

Official Guide 2.1

Stand-EUVI Standardisation ILOs Form – 5 Steps

Authors

Elisabeth Staudegger, University of Graz
(elisabeth.staudegger@uni-graz.at)



Stand-EUVI Standardisation ILOs

Form – 5 Steps

Informative implementation tool supporting Clauses 4, 5 and 6

Use this form to operationalise the competence framework for teachers and trainers and the guidance on methods in the CWA. Start from a concrete standardisation task: question an existing standard, apply or compare standards, refine a standard element, or draft a new standard element where a justified gap exists. The overall qualification level of a course or programme does not automatically determine the level targeted for every standardisation-related Stand-EUVI ILO. Teachers and trainers therefore distinguish between the overall course level and the competence level selected for the respective standardisation element.

Step 1

WHAT TO DEFINE

Course context, course or programme level, target level for the standardisation element, and Stand-EUVI focus

GUIDING QUESTIONS

Who are the learners? What is the overall course or programme level? Which EQF level is targeted for the specific standardisation-related Stand-EUVI ILOs? Which European values and European interests are central, secondary or in tension for this standardisation topic?

FILL IN

Course/module:

Overall course/programme level:

Learners:

Target EQF level for the standardisation element / Stand-EUVI ILOs:

Stand-EUVI focus:

Central European values:

Relevant European interests:

Main value / interest tensions:

Step 2

WHAT TO DEFINE

Standardisation starting point

GUIDING QUESTIONS

Is there an existing standard, draft standard, harmonised standard or standardisation case? Should learners question, apply, compare, refine or draft a standard or standard element?

FILL IN

Standardisation topic:

Existing standard(s) / case(s):

Task for learners:

Justified gap, if relevant:

Step 3

WHAT TO DEFINE

Relevant European values and European interests

GUIDING QUESTIONS

Which values are affected? Which interests are relevant? Which are central, secondary or less relevant? Are there tensions between them?

FILL IN

Central European values:

Relevant European interests:

Secondary or less relevant interests:

tensions to address:

Step 4

WHAT TO DEFINE

Teaching methods, materials and learner tasks

GUIDING QUESTIONS

Which inputs, standards, cases, exercises, simulations or drafting tasks support the ILOs? How will learners engage actively with standardisation and Stand-EUVI?

FILL IN

Inputs / readings:

Standards / cases:

Methods:

ITCoS / materials:

Group or individual tasks:

Step 5

WHAT TO DEFINE

Evidence of learning and assessment

GUIDING QUESTIONS

What must learners produce: a critique, comparison, refinement proposal or draft standard element? How will knowledge, skills and attitudes / responsibility and autonomy be assessed?

FILL IN

Learner output:

Assessment format:

Minimum achievement:

Stronger achievement:

Feedback / assessment criteria:

Compact Stand-EUVI K-S-A box

K-S-A	Fillable ILO
Knowledge (K)	Learners explain the standardisation issue, relevant standard(s) or gap, and the relevant European values and European interests.
Skills (S)	Learners analyse, apply, compare, refine or draft standardisation options in a justified way.
Attitudes / responsibility and autonomy (A)	Learners justify choices, reflect on value and interest tensions, and take responsibility for Stand-EUVI implications.

Final check

Check question	Yes / No / Notes
Is the standardisation starting point clear: existing standard, gap, refinement or new draft?	
Are the ILOs appropriate for the selected target EQF level for the standardisation element?	
Are European values and European interests explicitly included?	
Are possible tensions between values and interests addressed?	
Are teaching methods aligned with the ILOs?	
Is there clear learner evidence for knowledge, skills and attitudes / responsibility and autonomy?	

EQF orientation

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.



EDU4
Standards.eu

Follow us



linkedin.com/company/edu4standards



bsky.app/profile/edu4standards.bsky.social



youtube.com/@edu4standards



Funded by
the European Union