

Top Level Glossary

Terms Suggested by Employability Subgroup 29.4.2010

Competence	<p>The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). This extends beyond the possession of knowledge and skills and includes: 1) cognitive competence; 2) functional competence; 3) personal competence; and 4) ethical competence.</p> <p>Comment: competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.</p> <p>Source: Cedefop, 2004, European Commission, 2006a. Incl in 2008 update</p>
Education or training Path	<p>The sum of learning sequences followed by an individual to acquire knowledge, skills or competences.</p> <p>Comment: a learning path may combine formal and non-formal learning sequences which validation leads to certification.</p> <p>Source: Cedefop; European Commission, 2006c. Incl in 2008 update</p>
Education or training Pathway	<p>A set of related education or training programmes provided by schools, training centres, higher education institutions or VET providers, and that facilitates individuals' progression within or between activity sectors.</p> <p>Source: Cedefop; European Commission, 2006c. Incl in 2008 update</p>
formal learning	<p>Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.</p> <p>Source: based on Cedefop, 2004. Incl in 2008 update</p>
Informal learning	<p>learning resulting from daily activities related to work, family or leisure. It is not organised or structured (in terms of objectives, time or learning support). Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification. (www.cedefop.gr: "EU Knowledge system for lifelong learning")</p>
Learning organisation	<p>An organisation which promotes learning, and where individuals learn and develop through the work context, for the benefit of themselves, each other and the whole organisation, with such efforts being publicised and recognised.</p> <p>Source: Cedefop, 2004. incl in 2008 update</p>
Learning outcome	<p>statement of what a learner knows, understands and is able to do on completion of a learning process, which is defined in terms of knowledge, skills and competence. (EU 2008b)</p>
Learning society	<p>a society in which learning is considered important or valuable, where people are encouraged to continue to learn throughout their lives, and where the opportunity to participate in education and training is available to all.</p> <p>(www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues)</p>

Lifelong learning	All learning activity undertaken throughout life, which results in improving knowledge, skills, competences and/or qualifications for personal, social and/or professional reasons. Source: based on Cedefop, 2004. Incl in 2008 update
lifewide learning	Learning, either formal, non-formal or informal, that takes place across the full range of life activities (personal, social or professional) and at any stage. Comment: lifewide learning is a dimension of lifelong learning. Source: based on Cedefop, 2004.
Non-formal learning	learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It normally does not lead to certification. (www.cedefop.gr : "EU Knowledge system for lifelong learning")
Recognition of learning Outcomes	(a) Formal recognition: the process of granting official status to skills and competences either through the: – award of qualifications (certificates, diploma or titles); or – grant of equivalence, credit units or waivers, validation of gained skills and/or competences; and/or (b) Social recognition: the acknowledgement of the value of skills and/or competences by economic and social stakeholders. Source: Cedefop, 2004. Incl in 2008 update
Validation of prior learning	the process of assessing and recognising learning, including non-formal and informal learning. Validation usually refers to the process of recognising a wider range of skills and competences than is normally the case within formal certification. (www.cedefop.gr : "EU Knowledge system for lifelong learning")
Valuing learning	the process of promoting participation in and outcomes of (formal or non-formal) learning, in order to raise awareness of its intrinsic worth and to reward learning. (Source: Cedefop, 2001 Incl in 2008 update). This process is the organising principle for designing these strategies. Valuation in this sense implies development of individuals, organisations and society, with and without formal validation in working and learning systems. (VPL-network 2004)

Refs to cedefop refer to its 2008 publication **Terminology of European education and training policy: A selection of 100 key terms**