

**LEARNING UNIT STRUCTURE**

<b>Learning unit: Communication Skills, Customer service</b>			
<b>Unit description</b>	Master social and communication skills and competences to be able to interact with others (team members, customers and other road users). The Lessons focus on communicating, supporting others, collaborating and customer service values.		
<b>Learning objective</b>	Increase the learners communication skills and competences (while both navigating the road and interacting with others - including other team members, customers, other road-users, etc.).		
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. To apply effective listening.</li> <li>2. To illustrate how to build positive contact with people (incl. show empathy, ensure customer orientation, demonstrate intercultural competences).</li> <li>3. To express ideas effectively (if applicable in a foreign language).</li> <li>4. To demonstrate how to avoid potential conflict situations both while interacting with other people (teams-networks members and customers) and while navigating the traffic with other road users (incl. cars, pedestrians, other cyclists).</li> </ol>		
<b>Lesson 1</b>	Build positive contact with others (through communication and effective listening)		
<b>Lessons contribution per learning outcomes</b>	<p style="text-align: center;"><b>Knowledge</b></p> <p>The learner knows/ is familiar with/ is able to name or describe ...</p>	<p style="text-align: center;"><b>Skills</b></p> <p>The learner can/ is able to ...</p>	<p style="text-align: center;"><b>Responsibilities &amp; Autonomy</b></p> <p>The learner is responsible for / is able to apply / evaluate ...</p>

	1. To apply effective listening	2. To illustrate how to build positive contact with people (incl. show empathy, demonstrate intercultural competences).	3. To express ideas effectively (if applicable in a foreign language).
<b>Lesson 2</b>	Non-violent communication: effective listening, effective expressing ideas, avoid conflicts.		
<b>Lessons contribution per learning outcomes</b>	<b>Knowledge</b> The learner knows/ is familiar with/ is able to name or describe ...	<b>Skills</b> The learner can/ is able to ...	<b>Responsibilities &amp; Autonomy</b> The learner is responsible for / is able to apply / evaluate ...
	1. To apply effective listening	4. To demonstrate how to avoid potential conflict situations both while interacting with other people (teams-networks members ) and while navigating the traffic with other road users (incl. cars, pedestrians, other cyclists)	3. To express ideas effectively (if applicable in a foreign language).
<b>Lesson 3</b>	Customer Care and Client Orientation (communicate according to customer service principles).		
	<b>Knowledge</b>	<b>Skills</b>	<b>Responsibilities &amp; Autonomy</b>

	The learner knows/ is familiar with/ is able to name or describe ...	The learner can/ is able to ...	The learner is responsible for / is able to apply / evaluate ...
<b>Learning outcomes per lessons</b>	1. To apply effective listening	2. To illustrate how to build positive contact with people (incl. ensure customer orientation, demonstrate intercultural competences). 4. To demonstrate how to avoid potential conflict situations both while interacting with other people (customers)	3. To express ideas effectively (if applicable in a foreign language).
<b>EQF level*</b>	<b>3 or 4</b>		
<b>ECVET credits**</b>	<b>2</b>		
<b>Duration (hours)</b>	Lectures	Auditory exercises	Laboratory exercises
	<b>4</b>		
<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• 7-10 pages Lecture notes</li> <li>• 17-22 Presentation slides</li> </ul>		

	<ul style="list-style-type: none"> <li>1-3 Case studies</li> </ul>
<b>Teaching methods</b>	Lecture Method; Case study method ; Demonstration Method
<b>Assessment materials</b>	<ul style="list-style-type: none"> <li>1-3 practical exercises</li> <li>10-15 multiple choice questions</li> </ul>

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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
<b>Level 1 – 4</b>	Secondary educational diplomas
<i>Post-secondary level</i>	
<b>Level 5</b>	I (intermediate) Diplomas of higher education and further education, foundation degrees and higher national diplomas

## SAFE LMD

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<b>Level 6</b>	H (honours) Bachelor
<b>Level 7</b>	M (masters) Master degrees, postgraduate certificates and diplomas
<b>Level 8</b>	D (doctoral) Doctorate degrees, PhDs

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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](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](https://www.cedefop.europa.eu/files/Setting_the_scene_-_Robert_Wagenaar.pdf)]



**Types of Teaching Methods e.g.**

Story-telling method	Textbook method	<b>Lecture Method</b>	Play-way method
<b>Demonstration Method</b>	Tutorial Method	<b>Questions-Answer method</b>	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

