

Official Guide

Getting Started with Intended Learning Outcomes (ILOs) for Standardisation Education in Line with European Values and European Interests (Stand-EUVI)

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Stand-EUVI ILOs Quick Guide (informative implementation tool supporting Clauses 4, 5 and 6)

This Quick Guide supports teachers and trainers who wish to establish or enrich education and training on standardisation in line with European values and European interests (Stand-EUVI). It operationalises the competence framework for teachers and trainers and the guidance on methods in the CWA. It helps users define intended learning outcomes (ILOs), relate them to a concrete standardisation starting point, align them with teaching methods and materials, and identify suitable learner evidence.

This Quick Guide can be used for higher education, vocational education and training, in-company training, and lifelong learning. It is especially useful when a teacher or trainer needs a concrete starting point for integrating standardisation into an existing course or for designing a new learning offer.

This Quick Guide helps you design Stand-EUVI ILOs in five steps:

- Step 1 Define the course context, learner level and Stand-EUVI focus.
- Step 2 Identify the standardisation starting point and the relevant European values and European interests.
- Step 3 Define ILOs using the K-S-A triplet.
- Step 4 Align teaching methods, materials and learner tasks using ITCoS.
- Step 5 Define learner evidence, deliver the learning offer, reflect and improve.



Step 1 – Define the course context, learner level and Stand-EUVI focus

The Stand-EUVI ILOs framework is competence-oriented. It describes the knowledge, skills, and attitudes (responsibility and autonomy) that learners are expected to develop about standardisation in line with European values and European interests during a course, module, workshop or other learning activity.

The framework is linked to the European Qualifications Framework (EQF) and can be adapted to different course levels, disciplines, roles and formats. It can also be linked, where useful, to ISCED and to national education frameworks.

The qualification level of a course or programme does not automatically determine the level at which every standardisation-related Stand-EUVI ILO is taught. A course situated at a higher qualification level, for example a Master course at EQF level 7, may include individual standardisation components that target a lower level of competence, such as awareness or orientation (EQF levels 0–4), where this is appropriate to the learners’ prior knowledge, the time available, and the role of standardisation within the course. It is therefore for the teacher or trainer to decide which competence level is appropriate for the respective standardisation element and to make this explicit in the intended learning outcomes.

EQF level	Focus	Competence orientation
0-2	Awareness	Recognise basic concepts and begin reflecting on standards, European values and European interests.
3-4	Orientation	Identify standardisation elements and recognise their relation to European values and European interests.
5	Application	Apply standardisation knowledge in known contexts and contribute to structured discussion.
6	Integrazione	Integrate standards into practice and address value- and interest-related issues in context.
7	Evaluation	Critically analyse, assess and design standardisation approaches in line with Stand-EUVI.
8	Strategia	Lead and influence standardisation processes in line with Stand-EUVI in complex settings.

Your first task is to identify the learners' starting point and define the intended end level.

Ask: What do the learners already know about standardisation? What kind of competence should they achieve by the end of the learning activity? Which European values and European interests are likely to be central, secondary or in tension?

Step 2 – Identify the standardisation starting point and the relevant European values and European interests

Stand-EUVI teaching should begin with a concrete standardisation starting point, for example an existing standard, a draft standard, a harmonised standard, a standardisation case, or a justified standardisation gap. Teachers and trainers should decide whether learners are expected to question, apply, compare, refine or draft a standard or standard element.

When identifying the Stand-EUVI focus, teachers and trainers should consciously consider the European values in Article 2 TEU and the European interests relevant to the topic. The minimum expectation is that a learning offer reflects on the five core values and relevant interests; depending on the context, selected values or interests may also be operationalised, promoted or assessed in more depth.

- European values: respect for human dignity and human rights, freedom, democracy, equality, and the rule of law.
- Possible European interests: innovation, sustainability, competitiveness, resilience, digital transformation, green transition, gender equality, or other context-specific interests.

Stand-EUVI does not assume that values and interests are always harmonious. Learners should be enabled to identify and discuss tensions within European values and interests and, where relevant, between European values and interests and other global or sectoral value systems.

Step 3 – Define ILOs using the K-S-A triplet

For each learning offer, define ILOs at the appropriate EQF level. The K-S-A triplet should be used consistently: knowledge (K), skills (S), and attitudes / responsibility and autonomy (A). In CWA terms, this practical triplet supports the translation of teacher and trainer competences into learner-facing intended learning outcomes.

Illustrative level	Knowledge (K)	Skills (S)	Attitudes / responsibility and autonomy (A)
5	Knows how standardisation applies in practice in the field and knows the relevant European values and interests.	Can contribute to structured discussions and basic standardisation tasks in familiar contexts.	Works under guidance and shows initial responsibility in discussing Stand-EUVI issues.
6	Understands national, European and global standardisation processes and relevant value and interest conflicts.	Applies standards in practice and identifies value- and interest-related tensions.	Acts responsibly in a team and takes European values and European interests into account in application contexts.
7	Knows the interplay between national, European and international standardisation and possible conflicts with other value systems.	Assesses or designs standardisation solutions and justifies them in light of Stand-EUVI.	Mentors peers, initiates reasoned strategies and takes responsibility for justified choices.
8	Has expert understanding of complex and global standardisation processes and conflicts of values and interests.	Leads cross-disciplinary projects, negotiations or policy-relevant standardisation work.	Guides others and takes responsibility for shaping standardisation strategically in line with Stand-EUVI.

Generic example: "Learners can identify a relevant standard or standardisation gap, explain its purpose, assess which European values and European interests are affected, and justify one possible improvement or refinement."

Step 4 – Align teaching methods, materials and learner tasks using ITCoS

Once the ILOs have been defined, the next step is to decide how learners will achieve them. In line with the CWA, teaching methods, materials, learner tasks and assessment should be constructively aligned with the intended learning outcomes. The Innovative Teaching Concept of Standardisation (ITCoS) provides the practical link between ILOs, methods, materials and teaching resources.

- Define the concrete ILOs first and let them guide the learning design.
- Identify a concrete standardisation task: analyse, apply, compare, refine or draft.
- Select methods and materials that fit the learner level, context and time available.
- Use cases, standards searches, scenario work, simulations, project-based learning, debates or drafting exercises where these support the ILOs.
- Use the EDU4Standards teaching repositories and teacher support tools where helpful.

The European values and European interests selected in Step 2 should remain visible throughout the learning design. They should be integrated into content, methods, learner tasks, recaps and, where relevant, assessment criteria.

Step 5 – Define learner evidence, deliver the learning offer, reflect and improve

Teachers and trainers should define from the beginning what learners are expected to produce. Depending on the setting, learner evidence may include a critique, comparison, gap analysis, refinement proposal, draft standard element, essay, presentation, oral defence, test, group work, or reflective note.

- Define the learner output clearly.
- Specify the assessment format and minimum achievement.
- Indicate what would count as stronger achievement.
- Use feedback and reflection to improve the learning offer over time.

The aim is not to overload every course. Rather, the aim is to make standardisation in line with European values and European interests visible, teachable, and assessable in a way that fits the learner group and context.



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