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Abstract	This report describes the final release of one of the main results of the ENhANCE project, i.e. <i>Guidelines supporting the design of local curricula</i> , as well as the work carried out in order to refine the first release delivered at M14. The report also includes a description of the web-based version of the Guidelines, named Designers' Kit, and a number of documents (included as annexes) composing the Kit.
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Signatures

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1 Executive summary

This document reports about one of the main outcomes of the ENhANCE project, i.e. the Final Release of the *Guidelines supporting the design of local curricula* and includes the description of the work carried out in order to evaluate and refine the first release delivered at M14 (Feb 2019).

After an introduction (Section 3), in **Section 4** we describe how and why the first release of the Guidelines has been transformed into a set of independent documents named Designers' Kit. These documents have been used by the project Pilot Coordinators to support the design and the implementation of the pilot courses and has been the object of the evaluation process described in Section 5.

Section 5 reports about the review process implemented in order to refine the first release of the Guidelines. In particular, we describe the evaluation process set up in the project, under the coordination of WP6 and WP8; then this section outlines the main criticalities identified through the evaluation process, as well as the main remedial actions implemented in order to tackle and solve each criticality and refine the Guidelines for their final release.

Then, in **Section 6**, the final release of the *Guidelines supporting the design of local curricula* is described in its two formats:

- a web-based hypertextual document made available on the OOT, as a public and open document (<https://oot.enhance-fcn.eu/course/view.php?id=26>);
- independent printable documents (pdf, MS Word, or MS Excel documents, depending on the specific type) which can be downloaded from the online version.

Section 7 provides a final discussion and conclusions.

Then a number of **Annexes** are provided including the main documents composing the final release of the Guidelines.

2 Definition and Acronyms

The present section presents the list of acronyms and other specific terms used within the present document.

EU	European
ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit system for Vocational Education and Training
EQF	European Qualification Framework
ESCO	European Skills, Competences, Qualifications and Occupations
FCN	Family and Community Nurse
LO	Learning Outcome
M	Month
PHC	Primary Health Care
PP	Professional Profile
T	Task
UoL	Unit of Learning Outcome
VET	Vocational and Educational Training
WP	Work Package

3 Introduction

This report is aimed to outline the Final Release of the *Guidelines supporting the design of local curricula*, which are one of the main results of ENhANCE project. As described in D3.1.2 the FCN Curriculum is supposed to be *general and “across-the-board”*, in order to play a reference role for any VET designer targeting FCNs in any EU country, as well as *modular and flexible*, in order to be adaptable to different contexts and rules in different EU countries. These characteristics of the EU Curriculum relies on the fundamental role of the Guidelines provided in this document, since the guides and the tools provided do support the actual localization of the Curriculum in a specific context (the one of a particular VET provider in an EU country).

A first release of the *Guidelines supporting the design of local curricula* was delivered in M14 (February 2019). Then, as described in this document, the Guidelines have been progressively modified and improved in order to meet designers' needs. In the framework of WP3 they have been used to design 3 “localized curricula” and then the specific pilot courses which have been implemented in WP5. These design processes were a “testing field” for the Curriculum and the Guidelines themselves, especially concerning its flexibility and adaptability, since the general Curriculum was localized into 3 different countries and 3 different courses.

In **Italy** the Curriculum was localized into a 12-month FCN course at Master's level, corresponding to 60 ECTS at EQF level 7. Upon completion, the student received a Certificate in Family and Community Nursing officially recognized by UNIGE.

In **Finland** the Curriculum was localized into an academic course which provides 30 ECTS at EQF-level 7. It is a 12-month course 100% online programme. Upon completion, the student received a Certificate in Family and Community Nursing officially recognized by UEF.

In **Greece** the Curriculum was localized into a 250-hours Lifelong Learning Programme which awards 40 ECTS at EQF-6 level and leads to a Certificate of Specialization in Family and Community Nursing.

The implementation in such different courses proves the Curriculum flexibility, modularity and adaptability, as well as the efficacy of the Guidelines, and provides evidence of the quality of the work carried out in the project. Especially the Greek pilots, which addressed EQF-6 level, demonstrated the flexibility of the Curriculum across EQF7/EQF6 levels and the effective support provided by the Guidelines in such adaptation process.

During the pilot design and implementation, different evaluation processes were carried out, through different perspectives. The collection and the analyses of the results allowed for the refinement of the first release of the Guidelines.

As main result of this evaluation, it was decided to have the final version of the Guidelines delivered in two formats, i.e. as a textual document (similarly to the first release – see Annexes to this deliverable), and web-based hypertextual document. This means the Guidelines have been transformed into a hypertext and made available on the OOT, as a public and open document (<https://oot.enhance-fcn.eu/course/view.php?id=26>). This makes the document far more easy to read and will make it easier to maintain and update it even after the end of the project, thus increasing potential future uptake. Guides and tools provided online can be anyway downloaded by users in order to support their reusability and printability. To be noted that the digital version of the Guidelines, carried out by Si4Life, was not originally envisaged in the proposal, so it is an additional activity.

Because of the pandemic emergency the whole project has been affected by a delay, formalized through an amendment approved by the EACEA. The end of the project has been delayed to May 2021 and the delivery of the final version of the *Guidelines supporting the design of local curricula* has been postponed from M35 to M40, i.e. April 2021.

4 The evolution of the Guidelines into the Designers' Kit

As already mentioned, a first release of the *Guidelines supporting the design of local curricula* was delivered in M14 (February 2019). Actually, the Guidelines were chapters of D3.2.1 targeting specific issues to be tackled in order to localize the EU Curriculum in a specific country.

According to the project workplan, in T3.3 the three Pilot Coordinators (UNIGE, UEF and UTH) were supposed to use the Guidelines in order to design 3 localized curricula (in Italy, Finland and Greece respectively) and then to design the 3 pilots which would be then implemented in WP5. The actual use of the guidelines in the above mentioned “design processes” should be the “testing filed” for these tools, as to their efficacy and usability. Based on these premises, SI4LIFE adapted the guides and tools included in D3.2.1 in order to be more usable and practical. So the whole document was split into **14 documents** which were provided to the Pilot Coordinators in T3.3 together with instructions about “how to use them” (see Figure 1).

This set of documents was named “**Designers' Kit**” and was shared with partners through the project Google Drive folders¹. Each document was assigned with progressive numeric code (Designers Kit 1 – DK1, DK2, DK3, and so on).

The set included general guides and practical tools (mainly excel files), aside to user manuals focused on the tools and useful check-lists.

The Pilot Coordinators were supposed to deliver their own version of the Flexibility Tool (DK3 – Excel file), which was the tool allowing for the formalization of the main design elements of the localized curriculum.

Once formalized the Localized Curriculum in the Local Flexibility Table, Pilot Coordinators were asked to design the specific pilots.

As described in D3.3, in order to support the description and the formalization of such design process, SI4LIFE in collaboration with the other partners involved in WP3, drafted other important templates described in the following sections.

These templates were generally described in D3.3, delivered at M18, since they were expected to be shaped throughout the last steps of pilots design and the implementation of pilots. In D3.3 links to “living documents” describing the pilots were included, which were supposed to be progressively filled in by Pilot Coordinators (in an iterative process of refinement of the pilots design) till the start of the pilots.

¹ see

<https://drive.google.com/drive/folders/1qpoKap6A4zwMdilmobO82wERbDmBdvTa?usp=sharing>

In Google Drive WP3 → T3.3 you will find the folders

DESIGNERS' KIT → STEP 1: LOCALIZED CURRICULUM

<https://drive.google.com/drive/folders/1qpoKap6A4zwMdilmobO82wERbDmBdvTa?usp=sharing>

There you can find 14 TOOLS which are supposed to support you in the definition of your Localized Curriculum.

The final output of your design process will be the Flexibility Tool (DK3), filled in with the information concerning your Localized Curriculum.

In order to complete the DK3, we suggest to take at your fingertips:

- DK1 – EU FCN Curriculum
- DK2 – Assessment table
- DK4 - Localizing the curriculum with the Flexibility Table – User Manual
- DK5 - Flexibility Tool – User Manual
- DK6 - Flexibility table – Check-list
- DK7 - Building Modules – User Manual and Check-list
- DK8 - Definition of the EQF level – User Manual
- DK13 – Assessment User Guide

In order to design effective Work Based Learning and Practice Sharing we suggest to refer to:

- DK9 - How to design an effective WBL when localizing a FCN curriculum – User Guide
- DK10 - WBL User Check-list
- DK11 - How to design an effective Practice Sharing when localizing a FCN Curriculum – User Guide
- DK12 - Practice Sharing - User Check-list
- DK14 will provide you with references concerning the “Recognition of Prior Learning (RPL) and Personalization of Learning Paths”.

Please upload your version of DK3 in the folder DK3-LocalizedCurricula

Figure 1: Instructions provided to Pilot Coordinators in T3.3 about “how to use” the Designers’ Kit

4.1 The Course Syllabus

The COURSE SYLLABUS is a template for a textual document supporting the formalization and the sharing of the main design choices concerning the DEFINITION OF MODULES² and TEACHINGS³ of a COURSE IMPLEMENTING A LOCALIZED CURRICULUM.

The Course Syllabus template includes 4 main sections:

- **General Information:** this section is aimed to provide an introduction to the main characteristics of the course and a sort of “identity card” of it; an introductory section provides information such as the title, the conferred qualification, the number of awarded ECTS, the total student workload duty, the level of qualification, etc.; then a short course description is provided; a table points out the overall credits distribution and the workload with respect to the main methods adopted in the course; finally some attendance policies are described.
- **Modules plans:** this section is aimed at linking the teachings to the related modules; a specific table associates each teaching to a progressive code and to the Learning Outcomes addressed by the module.
- **Teaching Plans:** this section is aimed at detailing the main characteristics of a teaching.
- **Course Schedule:** this section is aimed at providing a detailed course schedule.

4.2 The Assessment Approach table

In order to be able to recognize and validate competences in the framework of ECVET, students’ assessment should be “learning-outcome oriented” and thus teachers should be able to assess if a student has achieved EACH LEARNING OUTCOME.

In complex curricula such the one for FCN, assessing students LO by LO could require a very big effort and this task may not fit with the needs and rules of the VET provider, especially if it is a University, where assessment might take place differently.

To this end, the ENhANCE project identified 3 main ASSESSMENT APPROACHES in order to describe how to manage the assessment of LOs in each test/assignment/assessment tool:

- **ASSESSMENT APPROACH 1:** the teacher has to specify if the WHOLE EXAM/TEST is PASSED or FAILED; if the exam is PASSED, each LO assessed through that exam/test has to be considered as PASSED
- **ASSESSMENT APPROACH 2:** the teacher has to specify if EACH LEARNING OUTCOME is PASSED or FAILED.
- **ASSESSMENT APPROACH 3:** the teacher has to specify if EACH LEARNING OUTCOME is PASSED or FAILED; in the event that a LO is PASSED, the teacher has to specify the specific level (eg. satisfactory, good, excellent).

² A MODULE is defined as: “one of the parts that a course of study is divided into, which covers a particular subject and often has its own examination”; In the context of ENhANCE project, modules are defined at the LOCALIZED CURRICULUM level, i.e. in the FLEXIBILITY TOOL

³ Then the project conventionally adopted the term “TEACHING” to identify: “a specific part of a Module, addressing one or more Learning Outcomes, referring to a specific discipline sector or branch of knowledge and associated to “reference Teacher”; a teaching is also characterized by specific contents, methods and educational materials; assessment methods and tools can also complete a description of a teaching”

A specific tool, the ASSESSMENT APPROACH TABLE has been created in order to support the formalization of the approach adopted for each test/assignment/assessment tool included in the pilot.

The Pilot Designers, with the support of teachers, were expected to list (for each method selected in the Localized Curriculum) the assessment tools they would like to use and choose an assessment approach.

1	COURSE NAME:		XXXX	
2	COORDINATOR:		XXXX	
3	please complete the table: note that green columns have a drop-down menu with fixed values			
4	PLEASE PROVIDE A UNIQUE LIST (NOT SPLIT BY MODULES)			
5	ASSESSMENT APPROACH			
6				Assessment Approach (1/2/3)
7	ASSESSMENT METHOD	ASSESSMENT TOOL name	ASSESSMENT TOOL code	
8	WE	eg. Written test - Module 1	eg. WT-Mod1	1
9				1
10				2
11				3
12				
13				
14				
15				
16				

Figure 2: A screenshot from the Assessment Approach Table

4.3 The Assessment Matrix

The Assessment Matrix has been delivered after a long collaboration process involving SILIFE, AWV and Pilot Coordinators. The aim of the ASSESSMENT MATRIX is dual:

- to support designers and teachers in the formalization (and thus the sharing) of the main design choices about students’ assessment;
- to support the monitoring of the assessment process throughout the course implementation.

After a long discussion, Partners agreed on the fact that providing such a template for every possible ASSESSMENT APPROACH was very hard. So, they agreed to develop a template for the most likely situation, i.e. when the **ASSESSMENT APPROACH 1 is adopted for the whole course or for specific modules. This situation mirrored the three pilots carried out in the project.**

The Assessment Matrix **consists of an Excel file made up of 4 main sheets**⁴.

⁴ The final version of the Assessment Matrix is available at <https://drive.google.com/drive/folders/1e1O0pmqSlbXnD-ipbukYtc37Aj4CbYZb?usp=sharing>

SHEET 1 – ASSESSMENT APPROACH

This sheet should mirror what has been defined in the ASSESSMENT APPROACH table. It is just to have “at designers’ fingertips” what is stated in the other tool. *This table admit only value “1” as to the assessment approach.*

SHEET 2 – ASSESSMENT MATRIX

It relies on the information already included in the Localized Curriculum and, in particular, in the “Assessment Scaffolding” sheet of the Flexibility Tool, which is supposed to be copied and pasted here; in that sheet, designers should have already specified for each LO of a module the Assessment Method they are going to adopt.

M2	Module 2: Decision Making Process	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	0,00%	0,00%	100,00%
LO 11a	Involve individuals and families in decision-making process					X
LO 22a	Know and apply leadership techniques that ensures clinical and					X
LO 22b	Know and apply decision-making techniques that ensures clinical and					X

MODULE	TARGETED LEARNING OUTCOMES	Teaching code, name and teacher	ASSESSMENT TOOLS			
			WE	OE	SSK	OTH
MODULE 1: xxxxxx						

WORK BASED LEARNING	TARGETED LEARNING OUTCOMES	WBL type or Teaching code, name and teacher	TOOLS for WBL ASSESSMENT

Figure 3: Screenshots from the Assessment Matrix – Sheet 2

In the place of the “X” included in the Assessment Scaffolding designers have to specify **the name of the ASSESSMENT TOOL they are going to use** to assess the specific LO, drawn from the list they provided in the ASSESSMENT APPROACH SHEET.

Then they only have to add the information about the TEACHING targeting the LO, which is already included in the COURSE SYLLABUS (see Section 4.1).

The assessment of Work Based Learning is managed in a separate table.

SHEET 3 – STUDENTS LIST

This sheet is a “placeholder” for the list of the actual students, which will support the assessment monitoring. Then, based on the template created in SHEET 4 – S1, designers can create A SHEET FOR EACH STUDENT.

SHEET 4 – S1

This sheet is a template that designers have to customize based on the tools they decided to adopt. Once customized, designers should create as many sheets as many students are attending the course.

5 The Designers' Kit review process

The 14 documents included in the Designers' Kit and the additional templates delivered in T3.3 have been used by Pilots Designers and Teachers in order to design and implement their localized curricula and courses.

Such a set of tools have been then included in the overall evaluation process carried out in under the coordination of WP6 and WP8, in order to collect feedback for the Curriculum improvement and refinement.

5.1 Collection of stakeholders' feedback

In parallel with the evaluation of the EU Curriculum described in D3.1.2, another evaluation process focused on the *Guidelines supporting the design of local curricula*, in their new release as Designers' Kit, has been carried out in T6.2 and T8.1, as depicted in Figure 4.

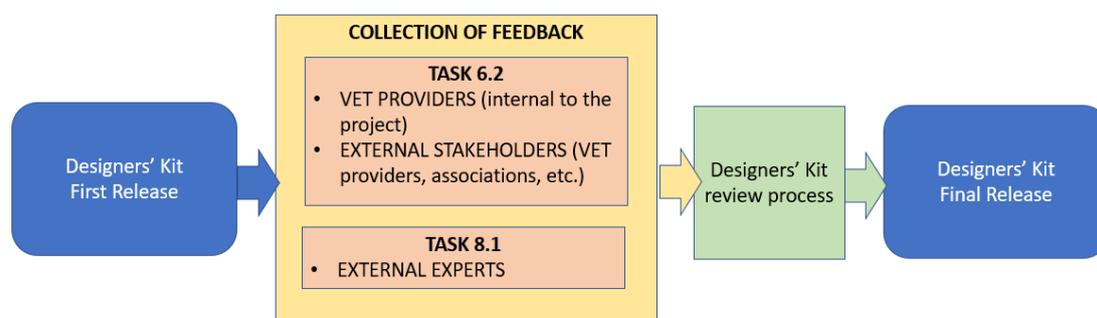


Figure 4: The evaluation process focused on the Designers' Kit

WITHIN TASK 6.2, coordinated by ITD-CNR, an overall evaluation of the results of WP3 was carried out, particularly the FCN EU Curriculum (outcome of Task 3.1) and the Guidelines for designers of local curricula (outcome of Task 3.2). An iterative process of evaluation was carried out involving different representatives of stakeholders in the provision of feedback concerning the first versions of the above mentioned project outcomes.

As detailed in D6.2, the evaluation process of the Guidelines involved the following categories of stakeholders:

1. **VET providers (internal to the project)**. ITD-CNR considered them as the most informed group of stakeholders and so decided to deliver both questionnaires and interviews. This allowed them to go deeper in the evaluation and to collect more qualitative and fine-grained data. As to the Guidelines in particular, Designers who actually used these tools have been consulted in order to collect feedback about their usability and efficacy.
2. **External stakeholders** were reached through an online survey⁵, developed in collaboration with WP7 and published on the project website. The survey had a double aim, i.e. to disseminate the project outcomes and raise awareness about them, and to engage stakeholders by asking for their feedback. Data collection happened once, in Autumn 2020; a total of 47 participants filled out the survey (see D6.2 for details).

⁵ <https://www.enhance-fcn.eu/stakeholder-engagement/>

WITHIN TASK 8.1, under the coordination of AWV/AFBB, 4 external experts were involved in the evaluation of the Guidelines. The main purpose of the evaluation by the external experts was to assure the validation and the general quality of the main project outputs, thus to check their compliance with the European standards that are not under the subject of WP6.

The focus was thus on the compliance of the Curriculum with ECVET and EQF, as well as on the general quality of the Guidelines.

5.2 Feedback analysis

As described in D6.2, D8.2.1 and D8.2.2, generally the involved stakeholders agreed the Guidelines are overall useful, usable, and clear. The main suggestion was to commute it into a digital document, so to improve readability (although the Designers' Kit already improved the usability of tools with respect to D3.2.1) and to guarantee maintenance in time.

The most appreciated document was the Flexibility Table, which has got a high potential of usability and transferability and for this reason it was suggested to make it available on the project website as a downloadable document.

Anyway, some important suggestions have been provided in order to improve the first release of the *Guidelines supporting the design of local curricula*. The results of the evaluation have been analysed and taken on board by SI4LIFE in order to identify possible "*issues to be tackled*" and improve the first release of the *Guidelines* starting from the intermediate step of the *Designers' Kit*.

The main documents analysed were: D6.2, D8.2.1 and the draft version of D8.2.2. In addition, specific feedback collected by SI4LIFE throughout the WP3 implementation, while interacting and collaborating with pilot designers, have been integrated in the analysis in order to focus on the proper issues.

Table 1 outlines the main identified issues, related to the specific stakeholders providing the feedback.

Issue N.	Reference Task for the Evaluation	Stakeholder type providing the feedback	Description of the issue
1	T6.2 T8.1 WP3	VET providers (internal) External Experts Project Partners	Commute it into a digital document, so to improve readability (although the Designers' Kit already improved the usability of tools with respect to D3.2.1) and to guarantee maintenance in time.
2	T6.2	VET providers (internal)	It would be important to homogenize the layout of all the checklists and – more in general - of all the documents composing the Guidelines, since this will improve usability.
3	T6.2	VET providers (internal)	In order to avoid the reader/future adopter to feel too much constrained by the level of details, it is suggested that the hierarchy of the documents produced by ENhANCE is explained (from the EU Curriculum, down to the localized curricula and then to the course syllabi)
4	T8.1	External Expert	There are many documents in the tool kit. Most documents are informative and easy to understand and some are short but 14 is a lot!
5	T8.1	External Expert	I like the checklists they really help to summarise and check that the relevant steps are completed. They are however adding to the list of documents and could be integrated at the end of the guides.
6	T8.1	External Expert	DK9 – HOW TO DESIGN AN EFFECTIVE WBL WHEN LOCALIZING A FCN CURRICULUM – USER GUIDE DK10 – HOW TO DESIGN AN EFFECTIVE WBL WHEN LOCALIZING A FCN CURRICULUM – CHECKLIST DK11 - HOW TO DESIGN AN EFFECTIVE PRACTICE SHARING WHEN LOCALIZING A FCN CURRICULUM – USER GUIDE DK11 - HOW TO DESIGN AN EFFECTIVE PRACTICE SHARING WHEN LOCALIZING A FCN CURRICULUM – CHECKLIST While I like the checklists, the WBL and Practice sharing guides do appear a distraction from the main tasks required. They are broad in perspective and could be better served with a good list of references. It is good to see these can be optional reading.

7	T8.1	External Expert	<p>DK3 – FLEXIBILITY TOOL</p> <p>DK4 – FLEXIBILITY TOOL MANUAL</p> <p>DK13 – ASSESSMENT USER GUIDE</p> <p>These are challenging to read but it is clear that the countries of the partnership have managed to use the guides in practice to achieve the development of their curriculum. This may need to be taken into account when widening access to other partners. The complexity of adding basic and advanced levels as well as EQF level is confusing.</p>
8	T6.2/WP3	VET providers (internal)	<p>DK8 - DEFINITION OF EQF LEVEL USER MANUAL</p> <p>In the internal review process of the first release of the CURRICULUM, and additional important element have been introduced to define the proper EQF level and to phrase accordingly the Learning Outcomes. Two main types of LOs have been identified (type X and Type Y) and specific procedures to tackle both of them have been identified. The Guidelines should be updated with these additional procedures.</p>
9	T7.1/T6.2	External Stakeholders	<p>DK8 - DEFINITION OF EQF LEVEL USER MANUAL</p> <p>It would be useful to include the list of possible verbs (and/or examples) in an Appendix for both EQF6 and EQF7, so that it will be easier to rephrase LOs depending on the EQF you need to address.</p>
10	T6.2	VET providers (internal)	<p>DK7 – BUILDING MODULES KIT</p> <p>Making a hypertext would even improve usability, as this would allow access directly to all the mentioned documents.</p>
11	T6.2	VET providers (internal)	<p>DK7 – BUILDING MODULES KIT</p> <p>Some sentences probably had the aim to communicate with partners. Words have to be adapted to the actual target (VET Providers).</p>
12	T6.2	VET providers (internal)	<p>DK7 – BUILDING MODULES KIT</p> <p>Maybe we should be more specific and say more explicitly that each LO can be used in more modules.</p>

13	T6.2	VET providers (internal)	DK14 - GUIDELINES FOR RECOGNITION OF PRIOR LEARNING AND PERSONALIZED LEARNING In terms of examples, some Anglo-Saxon countries (like Germany, the Netherlands, etc.) could be added and maybe some South European examples could be removed. In any case, the examples need to be presented in a more homogenous format.
14	T6.2	VET providers (internal)	COURSE SYLLABUS It would be a good idea to produce and share the empty template of the Syllabus for other VET providers that could adopt its structure (even outside the nursing field)
15	Wp3	Project partners	DK13 – ASSESSMENT USER GUIDE It needs to be revised including an overview of the whole set of tools for assessment delivered by the project

Table 1: The main “issues to be tackled” identified through the analysis of the results of the evaluation proces

5.3 Remedial actions and Designers' Kit refinement

Once analysed the feedback collected from stakeholders, different remedial actions have been enacted in order to tackle the issues pointed out. In the following sections the remedial actions are described according to the targeted issues.

5.3.1 Guidelines usability: the web-based version of the Designers' Kit

As depicted in **Table 1 – Issue 1**, the main issue pointed out by all the stakeholder types was to commute the Designers' Kit into a web-based hypertextual document, so to improve readability by every VET Provider would like to use the Curriculum and to guarantee maintenance in time.

So the Guidelines, in their new release of Designers' Kit (14 documents + T3.3 templates) have been transformed into a hypertext and made available on the OOT, as a public and open document (<https://oot.enhance-fcn.eu/course/view.php?id=26>). This makes the document far more easy to read and will make it easier to maintain and update it even after the end of the project, thus increasing potential future uptake.

The online Designers' Kit is described in Section 6.1.

5.3.2 Guidelines usability: hierarchy among the documents

Guides and tools provided online in the digital version of the can be anyway downloaded by users in order to support their reusability and printability. So, as described in Section 6.2, the final release of the Guidelines has been delivered also in a textual format, downloadable from the web-based tool.

In order to improve the usability and the clarity of texts, included in both formats of the Guidelines, SI4LIFE tackled **Issue 2, 3, 4, 5, 6 and 10 in Table 1** by:

- revising the templates of the documents included in the Designers' Kit;
- identifying a hierarchy among the documents, which has been clearly mirrored in the hypertextual structure of the web-based Designers' Kit.

The hierarchy allowed to point out the most important guides and tools for Curriculum instantiation and to put aside them some “supplementary readings” which could improve the effectiveness of the process. In such a way, designers approaching the Designers' Kit will not be obliged to read all of the provided documents, but will be able to select the proper ones on the base of their current needs.

5.3.3 Guidelines usability: review of the language

In order to improve the usability and the clarity of texts, included in both formats of the Guidelines, SI4LIFE performed an overall review of the language adopted in the Guidelines, thus actually tackling **Issue 7, 11 and 12 in Table 1**.

This review has taken into account the intended target of the Guidelines, i.e. any VET provider (designer and/or teacher) who would like to implement the FCN Curriculum in his/her own country. To this end:

- the language has been simplified where possible and some sentences have been clarified (see Issue 12);

- references to internal documents (project deliverable) or activities (WPs and Tasks) have been removed and (when needed) replaced with hypertextual links to specific pages/tools of the Designers' Kit; in the textual version of the kit the hypertextual links have been replaced with references to specific documents;
- texts "speak directly to the user" in the general "you" form.

5.3.4 Other issues

The other issues listed in Table 1 have been tackled as follows:

- **Issue 8 - "DK8 - DEFINITION OF EQF LEVEL USER MANUAL"**

"In the internal review process of the first release of the CURRICULUM, and additional important element have been introduced to define the proper EQF level and to phrase accordingly the Learning Outcomes. Two main types of LOs have been identified (type X and Type Y) and specific procedures to tackle both of them have been identified. The Guidelines should be updated with these additional procedures."

The section of the Designers' Kit named "*How to manage the adaption from EQF7 to EQF6?*" (originally part of DK8 - DEFINITION OF EQF LEVEL USER MANUAL) has been integrated with a specific guide about LOs types (see Annex 8)

- **Issue 9 - "DK8 - DEFINITION OF EQF LEVEL USER MANUAL"**

"It would be useful to include the list of possible verbs (and/or examples) in an Appendix for both EQF6 and EQF7, so that it will be easier to rephrase LOs depending on the EQF you need to address"

The section of the Designers' Kit named "*How to manage the adaption from EQF7 to EQF6?*" (originally part of DK8 - DEFINITION OF EQF LEVEL USER MANUAL) has been enriched with two specific guides about "*How to use the EQF levels description*" and "*The description of Learning Outcomes according to ECVET*" (see Annex 1)

- **Issue 13 - DK14 - GUIDELINES FOR RECOGNITION OF PRIOR LEARNING AND PERSONALIZED LEARNING**

"In terms of examples, some Anglo-Saxon countries (like Germany, the Netherlands, etc.) could be added and maybe some South European examples could be removed. In any case, the examples need to be presented in a more homogenous format"

AFBB/AWV, who developed the first release of DK14, has been asked to review the document in order to meet the request collected in T6.2. The document has been reviewed and integrated and published in the Designers' Kit as the guide "*How to recognize prior learning and personalize the learning path?*"

- **Issue 14 - COURSE SYLLABUS**

It would be a good idea to produce and share the empty template of the Syllabus for other VET providers that could adopt its structure (even outside the nursing field)

As suggested the template has been refined by SI4LIFE and uploaded for free download in the web-based Designers' Kit.

- **Issue 15 - DK13 – ASSESSMENT USER GUIDE**

It needs to be revised including an overview of the whole set of tools for assessment delivered by the project

The document has been revised by SI4LIFE, who produced the new a specific document named HOW TO DESIGN AND FORMALIZE STUDENTS' ASSESSMENT? which provides an overview on:

- the ASSESSMENT TABLE provided aside the Curriculum and defines the main assessment methods suggested for each LO;
- the Assessment Scaffolding sheet of the FLEXIBILITY TOOL, which allows to define the distribution of such methods among Modules and related LOs;
- the section of the COURSE SYLLABUS which allows to describe the Assessment Tools the designer would like to adopt for each teaching;
- the ASSESSMENT APPROACH table;
- the ASSESSMENT MATRIX.

Then a reviewed ASSESSMENT GUIDE has been linked to this document.

6 The final release of the Guidelines: the Designers' Kit

As already mentioned, the Final Release of the *Guidelines supporting the design of local curricula* is delivered in two formats:

- a web-based hypertextual document made available on the OOT, as a public and open document (<https://oot.enhance-fcn.eu/course/view.php?id=26>);
- guides and tools included in the web-based version have been also delivered as documents (pdf, MS Word, or MS Excel documents, depending on the specific type) which can be downloaded by users in order to support their reusability and printability.

In the next sections some details about these two formats are provided.

6.1 The web-based hypertextual Designers' Kit

The web-based version of the Designers' Kit was developed by SI4LIFE, supported by ITD-CNR, as an additional task which was not planned in the project proposal. The Designers' Kit is available online on the OOT, as a public and open document (without login) at <https://oot.enhance-fcn.eu/course/view.php?id=26>.

The KIT is organized into 4 main SECTIONS:

1. **The FCN EU Curriculum:** this section introduces the main outcome of the project linking to the digital version of its final release.
2. **Tools for Curriculum instantiation:** this section includes guides and tools for the proper localization of the general Curriculum in a specific context.
3. **Supplementary readings for an effective Curriculum instantiation:** this section outlines further guides about Work based Learning, Practice Sharing and Personalized Learning.
4. **Tools for courses implementation:** this section provides important tools for the design and the description of your own courses.

Each section includes a short introduction and then some TIPS guide the user through the main issues tackled by the guides (see for instance Figure 5)

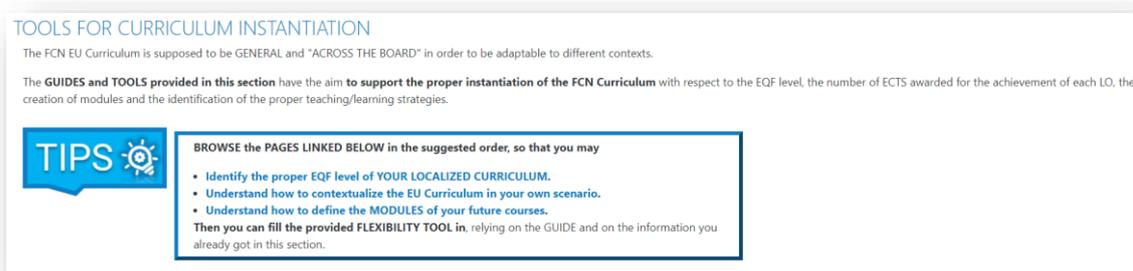
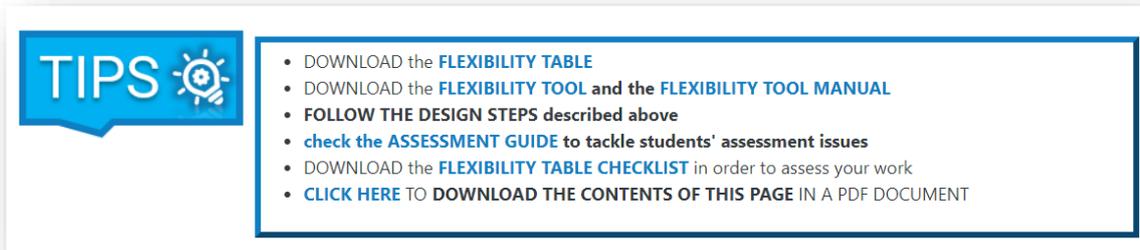


Figure 5: A screenshot from the online Designers' Kit – Tools for Curriculum instantiation

At the end of each section /page additional TIPS are provided linking to related guides and tools (see for instance Figure 6); in addition, the user has the possibility to

download the contents of the section/page in a pdf document, thus using the Kit in the second “format”, described in Section 6.2.

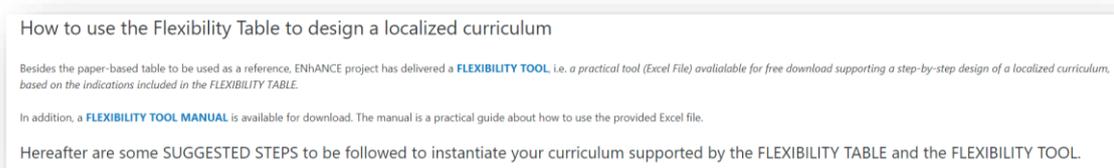


TIPS

- DOWNLOAD the [FLEXIBILITY TABLE](#)
- DOWNLOAD the [FLEXIBILITY TOOL](#) and the [FLEXIBILITY TOOL MANUAL](#)
- FOLLOW THE DESIGN STEPS described above
- check the [ASSESSMENT GUIDE](#) to tackle students' assessment issues
- DOWNLOAD the [FLEXIBILITY TABLE CHECKLIST](#) in order to assess your work
- [CLICK HERE](#) TO DOWNLOAD THE CONTENTS OF THIS PAGE IN A PDF DOCUMENT

Figure 6: A screenshot from the online Designers' Kit – tips at the end of the section/page

Direct links to downloadable tools are also provided in the text, as shown in Figure 7



How to use the Flexibility Table to design a localized curriculum

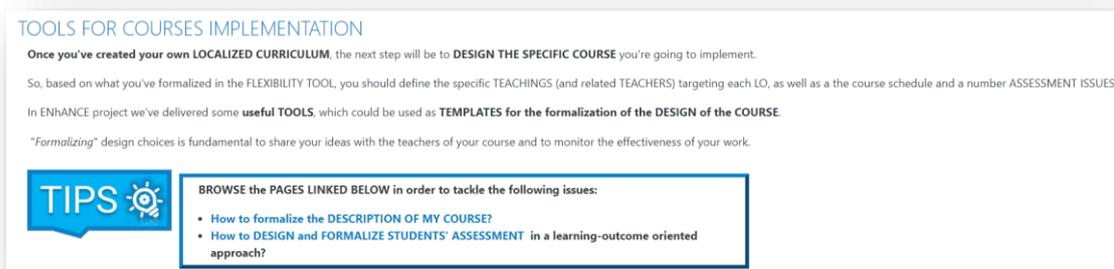
Besides the paper-based table to be used as a reference, ENhANCE project has delivered a [FLEXIBILITY TOOL](#), i.e. a practical tool (Excel File) available for free download supporting a step-by-step design of a localized curriculum, based on the indications included in the [FLEXIBILITY TABLE](#).

In addition, a [FLEXIBILITY TOOL MANUAL](#) is available for download. The manual is a practical guide about how to use the provided Excel file.

Hereafter are some SUGGESTED STEPS to be followed to instantiate your curriculum supported by the [FLEXIBILITY TABLE](#) and the [FLEXIBILITY TOOL](#).

Figure 7: A screenshot from the online Designers' Kit – direct links to downloadable documents

A specific section **TOOLS FOR COURSES IMPLEMENTATION** (see Figure 8, integrates the contents of the first release of the Designers' Kit, made of 14 Documents, with the additional tools delivered in T3.3 (see section 4) in order to support the description and the formalization of the design of actual courses.



TOOLS FOR COURSES IMPLEMENTATION

Once you've created your own **LOCALIZED CURRICULUM**, the next step will be to **DESIGN THE SPECIFIC COURSE** you're going to implement.

So, based on what you've formalized in the [FLEXIBILITY TOOL](#), you should define the specific **TEACHINGS** (and related **TEACHERS**) targeting each LO, as well as a the course schedule and a number **ASSESSMENT ISSUES**.

In ENhANCE project we've delivered some **useful TOOLS**, which could be used as **TEMPLATES for the formalization of the DESIGN of the COURSE**.

"Formalizing" design choices is fundamental to share your ideas with the teachers of your course and to monitor the effectiveness of your work.

TIPS

BROWSE the PAGES LINKED BELOW in order to tackle the following issues:

- How to formalize the **DESCRIPTION OF MY COURSE?**
- How to **DESIGN and FORMALIZE STUDENTS' ASSESSMENT** in a learning-outcome oriented approach?

Figure 8: A screenshot from the online Designers' Kit – section “Tools for courses implementation”

6.2 The downloadable version Designers' Kit

As pointed out by different stakeholders consulted during the evaluation process, aside to the online version of the Designers' Kit, a printable version of the Guidelines, based on separate documents would be useful to improve the usability of this result.

So separate printable .pdf documents have been made available for download at the bottom of each page of the web-based Designers' Kit. Word templates (such as the Course Syllabus) have been shared as links in the online version, as well as the tools based on Excel sheets (such as the Flexibility Tool, the Assessment Approach table and the Assessment Matrix).

The whole set of tools is available at <https://drive.google.com/drive/folders/1e1O0pmqSlbXnD-ijbukYtc37Aj4CbYZb?usp=sharing>

Table 2 outlines:

- A. The set of documents included in the first version of the Designers' Kit, produced by SI4LIFE after the delivery of D3.2.1 in order to support the design of pilots;
- B. The set of documents included in the final version of the Designers' Kit, produced after the review process and included, as downloadable materials, into the online version of the Designers' Kit;
- C. References to the Annexes of this document, where the majority of the new documents (see point B) are included and to online shared folder where they can be downloaded (as to Excel files).

Name of the document in the first release of the Designers' Kit	Name of the document in the final release of the Designers' Kit	Additional info about the final release
DK1 – EU FCN Curriculum	EU FCN Curriculum – digital version	Part of D3.1.2. Available for free download on the online Designers' Kit Also available on project website https://www.enhance-fcn.eu/wp-content/uploads/2021/05/Curriculum_final-draft-v4.pdf
DK2 – Assessment table	Assessment table	Part of D3.1.2 Available for free download on the online Designers' Kit. Also available at https://drive.google.com/drive/folders/1e1O0pmqSlbXnD-ipbukYtc37Aj4CbYZb?usp=sharing
DK 3 – Flexibility tool	Flexibility Tool – final release	Available for free download on the online Designers' Kit Also available at https://drive.google.com/drive/folders/1e1O0pmqSlbXnD-ipbukYtc37Aj4CbYZb?usp=sharing
DK4 - Localizing the curriculum with the Flexibility Table – User Manual	Flexibility Table How to contextualize the EU Curriculum in my own scenario?	Available for free download on the online Designers' Kit See Annex 2 to this document Available for free download on the online Designers' Kit See Annex 5 to this document
DK5 - Flexibility Tool – User Manual	Flexibility Tool – User Manual	Available for free download on the online Designers' Kit

		See Annex 4 to this document
DK6 - Flexibility table – Check-list	Flexibility table – Check-list	Available for free download on the online Designers' Kit See Annex 3 to this document
DK7 - Building Modules – User Manual and Check-list	How to define the modules of my course? Building Modules Check-list	Available for free download on the online Designers' Kit See Annex 6 to this document Available for free download on the online Designers' Kit See Annex 7 to this document
DK8 - Definition of the EQF level – User Manual	How to set the proper EQF level? How to manage the adaption from EQF7 to EQF6? How to use the EQF levels description The description of Learning Outcomes according to ECVET LOs Types	Available for free download on the online Designers' Kit See Annex 1 to this document Available for free download on the online Designers' Kit See Annex 8 to this document
DK9 - How to design an effective WBL when localizing a FCN curriculum – User Guide	How to design an effective WBL?	Available for free download on the online Designers' Kit See Annex 10 to this document
DK10 - WBL User Check-list	WBL User Check-list	Available for free download on the online Designers' Kit

		See Annex 11 to this document
DK11 - How to design an effective Practice Sharing when localizing a FCN Curriculum – User Guide	How to design an effective Practice Sharing?	Available for free download on the online Designers' Kit See Annex 12 to this document
DK12 - Practice Sharing - User Check-list	Practice Sharing - User Check-list	Available for free download on the online Designers' Kit See Annex 13 to this document
DK13 – Assessment User Guide	How to design and formalize students' assessment? Assessment Guide	Available for free download on the online Designers' Kit See Annex 17 to this document Available for free download on the online Designers' Kit See Annex 9 to this document
DK14 will provide you with references concerning the “Recognition of Prior Learning (RPL) and Personalization of Learning Paths”.	How to recognize prior learning and personalize the learning path?	Available for free download on the online Designers' Kit See Annex 9 to this document
	How to formalize the course description?	Available for free download on the online Designers' Kit See Annex 15 to this document
	Course Syllabus Template	Available for free download on the online Designers' Kit See Annex 16 to this document
	Assessment Approach Table	Available for free download on the online Designers' Kit.

		Also available at https://drive.google.com/drive/folders/1e1O0pmqSlbXnD-ipbukYtc37Aj4CbYZb?usp=sharing
	Assessment Matrix	Available for free download on the online Designers' Kit. Also available at https://drive.google.com/drive/folders/1e1O0pmqSlbXnD-ipbukYtc37Aj4CbYZb?usp=sharing

Table 2: The list of documents included in the Designers' Kit – first and final release

7 Discussion and conclusions

The *Guidelines supporting the design of local curricula* are supposed to be one of the main expected results of the ENhANCE project, since their role is fundamental to support the effective implementation of the EU Curriculum in different EU countries.

The actual use of the Guidelines in pilots design and implementation and the evaluation process carried out in the framework of WP6 and WP8 allowed to collect the actual needs of intended users (mainly VET designers); based on these feedback SI4LIFE and the other partners involved in WP3 decided to perform an additional activity, not included in the project proposal, in order to improve the usability, but above all the sustainability of this project result; so a web-based version of the Designers' Kit has been provided in order to guarantee an easy, user-friendly and free access to these guides and tools for any VET designer in Europe. In addition, the Designers' Kit provides an introduction and specific guides addressing the EU Curriculum as a whole, which is displayed in a more user-friendly format with respect to D3.1.2. In this way the usability and sustainability of another project result is fostered.

Thus, by accessing the Designers' Kit on the OOT, any VET designer can have a simplified view of the Curriculum and get different types of support for its instantiation; additional tools are provided for the actual implementation of a course and each guide/tool is accessible both in the web-based format and in the downloadable/printable one.

8 Annex 1: How to set the proper EQF level?



Sector Skills Alliances - EACEA 04/2017

Designers' KIT

How to set the proper EQF level?

This document is part of ENhANCE Project's D3.2.2



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How to set the proper EQF level?

The EU Curriculum for FCN proposed by the ENhANCE Project **targets graduated nurses (with at least EQF6), aiming to take them towards EQF7. Thus, it aims to award EQF7 level certifications through at least 60 ECTS, although it supports the design of curricula awarding more or fewer credits.**

N.B: Each academic year corresponds to 60 ECTS and in each semester 30 ECTS.

A preliminary step for the localization of the curriculum is the **DEFINITION OF THE EQF/NQF LEVEL OF THE LOCALIZED CURRICULUM** and the relative **NUMBER OF AWARDED CREDITS**.

This should be done considering national regulations and institutional and other (e.g. labour market) requirements and depending on how many ECTS points you can deliver. The choice should be in line with the local context and there are several aspects to be considered, such as:

- the FCN qualification should always lead to a degree or certificate;
- the FCN qualification should be a stand-alone qualification;
- the FCN qualification should leave the option to continue the studies in case the FCN curriculum does not provide enough ECTS to reach a degree.

HERE ARE SOME EXAMPLES OF POSSIBLE LOCALIZED CURRICULA.

1. THE CURRICULUM IS DESIGNED ON EQF7 AWARDING 60 ECTS

This approach is feasible:

A. in countries where a **60 ECTS Second Cycle Degree that leads to EQF7 already exists** (e.g. Italy, Spain, and Sweden) and the qualification can be linked to EQF7 via the NQF.

B. in countries where a **60 ECTS Second Cycle Degree does not exist**; in this case, the curriculum:

B1. can be designed addressing EQF7 (meaning the LO reflect EQF7) but it will award a **certificate of continuous training**; the level and the content of the FCN courses should be mentioned in the certificate and a list and a description of LOs should be included (similar to a diploma supplement) for transparency reasons.

B2. can be delivered in the form of a **Second Cycle Degree awarding on the whole 90-120 ECTS**; in this way, the curriculum is integrated into similar study programs or extended by other LOs. FCNs will still receive a certificate and then will be able to continue the studies and gain more ECTS points.

2. THE CURRICULUM IS DESIGNED ON EQF7 AWARDING MORE THAN 60 ECTS

This approach is **similar to 1.B2**, but the curriculum covers more than 60 ECTS.

N.B.: If you select all the LOs described in the Curriculum and you address each of them at an advanced level, the maximum number of ECTS which could be awarded according to the Flexibility Table is 97,5 ECTS.

3. THE CURRICULUM IS DESIGNED ON EQF6 AWARDING LESS THAN 60 ECTS

This approach is feasible:

A. in countries where **the curriculum cannot be designed on EQF7** (for strategic/institutional reasons: maybe the institution already offers similar modules on EQF6 that can be easily transformed to suit the FCN curriculum); in this case, the curriculum will lead to a **certificate of continuous training**; the level and content of the FCN courses should be mentioned in the certificate and a list and description of LOs should be included (similar to a diploma supplement) for transparency reasons;

B. in countries where similar/comparable qualifications are on EQF6 and where these are **delivered in the form of a Bachelor's Degree** (EQF6, 180-240 ECTS); the curriculum can be integrated into similar study programs or extended by other LOs; FCNs will still receive a certificate and then be able to continue the studies and gain more ECTS.

WHEN LOCALIZING YOUR CURRICULUM USING THE TOOLS PROVIDED BY THE PROJECT, you may:

- **define a curriculum that doesn't reach 60 ECTS:** in this case, you have adapted the general EU Curriculum by selecting a subset of LOs from the list and/or by addressing many LOs at basic level; **awarding less than 60 ECTS means that the final course won't be able to certify an EQF7**; since the target users of the EU Curriculum are supposed to be EQF6, their EQF level will remain the same;
- **define a curriculum that goes beyond 60 ECTS:** in this case, you have adapted the general EU Curriculum by selecting more LOs than advised and/or by addressing them in an advanced way; awarding more than 60 ECTS doesn't mean to reach an EQF higher than 7, although the localized curriculum may be integrated in a Second Cycle Degree with 120 ECTS (two academic years).

Adapting the ENhANCE Curriculum to EQF6 (CASE 3) affects substantially the Curriculum itself, since the formulation of Learning Outcomes requires a modification, too. Since the description of Learning Outcomes should take into account the specific level of knowledge, skills and responsibility/autonomy identified by the European Qualification Framework (<https://europa.eu/europass/it/description-eight-egf-levels>), the curriculum should be thoroughly revised not just in terms of number of LOs and ECTS but also the way in which LOs are stated and phrased.

How to manage the adaption from EQF7 to EQF6?

In order to adapt the FCN EU Curriculum to EQF6 you should revise:

- the number of LOs you've selected;
- their "level of study" and the related educational strategy;
- the assigned number of ECTS.

*N.B.: For the adaptation of the Curriculum to EQF6 it is necessary to **KEEP ALL MANDATORY LEARNING OUTCOMES** in order to equip FCNs with the Core Competences necessary for their occupation but to **REDUCE the COMPLEXITY of the LEARNING OUTCOMES**.*

To this end, you should **revise also THE WAY in which LOs ARE STATED AND PHRASED following these suggested STEPS:**

STEP 1

Check all Learning Outcomes of the Curriculum and identify the ones that are clearly on EQF7, related to the EQF7 level descriptors. To this end you have to refer to the European Qualification Framework levels described at <https://europa.eu/europass/it/description-eight-efq-levels> and/or the supplementary reading about EQF levels provided below.

Please consider not only the title of the Learning Outcome but also the description of knowledge, skills and personal and transversal competences for your decision.

In the project we've identified two main types of LOs:

- LOs which concern an FCN ACTUAL SPECIALIZATION which is needed to perform FCN KEY ACTIVITIES (named LOs "TYPE X"); these LOs are targeted at EQF7 level.
- LOs which are not directly related with a "specialization in Family and Community Nursing" (named LOs "TYPE Y"); although fundamental for the overall curriculum, they CAN (but not MUST) be targeted at EQF6; so some of LOs "TYPE Y" are already addressed at EQF6 level.

See the type we've identified for each LO in Annex 1. You can use this list as a support for identifying the LOs you have to modify.

STEP 2

Adjust knowledge, skills, personal and transversal competences to make it suitable for EQF6, for example by reducing one or all of the following:

- A. knowledge (concepts, procedures, etc.)
- B. skills (e.g. with regards to role model/leader/mentoring and tutoring activities)
- C. complexity of situations (e.g. with regards to networks and contexts to act in)
- D. responsibility and autonomy (affecting mainly leadership, mentoring and management tasks).

During this step, you can use other study programs from your institution or similar programs from other institutions to compare the Learning Outcomes.

NB: In the ENhANCE Curriculum C and D are detailed under “PERSONAL AND TRANSVERSAL COMPETENCES”

STEP 3

(If applicable)

Rephrase the Learning Outcomes to match the content.

STEP 4

Communicate the level and complexity of the FCN's knowledge, skills and competences (e.g. in the diploma supplement or certificate) with the aim to create transparency and comparability among FCNs and their qualifications.

How to use the EQF levels description

The use of the EQF and its eight levels (<https://europa.eu/europass/it/description-eight-efq-levels>) as a "translation tool" between national qualification systems enables educational designers to describe learning outcomes units in such a way that they are comprehensible across countries and systems. At each level, the knowledge, skills and competence required to achieve the level are described.

The EQF thus also provides a taxonomic orientation for the description of learning outcomes that are assigned to each level. However, the EQF does not describe specific qualifications or an individual's competences but levels of qualifications. Learning outcomes in EQF are therefore defined a little differently than in ECVET, including the dimension responsibility and autonomy (in addition to knowledge and skills).

N.B: The description of Learning Outcomes for the curriculum should take this into account and describe the level of responsibility/autonomy under “PERSONAL AND TRANSVERSAL COMPETENCES” as to facilitate the reference to the EQF.

Hence, to adapt the EU Curriculum from EQF7 to EQF6, all three dimensions – knowledge, skills and responsibility/autonomy – should be considered and line up with the official descriptors and requirements for EQF level 6.

	Knowledge ⁶	Skills ⁷	Responsibility and autonomy ⁸
EQF6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

⁶ In the context of EQF, knowledge is described as theoretical and/or factual.

⁷ In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

⁸ In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

EQF7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
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The description of Learning Outcomes according to ECVET

The **description of Learning Outcomes according to ECVET** aims at ensuring a better understanding and comparability of qualifications and learning achievements across countries, institutions within a country or across qualifications.

It is therefore important to use a common language and common concepts when it comes to describing what a learner is able to do. It is a systematic way of structuring the qualifications acquired regardless of learning duration and learning location.

There are USEFUL GUIDELINES to support the description of Learning Outcomes:

- Guideline “Defining, writing and applying learning outcomes – a European handbook.” by the European Center for the Development of Vocational Training (Cedefop 2017), available at <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>
- “Get to know ECVET better - Questions and Answers” (ECVET User’s group. 2011.), available at [http://www.cedefop.europa.eu/files/ECVET_QUESTION_ANSWERS_Feb_2011_en\(download_ID_17648\).pdf](http://www.cedefop.europa.eu/files/ECVET_QUESTION_ANSWERS_Feb_2011_en(download_ID_17648).pdf)
- ECVET toolkit website: <http://www.ecvet-toolkit.eu/>

9 Annex 2: Flexibility Table



Sector Skills Alliances - EACEA 04/2017

Designers' KIT

FLEXIBILITY TABLE

This document is part of ENhANCE Project's D3.2.2



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Units of Learning and Learning Outcomes	MANDATORY/ OPTIONAL (M/O)	SUGGESTED STRATEGY					SUGGESTED LEVEL OF STUDY <i>basic AND/OR advanced</i>	ECTS ⁹
		Lecture (f2f or online)	Individual study	Group work ¹⁰ (f2f or online)	Lab ¹¹ (f2f)	Work based learning ¹² (f2f)		Possible range of ECTS to be assigned to the LO (eg. 1-2)

UoL A	NEEDS ASSESSMENT							
LO 1a	M	X	X	X		X	basic/advance	0,5-2
LO 1b	M	X	X	X		X	basic/advance	0,5-2
LO 1c	M	X	X	X	X	X	basic/advance	0,5-2
LO 3a	M	X	X	X			basic/advance	0,5-2
LO 3b	M	X	X	X	X	X	advanced	1-2
LO 3c	M	X	X	X	X		advanced	1-2
LO 19a	M	X	X	X		X	basic/advance	0,5-2
LO 19b	M	X	X	X	X	X	advanced	1-2
LO 21a	M	X	X	X			basic/advance	0,5-2

⁹ 1 ECTS = 25-30 hours, depending on country.

¹⁰ e.g.: problem based learning, case study, role play, plenary discussion, critical incident method, workshop, current /good practice sharing

¹¹ e.g.: role-play, simulation, etc.

¹² **Work based learning:** Whilst encompassing a broad range of activities and activity types, however, it is accepted that work-based learning centres on the acquisition of knowledge, skills and competences through action-based or reflective learning *in a vocational or occupational context*. (source: <https://www.wbl-toolkit.eu/site/introduction/whatiswbl>). These might include various forms, such as Apprenticeship, Stage, Internship and others, depending on national rules and training contexts. Apprenticeship, Stage, Internship, etc. can vary as far as the level of autonomy of the students and also the kind of supervision provided (faculty staff vs. staff external to the faculty, etc.). In our view, there is no need to specify the specific type of work-based learning at this stage, as this will give more flexibility to future adopters of our Curriculum to define the type of work-based learning that better suits their contexts.

UoL B	DECISION MAKING PROCESS								
LO 2a	M	X	X					basic/advance	0,5-2
LO 2b	M	X	X	X		X		advanced	1-2
LO 11a	M	X	X	X			X	basic/advance	0,5-2
LO 22a	O	X	X	X		X	X	basic/advance	0,5-1
LO 22b	M	X	X	X			X	basic/advance	0,5-2
LO 23a	M	X	X	X				advanced	1-2

UoL C	HEALTH PROMOTION AND EDUCATION								
LO 4a	M	X					X	advanced	1-2
LO 4b	M	X					X	basic/advanced	0,5-2
LO 5a	M	X		X	X	X	X	advanced	1-2
LO 16a	M	X	X	X	X	X	X	advanced	1-2
LO 16b	M	X	X	X	X	X	X	basic/advanced	0,5-2
LO 17a	O	X	X				X	basic/advanced	0,5-1
LO 17b	M	X					X	basic/advanced	0,5-2
LO 18a	M	X	X	X	X	X	X	advanced	1-2
LO 18b	M	X					X	basic/advanced	0,5-2
LO 25a	O	X		X			X	basic/advanced	0,5-1

UoL D	COMMUNICATION								
LO 6a	M	X	X	X	X	X	X	advanced	1-2
LO 15a	M	X	X	X	X	X	X	advanced	1-2
LO 15b	M	X	X	X	X	X	X	advanced	1-2

UoL E	NAVIGATION AS CARE COORDINATOR AND PATIENT ADVOCATE								
LO 8a	O	X	X					basic/advanced	0,5-2
LO 8b	O	X	X					advanced	1-2
LO 14a	M	X	X	X	X	X		advanced	1-2
LO 20a	M	X	X	X	X	X		advanced	1-2
LO 20b	M	X	X	X	X	X		advanced	1-2
LO 13a	O	X			X	X		basic/advanced	0,5-1
LO 27a	M	X	X	X		X		basic/advanced	0,5-2
LO 27b	M	X	X	X		X		basic/advanced	0,5-2

UoL F	EVIDENCE BASED APPROACH								
LO 9a	M	X	X	X		X		advanced	1-2
LO 10a	M	X	X	X		X		basic/advanced	0,5-2
LO 10b	M	X	X	X		X		advanced	1-2
LO 12a	O	X	X	X				basic/advanced	0,5-1
LO 12b	O	X	X	X				basic/advanced	0,5-1
LO 12c	O	X	X	X				advanced	1-1,5
LO 12d	O	X	X	X				advanced	0,5-1
LO 26a	M	X	X	X		X		advanced	1-2
LO 26b	M	X	X	X		X		advanced	1-2

UoL G	ENHANCE AND PROMOTE INDIVIDUAL AND FAMILY HEALTH INCLUDING E-HEALTH TO SUPPORT THE QUALITY OF NURSING CARE							
LO 24a	M	X	X	X		X	advanced	1-2
LO 24b	M	X	X	X		X	basic/advanced	0,5-2
LO 7a	M	X	X			X	basic/advanced	0,5-2
LO 7b	M	X	X	X		X	basic/advanced	0,5-2
LO 28a	M	X	X	X		X	basic/advanced	0,5-2
LO 28b	M	X	X	X		X	basic/advanced	0,5-2
LO 28c	M	X	X	X		X	basic/advanced	0,5-2

10 Annex 3: Flexibility table check-list



Designers' KIT

Flexibility table – Check-list

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The check list has the aim to help you in the use of the Flexibility Table and Flexibility Tool. In particular, it allows you to check if you have used correctly the Flexibility Table for building up your Localized Curriculum.

ISSUE	Yes	No	Partly	Comment
Preliminary actions				
Have you established the total number of ECTS of the curriculum before selecting the LOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Defining the LOs list for the curriculum				
Have you checked to have included all the Mandatory LOs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you taken into account the Experts' suggestions as to the teaching strategy/ies to adopt for each LO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you identified the proper teaching strategy/ies for each LO, according with the workload you established (ECTS range)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you defined the ' Level of Study ' for each LO accordingly with the effort/workload you envisaged?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you checked the coherence of the ECTS you assigned with the range of ECTS provided by Experts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you checked the coherence of the ECTS you assigned with the teaching strategies proposed (and the related workload)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Have you checked the number of ECTS assigned against the number of ECTS established for the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Modules preparation				
Have you assigned the selected LOs to Modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Curriculum refinement				
If the number of ECTS exceed the expected total number: have you revised the LOs in order to reach the correspondence? (adjusting the level of study and the strategies identified)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the number of ECTS doesn't reach the expected total number: have you add Optional LOs to reach the correspondence (following the same process followed for mandatory LOs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11 Annex 4: Flexibility tool manual



Designers' KIT Flexibility Tool – User Manual

This document is part of ENhANCE Project's D3.2.2



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N.B.: “You” in this manual means: the persons/department responsible for VET design or teaching in your institution.

The Flexibility Tool will support you in the process of building the curriculum.

The tool is an Excel folder composed of 6 sheets (4 + 2 for reference)

1. The first sheet is a reference sheet (LOs names) providing the list of LOs, grouped into Units; another reference sheet (“Reference”) is hidden and is aimed to support automatic calculation;
2. The second sheet reproduces the Flexibility Table (FT), with additional columns: 1 for assigning Learning Outcomes to Modules, a column for assigning ECTS and one check column (see Figure 9)

The third sheet (ECTS OVERVIEW) reports to which Module the LOs have been assigned and the number of ECTS recognized (see Figure 2)

3. The fourth sheet (PLAN OVERVIEW) shows which LOs are composing the different modules
4. The last sheet (ASSESSMENT SCAFFOLDING) supports the design of Students Assessment and is described in **Assessment User Manual document**

FLEXIBILITY TABLE TEMPLATE

	MANDATORY/ OPTIONAL	MODULE	SUGGESTED STRATEGY				SUGGESTED LEVEL OF STUDY	ECTS[1]		Assigned ECTS check cell
			Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study)	Lab (f2f) (e.g.: role-play, simulation, etc.)		Work based learning (f2f) (e.g.: apprenticeship, stage, internship...)	Possible range of ECTS to be assigned to the LO eg.[1-2]	
UoL_A	NEEDS ASSESSMENT									
LO 1a	Mandatory	M1	X	X	X		Advanced	0,5-2	1,5	
LO 1b	Mandatory							0,5-2		
LO 1c	Mandatory							0,5-2		
LO 3a	Mandatory							0,5-2		
LO 3b	Mandatory							1-2		
LO 3c	Mandatory							1-2		
LO 19a	Mandatory							0,5-2		
LO 19b	Mandatory							1-2		
LO 21a	Mandatory							0,5-2		
UoL_B	DECISION MAKING PROCESS									
LO 2a	Mandatory							0,5-2		
LO 2b	Mandatory							1-2		
LO 11a	Mandatory							0,5-2		

Figure 9 - Flexibility Table template

The sheet includes the following columns:

1. **Mandatory/optional (column B):** this column is already filled with respect to the Mandatory and Optional LOs; it is just a reminder, but you don't have to modify it.
2. **Module (column C):** you can select from the drop-down menu the Module to which the LO is attributed¹³

¹³ The current version of the FT envisages a maximum number of 10 Modules;

3. **Suggested strategies (columns from D to H):** you can put a “X” under the selected strategy/ies
4. **Suggested level of study (column I):** you can decide from the drop-down menu if the LO will be addressed at Basic or Advanced level. For some LOs the level of study is already suggested in the Flexibility Table.
5. **Possible range of ECTS (column J):** a range of values is reported in this column, according to the level of study.
 - a. for Mandatory LOs that can be addressed both at basic and advanced level the reported range is from 0,5 to 2 ECTS.
 - b. for Mandatory LOs that should be addressed at an advanced level a range from 1 to 2 ECTS is reported.
 - c. for Optional LOs is reported a range from 0,5 to 1 ECTS.

This column is just a reminder: you don't have to modify it. You have to refer to this range for filling in the Column “Assigned ECTS”

6. **Assigned ECTS (column K):** here you have to assign the number of the ECTS, according to the range provided in the column J (Possible range).
7. **Check cell (column L):** the cell will be automatically colored in red if the number of ECTS assigned is out of the range of reference

ECTS OVERVIEW: Modules and ECTS summary

In this second sheet LOs are listed in rows and Modules in columns. In each colored cell, corresponding to a LO associated to a module, the number of ECTS is provided. For each LO, the tool automatically retrieves the data about the Module and the number of ECTS from Sheet 1.

ASSIGNED ECTS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
	3	2	0.5	2	0.5	1	1.5	1	2.5	1.5
UoL A										
LO 1a	1	0	0	0	0	0	0	0	0	0
LO 1b	0	0.5	0	0	0	0	0	0	0	0
LO 1c	2	0	0	0	0	0	0	0	0	0
LO 3a	0	0	0.5	0	0	0	0	0	0	0
LO 3b	0	0	0	0	0	0	0	0	0	0
LO 3c	0	0	0	0	0	0	0	0	0	0
LO 19a	0	0	0	0	0	0	0	0	0	0
LO 19b	0	0	0	0	0	0	0	0	0	0
LO 21a	0	0	0	0	0	0	0	0	0	0
UoL B										
LO 2a	0	0	0	0	0	0	0	0	0	0
LO 2b	0	0	0	0	0	0	0	0	2	0
LO 11a	0	1.5	0	0	0	0	0	0	0	0
LO 22a	0	0	0	0	0	0	0	0	0	0
LO 22b	0	0	0	0	0	0	0	0	0	0
LO 23a	0	0	0	0	0	0	0	0	0	0

Figure 10 – ECTS OVERVIEW, Modules and ECTS summary

For example, as you can see in Figure 10, LO1b was attributed to M2 and 0,5 ECTS have been assigned to it. In this way you have the summary of the composition of the Modules and the total ECTS per Module (Assigned ECTS row).

PLAN OVERVIEW: LOs distribution ‘per module’

In this third sheet is displayed which LOs compose the different modules, reporting the name of the Module and of the LOs included in each one.

AS shown in

Figure 11, the sheet reports the Modules (sections of the sheet) and the LOs that refer to the specific Module. For each Module, the tool automatically retrieves which LOs (number and name) have been assigned to it.

B4 : =SE(A4="";";CERCA.VERT(A4;"LOs" names!\$A\$6:\$B\$70;2;0))

	A	B	C	D	E	F
1						
2						
3		M1		M2		
		<i>Insert the name of the module here</i>		<i>Insert the name of the module here</i>		
4	LO 1a	Identify and assess individuals' health status and health needs		LO 1b	Identify and assess families' health status and health needs	
5	LO 1c	Contextualize and apply needs assessment taking into account cultures and communities		LO 11a	Involve individuals and families in decision-making process	
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27		M5		M6		
		<i>Insert the name of the module here</i>		<i>Insert the name of the module here</i>		
28	LO 7b	Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care		LO 24b	Know the main characteristics of chronic and rare diseases which could be monitored at distance and apply the main guidelines about the monitoring process and the expected outcomes	
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						

Figure 11 – PLAN OVERVIEW (Modules and LOs overview)

12 Annex 5: How to contextualize the EU Curriculum in my own scenario?



Sector Skills Alliances
- EACEA 04/2017

Designers' KIT

How to contextualize the EU Curriculum in my own scenario?

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How to contextualize the EU Curriculum in my own scenario?

Introduction

Once identified the proper EQF level, you should work on the **adaptation / instantiation of the general EU FCN Curriculum to your own context.**

The main reference document you should take into consideration to this purpose is the FLEXIBILITY TABLE. It has been built with the scope to provide designers with detailed information on each LO, that are fundamental to take informed decisions to develop the localized instances.

Getting familiar with the Flexibility Table

The table is organized as follows:

- in **ROWS** you will find the list of Los
- in **COLUMNS** the information about the specific LO.

Units of Learning and Learning Outcomes	MANDATORY/ OPTIONAL (M/O)	SUGGESTED STRATEGY					SUGGESTED LEVEL OF STUDY <i>basic AND/OR advanced</i>	ECTS ¹ Possible range of ECTS to be assigned to the LO (eg. 1-2)
		Lecture (f2f or online)	Individual study	Group work ² (f2f or online)	Lab ³ (f2f)	Work based learning ⁴ (f2f)		
UoL A	NEEDS ASSESSMENT							
LO 1a	M	X	X	X		X	basic/advance	0,5-2
LO 1b	M	X	X	X		X	basic/advance	0,5-2
LO 1c	M	X	X	X	X	X	basic/advance	0,5-2
LO 3a	M	X	X	X			basic/advance	0,5-2
LO 3b	M	X	X	X	X	X	advanced	1-2
LO 3c	M	X	X	X	X		advanced	1-2
LO 19a	M	X	X	X		X	basic/advance	0,5-2
LO 19b	M	X	X	X	X	X	advanced	1-2
LO 21a	M	X	X	X			basic/advance	0,5-2

The information provided in columns is introduced hereafter.

MANDATORY/OPTIONAL

In this column you can retrieve the information on whether a LO is to be included in the curriculum **optionally or mandatorily**. Experts in the field have established that a certain number of the identified LO are essential in the FCN curriculum and have to be necessarily included in the curriculum (42).

Others (10), marked as optional, can enrich the profile and be added but do not have, necessarily, to be part of the curriculum.

SUGGESTED STRATEGY

These columns report a **list of possible strategies**. The Experts suggested one or a number of them for teaching the specific LO. You can identify the strategy/ies to be applied (one or more among the suggested) for the your contextualized curriculum, taking into account the level of study and the expected ECTS.

SUGGESTED LEVEL OF STUDY

This column suggests a **basic and/or an advanced level of study** for each LO; it is in somewhat connected with the type of LO (more focused on knowledge, skills or transversal competences), the suggested strategies and with the supposed workload. In some cases, the same LO can be tackled at a basic or advanced level. Experts gave a strict indication for some of the LOs while for others let you free to decide. Of course, the level of depth is related to the time and effort devoted to the specific LO and the teaching strategies adopted. The Level of study will affect the number of ECTS recognized for the specific LO.

ECTS (European Credit Transfer and Accumulation System)

ECTS is a credit system designed to make it easier for students to move between different countries. Since they are based on the learning achievements and workload of a course the number of the ECTS assigned to each LO should be coherent with the 'Level of study'. In this last column, Experts have provided a range of ECTS for each LO. You should refer to this range in order to assign the number of ECTS for each LO, according with the envisaged workload.

NB: ECTS credit corresponds to a range of 25-30 hours of work including lectures, seminars, group-work, practical work, work based learning, individual study, etc.

How to use the Flexibility Table to design a localized curriculum

Besides the paper-based table to be used as a reference, ENhANCE project has delivered a FLEXIBILITY TOOL, i.e. a practical tool (Excel File) available for free download supporting a step by-step design of a localized curriculum, based on the indications included in the FLEXIBILITY TABLE.

In addition, a FLEXIBILITY TOOL MANUAL ([inserire link a versione finale pdf](#)) is available for download. The manual is a practical guide about how to use the provided Excel file.

Hereafter are some SUGGESTED STEPS to be followed to instantiate your curriculum supported by the FLEXIBILITY TABLE and the FLEXIBILITY TOOL.

STEP 1 - Identify Mandatory/Optional LOs and include Mandatory in the initial list of selected LOs

The EU Curriculum is composed of 52 LOs. In the process of selecting the LOs for the localized curriculum you should, firstly, consider the second column of the Table, Mandatory/Optional.

First of all you need to include all the mandatory LOs (42 out of 52), because they represent the core of the FCN curriculum and cannot be disregarded.

NB - In the Flexibility Tool: a specific column points out mandatory and optional LOs; take care to fill in all the rows corresponding to mandatory LOs

STEP 2 - Identify and select the proper teaching strategies

In the Flexibility table, a number of possible strategies has been proposed. The Experts have already provided suggestions about the most suitable ones for each LO. You have to decide which strategies you would like to adopt for the local curriculum, taking into account the workload.

The suggested alternatives are the following:

- **LECTURE:** face to face or on line. Often based on a transmission of contents and support passive learning.
- **INDIVIDUAL STUDY:** need to be included for the ECTS attribution. Includes preparation for examinations.
- **GROUP WORK:** e.g. problem based learning. This category envisages collaborative or cooperative activities. Can be carried out face-to-face or online, in class or both in class and at home. It usually requires more time and workload than a lecture.
- **LAB:** e.g. role play, simulation. This strategy implies often to put into practice what has been learnt. It implies to put into practice what have been learnt. It can support active learning.
- **WORK BASED LEARNING:** it means 'the acquisition of knowledge, skills and competences through action-based or reflective learning in a vocational or occupational context'.

It is worth highlighting that lectures and individual study can only provide the theoretical part of an LO while skills and personal/transversal/social competences need to be targeted in a different way (WBL, Lab, et.).

You should keep in mind this aspect while designing the local curriculum.

NB - In the Flexibility Tool: strategies can be selected putting a X in the related column

STEP 3 - Define the Level of study for the LOs

It is necessary to define the level of study for each LO. To some LOs an advanced level is already assigned, others can be targeted at basic or advanced level:

- **BASIC LEVEL:** select this level if you have chosen strategies keeping the workload contained and if the contents are presented not at a deep level;
- **ADVANCED LEVEL:** select this level if you envisage an high workload and/or contents which are tackled at an advanced level.

NB - In the Flexibility Tool: the level of study can be defined selecting from a drop-down menu in the column 'Level of study' the option 'Basic' or 'Advanced'

STEP 4 - Assign ECTS to the LOs

According to the level of study (basic/advanced) and the workload envisaged you have to assign the ECTS to each LO.

- For Mandatory LOs that have to be addressed at an advanced level the suggested range is from 1 to 2 ECTS.
- For Mandatory LOs that can be addressed at basic or advanced level, the experts suggested:
 - For the basic level a range from 0,5 to 1,5 ECTS
 - For the advanced level a range from 1 to 2 ECTS
- For Optional LOs the range varies from 0,5 to 1

Remember that 1 ECTS corresponds to a range of 25-30 working hours.

NB: Once you have assigned the ECTS to the whole list of LOs already selected you have to check the total against the expected number established for the localized curriculum:

- If the maximum number of ECTS has been reached: you may be satisfied or you may want to reconsider your decisions because you want to add also one or more optional LOs.
- If the ECTS exceeded the maximum number established: you have to revise your choices.
- If the number of ECTS does not reach the maximum envisaged: you may now add the optional LOs.

Before changing the current ECTS attribution, we suggest distributing the selected LOs into Modules

NB - In the Flexibility Tool: you have to select a number of ECTS that is coherent with the identified level of study.

STEP 5 - Assign the LOs to Modules

After having assigned the ECTS to the LOs, LOs have to be distributed in Modules.

In Building Modules - Manual and Checklist three possible criteria to organize Modules are proposed.

You have to draft a list of possible modules based on one of the suggested criteria.

Take into account that:

- The minimum number of ECTS per module, must be at least two
- The workload in the modules should be differentiated
- Ideally the most important modules should have the same ECTS number

*NB - In the Flexibility Tool: the tool allows you to assign each selected LO to a Module (**SHEET 1**) and then gives back a summary of LOs and ECTS per Module in the sheet **ECTS OVERVIEW**. Finally, a report about the Modules and the LOs included in each one is presented in the third sheet (**PLAN OVERVIEW**); in the sheet the names of LOs are automatically retrieved from the other sheets while Modules can be named by the designer.*

STEP 6 - Refining and balancing the Curriculum

Now that the LOs have been distributed in the different Modules, you can come back to the LOs list to make some changes (if needed) in order to balance the composition of the Modules.

- If the maximum number of ECTS has been reached: you may want to change the level of study (and the corresponding number of ECTS) of the LOs in order to add other optional Los
- If the ECTS exceeded the maximum number established: you have to revise your choices, also taking into account the workload required in the different Modules
- If ECTS do not reach the maximum number envisaged: you may now add the optional LOs, also taking into account the workload required in the different Modules

For each LO you've added you have to follow steps from 2 to 4.

At this point you can allocate optional Los directly to Modules.

13 Annex 6: How to define the modules of my course?



Sector Skills Alliances - EACEA 04/2017

Designers' KIT

How to define the modules of my course?

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The localized curriculum has to be organized in **MODULES**.

There are three basic elements involved in the process of designing a module:

1. Defining the learning outcomes;
2. Choosing the learning and teaching methods that can lead to attainment of outcomes;
3. Assessing student learning outcomes.

In the definition of the first two elements (1 and 2) you are supported by the **FLEXIBILITY TABLE**.

For the last one (3), the **ASSESSMENT TABLE** provides you with a general framework for the assessment of each learning outcome in terms of criteria and methods, which you can use.

Since the design of the EU Curriculum is based on ECVET, the Learning Outcomes have been grouped into **Units of Learning Outcomes**. These show some parallels with modules but, in contrast to a module, are **not so much based on teaching requirements but to “competence areas” and “FCN key activities”**.

As stated by EU standards and tools in the field of VET, the Units of Learning Outcomes (UoLOs):

- should be designed in such a way as to provide as cohesive and structured a learning process as possible, with agreed coherent learning outcomes and clear criteria for assessment;
- can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession.
- should be designed in such a way that they can be completed as independently as possible of other units;
- should include all necessary learning outcomes (specialist, social and personal);
- should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time.
- should be assessable.

Although both Modules and UoLs actually result from the grouping of LOs, Modules mirror a **“teacher perspective”**, while UoLOs mirror the **“learner perspective”**; so, **the criterion adopted to group the LOs may be different**.

ENhANCE’s Experts envisage 3 POSSIBLE CRITERIA to set up the Modules of a localized curriculum:

1. The Modules coincide with the proposed 7 Units of Learning Outcomes:

- A. Needs Assessment
- B. Decision Making Process

- C. Health Promotion And Education
- D. Communication
- E. Navigation As Care Coordinator And Patient Advocate
- F. Evidence Based Approach
- G. Enhance And Promote Individual And Family Health Including E-Health To Support The Quality Of Nursing Care

The names of the modules (so far) are suggestions and can be changed.

2. The Modules refer to the Groups of Core Competences/Key Activities identified by the project, but you group them in a different way with respect to the defined Units

The ENhANCE Curriculum UoLOs have been defined on the base of the Key Activities which characterize FCNs defined as:

“an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile; the key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context.”

Units of Learning Outcomes can be derived from Key Activities, thus they may be identical to the key activities of a profession, but can also be adapted according to the needs of a training operator or the relevant target groups.

So, for example, the 7 key activities can be grouped into 5 modules as follows:

- A. Health Promotion And Education
- B. Evidence Based Practices
- C. Communication
- D. Navigation As Care Coordinator And Patient Advocate
- E. Enhance And Promote Individual And Family Health Including E-Health To Support The Quality Of Nursing Care.

3. The Modules can be organized by grouping the 52 Learning Outcomes without taking into account the suggested Groups of Core Competences, Key Activities and Units of Learning Outcomes.

It is up to designers deciding which LOs can be grouped together and how the modules can be named.

Taking into account all these elements, designer will find the best solution for their localized curricula

14 Annex 7: Building Modules: check list



Designers' KIT Building Modules – User Manual and Check-list

This document is part of ENhANCE Project's D3.2.2



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USER MANUAL

The localized curriculum has to be organized in Modules.

There are three basic elements involved in the process of designing a module:

1. Defining the learning outcomes;
2. Choosing the learning and teaching methods that can lead to attainment of outcomes;
3. Assessing student learning outcomes.

In the definition of the first two elements you are supported by the Flexibility Table; for the last one, the EU Curriculum defined also includes an Assessment Table providing a general framework for the assessment of each learning outcome in terms of criteria and methods, which designers (VET providers and teachers) can use.

When designing modules, you should remember that the following provisions can offer a greater likelihood of fostering a deep approach to learning:

- sustained interaction with content and others;
- relating new ideas to previous knowledge;
- providing explicit explanations and a clear knowledge base to students;
- structuring in a reasonable student workload;
- providing opportunities for students to pursue topics in depth so that they can understand
- the material for themselves;
- ensuring an appropriate assessment strategy

What is also important for a well-designed module is to clearly identify the areas that need to be addressed as this gives a clear focus to the designed activity and inform your thinking at all stages as you work through the process; these areas should be compared with the Units of Learning Outcomes identified by the Curriculum in order to define the best criterion for setting up the modules.

Since the design of the EU Curriculum is based on ECVET, the Learning Outcomes have been grouped into Units of Learning Outcomes. These show some parallels with

modules but, in contrast to a module, are not so much based on teaching requirements but to “*competence areas*” and “*FCN key activities*”.

As stated by EU standards and tools in the field of VET, the Units of Learning Outcomes (UoLOs):

- should be designed in such a way as to provide as cohesive and structured a learning process as possible, with agreed coherent learning outcomes and clear criteria for assessment;
- can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession.
- should be designed in such a way that they can be completed as independently as possible of other units;
- should include all necessary learning outcomes (specialist, social and personal);
- should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time.
- should be assessable.

Although both Modules and UoLOs actually result from the grouping of LOs, Modules mirror a “teacher perspective”, while UoLOs mirror the “learner perspective”; so, the criterion adopted to group the LOs may be different

ENhANCE’s Experts envisage **three possible criteria to set up the Modules of a localized curriculum:**

1. *The Modules coincide with the proposed 7 Units of Learning Outcomes:*
 - A. Needs Assessment
 - B. Decision Making Process
 - C. Health Promotion And Education
 - D. Communication
 - E. Navigation As Care Coordinator And Patient Advocate
 - F. Evidence Based Approach
 - G. Enhance And Promote Individual And Family Health Including E-Health To Support The Quality Of Nursing Care

The names of the modules (so far) are suggestions and can be changed.

2. *The Modules refer to the Groups of Core Competences/Key Activities identified by the project, but group them in a different way with respect to the defined Units*

The ENhANCE Curriculum UoLOs have been defined on the base of the Key Activities which characterize FCNs defined as

“an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context.”

Units of Learning Outcomes can be derived from Key Activities, thus they may be identical to the key activities of a profession, but can also be adapted according to the needs of a training operator or the relevant target groups.

So, for example, the 7 key activities can be grouped into 5 modules as follows:

- A. Health Promotion And Education
- B. Evidence Based Practices
- C. Communication
- D. Navigation As Care Coordinator And Patient Advocate
- E. Enhance And Promote Individual And Family Health Including E-Health To Support The Quality Of Nursing Care.

3. *The Modules can be organized by grouping the 52 Learning Outcomes without taking into account the suggested Groups of Core Competences, Key Activities and Units of Learning Outcomes.*

It is up to designers deciding which LOs can be grouped together and how the modules can be named.

Taking into account all these elements, designer will find the best solution for their localized curricula

USER CHECK-LIST

	Yes	No	Partly	Comment
Have you thought through a rationale for your modules?				
Have you decided educational goals according to:				
1. Learners and their previous learning experience				
2. Content received from curriculum guides and frameworks				
3. Context physical or general (learning context through guided teaching or learning context through discovery and exploration, communication and collaboration)				
Have you thought about skills and attitudes communicated to learners?				
Have you determined and outlined events (concepts, objective, learning activities and evaluation) for a designed time period (weekly, monthly) that helps learners in attaching the goals of the module?				
Have you structured a well-developed lesson plan characterized by clear objectives/goals, content				

<p>cohesion, programming accuracy and variety of educational tools, which is necessary in order to implement the subject-matter?</p>				
<p>Do modules develop and justify curricular choices that meet the needs of all learners?</p>				
<p>Do learning outcomes improve learner’s achievement and preparation for the workplace?</p>				

15 Annex 8: Types of Learning Outcomes



Sector Skills Alliances - EACEA 04/2017

Designers' KIT

Types of Learning Outcomes

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UNIT OF LEARNING	LO code	LO TYPE
UNIT OF LEARNING A: NEEDS ASSESSMENT	LO1a	X
	LO1b	X
	LO1c	X
	LO3a	X
	LO3b	X
	LO3c	X
	LO19a	X
	LO19b	X
	LO21a	Y
UNIT OF LEARNING B: DECISION MAKING PROCESS	LO2a	Y
	LO2b	X
	LO11a	X
	LO22a	Y
	LO22b	X
	LO23a	X
UNIT OF LEARNING C: HEALTH PROMOTION AND EDUCATION	LO4a	X
	LO4b	X
	LO5a	X
	LO16a	Y
	LO16b	X
	LO17a	Y
	LO17b	X

	LO18a	X
	LO18b	X
	LO25a	Y
UNIT OF LEARNING D: COMMUNICATION	LO6a	X
	LO15a	Y
	LO15b	Y
UNIT OF LEARNING E: NAVIGATION AS CARE COORDINATOR AND PATIENT ADVOCATE	LO8a	Y
	LO8b	Y
	LO13a	Y
	LO13b	Y
	LO14a	X
	LO20a	Y
	LO20b	Y
	LO27a	Y
LO27b	X	
UNIT OF LEARNING F: EVIDENCE BASED APPROACH	LO9a	X
	LO10a	Y
	LO10b	X
	LO12a	X
	LO12b	X
	LO12c	X
	LO12d	X
	LO26a	Y
LO26b	X	

UNIT OF LEARNING G: ENHANCE AND PROMOTE INDIVIDUAL AND FAMILY HEALTH INCLUDING E- HEALTH TO SUPPORT THE QUALITY OF NURSING CARE	LO24a	X
	LO24b	X
	LO7a	X
	LO7b	X
	LO28a	Y
	LO28b	X
	LO28c	X

16 Annex 9: Assessment Guide



Sector Skills Alliances - EACEA 04/2017

Designers' KIT ASSESSMENT GUIDE

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The FCN EU Curriculum details each Lo in terms of Knowledge, Skills and Personal and Transversal Competences, as shown in Figure 12.

LO28c Know the main ICTs supporting remote health monitoring and use the most common ones	
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Identify and describe the most common and emerging ICTs that support remote health monitoring Identify and describe specific and context-related ICT applications that support remote health monitoring in the specific community. Be critically aware of and describe how to use ICTs to enhance remote health monitoring Be critically aware of the FCN need to be updated about emerging ICTs and their potentialities 	<p>SKILLS</p> <ul style="list-style-type: none"> Enact specialized problem-solving skills to integrate in daily practice the most common and emerging ICT tools that support remote health monitoring. Enact specialized problem-solving skills to integrate in daily practice specific and context-related ICT applications that are fundamental for remote health monitoring Assess the suitability and effectiveness of ICT tools and services for remote health monitoring Train patients and families how to use ICT tools for remote health monitoring Inform individuals and families about advantages of ICTs in supporting remote health monitoring Provide guidance in the integration of remote health monitoring in FCN practice Support professional development through ICTs with regard to tracking data and monitoring situation
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Have a positive attitude towards ICT technologies supporting remote health monitoring AUTONOMOUSLY integrate ICT tools in daily nursing practice Disseminate the role of ICTs in health monitoring Support professional development through ICTs. Establish professional collaboration through ICTs. Show an aptitude for continuing learning about ICTs. 	
<p>NOTES: Competencies related to tools for health monitoring are targeted in LO24a (this LO targets specifically ICT tools for remote monitoring)</p>	

Figure 12: The description of LO28c in the FCN EU Curriculum.

You should be aware of this fact and set up the assessment process in such way that **the important information concerning the different components of the LO is taken into consideration in some way.**

So, you have to select effectively the proper assessment methods, integrating them in such a way to be sure that each component of the LO has been assessed.

Selection of the assessment methods

The Assessment Table envisages 5 main types of assessment methods. Each of them is supposed to be more effective than other ones to assess specific “components of the competence” and to be coupled with specific learning strategies.

A number of theories, well-established practices and patterns have been formalized in traditional and recent literature concerning the most suitable learning strategies for specific objectives and the most suitable assessment methods to be put into place to assess the related learning outcomes; here is a very short list of hints drawing inspiration from them:

- ✓ the more complex the cognitive tasks are the more active, situated and contextualized should be the activities performed to master them; as well as these activities, assessment methods, aimed at demonstrating the mastery of the same learning outcomes, should be active, situated and contextualized;
- ✓ Learning Outcomes are defined through 3 main dimensions: Knowledge, Skills and Personal and Transversal Competences; each dimension can characterize the whole LO in different percentages, so sometimes a dimension can be prevalent or not present

- ✓ when “knowledge” (theoretical and factual) dimension is prevalent, the most proper learning strategy is usually a “traditional” lesson or the individual fruition of effective learning materials; especially in adult learning, when time for learning is particularly precious, the individual fruition of materials (in e-learning for example) is often preferred to other strategies; as to the assessment methods, traditional methods such as written exams or assignments or oral exams are preferred since they are effective and time saving;
- ✓ when “skills” dimension is prevalent, active practice is fundamental and learners should be involved in activities which foster them to put in practice the addressed skills; learning strategies such as learning-by-doing, problem-based learning, simulations, drill & practice and so on should be the proper strategy in this case; especially in FCN context, work based learning (WBL) is fundamental to develop practical skills; in a similar way, assessment methods should make the student put into practice the targeted skills in order to show if they are mastered or not, accordingly to the description of the Learning Outcome itself; the assessment of the activity performed during the WBL is fundamental to assess the skills of a student;
- ✓ when the “Personal and Transversal Competences” dimension is prevalent, learners should be actively involved in situated and contextualized activities, possibly in group, through collaborative or cooperative tasks; the learning strategy should provide a “scaffold” for the learner to play a specific role in an authentic context, possibly involving also informal or non-formal learning processes, fostering the sharing and internalizing of tacit knowledge; in the same way, an assessment method should foster the demonstration of these competences in a situated context; to this end, virtual environments (such as the Open Online Tool delivered by ENhANCE) could support the teacher in the design of situated contexts where both the learning and the assessment process can take place;
- ✓ when a competence is articulated in many dimensions (and this is what often happens), different strategies can be integrated in order to address the different components of the competence.

The FCN EU Curriculum describes each LO in terms of the above described different components; as to some LOs, such as LO28c, outlined in Figure 12, a prevalent component can be identified (the “skill” component is prevalent in this case), but many times LOs are complex and articulated and involve the 3 dimensions in the same way.

In order to choose the proper Assessment Methods we suggest to follow these steps:

STEP 1: analyse the description of the selected LOs in order to identify possible prevalent components;

STEP 2: check your choices in the Flexibility Tool as to the learning strategies: what are the strategies you selected? is WBL planned? etc.

STEP 3: fill-in the Assessment Scaffolding sheet of the Flexibility Tool

The Assessment Scaffolding sheet allows you to formalize the main assessment tools you would like to apply in your localized curriculum, by Modules and the related LOs.

Once provided the Modules names in the sheet “*Plan Overview*” and filled in the “*Flexibility table*” sheet, the “*Assessment Scaffolding*” sheet *will show you automatically the distribution of the selected LOs by module.*

Then for EACH LO, in the proper column, you have to list the assessment tools you would like to adopt for each of the methods you want to implement; the implemented methods should be compliant with the ones suggested in the Assessment Table

Once you've filled in the sheet with the tools, it will automatically show you the “*relative weight/importance*” provided to each method in the Module, by showing the relative percentage (% of total collected items).

The Methods envisaged by the Assessment table are the following:

- *Written exam/assignments [WE]*: this method is based on the use of traditional tools such as written tests or essays;
- *Oral exam [OE]*: this traditional method is based on a discussion or dissertation in which an examiner poses questions to the student in spoken form;
- *Assessment of WBL [A-WBL]*: it includes each procedure and tool which is used to assess the student when involved in WBL; the assessment can be done by the teacher, by the tutor of the WBL or by the student himself (self-assessment)
- *Simulation/skill demonstration [SSK]*: it includes a number of strategies and tools supporting the demonstration of a specific skill in a situated context;
- *Assessment based on other data [OTH]*: this category includes all the methods which not fall under the previous categories, such as the ones related to the use of ICTs (e.g. collection of tracking data and learning analytics) or innovative tools such as e-portfolios or specific functionalities of Virtual Environments (such as the Open Online Tool delivered by ENhANCE).

On the base of the results of STEP 1 and STEP 2, you can choose the proper assessment strategies and tools, **trying to assure that each component of the LO will be assessed in the proper way.**

17 Annex 10: How to design an effective WBL?



Designers' KIT

How to design an effective WBL when localizing a FCN curriculum – User Guide

This document is part of ENhANCE Project's D3.2.2



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N.B.: “You” in this manual means: the persons/department responsible for VET design or teaching in your institution.

This Section provides a step-by-step guide for the design of an effective WBL when localizing the EU FCN Curriculum.

It envisages 4 main steps:

1. State the general aims
2. Design the WBL experience
3. Train teachers for WBL
4. Set Technology-Enhanced WBL

Then a checklist is provided as a practical tool for you in order to verify if the main steps described above have been carried out properly.

STEP 1- State the general aims

If you are offering Family and Community Nurses’ courses based on the ENhANCE Curriculum, we strongly advise you to incorporate “Work Based Learning” (WBL) to your educational strategies in order to target all of our identified core competences and learning outcomes.

During an FCN curriculum nursing students must practice in Public and Private Community Health Centers and Primary Health Organizations in order to:

- apply the theoretical knowledge acquired during their basic education in order to provide comprehensive and personalized health care and implement nursing interventions for the healthy and sick individuals, families and communities to meet all needs in physical, mental and social level;
- be familiar with the use of new technologies, medical instruments, equipment, devices, and therapeutic pharmaceutical schemes;
- develop communicational and interpersonal skills that are very essential for the effective and qualitative nursing practice;
- acquire real-time competencies about administration, organization and operation of a nursing unit in a Primary Health Care Organization;
- get advanced knowledge about modern methods of productive procedures.

STEP 2- Design the Work Based Learning (WBL) experience

According to the definition of WBL adopted by the Project, there is a broad range of activities in the spectrum of WBL. They might include various forms, such as

Apprenticeship, Stage, Internship and others, depending on national rules and training contexts of each organization, can vary as far as the level of autonomy of the students and also the kind of supervision provided (faculty staff vs. staff external to the faculty, etc.).

The Council of European Union has provided a set of [Recommendations for Quality and Effective Apprenticeship](#). They provide a practical guide to be taken into account in order to set up an effective WBL.

Moreover, here we provide you with some easy tips to be put into practice in specific situations:

- ✓ Depending on the type of FCN specialization being offered, **check whether it is required to include WBL as a mandatory component**. It may not be necessary in the case of a shorter type of FCN specialization which targets professionally active nurses who already have accumulated a number of years of prior work experience. Shorter type of FCN specializations in the form of a 'professional certificate' or stand-alone modules are offered in some countries. These courses can be offered by universities or professional nursing societies, and they often apply blended learning methods. In these cases, the courses mostly do not include any work-based learning at all other than what is stipulated by the course entry requirements, which however may require a number of years of work experience.
- ✓ In the case that the FCN specialization is being offered in the form of a **part- or full-time Master's degree** (60, 90 or 120 ECTS), WBL should cover at least 50% of the course.
- ✓ In the case of currently employed graduate nurses, most likely they will need to obtain **consent from their employer** that part of the work-based learning components of the FCN program takes place at the employer's site.
- ✓ When setting up the WBL, check that appropriate arrangements have been made to cover course participants in terms of their potential relevant **social security entitlements or other insurance issues** (covering occupational accidents, accidents and damages caused to third parties, occupational diseases and health insurance) that may concern them in particular in the context of their work-based learning placements. The requirements may also differ depending on the graduate nurses' current occupational status e.g. student, independent/self-employed, employed, unoccupied (on leave, unemployed etc).
- ✓ Ensure procedures are in place to ensure adherence to relevant EU or national regulations concerning the **protection of personal data**. In addition, the graduate nurses enrolled in the course may need to comply with the applicable rules to respect patient privacy (while delivering community-based care) and other confidentiality issues that may emerge during their course participation and in particular during their work-based learning. More generally, aspects dealing with legal, ethical and confidentiality issues linked to the provision of community or home care, might therefore need to be adequately addressed and integrated as learning modules in the theory part of the course.

As mentioned earlier, the ENhANCE Curriculum is designed to be flexible to meet the needs of its users in different countries and organizations. However, regardless of local

differences and rules, we strongly advise you to **choose your WBL settings carefully to enable effective WBL**. Therefore, the following criteria must be taken into account:

- ✓ make sure that a learning culture is established in the work place setting;
- ✓ make sure that the work place setting is equipped with skilled facilitations to support the staff for giving critical reflections and enforcing positive changes in the students learning experience;
- ✓ make sure that the learning environment is supportive with a supportive atmosphere;
- ✓ make sure that the WBL provides opportunities for informal interprofessional learning afforded by the workplace.

Although the WBL setting is very important and has a lot of power to make the WBL an effective experience, it would not result in its highest potential if a proper mentor is not dedicated for the students. To this end:

- ✓ make sure that the WBL tutor allows students to take control of their own learning;
- ✓ make sure that WBL tutor empowers students to make changes in their practice learning experience;
- ✓ make sure that the instructor is sufficiently qualified;
- ✓ make sure that the mentor encourages students for informal interprofessional learning at their WBL experience.

In general, it is advisable to identify accurately contexts and tutors for the WBL. Students should perform at least a part of the WBL in contexts where FCNs are active. Tutors should be, preferably, family nurses with experience gained in the field.

STEP 3- Train teachers for WBL

If you want to offer a high quality WBL educational strategy in your courses for Family and Community Nurses, you need to make sure that the candidate teachers or trainers are able to deliver the expected results. To secure the optimal results, you are advised to imply a training session for your teachers/trainers focusing on the following aspects:

- a. What competences/learning outcomes can meaningfully be addressed by WBL?
- b. Which kind of WBL experiences exist? Which of them better fit the addressed competences/learning outcomes?
- c. How to effectively design the chosen WBL experience? What are the components to be considered? (WBL form, duration, student's independent study, assessment, feedback)
- d. How to effectively support the student during the WBL and how orchestrate the learning environment?
- e. How to monitor and evaluate the learning process and how to assess students during and at the end of the WBL?

STEP 4 – Set Technology Enhanced (TE) WBL

If you want to support TE-WBL within your FCN courses, we recommend that you incorporate e-learning to support and enrich your WBL educational strategy. Innovative tutoring practices between teacher/trainer and student at clinical practice can be achieved by several means such as mobile app between student and teacher/trainer.

You can dedicate an e-portfolio for reflecting and analysing the learning process. Students need to reflect and analyse on their own experiences or even on the events that they have witnessed during their WBL and use the critical incident analysis method. Moreover, students need to be asked to conduct a literature review for evidence based practice.

This approach allows us to integrate academic learning with practice learning and optimize the results.

If you decide to adopt TE Work Based Learning (WBL) within your Family and Community Nurses' courses, you should check that the learning environment you chose may support the following features:

- a. e-portfolio: this feature allows the teacher to have an on line a collection of electronic evidences (students' works) that let her evaluate student portfolios via Internet. E-portfolios, like traditional portfolios, can facilitate students' reflection on their own learning, leading to more awareness of learning strategies and needs
- b. Functionalities that support resource sharing (database): this, for example, allow the teacher sharing contributions for the literature review
- c. Wikis or forums to allow asynchronous tutoring and peer-tutoring practices
- d. Instant messaging apps for synchronous tutoring

The Open Online Tool of ENhANCE project will support the above mentioned features as well as other important ones which could provide a fundamental support for the organization, monitoring and development of an effective WBL.

18 Annex 11: WBL User checklist



Designers' KIT

WBL User Check-list

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Stage	Items	YES	NO	Date	Comments/Notes
STEP 1	Have you conducted a research about the rules of WBL offered by official ministries or organizations in your country?	<input type="checkbox"/>	<input type="checkbox"/>		
	NB: Please make notes of your research and highlight the more relevant ones for your target students.				
	Have you compared your results with the definition of WBL for Family and Community nurse courses in the ENhANCE project	<input type="checkbox"/>	<input type="checkbox"/>		
	NB: Please make notes of your results and highlight the differences if there were any.				
	Have you read he Council of European Union has provided a set of Recommendations for Quality and Effective Apprenticeship? Have you taken them into account as a premise for your design process?	<input type="checkbox"/>	<input type="checkbox"/>		
STEP 2	Have you applied the hints suggested in STEP 2?	<input type="checkbox"/>	<input type="checkbox"/>		
STEP 3	Have you carried out a teacher training as to WBL process design and management?	<input type="checkbox"/>	<input type="checkbox"/>		

	If YES, have you addressed the following issues?				
	a. What competences/learning outcomes can meaningfully be addressed by WBL?	<input type="checkbox"/>	<input type="checkbox"/>		
	b. Which kind of WBL experiences exist? Which of them better fit the addressed competences/learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>		
	c. How to effectively design the chosen WBL experience? What are the components to be considered? (WBL form, duration, student's independent study, assessment, feedback)	<input type="checkbox"/>	<input type="checkbox"/>		
	d. How to effectively support the student during the WBL and how orchestrate the learning environment?	<input type="checkbox"/>	<input type="checkbox"/>		
	e. How to monitor and evaluate the learning process and how to assess students during and at the end of the WBL?	<input type="checkbox"/>	<input type="checkbox"/>		
STEP 4	Have you applied Innovative tutoring practices between teacher/trainer and student at clinical practice (such as mobile app between student and teacher/trainer)?	<input type="checkbox"/>	<input type="checkbox"/>		
	Have you included some of the following features in your TE-WBL?				
	a. e-portfolio	<input type="checkbox"/>	<input type="checkbox"/>		
	b. functionalities that support resource sharing (database)	<input type="checkbox"/>	<input type="checkbox"/>		

	c. wikis or forums to allow asynchronous tutoring and peer-tutoring practices	<input type="checkbox"/>	<input type="checkbox"/>		
	d. instant messaging apps for synchronous tutoring	<input type="checkbox"/>	<input type="checkbox"/>		

19 Annex 12: How to design an effective Practice Sharing?



How to design an effective Practice Sharing when localizing a FCN Curriculum – User Guide

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STEP 1 – Introduction

If you want to offer innovative courses for Family and Community Nurses based on the ENhANCE Curriculum, it is recommended that you consider adopting active and collaborative learning approaches. This way, along with traditional teaching methods (such as lectures) that are aimed to tackle theoretical aspects, practical sessions are also proposed. Practical sessions could include:

- Collaborative learning approaches and practice sharing activities, where students are divided in groups and are proposed team work with different strategies, such as for example case study, problem based learning, role-play, etc.
- Laboratory sessions, where role-play and simulations are proposed. Simulations are used to help students getting familiar with technical skills (how to measure blood pressure, etc.) when you are at “entry” nursing educational level (bachelor), or with relational and communication skills when you are at the FCN level.
- Work based learning: whilst encompassing a broad range of activities and activity types, however, it is accepted that work-based learning centres on the acquisition of knowledge, skills and competences through action-based or reflective learning in a vocational or occupational context. These might include various forms, such as apprenticeship, stage, internship and others, depending on national rules and training contexts.

This Guide focuses on how to effectively set up and offer collaborative learning approaches and practice sharing activities.

STEP 2 - Design of collaborative learning and practice sharing activities

Collaborative learning approaches valorise the single learner’s experience through practice sharing and peer discussion, so to support the co-construction of new knowledge. Strategies, such as discussions, peer review activities, case studies, role-plays, problem based learning activities, jigsaws, etc. should be used to promote practice sharing and the development of the community dimension.

In case you want to propose collaborative learning activities within your courses for Family and Community Nurses, teachers should carefully design them (micro-design). Moreover, teachers should also allow students to be pro-active in proposing topics for discussion, exchange and collaboration among peers.

STEP 3 – Teacher training for practice sharing

If you want to support practice sharing and collaborative learning approaches within your courses for Family and Community Nurses, you should make sure your perspective teachers are able to propose meaningful collaborative learning activities.

This might imply to train teachers (at least) on the following aspects:

- What competencies / learning outcomes can meaningfully be addressed by collaborative learning approaches?
- What collaborative learning techniques /methods exist and better apply to the competencies /learning outcomes to be addressed?
- How to effectively design a collaborative learning activity? How component should be considered (task, time, team, technology)
- How to effectively support students during the activity and how to orchestrate the learning environment?
- How to monitor and evaluate the learning process and how to assess students at the end of a collaborative learning activity?

STEP 4 – e-learning for practice sharing

If you want to support practice sharing within your courses for Family and Community Nurses, you could consider relying on e-learning or blended learning approaches. This will allow your learners to take the most from the collaborative learning strategies, by taking also advantage of distance learning to guarantee flexibility to your course participants that could access materials and courses at their own pace and availability.

If you decide to rely on e-learning or blended approaches to support collaborative learning activities in your courses for Family and Community Nurses, you should rely on an adequate technological and organizational infrastructure.

To get indications on the technological features, go to STEP 5

To get indications on the methodological and organizational issues, you can access:

Brasher, A., Whitelock, D., Holmes, W. Pozzi, F. Manganello, F., Passarelli, M. Persico, D. Taulats, M. Carrillo, A. (2018). [Guidelines to improve the performance of online institutions](#). CODUR Project - IO2-A3.

STEP 5 – Technological features for practice sharing

If you decide to rely on e-learning or blended approaches to support collaborative learning activities in your courses for Family and Community Nurses, you should check that the learning environment you choose supports the following features:

- Wikis, forums, groups, etc. as these functionalities will allow teachers (and students themselves) to propose collaborative learning activities
- Social networking functionalities as the community dimension is very important in collaborative learning. Optionally, you could even suggest (or offer) an informal social media for your course participants to interact outside the boundaries of the 'formal course'
- Functionalities able to support self-regulated learning, as this component is critical in collaborative learning, especially if this is proposed at a distance. This implies offering tools and methods to support autonomy, self- monitoring, planning and self-evaluation abilities
- Gamification functionalities to support participants' motivation and engagement in the learning process. In particular, it would be advisable to use digital badges with the aim to represent levels of competence achieved, to support the assessment of levels of Learning Outcomes achieved, and to show skills and competences gained through different experiences for the professional profile.
- "Adaptive' or 'intelligent' systems featured with learning analytics and recommending functionalities, in such a way that learners are proposed courses and materials depending on their previous learning outcomes and are supported as far as meta-cognition and self-regulated learning are concerned. This will also prevent dropout.

The Open Online Tool of ENhANCE project supports all the above mentioned features.

20 Annex 13: Practice Sharing check-list



Sector Skills Alliances - EACEA 04/2017

Designers' KIT

PRACTICE SHARING CHECK-LIST

This document is part of ENhANCE Project's D3.2.2



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	DONE
You have set up either active/collaborative learning activities in the classroom and/or laboratory sessions and/ or work based leaning.	√
Your teachers have carefully designed the activities (micro-design) selecting among techniques such as discussion, peer review, case study, role-play, problem based learning, jigsaw, etc.	
You have offered your teachers adequate teacher training opportunities.	
During the teacher training, teachers have addressed the following areas: <ul style="list-style-type: none"> • What competencies / learning outcomes can meaningfully be addressed by collaborative learning approaches? • What collaborative learning techniques /methods exist and better apply to the competencies /learning outcomes to be addressed? • How to effectively design a collaborative learning activity? How component should be considered (task, time, team, technology) • How to effectively support students during the activity and how to orchestrate the learning environment? • How to monitor and evaluate the learning process and how to assess students at the end of a collaborative learning activity? 	
(In case you have decided to rely on e-learning or blended approaches to support collaborative learning activities) -> you have set up an adequate technological and organizational infrastructure.	
Your technological environment is able to offer the following features: <ul style="list-style-type: none"> • Wikis, forums, groups, etc. as these functionalities will allow teachers (and students themselves) to propose collaborative learning activities • Social networking functionalities and/ or an informal social media for your course participants to interact outside the boundaries of the 'formal course' • Functionalities able to support self-regulated learning (e.g. tools and methods to support autonomy, self- monitoring, planning and self-evaluation abilities) • Gamification functionalities to support participants' motivation and engagement in the learning process (e.g. digital badge) • "Adaptive' or 'intelligent' systems featured with learning analytics and recommending functionalities. 	

21 Annex 14: How to recognize prior learning and personalize the learning path?



Sector Skills Alliances - EACEA 04/2017

Designers' KIT

How to recognize prior learning and personalize the learning path?

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Recognition of Prior Learning (RPL) processes and systems vary widely across different countries, sectors and institutions. In particular, RPL for regulated professions (such as nurses) are highly dependent on the processes and regulatory frameworks defined by national authorities and entities. While the FCN EU Curriculum fulfils all requirements to support RPL, it cannot prescribe one particular RPL process that must be applied. Therefore, this document aims to outline common features of many RPL systems, provide guidance on identifying relevant RPL processes in your country, and illustrate what RPL can look like through a series of practical examples.

What is RPL?

RPL – often also referred to as Validation of Prior Learning – is a process by which the prior learning of an individual, gained in formal, informal¹⁴ or non-formal¹⁵ settings is validated against a set of criteria and is assigned a credit value. Such credit, obtained through RPL, may

- grant access/entry to specific programmes of study and/or;
- be used to claim achievement of parts of a qualification.

The RPL process can be a lengthy process, which requires complete dedication and commitment by:

- the applicant – in order to submit the information required and to answer any clarifications requested by the organisation, and;
- the organisation – in order to verify the authenticity of the elements within the applicant's claim and to provide the necessary guidance to the applicant throughout the process.

As a result of the RPL process, learners together with the institution may create personal/individual learning paths because the common elements of a different study programme they previously attended can be easily transferred to the one they are applying for. Similarly, other forms of learning obtained through different life experiences, working environments, work based learning, and training courses etc. may equip the individual with a set of knowledge, skills and competences, which are relevant to the said qualification. Recognition of Prior Learning is therefore a tool for validating the skills that an individual possesses and transforming them in tangible credit, which they can apply to facilitate the progression of their studies.

Why is RPL useful?

RPL supports Lifelong Learning through:

¹⁴ Informal learning results from daily activities related to work, family life or leisure, it is not structured and most often does not lead to certification; in most cases, informal learning is unintentional on the part of the learner.

¹⁵ Non-formal learning is not provided by an education or training institution and typically does not lead to certification; however, non-formal learning is intentional on the part of the learner and has structured objectives, learning time and learner support.

- *Permeability*: RPL may provide an opportunity to individuals to follow programmes, which otherwise they would not have had access to.
- *Accessibility*: Opportunity to reduce the time needed to complete a programme by marking specific Unit/ Modules as obtained through RPL. This is mostly relevant to individuals in employment, whose time is therefore limited and cannot follow full-time education.
- *Mobility*: RPL facilitates the mobility of workers in Europe, as they will be able to have their prior learning count towards an additional education or employment in another country.

The foundation for applying RPL in the FCN Curriculum

The FCN EU Curriculum fulfils the requirements to support RPL because:

- it matches the occupational standards and is based on learning outcomes - meaning, it is competence-based and provides transparent descriptions of what a learner knows and is able to do upon completion of the learning process.
- it informs about the assessment of these learning outcomes (criteria, indicators, assessment procedures): this will help you to compare the prior learning of an applicant to which competences FCNs will have after completion of your curriculum and what to look for when examining the documentation of prior learning provided by applicants.

The main elements of the RPL process

The following elements will support you in identifying the RPL system established in your country (and/or your institution). The various stages and steps explained here should be part of the RPL processes and **checking the RPL processes in place should be the very first step (STAGE 0)**. You can find out more about these processes in the Country Reports of the Cedefop (European Centre for the Development of Vocational Training) at:

<http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory>

In addition, European Country Profiles have been developed in the European VINCE project and may provide some insights into the RPL processes in place in your country:

<https://vince.eucen.eu/validation-in-europe/>

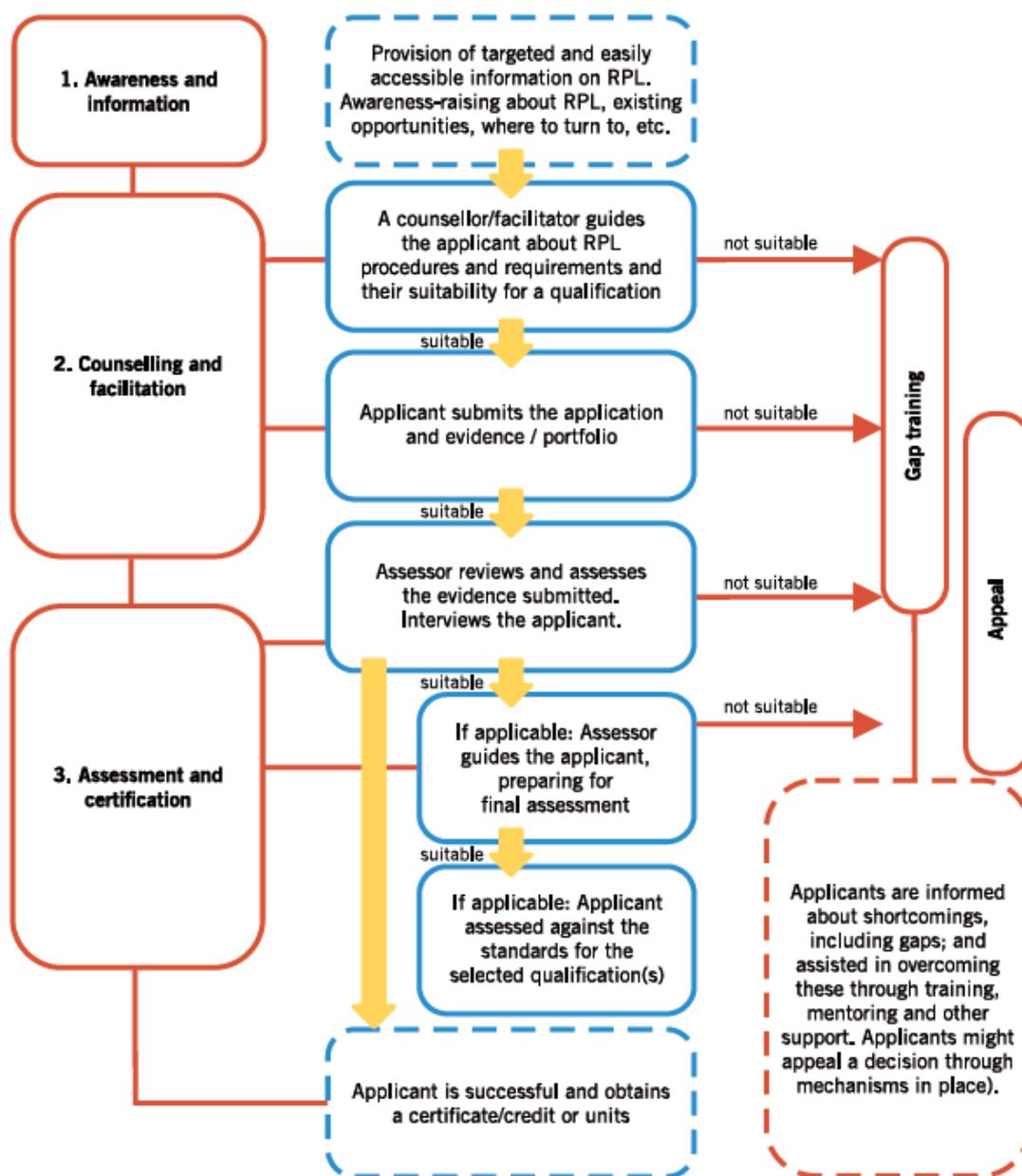


Figure 13: RPL process – generic flowchart (ILO 2018, 14)

N.B.: The legal basis for RPL in Regulated Professions such as Nursing is provided by the European Parliament and needs to be taken into account:

- Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications: <https://eur-lex.europa.eu/eli/dir/2005/36/oj>
- Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC: <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32013L0055>
- In line with the Directive 55, a database for regulated professions has been created that provides information on access, qualifications, regulatory bodies etc. of nursing professions: <http://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=homepage>

RPL Stages

As you can see in the flowchart (see Figure 13), the RPL process consists of three main stages:

STAGE 1: Awareness and information:

- Potential applicants and all other stakeholders involved in RPL are aware of the existing RPL system, related requirements, and steps to take.

STAGE 2: Counselling and facilitation:

- Counselling and guidance is available to provide potential applicants with more detailed information about the RPL process, evidence that needs to be provided, etc.
- Counsellors/facilitators perform an initial assessment (pre-screening) of applicants and support them in preparing their portfolios (evidence) and offer guidance on skills gap training, if needed

STAGE 3: Assessment and Certification:

- Assessor reviews the evidence/portfolio submitted
- If applicable, the applicant might be prepared for a final assessment, test or demonstration against existing qualification standards to receive the certification/units/credits
- Final assessment (e.g. test or demonstration)
- Decision on the final assessment and information on shortcomings, if applicable (and potential re-skilling, mentoring etc. for another assessment)
- Award of qualification/certificate/credits/units/exemptions

RPL Procedures – Step-by-Step process during the Three Stages

RPL systems vary vastly. However, according to ILPO55 there are some common features. The following sections detail the main steps characterizing the three stages.

STAGE 0 – Step 0: Checking Prerequisites and Conditions

As stated, the following process applies if there is an RPL system in place in your country and in your institution. For more information on how to build an RPL system, see ILO 2018, Units 2-6.

STAGE 1 – Step 1: Initial Enquiry/Call for Application

The RPL process starts with an initial enquiry by

1. either from a prospective RPL candidate to your institution or;
2. in the form of a Call for applications by the specific organization.

At this point, the first contact between RPL applicants and your organization is established. As you can see in the flowchart, a support and information system regarding RPL should be in place to guide prospective applicants in the application for RPL consideration.

STAGE 2 – Step 2: Confirmation of Eligibility

After the application, the applicants needs to be informed by your organization whether they

1. are eligible for RPL on multiple qualifications including the one s/he applied for;
2. are eligible for RPL on qualifications other than the one s/he applied for;
3. are not be eligible for RPL.

Once again, the role of your guidance is vital in this section in order to help the applicant make an informed choice regarding their future educational pathway in your institution.

STAGE 3 – Step 3: Portfolio/Repository of Qualifications / Certifications

As stated above, RPL claims are built upon the Prior Learning of an individual. This learning can be obtained either formally, informally or non-formally.

These types of learning are defined as follows:

- **Formal Learning:** Formal learning is organized learning, achieved in formal education. It is built upon a structured curriculum, delivered by qualified teachers and leads to a formal certificate which is, most of the time, recognized by multiple organizations both locally and internationally. It is usually valued in terms of credits, which can be transferred between qualifications, institutions and countries.
- **Non-Formal Learning:** Is the type of learning which occurs outside of compulsory education, for example continuing professional education. It can be either organized or not, is intentional and it is usually flexible, hands-on, learner-centered and led by a teacher or a leader. This form of learning does usually not result in a formal degree or certificate.
- **Informal Learning:** Is the learning obtained in everyday life, often from persons with more experience in a certain area without the role of a qualified teacher (parents, friends, etc.). There is no set curriculum and no credits. This form of learning is gradual, passive and accumulated through time.

In order to prove the RPL claim, the applicant will have to provide evidence of his/her qualifications and prior learning experiences. A portfolio of competences – a more detailed extension to the CV - is usually ideal for this.

STAGE 3 – Step 4: Submission of Evidence

In this phase, you will take a look at the evidence provided by the applicant and select

the evidence **relevant for the RPL claim**. Not all Prior Learning will be relevant to every RPL claim. You will need to select and determine which experiences are best suited as evidence for the RPL being claimed. Most institutions will offer guidance to applicants in the process of building and presenting their evidence (Stage 2).

Evidence for an RPL claim needs to be:

- **Valid** – All evidence submitted by an applicant must be **related to the content of the Unit or qualification being claimed by RPL**.
- **Authentic**: All evidence submitted by an applicant should **clearly relate to his/her own effort and achievements**. They should ideally also bear clear information on the level and/or the breakdown of the course followed.
- **Current**: the **date in which the presented evidence was obtained** is important to determine its relevance towards the RPL claim. In the case of formal certification the date in which it was obtained is the most relevant detail for demonstrating currency. For non-formal and/or informal evidence, the applicant would need to find other ways to demonstrate the currency (e.g. the number of years in which the activity was performed and when it was performed last.)
- **Sufficient** – It is important that any evidence submitted **covers most if not all of the aspects** related to the RPL claim. Therefore, if an applicant is making a claim to achieve a specific unit by RPL, any evidence submitted needs to cover all or a majority of the criteria related to the said unit.

Evidence for RPL can take different forms. It can consist of a combination of documents, multimedia files (photos and videos) and tangible artefacts (although these are the least popular). Once again, organizations will guide applicants on what is acceptable as evidence and what is not. The most common form of evidence is documents, and there are various types, which can be presented.

Some examples of evidence are:

- Resume/CV (paper and/or online);
- Covering letter/s;
- Formal Education Certificates;
- On the job training Certificates; CPD Certificates;
- Reference Letters from current and past: employers, peers, supervisors, clients etc.;
- Performance Appraisals, Evaluation forms, letters or appreciation; letters of recommendation;
- Performance Awards;
- Samples of Work Performed: Memos; Reports; Plans; Procedures and Forms; Hand-outs; Marketing plans etc.;
- Photographs and/or videos showing work produced by the applicant and/or the applicant at work;
- Minutes of meetings featuring work/tasks;
- Email communications etc.

Evidence in the Portfolio should be accompanied by the applicants own self-reflection, and thoughts in order to prove his/her strengths and map/explain the relevance of the evidence being presented towards the RPL claim. Such explanation will facilitate the work of the assessor/evaluator when evaluating the documents submitted and will ensure that the evidence is interpreted as intended.

STAGE 3 – Step 5: Verification and assessment of Evidence and RPL Claim

All evidence submitted by applicants will be reviewed by you (= the representative of your institution dealing with RPL), and assessed against the criteria of the Unit of Learning Outcomes of the FCN Curriculum the claim is made for. You will also review the application and the individual descriptions submitted by the applicant claiming Prior Learning on specific tasks, and will decide whether in your professional opinion, the applicants' claim can be considered as valid or not.

In order to provide a fairer evaluation to the applicant, some organisations might appoint multiple evaluators and/or a board of Evaluators in order to review the same RPL application. The evaluation board may contact the applicant for clarifications. In some cases, they may also decide to put the applicant to the test, asking him/her to perform specific tasks in order to assess his/her skills and competencies.

NB: In ENhANCE the collection of prior learning evidences could be carried out within the Open Online Tool (OOT) that will be developed and provided to VET institutions offering the FCN qualification.

STAGE 3 – Step 6: Award of Certification/Credit (leading to Personalization of Learning Paths)

The final Step of the RPL process is the award of a qualification (fully or partially) /certificate /credits /units / exemptions to the applicant by the legitimate institution. This may lead to individual learning paths as successful RPL applicants will only have to carry out the parts of the FCN qualification they did not acquire through prior learning.

The Personalization could include the following options in FCN training:

- taking elective or optional courses/ units/ modules aside the core, basic ones at the learner's own choice;
- varying the course order where possible;
- skipping courses;
- choosing the area of the internship according to learner's personal interests and attitudes;
- choosing the area of the thesis project, according to learner's personal interests and attitudes;
- choosing part-time or full-time programmes or being allowed to extend the overall programme duration;
- being allowed to take online or blended courses /programmes.

Please keep in mind that these options for personalization can only be offered and implemented if there is a suitable system in place in your institution that allows for this kind of flexibility

The “European guidelines for validating non-formal and informal learning” (Cedefop [2015], 2nd edition - <http://www.cedefop.europa.eu/en/publications-and-resources/publications/3073>) provide also very valuable input on this subject and should be considered for further reference.

According to the Cedefop guidelines, validation consists of four phases which include the same steps:

1. Identification
2. Documentation (STEP 3-4)
3. Assessment (STEP 5)
4. Certification (STEP 6)

The Cedefop guidelines support each of these phases with a number of Key Questions that can be used to carry out the necessary steps.

Examples for such questions in the phase of implementation of validation are:

Has the purpose of the validation initiative been clarified? or: Which tools and instruments can be used (and combined) for identification, documentation and assessment of learning?

An example for questions on assessment is: Are assessment tools adapted to the individual's needs and

Examples of RPL processes from different EU countries (ILPO55, 5ff.)

The RPL processes described in the following sections provide some practical examples of the procedures and mechanisms in place to recognise prior learning in a selection of European countries. These can support the identification of relevant RPL processes in your country, institution and/or sector.

ROMANIA

Regulating authority: National Qualifications Authority (governmental body)
<http://www.anc.edu.ro/>

Executing institutions: Centers for the Evaluation and Certification of Professional Competencies (must be authorized by an intermediate authority and listed in a National Register for the Centers http://www.anc.edu.ro/?page_id=1120)

Methodology based on the following principles:

- the principle of validation, which takes into consideration the evidences of competences based on the occupational standard;
- the principle of credibility that uses methods which conducts to the same results;
- the principle of impartiality that permits the participation of all interested individuals at the assessment process;
- the principle of equity facilitating the open access to the qualification programmes without any discrimination;
- the principle of quality of the training programmes related to the specific standards;
- the principle of relevance according to which education responds to the needs of the labour market;
- the principle of efficiency concerning the relation between high quality results obtained by using adequate spaces of learning;
- the principle of ensuring equal opportunities facilitates the participation of very individual that want to take part at the process of assessment and recognition of professional competences obtained in non-formal and informal contexts;
- the principle of flexibility means that the assessment is adapted to the needs of the candidates and the working place;
- the principle of confidentiality respecting the privacy of the candidate;
- the principle of simplicity

The Process of assessment is carried out by a minimum of two professional competence assessors and it is based on the competence units of the occupational standard for the particular vocational area. The professional competence assessor is a specialist with recent experience of work and / or coordination in the occupations / qualifications for which s/he is designated by the centre and is also certified by the National Qualifications Authority on the basis of the occupational standard "professional competence assessor".

The assessment and certifying process is based on the Guide of assessment (<http://www.patrosec.ro/wp-content/uploads/2016/12/ghid-eval-cp.pdf>), assessment instruments include:

- a written test;
- an oral test;
- a direct observation session – where the candidate’s performance in real or simulated working conditions is observed and evaluated;
- a Project to be accomplished by the candidate;
- other activities which generate evidence prior to the assessment process such as: peer reports; portfolio of qualifications and/or records of work etc.

ITALY

Regulating authority (& Executing institutions): ISFOL/INAPP ((Institute for the professional development of workers, national research institute under the supervision of the Italian Ministry for Labour)

Tool: *Libretto Formativo del Cittadino*: repository of the skills and competences obtained through formal, informal and non-formal ways

1) Name of Institution - Università Roma Tre

Region - Lazio

Description /Process – Roma Tre University is one of the earliest examples of RPL in Italy. “In the field of recognition of prior learning, Roma Tre University²⁴ has done some research action, didactic, organizational and institutional activity. Some benchmarking analysis have been made, in particularly with the French VAE system and the British APEL model.” This University is responsible for the development of a set of procedures which were tested in 2008-2010 with “145 adults attending a degree course in Education and Development of Human Resources.”

2) Name of Institution - Università della Basilicata

Region - Basilicata

Process – Recognition of the achievements of learning outcomes acquired in non-formal and informal learning contexts through CFU credits as long as they satisfy the University’s qualification requirements. The Course of study Committee can reduce the ordinary length of the study course depending on the number of recognized credits.

SPAIN

Regulating authority: Instituto Nacional de Cualificaciones INCUAL

Executing institutions: Centers for the Evaluation and Certification of Professional Competencies (must be authorized by an intermediate authority and listed in a National Register for the Centers http://www.anc.edu.ro/?page_id=1120)

The Process for the Recognition of Prior Learning in Spain includes:

- a Counselling Session;
- an Assessment of the professional competences of the Individual, and;
- accreditation and recording of the professional competence.

Procedure (example for Catalonia)

- 1) Registration in the recognition service: done through the registration service through specific recognition templates either filled by the users and brought to school or completed with the help of advisors.
- 2) Filling of the on the recognition service - proof of credits or modules which want to be recognized by the Board Recognition.
- 3) Preparation of the assessment and recognition Dossier, following an official model.
- 4) Appointment of the Recognition Board: responsible for conducting the tests (resolution of cases, exams, interviews...) necessary for training evaluation. Recognition Board prepares a list of questions per module as a guideline for the interview.
- 5) The Board reviews the results in the assessment and recognition dossier, using the model 03 D. Once the assessment is finalised, it calculates the percentage of recognition of training units and/or modules.
- 6) The final results are transferred to the online management site of Ministry of Education and Vocational training. The system generates the document: Certification of overcoming training units achieved through the academic recognition of learning achieved by the work experience or social activities.
- 7) The certificate must be stamped and signed by the both secretary and director of the training centre. The training centre will make appropriate backups and save to the file of the student.

MALTA

Regulating authority: Ministry of Education, National Commission for Further and Higher Education

Executing institutions: Separate Sector Skills Units according to particular sectors. Each Sector Skills Unit consists of 7 members who monitor the National Occupational Standards with the aim of ensuring their consistency and relevance

The Process official process for Recognition of Prior learning offered at National level is still unavailable; a number of institutions are setting up their own departments and mechanisms for the provision of RPL services

Procedure (example for Tourism Studies) <http://its.edu.mt/recognition-for-prior-learning-rpl.html>

Evidence for the RPL process is to be presented in the form of a Portfolio. Any Formal Education Certificates are to be accredited by the recognised by the Malta Qualifications Recognition Information Centre (MQRIC)²⁶

Institute for Tourism Studies

Two distinct phases:

Phase 1: Seeking guidance from ITS RPL expert; application; collection of evidence, and; sitting for an online self-assessment.

Phase 2: Following the outcome of the online-assessment the applicant may choose to process to the second phase in which s/he will be presented with the result of the assessment and related feedback. Candidates will be notified of any skills and/or competency gap and provided offered training accordingly. Administrative fees apply for the second phase of the process.

FINLAND

General Situation: The Finnish VPL system is connected to the European level development of Higher Education (HE) as well as national higher educational regulations. In legislation related to education RPL is understood as a learner's subjective right. These regulations take into account all students including diverse learners. Recommendations about implementation of RPL and efficient ways of recognizing prior learning when students move from further to higher education are in place. In addition, national and international good practices of VPL as well as recommendations for common principles are highlighted and disseminated.

Institutions: RPL practices exist within educational institutions i.e. schools, colleges and higher education institutions as a fixed part of educational system and curriculum. Each institution determines how RPL practices are implemented and who is responsible for them.

General information about VPL and curriculum are available on universities' web sites, and it is also provided by the Finnish Ministry of Education and Culture and the Finnish Board of Education.

Pedagogical management team of the university offers guidelines for RPL. Decisions relating to RPL are made by lecturers / tutors, in some universities also by student counsellors or head of pro-grammes. These procedures are indicated in the University's Degree Regulation, and are assessed by universities quality management systems and student feedback practices. Amongst the latest developments and initiatives concerning RPL in Finnish HE has been understanding work as an element of the learning process.

Students have a possibility to discuss recognition of prior learning with their tutors or student counsellors. Support is provided by lecturers/tutors and student counsellors at the educational institutions.

Amongst the latest developments and initiatives concerning RPL in Finnish HE, work experience has been acknowledged as a factor in the learning process. In addition, cooperation with educational and work organizations will be important in relation to RPL, especially when first of all skills and competences are highlighted and not the RPL process itself

22 Annex 15: How to formalize the course description?



Sector Skills Alliances - EACEA 04/2017

Designers' KIT

How to formalize the description of my course?

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"Formalizing" design choices is fundamental to share your ideas with the teachers of your course and to monitor the effectiveness of your work. In order to support this delicate task, the ENhANCE project delivered a specific TEMPLATE named "COURSE SYLLABUS": it is a template for a textual document supporting the formalization and the sharing of the main design choices concerning the DEFINITION OF MODULES and TEACHINGS of a COURSE IMPLEMENTING A LOCALIZED CURRICULUM.

A Module is defined as:

"one of the parts that a course of study is divided into, which covers a particular subject and often has its own examination";

In the context of ENhANCE project, modules are defined at the LOCALIZED CURRICULUM level, i.e. in the FLEXIBILITY TOOL; they may usually correspond to one or more Units of Learning Outcomes identified in the EU Curriculum, but they can also be defined crosswise to them (see "Understand how to define the MODULES of your future courses"); modules are characterized by a group of Learning Outcomes which are targeted through specific strategies.

Then the project conventionally adopted the term "TEACHING" to identify:

a specific part of a Module, addressing one or more Learning Outcomes, referring to a specific discipline sector or branch of knowledge and associated to "reference Teacher"; a teaching is also characterized by specific contents, methods and educational materials; assessment methods and tools can also complete a description of a teaching.

The Course Syllabus template includes 4 main sections:

- 1 General Information:** this section is aimed to provide an introduction to the main characteristics of the course and a sort of "identity card" of it; an introductory section provides information such as the title, the conferred qualification, the number of awarded ECTS, the total student workload duty, the level of qualification, etc.; then a short course description is provided; a table points out the overall credits distribution and the workload with respect to the main methods adopted in the course; finally some attendance policies are described.
- 2 Modules plans:** this section is aimed at linking the teachings to the related modules; a specific table associates each teaching to a progressive code and to the Learning Outcomes addressed by the module.
- 3 Teaching Plans:** this section is aimed at detailing the main characteristics of a teaching
- 4 Course Schedule:** this section is aimed at providing a detailed course schedule

MODULE 1

TITLE	
ASSIGNED ECTS	
STUDENTS WORKLOAD	
TIME SCHEDULE	

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO22a	1,5	Psychology	T1a- Leadership Techniques and Teamwork (Prof. Anna White)
LO12a	2	Nursing legal issues	T1b- Nursing standards (Prof. Joan Green)
		Nursing practice	T1c- Homecare (Prof. Joe Blue)

Figure 14: an example of the table mapping the Teachings against the LOs of a module

While the descriptions of Section 1, 2 and 4 typically fall under the responsibility of an institution and is carried out by the ‘designers’ (that might or might not be ‘teachers’), Section 3 is definitely responsibility of the single teacher in charge of the specific teaching subject.

In particular, in **Section 3**, each Teaching, associated to a code and to a Reference Teacher, is described in terms of:

- a *list of the contents*;
- the *implemented methods*: a first introductory description is required and then, for each method envisaged by the FLEXIBILITY TOOL a specific strategy should be selected and (if possible) explained; in case of online activities, teachers are also invited to detail the main functionalities of the Open Online Tool they are going to use;
- a list of the *reference materials of the teaching*, such as books, papers, links, etc.
- a general description of *the way the assessment is implemented*;
- a *list of the assessment tools* that the teacher is going to use: the list should correspond to the Assessment Matrix.

23 Annex 16: Course Syllabus template



Sector Skills Alliances - EACEA 04/2017

Designers' KIT

Course Syllabus

template

This document is part of ENhANCE Project's D3.2.2



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GENERAL INFORMATION about the COURSE

Instructions: fill in each line with general information about the course

COURSE TITLE	<i>Eg. Specialization Course in Family and Community Nursing</i>
QUALIFICATION CONFERRED	<i>Eg. Specialization in Family and Community Nursing</i>
ECTS ASSIGNED	<i>Eg. 60</i>
TOTAL STUDENT WORKLOAD DUTY	<i>Eg. 1500 hours</i>
LEVEL OF QUALIFICATION	<i>Eg. Postgraduate</i>
ACCESS REQUIREMENTS	<i>Eg. Degree in Nursing</i>
NAME AND STATUS OF AWARDING INSTITUTION	<i>Eg. Technologiko Ekpedeftiko Idrima (T.E.I.) Kritis - Public Institution of Higher Education</i>
LANGUAGE(S) OF INSTRUCTION/EXAMINATION	<i>Eg Greek</i>
MODE OF STUDY	<i>Eg full-time attendance/blended learning</i>

COURSE COORDINATOR	<i>Eg. Prof. Agatha Smith</i>
---------------------------	-------------------------------

MAIN ADDRESS OF THE INSTITUTION	
MAIN CONTACTS	
MAIN REFERENCE WEB PLATFORMS	<i>Eg. website</i> <i>e-learning platform, OOT</i>

SHORT COURSE DESCRIPTION

Instructions: 5-6 lines of description of the course

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OVERALL CREDITS DISTRIBUTION and WORKLOAD

Instructions: fill in each cell with the corresponding number of ECTS or the corresponding number of hours.

In the event that no value correspond to the cell, “grey” the cell as shown below in the example Final Examination/Assigned ECTS

ACTIVITY	ASSIGNED ECTS	Hours of Teaching	Hours of Individual study	Total Workload
Face-to-Face Class and Labs				
Online learning				
Face-to-Face Work-based learning				
Final Examination				
TOTAL	<i>Eg. 60</i>			<i>Eg. 1500</i>

ATTENDANCE POLICY

Instructions: describe the attendance policies like in the example below

Eg. Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable

MODULES PLANS

Instructions: fill in the tables creating a section (2.1, 2.2, 2.3 etc.) for each Module

MODULE 1

TITLE	
ASSIGNED ECTS	
STUDENTS WORKLOAD	
TIME SCHEDULE	

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
<i>LO22a</i>	<i>1,5</i>	<i>Psychology</i>	<i>T1a- Leadership Techniques and Teamwork (Prof. Anna White)</i>
<i>LO12a</i>	<i>2</i>	<i>Nursing legal issues</i>	<i>T1b- Nursing standards (Prof. Joan Green)</i>
		<i>Nursing practice</i>	<i>T1c- Homecare (Prof. Joe Blue)</i>

TEACHINGS PLANS

Instructions: this part of the Syllabus will describe each Teaching of the course.

*So the following sections (falling under the title “Detailed Plan of Txx”) should be repeated **for each Teaching***

Detailed Plan of T1a

TEACHING CODE	<i>Eg. T1a</i>
TEACHING TITLE	<i>Eg. Leadership Techniques and Teamwork</i>
REFERENCE TEACHER	<i>Eg. Prof. Anna White</i>
TARGETED LEARNING OUTCOMES	<i>Eg. LO22a, LO24b,</i>
REFERENCE MODULES	<i>Eg. Module 1 + Module 2</i>

A. LIST of CONTENTS:

Instructions: provide a list of the contents of the teaching

B. IMPLEMENTED METHODS:

Instructions: provide a general introductive description of the methods adopted in the teaching.

[General textual description]

Then flag the strategies you’re going to implement as well as the specific activities or materials supporting the strategy (only when the method is implemented, otherwise skip them)

Face-to-Face Class and Labs:

- Face-to-face lecture
- Group Work
- Simulation
- Lab

Other (specify)_____

Additional information *[optional]*.....

Online learning

Lecture (recorded video-lessons or webinars)

Individual activities – interactive materials, downloadable documents, etc.

Individual activities – assessment

Group work

Additional information *[optional but recommended]*

you can provide details about the activities assigned to students or about the strategies adopted in group works

OOT functionalities supporting the Online learning :

flag the main OOT functionalities you will use to support the online activity

webinar

database

assignment

quiz

learning journal

forum

Community

Other (specify)_____

Face-to-Face Work Based Learning

Instructions: provide a general description of the way WBL is implemented and possible connections with other Teachings or Modules

C. REFERENCE MATERIALS:

Instructions: provide a list of the reference materials of the teaching, such as books, papers, links, etc.

D. ASSESSMENT :

Instructions: provide a general description of the way the ASSESSMENT is implemented

[General textual description]

Then provide a list of the assessment tools you're going to use: note that the list should correspond to the Assessment Matrix (same tools specified in the row assigned to the Teaching)

COURSE SCHEDULE

Instructions: provide a detailed course schedule.

25 Annex 17: How to design and formalize students' assessment



Sector Skills Alliances - EACEA 04/2017

Designers' KIT

How to DESIGN and FORMALIZE STUDENTS' ASSESSMENT

This document is part of ENhANCE Project's D3.2.2



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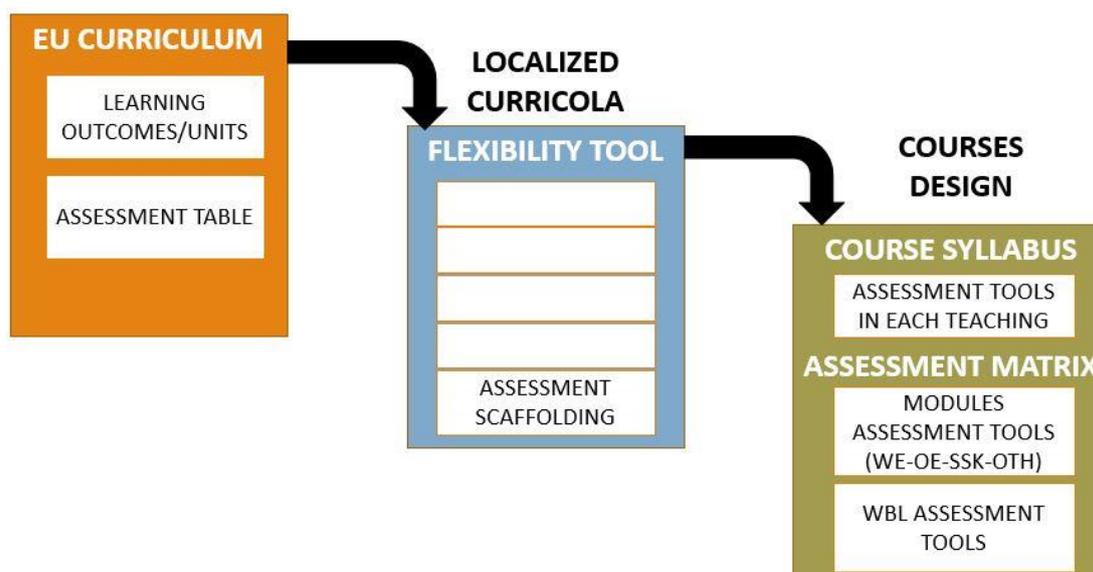
In ENhANCE project a number of tools have been delivered in order to support the design of students' assessment.

Firstly, the ASSESSMENT TABLE provided aside the Curriculum defines the main assessment methods suggested for each LO.

Then, when localizing the Curriculum, the Assessment Scaffolding sheet of the FLEXIBILITY TOOL allows you to define the distribution of such methods among Modules and related LOs.

Finally, the COURSE SYLLABUS allows you to describe the Assessment Tools you would like to adopt for each teaching.

Then, **other 2 important tools are provided supporting both the formalization and the tracking of students assessment, i.e. the ASSESSMENT APPROACH table and the ASSESSMENT MATRIX.**



N.B: Check the coherence of the information you stated in each of these design tools!

The Assessment Approach

In order to be able to recognize and validate competences in the framework of ECVET, students' assessment should be "learning-outcome oriented" and thus we should be able to assess **if a student has achieved EACH LEARNING OUTCOME.**

In complex curricula such the one for FCN, assessing students LO by LO could require a very big effort and this task may not fit with the needs and rules of the VET provider.

To this end, ENhANCE project identified **3 main ASSESSMENT APPROACHES** in order to describe *how to manage the assessment of LOs in each test/assignment/assessment tool*:

ASSESSMENT APPROACH 1: the teacher has to specify if the **WHOLE EXAM/TEST** is PASSED or FAILED; if the exam is PASSED, each LO assessed through that exam/test has to be considered as PASSED

ASSESSMENT APPROACH 2: the teacher has to specify if **EACH LEARNING OUTCOME** is PASSED or FAILED.

ASSESSMENT APPROACH 3: the teacher has to specify if **EACH LEARNING OUTCOME** is PASSED or FAILED; in the event that a LO is PASSED, the teacher has to specify the specific level (eg. satisfactory, good, excellent).

A specific tool, **the ASSESSMENT APPROACH TABLE** allows you to formalize which approach you would like to adopt for each test/assignment/assessment tool you would like to adopt in your course.

1	COURSE NAME:		XXXX	
2	COORDINATOR:		XXXX	
3	please complete the table: note that green columns have a drop-down menu with fixed values			
4	PLEASE PROVIDE A UNIQUE LIST (NOT SPLIT BY MODULES)			
5	ASSESSMENT APPROACH			
6				Assessment Approach (1/2/3)
7	ASSESSMENT METHOD	ASSESSMENT TOOL name	ASSESSMENT TOOL code	
8	WE	eg. Written test - Module 1	eg. WT-Mod1	1
9				1
10				2
11				3
12				
13				
14				
15				
16				

Designers, with the support of teachers, are expected to list (for each method selected in the Localized Curriculum) the assessment tools they are going to use and choose an assessment approach.

A specific GUIDE (see Assessment Guide) has been delivered by the project in order to select the PROPER ASSESSMENT TOOL.

Relying on ENhANCE project experience, experts generally suggest to adopt APPROACH 1 in order to limit the effort that have to be spent to assess all of the LOs for each student.

The Assessment Matrix

Another important tool is the ASSESSMENT MATRIX. This tool can be used only when ASSESSMENT APPROACH 1 is adopted for the whole course or for specific modules.

The aim of the ASSESSMENT MATRIX is dual:

- to support designers and teachers in the formalization (and thus the sharing) of the main design choices about students assessment;
- to support the monitoring of the assessment process throughout the course implementation.

The template consists of an Excel file made up of 4 main sheets.

SHEET 1 – ASSESSMENT APPROACH

This sheet should mirror what has been defined in the ASSESSMENT APPROACH table. It is just to have “at your fingertips” what is stated in the other tool. This table admit only value “1” as to the assessment approach.

SHEET 2 – ASSESSMENT MATRIX

It relies on the information already included in the Localized Curriculum and, in particular, in the “Assessment Scaffolding” sheet of the Flexibility Tool, which is

M2	Module 2: Decision Making Process	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	0,00%	0,00%	100,00%
LO 11a	Involve individuals and families in decision-making process					x
LO 22a	Know and apply leadership techniques that ensures clinical and					x
LO 22b	Know and apply decision-making techniques that ensures clinical and					x

supposed to be copied and pasted here; in that sheet, you should have already

MODULE	TARGETED LEARNING OUTCOMES	Teaching code, name and teacher	ASSESSMENT TOOLS			
			WE	OE	SSK	OTH
MODULE 1: XXXXX						

specified for each LO of a module the Assessment Method you are going to adopt.

WORK BASED LEARNING	TARGETED LEARNING OUTCOMES	WBL type or Teaching code, name and teacher	TOOLS for WBL ASSESSMENT

In the place of the “X” included in the Assessment Scaffolding sheet you have to specify the name of the ASSESSMENT TOOL you’re going to use to assess the specific LO, drawn from the list you provided in the ASSESSMENT APPROACH SHEET.

Then you only have to add the information about the TEACHING targeting the LO, which is already included in your COURSE SYLLABUS.

The assessment of Work Based Learning is managed in a table apart

SHEET 3 – STUDENTS LIST

This sheet is a “placeholder” for the list of your students, which will support the assessment monitoring. Then, based on the template created in SHEET 4 – S1, you have to create A SHEET FOR EACH STUDENT.

SHEET 4 – S1

This sheet is a template you have to customize based on the tools you decided to adopt. Once customized the template you should create as many sheets like this as many students are attending your course.