LEARNING UNIT STRUCTURE

Learning unit: Bicycle Characteristics			
Unit description	Understanding how different bicycles function, how to use them and basic maintenance.		
Learning objective	Inform the participants of the parts and types of bicycles, and how to perform maintenance procedures		
Learning outcomes	1. To name the various parts of the bicycle, carrier bicycle, and electric power assisted bicycle. 2. To compare the various different types of bicycles (including electric bicycles). 3. To operate the various parts of the bicycle and electric power assisted bicycle. 4. To be able to ride various kinds of bicycles (particularly a carrier bicycle and/or a bicycle with electric assistance) including in risky road conditions 5. To identify malfunctions faults and undertake basic maintenance with different bicycles. 6. To determine the best type of bicycle for an assigned task.		
Lesson 1	Understanding the parts of the bicycle, power assisted bicycle, and carrier cycle		
Lessons contribution per learning outcomes	Knowledge The learner knows/ is familiar with/ is able to name or describe ...	Skills The learner can/ is able to ...	Responsibilities & Autonomy The learner is responsible for / is able to apply / evaluate ...
	1. To name the various parts of the bicycle, carrier bicycle, and electric power assisted bicycle.	2. To compare the various different types of bicycles (including electric bicycles)	None.

Lesson 2	Operating and using different types of bicycles		
Lessons contribution per learning outcomes	Knowledge The learner knows/ is familiar with/ is able to name or describe ...	Skills The learner can/ is able to ...	Responsibilities & Autonomy The learner is responsible for / is able to apply / evaluate ...
	6. To determine the best type of bicycle for an assigned task.	3. To operate the various parts of the bicycle and electric power assisted bicycle. 4. To be able to ride various kinds of bicycles (including carrier cycles). Is able to set-up the best ergonomic seating position on the bicycle (saddle height, etc.)	6. To determine the best type of bicycle for an assigned task.
Lesson 3	Malfunctions and maintenance/repair of bicycles		
Learning outcomes per lessons	Knowledge The learner knows/ is familiar with/ is able to name or describe ...	Skills The learner can/ is able to ...	Responsibilities & Autonomy The learner is responsible for / is able to apply / evaluate ...
	5. To identify malfunctions and faults with different bicycles.	5. To identify malfunctions faults and undertake basic maintenance with different bicycles.	None.
EQF level*	**3 or 4**		

ECVET credits**	**2**		
Duration (hours)	Lectures	Auditory exercises	Laboratory exercises
	10		**2**
Learning materials	• Lecture notes • Presentation slides • Case studies		
Teaching methods	Lecture Method; Case study method; Demonstration Method		
Assessment materials	Test- multiple choice questions		

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The **EQF** is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions.[https://europa.eu/europass/en/europass-tools/european-qualifications-framework]

Level (according to the EQF)	Examples of certification for the respective levels

Level 1 – 4	Secondary educational diplomas
Post-secondary level	
Level 5	I (intermediate) Diplomas of higher education and further education, foundation degrees and higher national diplomas
Level 6	H (honours) Bachelor
Level 7	M (masters) Master degrees, postgraduate certificates and diplomas
Level 8	D (doctoral) Doctorate degrees, PhDs

Source: http://www.aeht.eu/en/presentation-of-the-aeht/eqf-levels-offered-by-aeht-member-schools

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ECVET (European credit system for vocational education and training) allows learners to accumulate, transfer and use their learning in units as these units are achieved. This enables building a qualification at learners' own pace from learning outcomes acquired in formal, non-formal and informal contexts, in their own country and abroad. The system is based on units of learning outcomes as part of qualifications that can be assessed and validated. [https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet]

ECVET points are allocated to a qualification as a whole and to its units. Allocation of ECVET points to a qualification is based on using an agreement according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. As specified in the Recommendation, "for a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification." [https://www.cedefop.europa.eu/files/Setting_the_scene_-_Robert_Wagenaar.pdf]

60 credits per year (read **1600 – 1800 hours**) - knowledge, skills and (wider) competences/learning outcomes [https://www.cedefop.europa.eu/files/Setting_the_scene_-_Robert_Wagenaar.pdf]

Types of Teaching Methods e.g.

Story-telling method	Textbook method	**Lecture Method**	Play-way method
Demonstration Method	Tutorial Method	**Questions-Answer method**	Observational method
Discussion method	Project method	Role-playing method	Case study method
Brainstorming method	Drill method	Inductive method	
Deductive method	Analysis method	Synthesis method	Survey method