

LEARNING UNIT STRUCTURE

Learning unit: Social Responsibility, Entrepreneurship, Mentoring			
Unit description	Master social skills and competences to be able to inspire others, supporting younger team members, collaborating with and/or leading others. Following ethical code of conduct towards society and the environment. Disseminating positive social and environmental values.		
Learning objective	Increase environmental and ethical skills and entrepreneurship skills and competences. Increase the learners transversal social and life skills in interacting with others and with younger/junior team members.		
Learning outcomes	<ol style="list-style-type: none"> 1. To illustrate how sustainable logistics value positively impact the sector and society. To promote sustainable (socially responsible) behaviors in the context of LMD. 2. To employ sustainable value creation (e.g. sustainable/ smart urban life) in the context of e-logistics LMD 3. To compare rights and duties of employed and self-employed worker. To operate with loyalty. 4. To develop collaboration and entrepreneurship skills (including working in team and building a team spirit, motivate others), sense of leadership (leading in a collegial way), partnership, and trustworthiness. 5. To demonstrate aptitudes of teaching others: making knowledge and experience explicit, to choose the appropriate way of teaching and mentoring adapting to the learner's needs. 		
Lesson 1	Social Responsibility. Sustainable behaviors in urban logistics operations		
Lessons contribution per learning outcomes	<p>Knowledge</p> <p>The learner knows/ is familiar with/ is able to name or describe ...</p>	<p>Skills</p> <p>The learner can/ is able to ...</p>	<p>Responsibilities & Autonomy</p> <p>The learner is responsible for / is able to apply / evaluate ...</p>

	1. To Illustrate how sustainable logistics value positively impact the sector and society.	None	<p>1. To identify how to promote sustainable (socially responsible) behaviors in the context of LMD.</p> <p>2. To employ sustainable value creation (e.g. sustainable/ smart urban life) in the context of (e) bicycle-logistics LMD.</p>
Lesson 2	Entrepreneurship, Sense of Agency		
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 ...
	<p>1. To Illustrate how sustainable logistics value positively impact the sector and society.</p> <p>3. To compare rights and duties of employed and self-employed worker. To operate with loyalty.</p> <p>5. To demonstrate a strong sense of adaptation.</p>	<p>4. To develop collaboration and entrepreneurship skills (including working in team and building a team spirit, motivate others).</p> <p>5. To demonstrate a strong sense of leadership (leading in a collegial way), partnership, and trustworthiness.</p>	<p>1. To identify how to promote sustainable (socially responsible) behaviors in the context of LMD.</p> <p>2. To employ sustainable value creation (e.g. sustainable/ smart urban life) in the context of (e) bicycle-logistics LMD</p>
Lesson 3	Mentoring		

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 demonstrate a strong sense of adaptation (to the learner's needs).	5. To demonstrate strong sense of leadership (leading in a collegial way), partnership, and trustworthiness.	5. To demonstrate aptitudes of teaching others: making knowledge and experience explicit, to choose the appropriate way of teaching and mentoring.
EQF level*	3 or 4		
ECVET credits**	2		
Duration (hours)	Lectures	Auditory exercises	Laboratory exercises
	6		
Learning materials	<ul style="list-style-type: none"> • 7-10 pages Lecture notes • 17-22 Presentation slides • 1-3 Case studies 		

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

*

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
<i>Post-secondary level</i>	
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>

**

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.



SAFE LMD

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