

## Report 7: Description of the curriculum

Quiosq | July 2023

### Introduction

**This is the final version of the Revintage curriculum description. Experts from the VET sector and content experts commented on the earlier version (see Report 7). Their comments have been incorporated into this version. In a limited number of cases, this shows different views. These are both listed for clarity.**

The question in this inventory was: what could be the role of VET and heritage institutions and professionals in preserving post-war interiors? In order to answer this question, we made a description of a curriculum at EQF level 3/4. This description contains all the qualifications necessary to be able to handle the identified problems and challenges in practice. More precisely: with these qualifications, graduates can actually make a contribution to the preservation of post-war interiors.

We have organized expert meetings in The Netherlands, Portugal, and Malta that were open to the various stakeholders. Its intention was to compare existing practices in the treatment of postwar interiors, as well as create space for new practices and collaborations. A resulting inventory of knowledge, know-how, and collections that are related to the mentioned interiors in the format of an EQF description will be disclosed on the project website. We have shared the framework in the form of a part-curriculum description with stakeholders and asked their opinion about practical implementation. This inquiry focuses on the primary target group (VET representatives). The EQF description was made in consultation with this target group. The basic principle was that the target group knows best what students in the VET sector can handle and at which final level the knowledge, skills, and competences should be.

### Consulted experts

In the three partner countries the next experts were consulted:

- Jorn Konijn (Van Eesteren Museum)
- Kees Somer (State Department of Cultural Heritage, RCE)
- Eloy Koldewey (State Department of Cultural Heritage, RCE)
- Martin Bellers (RIBO ROC Twente, VET))
- Samantha Wouters (ROC Amsterdam (VET))
- Ana Luís Castro (writer)
- João Manarte (architects, built heritage and VET education)
- Rodrigo Bernardin (architect, built heritage and VET education)
- Rúben Sousa (architect, built heritage and VET education)
- Russell Muscat ( )
- Kenneth Gambin (heritage experts and VET Educators)

- David Ellul (architect specializing in post-war era)
- Kimberly Bonello (architect specializing in post-war era)
- Joseph Schirro (conservation specialist, also involved in VET education)



*Photo 1: Expert meeting in Porto (POR) (Photo by Nuno Sarmento)*

Without exception, the experts were positive about the draft version and also provided us with many useful suggestions for improvement. These included focus, content and level. The full record of their comments can be found in Report 8.

## **Deliverables**

For the Revintage project, the following deliverables were planned for Activity 4:

**R7:** Curriculum description (this report)

**R8:** Report on expert meetings in Malta, Portugal and The Netherlands

**W3:** Finalization of the project website

## **Outcome of Activity 3**

Activity 3 (Analyzing the value of post-war interiors) had significant importance for the project and the mind and perception of everyone involved. From what we could see, we had a very concrete clarification from all the countries of the importance of this matter of sustainability, heritage and preservation. The problem most mentioned by the focus group was without a doubt the lack of interest that people have on these topics and how important it is for everybody to be interested and

involved in. For that reason, the impact the activity had is notorious, particularly in the younger generation involved.

Post-war interiors hold significant cultural heritage value as they provide a glimpse into the design and aesthetics of the mid-twentieth century. After World War II, there was a renewed sense of optimism and a desire for modernity, which found expression in the interiors of homes and public spaces. The furniture, colors, and materials used during this period were heavily influenced by technological advancements and new materials such as plastic and metal.

Some of the experts questioned this optimism. They argued that after the Second World War the sensation was not of optimism, but of chaos, destruction, and a huge shortage of housing due to the damages of war. It was the humanitarian crisis that gave the urgency to act and to build an enormous number of houses, as well as public spaces, motivated by the need to replace and rebuild the wreckage that was found at the center of a lot of European cities.

Understanding post-war interiors can provide insights into the social and cultural changes that occurred during this period. Students who learn about the uniqueness of this period's interior design can gain a deeper understanding of the significance of design in reflecting and shaping cultural values, as well as the importance of preserving historical artifacts and designs for future generations.

## **Requirements curriculum description**

This report provides a description of a module that can be used in VET education on the valuation and sustainable preservation of post-war interiors. For each partner country, the situation is different in terms of requirements for such a module, and this certainly holds true for the other countries in Europe, despite all the tools that have been created to make the requirements comparable. Therefore, for the sake of applicability we assume a kind of average condition that we believe shall prove easily adaptable to other situations.

As described in prior texts, recent interiors are vulnerable at this time. This vulnerability means that they are disappearing not only through decay but also because these interiors have not received a motivated valuation as heritage. This problem, combined with the rapid emergence of current use and living requirements, is causing a rapid loss of post-war interiors. In short, this means that this type of heritage has not yet been recognized for preservation and is therefore disappearing at a rapid pace. What is missing, according to all stakeholders in the previous Revintage project activities, is the knowledge that highlights the recognition and value of these interiors among interested parties. These stakeholders are, in the context of Revintage, VET students who do not recognize the cultural value of post-war interiors and thus do not have a value judgment; let alone that they can actively act upon it.

Vocational Education and Training (VET) students in design- and craftsmanship-related fields should learn about post-war design and interiors for several reasons. First and foremost, understanding the historical context of design trends is crucial for any aspiring designer or decorator. The post-war period saw significant shifts in design styles and preferences, as people sought to move away from the austerity of the war years and embrace a more optimistic and modern aesthetic. Learning about the designers, architects, and artists who shaped this period can provide invaluable insights into the evolution of design and the societal forces that influenced it. Additionally, many of the design principles and techniques developed during this time continue to influence contemporary design, making it essential knowledge for any designer or decorator looking to stay current and innovative in their field. Overall, studying post-war design and interiors can provide VET students with a deeper

understanding of the history and evolution of their craft, as well as inspiration for their own creative endeavors.

This curriculum description assumes an optional module for the upper division of a VET program in an applicable direction. This may be a course in craftsmanship, preservation, restoration and cultural tourism. Specifically, this will be a 240-hour module level 3 or 4 that can be taken by a diverse group of students interested in the subject but without specific prior knowledge. There will have to be broadening of knowledge and cultivation of interest. Since the group consists of generally practically trained students, there will be an appropriate ratio of theory to practice. Each theoretical part will be illustrated in field trips and cases and made your own in practical exercises, individually and in groups.

## **ECVET and EQF**

A number of European instruments such as the European Qualifications Framework (EQF), Europass, European credit transfer systems (ECTS and ECVET), the multilingual classification of European Skills/Competencies, Qualifications and Occupations (ESCO) and quality assurance frameworks have been developed and implemented to support the mobility of learners and workers. These tools are improving transparency, making qualifications comparable across countries (EQF) and credit points transferable (ECTS). These instruments were not developed in isolation from each other, they are in close coherence where the different tools and services -including transparency and recognition of qualifications, validation of non-formal and informal learning and lifelong guidance- are offered in a coordinated way aiming to contribute to real European mobility where a person's knowledge, skills and competences can be clearly understood and quickly recognized.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they are neutral to how, in which context and over what duration individuals have developed their knowledge, skills and competences. They make it possible to recognize learning in view of achieving a qualification independent of where the learning took place and over what duration. The European Quality Assurance Reference Framework for VET (EQAVET) provides a European-wide system to help stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems and it can be used in accordance with national legislation and practice.

The aim of the Recommendation of the European Parliament and the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for lifelong learning was "The creation of a common reference framework intended to serve as a tool for comparing qualifications in both general and professional education". European Qualifications Framework for lifelong learning has been developed to allow easy comparison of qualifications achieved in different European countries. In the European Qualifications Framework learning outcomes inform what a learner knows, understands and is able to do after completion the learning process. Therefore, in the European Qualifications Framework effects of learning are particularly important. Learning outcomes are listed in three categories: knowledge, skills and competences.

Principles underpinning the European Qualifications Framework are widely recognized by the countries of the Community. Benefits of implementing the EQFs:

- The qualifications are more readable and easier to understand in different countries and systems in Europe;
- The citizens' mobility between countries is promoted;
- Lifelong learning is facilitated;
- A comparison of learning outcomes in different European countries is allowed to facilitate cooperation between countries and institutions;
- The common European reference point links different national qualifications systems and thus facilitates better communication among them;
- A network of independent, but interrelated and mutually understandable qualification is created;
- The transfer of qualifications between countries, systems and institutions is made comparable;
- The access to lifelong learning and the scope of participation in this process is improved;
- The validation of non-formal and informal learning is facilitated;
- The transparency of qualifications awarded outside the national systems is encouraged

For EQF 3 and 4 apply the following learning outcomes:

#### EQF 3

- Knowledge: Knowledge of facts, principles, processes and general concepts, in a field of work or study
- Skills: A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- Responsibility and autonomy: Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

#### EQF 4

- Knowledge: Factual and theoretical knowledge in broad contexts within a field of work or study
- Skills: A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
- Responsibility and autonomy: Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

In general, EQF level 3 qualifications typically require learners to have basic knowledge and skills in a specific field or occupation. These qualifications are often obtained through vocational education and training (VET) programs and may enable learners to perform routine tasks under supervision. In contrast, EQF level 4 qualifications require learners to have a more advanced understanding of a specific field or occupation and to be able to work independently. These qualifications are often obtained through more specialized VET programs or through academic pathways such as higher education. Overall, EQF level 4 qualifications are more advanced and require a higher level of knowledge, skills, and competences than EQF level 3 qualifications. Moreover, some of the consulted experts indicated that the curriculum in its current description, in part, asks too much of students at this level and that adjustment toward a more practical level should be considered.

## Target of the optional module

Upon completion of the course, VET students will be able to make well-considered decisions about the cultural heritage value of a post-war interior and know how to preserve it in a sustainable manner. They have the knowledge and skills to do so themselves or know how to engage others. After debating this, some of the experts believe that the main strength of this curriculum is to develop the sensibility of the students to give them the tools to recognize the possible importance of a particular post-war interior. On the context and length proposed for this course (EQF 3 or 4, for 240 hours), it seems too ambitious to expect a student to be able to “preserve” these interiors and to have the “skills to do so themselves”. The main goal should be for the students to gain awareness and to learn how to engage with professionals that can evaluate and preserve, if necessary.

The description of the competencies is based on the following sources:

- Research within Activities 1, 2 and 3 of Revintage.
- Outcomes of interviews with representatives of VET education in the partner countries and discussions with experts.
- Curriculum descriptions of similar optional modules.
- All remarks made by the experts that were consulted.
- Information from the Rijksdienst van het Cultureel Erfgoed in Nederland (various publications on valuation of historic interiors) and many other written sources in the partner countries and in Europe in general.

Competence-based learning is a key feature of VET education, enabling learners to acquire practical, hands-on experience and to develop the competences needed to succeed in their chosen field. Overall, competences are a critical component of VET education, helping learners to develop the skills, knowledge, and abilities needed to thrive in the workplace and in their personal lives.



*Photo 2: House designed in the late 1950s by architect Mário Barbosa, located in Porto (Photo by Luis Ferreira Alves).*

## Learning area A: Cultural heritage

### Learning outcome A1: Knows what heritage is

Knowledge	Skills	Attitude
The student can explain the definition of heritage and highlight the diversity of heritage with examples.	The student recognizes claims about heritage and can be critical of them.	The student shows initiative in preparing a plan for future-proofing heritage assets.
The student can explain with examples that dealing with heritage is a way of looking at culture.	The student can place heritage in a historical context.	The student can handle and adjust his/her own opinions and emotions in a discussion about the value of heritage.
The student can explain who determines what heritage is and that heritage formation is an ongoing process.	The student can interpret the meaning of heritage from time-based perspectives.	The student is able to reflect, assign meaning and value heritage in dialogue and takes ethical aspects into account.

### Learning outcome A2: Understands the main concepts and typology of cultural heritage

Knowledge	Skills	Attitude
The student understands that theoretically there are several ways to view heritage.	The student can demonstrate the difference in approaches from the discipline using examples.	The student understands that different approaches are not right or wrong but merely a way of looking at things.
The student knows the difference between tangible and intangible heritage.	Within a given context, the student can name aspects of tangible and intangible heritage using examples.	The student understands that an object without the underlying stories has limited value and searches for backgrounds.
The student knows that individuals' views of heritage play an important role.	The student knows where to get knowledge when it comes to what belongs to cultural heritage and does so in practice.	The student demonstrates is open to the opinions of others and actively seeks them.

### Learning outcome A3: Understands the value of post-war interiors

Knowledge	Skills	Attitude
The student knows that knowledge about the heritage value of recent interiors is still developing.	The student can play an active role in the valuation of recent interiors by applying valuation systems.	The student knows that there is no absolute truth when it comes to valuation but that it is the outcome of a discussion.
The student has basic knowledge of the post-war period as it relates to the history of architecture.	The student can recognize and historically interpret built heritage.	The student actively searches for knowledge about a particular time period if knowledge about it is lacking or needs expansion.
The student has knowledge of the post-war period as it relates to popular culture and interior design	The student knows what developments are currently taking place within the valuation of recent interiors.	The student shows appreciation for interiors from the post-war period, even if they belong to a different (older) generation.

## Learning area B: Preservation of post-war interiors

### Learning outcome B1: Knows how to use valuation methods for post-war interiors

Knowledge	Skills	Attitude
The student knows valuation methods that are used within cultural heritage.	The student is able to use valuation methods in a global manner.	The student does not immediately take action when it comes to preservation, but names the advantages and disadvantages.
The student has global knowledge of other valuation systems and understands that it is a matter of choice.	The student can interpret and value the results of other systems and understands that valuation is not always 'objective'.	The student is open to the opinions of others and uses them to adjust his own opinion, if relevant.
The student knows the essence of the valuation method he uses and combines this with place-making theory.	The student can present this essence and uses the right means of communication.	The student is proud of the way in which the valuation system has been used and the result it has led to.

### Learning outcome B2: Recognizes the opportunities in preserving post-war interiors

Knowledge	Skills	Attitude
The student knows why it is important to preserve post-war heritage.	The student can convey this knowledge to others in a convincing manner.	The student is not 'pushy' regarding his own position but actively uses the opinion of others to improve his own opinion.
The student knows the possibilities and impossibilities of preserving post-war built cultural heritage and interior design.	In a given context, the student can make decisions about preservation of post-war interiors and the alternatives, like destruction.	The student pays attention to possible sensitivities of others regarding the subject and ethical aspects.
The student knows the institutions in his immediate vicinity and in its country that are involved in this.	The student understands that are different types of costs in the preservation activities.	The student can think outside the box and sees original possibilities for achieving preservation objectives.

### Learning outcome B3: Can make and implement a plan for preservation

Knowledge	Skills	Attitude
In a given context, the student knows how to write part of an implementation plan for the preservation of post-war interiors.	The student can write part of an implementation plan under supervision, including a rough estimation of the costs.	The student does not start immediately, but makes conscious choices.
The student has the knowledge with which he can manage not only himself but partly also other involved.	The student has management and leadership qualities, to a certain level and in a given context.	The student is aware of the organizational preconditions for the implementation plan as far as its own work is concerned
The student has knowledge of evaluation systems based on the Plan-Do-Check-Act cycle.	The student can evaluate his actions, actively using the opinions of others.	The student has a positive attitude in the field of adjusting measures taken if the evaluation makes this necessary.



## Course description

The time investment for this module is 240 hours, divided into roughly 6 weeks of 30 hours. This can be adjusted in response to the possibilities of the course provider, the other program, etc. Lectures, excursions and practical assignments can be provided. The assessment relates work delivered, in particular in the field of the aforementioned knowledge, skills and attitude. Emphasis is given to how the student dealt with the problem, not the final result. The reflection of the student is expressly part of the assessment. Incidentally, some of the experts indicate that 240 hours is too few for such a vast subject. A doubling to 480 hours would be more appropriate.

Possible format:

- Week 1: General introduction based on the knowledge that the students already have. Excursion to a museum. Reflective assignment.
- Week 2: Lectures and practical work in the field of cultural heritage and appreciation. Application in a concrete case. Visiting workshops to understand materials and type of craftsmanship.
- Week 3: Determination of a case in the field of post-war interiors on which the students will work in groups. Preliminary investigations.
- Week 4: Discussions with stakeholders about the possibilities for preservation. Try to get a total overview.
- Week 5: Writing an implementation plan under supervision and presenting it to those involved and fellow students.
- Week 6: Closing. Extensive reflection with those involved about approach and results. Evaluation and assessment

Note that not all modules will contain the same number of hours. The more theoretical modules will have fewer hours and the more practical ones more. Some of the experts indicated that the role of the student needs to be better elaborated. To whom is he/she accountable? What is the final product? Usually this is an operational plan within a given situation where the student is responsible for a particular component.

According to all experts, it is important that the students visit all places relevant to the topic, from the places that are to be preserved, to the institutions that supply the knowledge to do so, to the builders and companies that will actually do it. It feels important to add to the list: visiting buildings from the post-war period, both from known architects and from anonymous ones, visiting building companies, material factories and their showrooms, museums and archives, as well as material stores, in order to have a full scope of the sources of materials.

The experts also agreed that the specific case that students work on, should be about a real house with people living there. This will bring another important side to the module: the side of the user. One of the topics that seems to be very important to discuss in this course should be function versus value, and the user is of greater importance for this. His/her side can, eventually, have a saying, or not, on the plan of preservation and it is important that the students understand that is a situation that most of the professionals deal with (user experience versus function versus costs versus value...). Furthermore, the experts would like to emphasize the importance of hearing the people who actually live on the buildings that are being worked on, to engage with them, and even invite them to the presentations.

## Didactic principles

VET is founded on several didactic principles that guide the learning process. One of the central principles is learner-centeredness, which emphasizes that education should be tailored to the needs and interests of individual learners. Another principle is practical relevance, which holds that education should focus on the acquisition of skills and knowledge that are directly applicable to the workplace and that enable learners to be productive and successful in their chosen field. Active participation is also a crucial principle in VET education, as it encourages learners to engage actively in the learning process through hands-on activities, group work, and problem-solving exercises. Additionally, VET education emphasizes the importance of continuous assessment and feedback, enabling learners to track their progress and receive constructive feedback from instructors, peers, and supervisors. Finally, VET education promotes the integration of theoretical knowledge with practical experience, enabling learners to apply what they have learned in real-world settings. Overall, these didactic principles provide a strong foundation for VET education, helping learners develop the skills, knowledge, and competencies needed to succeed in their chosen professions.

More specific we will in this case focus on:

- Activation of prior knowledge: active recognition, discussion and reflection.
- Historical reasoning: (critical) use of sources, asking questions, forming a context.
- Cultural research: the creative process of orienting, researching, executing and evaluating.
- Multiperspectivity en multi-voicedness: social, cultural, historical, economic, environmental, political and technical.
- Geographical approach: where is it? Why there? Is it wanted there? How will it be experienced in the future?
- An alternation of methods: theory, field trips, discussions among themselves and with experts, doing something yourself, reflecting.



*Photo 3: VET education at ROC Twente (RIBO), The Netherlands (photo by Bob Crezee)*

## **Evaluation and assessment**

All modules will receive extensive evaluation, both with the students and by the teachers involved. Assessment is based on the principle that a student must be able to progress. This means that if testing shows insufficient grasp of the subject, there will be additional components specifically aimed at individual recovery. Testing will differ per component, and depend on the content. In addition, there may be local differences related to what a program is used to. However, the starting point is that the testing will be fully consistent with the competencies listed. In many cases a rubric can be an appropriate instrument for this.

## **Local adaptations and general closing observations**

It is to be expected that the above is not fully applicable everywhere in Europe in this way, despite there being a European way of description and an interchangeable level. This includes the use of appropriate materials, textbooks, etc. As long as these focus on the attainment of competencies, it is up to the local education provider to use the appropriate manuals and learning methods. For the time being, it is assumed that existing material can be used to provide of theoretical background. The full elaboration of the remaining material is beyond the scope of this project.

From the meetings and discussions with experts we had in Revintage, we understood that there are several reasons for the decay and destruction of the post-war interiors, but that, in general, the problem could be connected to a lack of consciousness of their cultural, societal or historical importance. This lack of consciousness can be said to come from many places, but we think the growing disconnection between users and the building production methods, either factories or craftsmen, is, above the things mentioned, very important.

The curriculum should emphasize the importance of knowing how our reality is being built and where do the materials and objects come from and should contribute to the valuation of the construction process. We sometimes see that there is a cultural down-view on the professionals working on the building industry and it should be an objective of this curriculum to change this. Revintage should aim to improve the way we look at all the people who contribute to our built environment and to awaken curiosity and motivation on the students to value its cultural importance, preserve it and to be a part of it.