



## Learning Unit model

<b>Learning unit</b>	
<b><i>Title</i></b>	
<b><i>Products</i></b>	Report what the student have to create
<b><i>Measurable and specific learning Outcomes</i></b>	Report learning outcomes (step 1)
<b>Targeted Competences aligned to learning outcomes - specifications of the WBL project, outgoing profile, soft skills</b>	Report aligned competences (steps 2)
<b>Skills</b>	<b>Knowledge</b>
Specify which skills each competence is based on	Specify which knowledge each competence is based on
<b><i>Target</i></b>	
<b><i>Prerequisites</i></b>	
<b><i>Application phases</i></b>	Describe the structure and the main activities performed during the WBL path
<b><i>Times</i></b>	Describe the timing of the main activities carried out
<b><i>Methodology</i></b>	Report learning/teaching tasks (step 3)
<b><i>Internal and external Human resources</i></b>	Resources involved
<b><i>Tools</i></b>	Equipment, technologies, etc.
<b><i>Monitoring</i></b>	Plan and monitoring tools (see monitoring paragraph 3.3)
<b><i>Assessment</i></b>  What will be assessed it has already been partly defined in the learning outcomes	Report assessment tasks step 4 and refers to steps and tools (see Assessment paragraph 3.4)

The Learning Unit, which represents the training project of the annual WBL path, should have the features of interdisciplinary, ensuring the involvement of all school subjects.

The 4-step design presented above useful to align the competences to the assessment, should be integrated to the learning / teaching tasks. It is important to specificity the school subjects which contribute in different ways to the achievement of the learning outcomes identified.