert on processing and Layout of Graphic Elements in Pre-Impression	
EQF Level	**4**	
Learning outcomes	- The student will be able to elaborate the design and digital edition of the geometric shapes planned for their further use in volumetric generation.	
Knowledge	**Skills**	**competences**
- Define changing orders: move, copy, turn, scale, equidistance, symmetry,… cut, lengthen, connection, chamfer… - Define axis and plans systems: orthogonal and isometric views	- Solve the relevant volumetric design, implementing the relevant orders -	- Elaborate geometric shapes and abstract designs analysing the necessary parameters of the model to optimize the possible changes.

MODULE: AUDIVOVISUAL and MULTIMEDIA		
ECVET Unit: Design of 2D and 3D geometric shapes		
Reference Qualification:	Expert on processing and Layout of Graphic Elements in Pre-Impression	
EQF Level	**4**	
Learning outcomes	- 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...	
Knowledge	**Skills**	**competences**
- Describe 2D drawing orders: line, circle, arch, ellipse, rectangle, polygon... - Explain the 3D modelling orders: extrusion, revolution and sweeping and Boolean operations: addition, subtraction and intersection. - Describe 3D impression: additive technique: export of parts to stl format.	- Implement the orders to build 2D outlines - Carry out the necessary changes in 2D geometry to get the best design, optimizing the process - Use correctly the working plans and axis to get the 3D shape	- Elaborate 2D and 3D virtual designs analysing the necessary parameters of the model to optimize the possible changes and reduce costs.

MODULE: AUDIVOVISUAL and MULTIMEDIA		
ECVET Unit: Layout and Graphic composition		
Reference Qualification:	Expert on processing and Layout of Graphic Elements in Pre-Impression	
EQF Level	**4**	
Learning Outcomes	- The student will be able to digitalise and elaborate the image processing through computer applications. - The student will be able to analyse the colour, evaluate the image quality, using technical specifications.	
Knowledge	**Skills**	**Competences**
- Explain the balance in Composition, Rhythm and Harmony - Define Shade, Contrast and Texture - List the visual directions in Layout: horizontality, verticality…	- Import external elements that will be used in Layout	- Create the project Layout, elaborating an optimal composition of all the elements embedded

MODULE: AUDIVOVISUAL and MULTIMEDIA		
ECVET Unit: Layout and Graphic composition (II)		
Reference Qualification:	Expert on processing and Layout of Graphic Elements in Pre-Impression	
EQF Level	**4**	
Learning Outcomes	- 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…	
Knowledge	**Skills**	**Competences**
- Describe audio-visual elements - Explain multimedia file import - Define the use of Typography in Composition.	- Elaborate the suitable composition for the design presentation	- Create the project Layout, elaborating an optimal composition of all the elements embedded, getting a good rhythm regarding colour and dynamics.

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**
Instructor-led/Classroom-based	Theoretical learning	Theoretical presentation: Color and light chromatic scales RGB, HLS, CMYK	0,5 hour	8,5%
	Practical learning	Creating colors and textures in the digital environment; Doubts about e-learning workshops will be solved individually by the students; Software used in the classroom session: Photoshop, 3dstudio VMAX	0,5 hour of individual working / exercises to be reviewed by teacher	8,5%
E-learning	Color and light, chromatic scales, digital Color and Dynamic forms readings; Workshops, conducted by the student on color and behavior, using digital techniques; Bocetacion freehand of an object and its schematic process Videos about color and color psychology		4 hours	66%
Proyecto	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%
Total training hours			6h	
Total ECVET points			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**
Instructor-led/Classroom-based	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%
E-learning	Suggested Reading: Three-dimensional representation, coordinates, 2D and 3D volumetric shapes Design, Mass operations: Union and Difference Workshops to put in practice the previous issues Videos: Three-dimensional design Using Additive Techniques for obtaining prototype: 3D Printing		4 hours	40%
Proyecto	The student perform the three-dimensional design of the proposed object in order to make the project		2 hours of workshops – final project	20%
Total training hours			10	
Total ECVET points			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**
Instructor-led/Classroom-based	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%
E-learning	Suggested Reading: Three-dimensional representation, coordinates, 2D and 3D volumetric shapes Design, Mass operations: Union and Difference Workshops to put in practice the previous issues Videos: Three-dimensional design Using Additive Techniques for obtaining prototype: 3D Printing		5 hours	40%
Proyecto	The student perform the three-dimensional design of the proposed object in order to make the project		4 hours of workshops – final project	20%
Total training hours			15	
Total ECVET points			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 Brushes, filters Tools for retouching:Patch, Focus and blur	0,5 hours	5%
	Practical learning	Graphic Composition and layout to present a product Resolution of doubts arising in e-learning workshops Software used: Photoshop, PowerPoint	1,5 hours of individual working / exercises to be reviewed by teacher	16%
E-learning	Suggested Readings: -Using Layers in the graph composition -Different types of brushes -Opacity, transparency and paints -Filters for applying effects -Harmony, Contrast and balance in the composition Workshops for implementing what is explained in the readings 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%
Total training hours			9	
Total ECVET points			0,68	

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 Brushes, filters Tools for retouching:Patch, Focus and blur	0,5 hours	5%
	Practical learning	Graphic Composition and layout to present a product Resolution of doubts arising in e-learning workshops Software used: Photoshop, PowerPoint	1,5 hours of individual working / exercises to be reviewed by teacher	16%
E-learning	Suggested Readings: -Using Layers in the graph composition -Different types of brushes -Opacity, transparency and paints -Filters for applying effects -Harmony, Contrast and balance in the composition Workshops for implementing what is explained in the readings 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%
Total training hours			10	
Total ECVET points			0,75	

MODULE: LITERARY ARTS

MODULE: LITERARY ARTS INK AND PAPER. Creative Writing Course	
General Objective:	Develop narrative ability inherent to every human being.
Specific Objectives	- Get familiar with the creative writing basic techniques in order to create meaningful texts. - Awaken and train imagination and memory and prevent the "Fear of the blank white page" - Try to observe the World "with different eyes" finding unknown aspects in the ordinary, the perfectly known things. - Exercise the use of linguistic resources allowing developing one's own style to transmit this "other different vision of the world"
Units	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. 2.-THE WRITER'S BLOCK: Literary block: how to face it (automatic writing, fantastic hypothesis). 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. 4.- WITH THE COOKING POT ON THE FLAME: Creation stages. Planning. First and last paragraph. Visibility. Use of physical senses. 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. EACH SECTION WILL INCLUDE READING RECOMMENDATIONS (SHORT STORIES, NOVELS, ARTICLES, SONG LYRICS…) AND PRACTICAL EXERCISES
Learning Outcomes of the module	- The student will be able to face the literary block - The student will be able to build arguments through observation and interpretation of reality - The student will be able to describe this reality - The student will be able to develop his/her inventive capacity. - The student will be able to use real or imaginary concepts, feelings, events… in a text with linguistic and literary quality. - The student will be able to use language and different stylistic figures. - The student will be able to identify the different kinds of writing.

	- The student will be able to associate concepts that are apparently antagonist, combine them, and devise arguments to build stories. - The student will be able to plan and organise a short story or any other kind of writing to bring consistence to a text. - The student will be able to use stylistic resources such as metaphors, synaesthesia to his/her texts - The student will be able to detect and prevent using unadvisable adjectives and adverbs, common places and other mistakes - The student will be able to create his/her own narrative voice.
Module duration	**50 HOURS** Unit 1: 8h Unit 2: 7h Unit 3: 15h Unit 4: 10h Unit 5: 10h
Evaluation method and criteria	Continuous evaluation by doing the suggested exercises. Evaluation criteria: - Quality of the language use - Creativity to use the language - Flexibility in the use of styles and registers - Ability to structure stories - Communicating ability - Clarity - Originality SYNTACTIC AND SPELLING MISTAKES WILL BE PUNISHED

MODULE: LITERARY ARTS INK AND PAPER. Creative writing course		
ECVET Unit: HANDS TO PENCIL		
Reference Qualification:	Expert on creative writing	
EQF Level	**Level 4**	
Learning Outcomes	- The student will be able to develop his/her inventive ability - The student will be able to use real or imaginary concepts, feelings, events… in a text with linguistic and literary quality.	
Knowledge	**Skill**	**Competence**
- Explain fluidly words, feelings, perceptions...	- Communicate fluently words, feelings, perceptions... - Analyse facts, events, thoughts, ideas...	- Develop connections between facts, events... apparently unconnected. - Plan nimbly unexpected facts and events

MODULE: LITERARY ARTS INK AND PAPER. Creative writing course		
ECVET Unit: THE WRITER'S BLOCK		
Reference Qualification:	Expert on creative writing	
EQF Level	**Level 4**	
Learning Outcomes	- The student will be able to face literary block - The student will be able to build arguments through the observation and interpretation of reality - The student will be able to describe this reality	
Knowledge	**Skill**	**Competence**
- Classify writings to express this reality	- Produce and Project new thoughts - Distinguish internally the thoughts, feelings and acts, and analyse the environment	- Adapt to new challenges with flexibility - Organize and plan writings to express this reality.

MODULE: LITERARY ARTS INK AND PAPER. Creative writing course		
ECVET Unit: INVOKING THE MUSES		
Reference Qualification:	Expert on creative writing	
EQF Level	**4**	
Learning Outcomes	- The student will be able to use language and different stylistic figures - The student will be able to develop his/her inventive ability - The student will be able to associate apparently antagonist concepts, combine them and devise arguments to build stories - The student will be able to identify different kinds of writing.	
Knowledge	**Skill**	**Competence**
- Identify the most common creative writing techniques addressed to improve imagination and to build arguments - Describe different kinds of literary texts and stylistic resources.	- Specify linguistic and stylistic resources - Project images, sensations... on meaningful speeches - Distinguish different kinds of literary texts.	- Create stories, speeches, arguments... - Communicate, express and formulate impressions, knowledge, by means of the written word - Combine different stylistic resources

MODULE: LITERARY ARTS INK AND PAPER. Creative writing course		
ECVET Unit: WITH THE COOKING POT ON THE HEAT		
Reference Qualification:	Expert on creative writing	
EQF Level	**4**	
Learning Outcomes	- The student will be able to plan and organise a short story or any other kind of writing to bring consistence to a text. - The student will be able to detect and prevent using unadvisable adjectives and adverbs, common places and other mistakes	
Knowledge	**Skill**	**Competence**
- Label literary texts - Identify the suitable perspective and narrative voice	- Categorise literary texts - Build messages simply	- Define one's own narrative voice - Communicate and formulate messages easily

MODULE: LITERARY ARTS INK AND PAPER. Creative writing course		
ECVET Unit: WITH THE COOKING POT ON THE HEAT (II)		
Reference Qualification:	Expert on creative writing	
EQF Level	**4**	
Learning Outcomes	- The student will be able to use stylistic resources such as metaphors, synaesthesia to his/her texts - The student will be able to create his/her own narrative voice.	
Knowledge	**Skill**	**Competence**
- Reproduce different stylistic resources	- Analyse how to schedule and reduce a text - Determine how to show, dramatize… an event instead of describing it	- 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. - Develop empathy and complicity with other readers and writers.

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 -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 -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 -videos of writers or experts in the field -write texts from the explanations and relying on images, sounds ... songs -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**
Instructor-led/Classroom-based	Theoretical learning	-Theoretical Classes -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 -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 -videos of writers or experts in the field -write texts from the explanations and relying on images, sounds ... songs -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			7	
Total ECVET points			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**
Instructor-led/Classroom-based	Theoretical learning	-Theoretical Classes -Literary memory -suggested readings and texts	3,5 hours	40%
	Practical learning	-Diary Style exercises -Combining arguments -All theoretical topics include practical writing exercises	1,5 hour of individual working / exercises to be reviewed by teacher	40%
E-learning	-Exhibition of theoretical foundations and support of these in videos provided by writers or experts in the field, -writing texts from the explanations and relying on images, sounds ... songs -film clips, stories written and recorded on audio and images		6 hours	15%
Other	Defining the basic outline of the story: beginning and end, only argument or subplots combination		4 hours of workshops – final project	5%
Total training hours			15	
Total ECVET points			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**
Instructor-led/Classroom-based	Theoretical learning	-Planning and structuring the story, dialogue, metaphors, synesthesia, -definition of characters, build scenes, styles, approaches and tasks correction -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%
E-learning	-Exhibition of theoretical foundations and support of these in videos provided by writers or experts in the field, -writing texts from the explanations and relying on images, sounds ... songs -film clips, stories written and recorded on audio and images		4 hours	15%
Other	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%
Total training hours			10	
Total ECVET points			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**
Instructor-led/Classroom-based	Theoretical learning	-Planning and structuring the story, dialogue, metaphors, synesthesia, -definition of characters, build scenes, styles, approaches and tasks correction -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%
E-learning	-Exhibition of theoretical foundations and support of these in videos provided by writers or experts in the field, -writing texts from the explanations and relying on images, sounds ... songs -film clips, stories written and recorded on audio and images		4 hours	15%
Other	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%
Total training hours			10	
Total ECVET points			0,75	

MODULE: PERFORMING ARTS

MODULE: PERFORMING	
General Objective:	To use the creativity addressed to the required parameters, work the proactive attitude and the professionalism, valuing the student´s talents in scenic arts.
Specific Objectives	- Develop the proactive attitude: initiative, self-management of their time and resources, self-discipline / self-motivation and ability for adaptation - Self-consciousness of their own creative process: search for inspiration, elaboration of the idea seed, project definition, creativity in performances, expectancy management - Work on the real thing: the participants should carry out simple and effective ideas to strengthen their professional competences. - Reinforce that / those scenic arts subject/s in which the student wants to get developed in.
Units	1.- Identity and representation 2.- Shape and narrative in scenic arts 3.- Generate interaction: train, boost, influence 4.- Generate interaction: train, boost, influence (II)
Learning Outcomes of the module	- The student will be able to apply tools to manage one's own creativity and the emotional processes linked to it. - The student will be able to develop attitudes and aptitudes for being proactive. - The student will be able to produce creative projects complying with the required guidelines and criteria and using one's own talents. - The student will be able to develop the scenic arts from both personal and social transformation perspective. - The student will be able to create three feasible creative projects, working on the process and managing resources.
Module duration	**50 HOURS** Unit 1: 18h Unit 2: 16h Unit 3: 10h

	Unit 4: 6h
Evaluation method and criteria	Method: observation, project submission and making the process carried out to develop the project visible. Criteria: - Comply with the deadlines set in each didactic unit. - Focus on results - 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	- The student will be able to apply tools to manage one's own creativity and the emotional processes linked to it. - The student will be able to develop attitudes and aptitudes for being proactive.	
Knowledge	**Skill**	**Competence**
– Self-Knowledge – Identify the key points of the own creative process – Describe the perfectionism vs optimism – Define the own creative process without critical judgment	– Determine the speaking and voice training – Apply the self-motivation and introspection – Control the emotions and moods – Analyze the valid referents concerning the performing to use them in the own creation.	– Adapt the internal work process to the objectives and criteria required. – Create an art project on demand. – Define the self-knowledge of the own creative process and overcoming obstacles. – Develop the talents knowledge and individual identity.

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	- The student will be able to produce creative projects complying with the required guidelines and criteria and using one's own talents.	
Knowledge	**Skill**	**Competence**
– Identify the basic elements of the performing structures – Describe the shape through the observation – Explain the own creative process of the work	– Storytelling – Discuss the narrative structure shapes – Analyze the narrative form or structures of two works or performing interesting for students – Analyze the shape through the observation	– 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. – Generate the emotional effects of the narrative rhythms on the audience. – Decide useful clues to extrapolate to the creations and to what part give greater narrative force. – Criticize the forms and structures

MODULE: PERFORMING		
ECVET Unit: GENERATE INTERACTION: TRAIN, BOOST, INFLUENCE		
Reference Qualification:	Expert on representation and interaction in scenic arts	
EQF Level	4	
Learning Outcomes	- The student will be able to develop the scenic arts from both personal and social transformation perspective.	
Knowledge	**Skill**	**Competence**
– Clasify group dynamics – Describe the theory of collective creative processes – Identify leadership styles	– Analyze factors that facilitate or impede apply the coaching or skills to train others – Demonstrate leadership when it comes to carrying out a team project	– Strengthen teams meeting their needs and the creative purpose – Generate enabling environments for creating – Integrate the conflict management within the group

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	- The student will be able to create three feasible creative projects, working on the process and managing resources.	
Knowledge	**Skill**	**Competence**
– Expose the 7P's Gamestorming and its application to the performing arts – Give examples of nonviolent communication	– Apply active listening – Use motivation – Apply teamwork	– Plan rehearsals and generate teaching-learning process – Manage the adversities in collective creative processes – Increase motivation

ECVET Unit: IDENTITY AND REPRESENTATION				
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**
Instructor-led/Classroom-based	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%
E-learning	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%
Other	Character creation and representative action		5 hours of workshops – final project	28%
Total training hours			18	
Total ECVET points			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**
Instructor-led/Classroom-based	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 oh hours)
E-learning	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
Other	Create a story from what has been analyzed and turn it into storytelling		5 hours of workshops – final project	25
Total training hours			16	
Total ECVET points			1,20	

ECVET Unit: GENERATE INTERACTION: TRAIN, BOOST, INFLUENCE				
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**
Instructor-led/Classroom-based	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%
E-learning	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 %
Other	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%
Total training hours			10	
Total ECVET points			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**
Instructor-led/Classroom-based	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%
E-learning	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 %
Other	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%
Total training hours			6	
Total ECVET points			0,45	