EUROPEAN RECOGNITION OF GRANDIS XXI. COURSE
Intellectual outcome 5

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MUTUAL RECOGNATION OF LEARNING OUTCOMES OF GRANDIS XXI. COURSE

For mutual recognition of the learning outcomes of Grandis XXI. course the partnership decide to align the curriculum with the educational initiatives of the European Union, like Digital Competence Framework 2.1 (DigComp 2.1), the European Credit System for Vocational Education (ECVET), the European Qualification Framework (EQF) and its national versions, summarized in the overview of the vocational and adult accreditation rules of the partner countries.

Concluding the overview carried out in the partner countries GRANDIS XXI. curriculum was planned around the key concepts of:

- Modularity;

- Awarded by credits;

- Aligned with EQF/NQF levels;

- Defining learning outcomes in terms of knowledge, skills, competences;

- Flexible learning path.

The main considerations in order to make GRANDIS XXI. results sustainable in the partner countries are as follows:

- GRANDIS XXI. course should be <u>levelled</u> at an appropriate point in the EQF framework, with partners aligning the curriculum with the NQF as applied to the system in their own country.

- GRANDIS XXI. course was developed according to requirements for transparency, and broken down into educational components, learning outcomes, assessments, workloads, etc. It should be possible to <u>not</u> go through an institution to award ECTS credits, but credits would then need to be awarded via an Awarding Body.

After validating the course content and methodology by involving the members of the target group into the online pilot training, the partner organisations agreed in developing a certificate regarding the mutual recognition of the learning outcomes of the course in the partner countries.
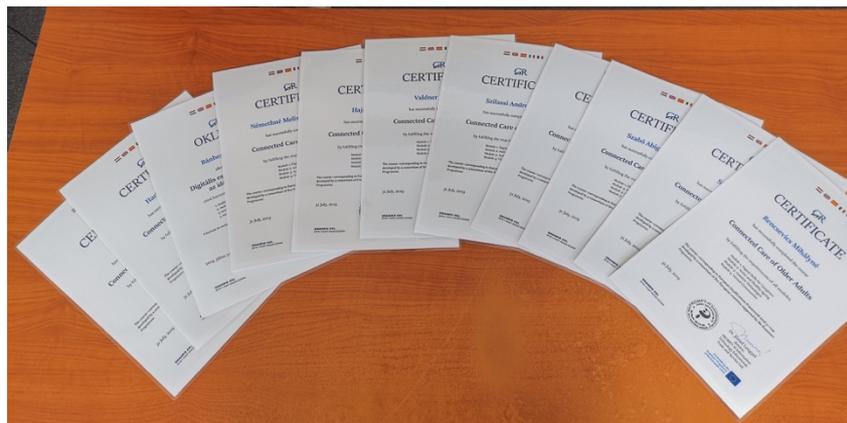
EUROPEAN EDUCATIONAL INSTRUMENTS

The European educational policy instruments described in this document are developed in order to:

- promote harmonisation of the different educational systems;
- improve transparency, transferability and comparability of national qualifications by:
    - showing the relationship between qualifications;
    - making the qualifications more comparable and transparent in Europe, and
    - enhancing mutual trust;
- support lifelong learning and awareness-raising related to different learning paths, and recognition of a broader range of learning forms (including non-formal and informal learning);
- reinforce the use of learning outcomes in standards-setting, curricula and assessment;
- contribute to the establishment of a common approach for describing learning outcomes in different subsystems.

In the long term these instruments are central to promoting the success of the strategic aims declared in Europe 2020, namely for increasing mobility (Youth on the move[1]), for bridging the gap between the labour market and education.

It is important to underline here the context of the flagship initiatives of the EU 2020 strategy, particularly the initiatives of: 'New skills for new jobs' and the 'Digital Agenda'.

The methods for recognising non-formal and informal learning are very different across European countries. The only common feature across countries seems to be that efforts have be in place over several years long, though there is no final solution as yet. Studies generally refer to 'best practice' and frontrunner countries, rather that definitive solutions and implementations.

DIGITAL COMPETENCE FRAMEWORK FOR CITIZENS

Digital competence is one of the eight key competences for lifelong learning identified by the European Union. In the information society, the possibility to exploit the benefits of digital technologies (and avoid the risks) depends more on the knowledge, skills and attitudes to be able to use digital technologies in a critical, collaborative and creative way, than only on access to and use of ICTs. This digital competence is becoming necessary for a satisfactory and safe daily life, for active citizenship and employability.

To address this problem and create a common language between the worlds of education and labour market, the European Commission developed and published in 2013 what is now known as the **European Digital Competence Framework for Citizens** (DigComp). The latest version of the framework is DigComp 2.1.

ALIGNING GRANDIS XXI. COURSE WITH DIGCOMP

Due to demographic changes, social care institutions face great difficulty in providing appropriate institutional services for the increasing number of elderly people. ICT based tele-care systems are being developed to accommodate the demand but there is a general lack of competence for using them effectively, which is a barrier to their widespread adoption. Stakeholders are increasingly aware of the potential impact of ICT on home care services, and they agree that the use of ICT technologies (such as tele-care tools) could provide better quality of life to elderly people living at home. However digital

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[1] Youth on the Move is a comprehensive package of policy initiatives on education and employment for young people in Europe. Launched in 2010, it is part of the Europe 2020 strategy. It aims to improve young people's education and employability, to increase the youth-employment rate – in line with the wider EU target of achieving a 75% employment rate for the working-age population (20-64 years).

competence is not yet considered essential for caregivers in their daily work, by the experts who design caregiver job profiles, curricula and training programs.

Even if the main focus of the course was not to develop the digital competences, the partnership developed an optional module titled "Digital skills for caregivers" in order to help the participants to check their present ICT skills by submitting assignment, and to improve it by the practice-oriented training materials if needed. The learning outcomes were designed by taking into consideration the competence areas defined by DigComp Framework:

1. Information and data literacy

2. Communication and collaboration

3. Digital content creation

4. Safety

Information	Communication	Content creation	Safety	Problem solving
• Browsing, searching, & filtering information • Expressing information needs • Evaluating information • Storing and retrieving	• Interacting through technologies • Sharing information and content • Engaging in online citizenship • Collaborating through digital technologie • Netiquett • Managing digital identity	• Developing content • Integrating and re-elaborating • Copyright and licenses • Producing multimedia and creative outputs • Programming	• Protecting devices • 4Protecting data and digital identity • Protecting health • Protecting the environment	• Solving technical problems • Identifying needs and technological responses • Creatively using digital technologies • Identifying digital competence gaps

EUROPEAN QUALIFICATION FRAMEWORK – NATIONAL QUALIFICATION FRAMEWORKS

"The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning." (European Commission)

The EQF a common reference framework to which all other National Frameworks must map. This then allows for a common understanding by both learners and employers of the qualifications levels used in different countries and different education and training systems.

As of 2008, EQF is being rolled out across Europe, and the national qualifications must now map to an appropriate EQF level.

ALIGNING GRANDIS XXI. COURSE WITH EQF AND NQFS OF THE PARTNER COUNTRIES

Based on the overview of the national systems, the decision of the partnership was, that the course will be delivered as a Certificate of Continuing Education/Special Purpose Award. granted in recognition of the attainment of learning outcomes at level 5 according to the European Qualification Framework (EQF) and the Hungarian, French, Spanish and UK national frameworks (NQFs) and at level 6 corresponding the Irish national qualifications framework:

EQF	QCF UK	MKKR Hungary	RNCP France	MECU Spain	QQI Ireland
8	8	8	8		10
7	7	7	7		9
6	6	6	6		8/7
5	**5/4**	**5**	**5**		**6**
4	3	4	4		5
3	2	3	3		4
2	1	2	-		3
1	Entry Level 3	1	-		2/1

EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION & TRAINING (ECVET)

ECVET is the abbreviation of European Credit System for Vocational Education and Training. ECVET is a European instrument to support:

- lifelong learning;
- mobility of European learners;
- flexibility of learning pathways leading to the achievement of European qualifications.
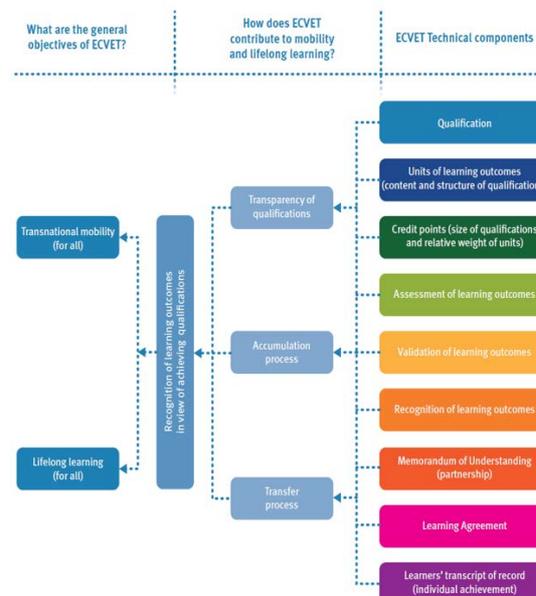
European Credit System for Vocational Education and Training

Learning outcomes

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. For ECVET partnerships it may be useful to devise tools for describing learning outcomes in order:

- to compare qualifications across the different qualifications systems;
- to highlight the similarities between qualifications and learning outcomes;
- to highlight the differences between learning outcomes.

Learning outcomes are grouped to create modules.

A module/unit:

- Is a component of a qualification;
- It consists of a coherent set of knowledge, skills and competence that can be assessed and validated.

Modules are defined as part of the qualification standard. They are defined by institutions in charge of developing qualifications. Module specifications should include:

- the title of the module;
- the title of the qualification (or qualifications) to which the unit relates, where applicable;
- a mapping of the qualification to the appropriate EQF level and the national qualifications framework level, with the ECVET credit points associated with the qualification;
- the learning outcomes contained in the modules;
- the procedures and criteria for assessment of these learning outcomes.

ECVET points are a numerical representation of:

- the overall weight of learning outcomes in a qualification, and
- the relative weight of units in relation to the qualification.

Allocation of ECVET points to a qualification is based on using the convention of allocating 60 points to the learning outcomes that are expected to be achieved in one year of formal full time VET study.

From the total number of points allocated to a qualification, each unit is allocated a number of points based on its relative weight within the qualification based on:

- the relative importance of the learning outcomes;
- the complexity, scope and volume of learning outcomes in the unit;
- the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

Credit for learning outcomes designates individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications. Credit accumulation is a process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes.

ALIGNMENT GRANDIS XXI. COURSE WITH ECVET SYSTEM

The course can be delivered in a variety of formats. It provides 5 ECTS credits, which means a minimum of 125 hours of student effort (learning, practicing, submitting assignments, etc.), including lecture hours.

One example is: a full-time program for 5 weeks, 6 hours per day, divided between 4 hours of teaching and 2 hours of student effort, independent and group based.

ACCREDITATION IN THE TARGET COUNTRY – IN HUNGARY

The Hungarian partners adapted the training program to requirement of the Act of Adult Training (LXXVII of 2013).

In the Act there are four different categories of adult trainings defined:

- Category A: professional qualification registered in the National Registry of Vocational Qualification (NRVQ)
- Category B: Other professional trainings not registered in NRVQ
- Category C: Other language trainings
- Category D: Other supported trainings

According to the suggestion of the adult educational expert, the training program was submitted with the title of "Using Digital Tools in maintenance the Quality of Life" and it was approved and registered by the Hungarian Government Office of Pest County (HGOPC) in the category of "D - Other Supported Trainings" in the registry of the approved further trainings for adults.

It was not possible to translate the original course title (Connected care of older adults), because if the title would include the expression of "care of older adults", the course had to be categorized as a professional qualification, albeit it aims to develop a special set of digital competences, and doesn't provide complex professional qualification.

According to the Hungarian system the participants completing the course successfully will be awarded by a certificate issued by the training institute who obtained the approval of HGOPC.

GRANDIS XXI. CERTIFICATES

CERTIFICATE

<<name>>

has successfully completed the course

Connected Care of Older Adults

by fulfilling the requirements of all modules.

Module 1: Digital Skills for Caregivers
Module 2: Active and Healthy Ageing
Module 3: Assistive Technologies
Module 4: Virtual Communities

The course—corresponding to European Qualifications Framework level 5—was developed by a consortium of five European countries supported by the Erasmus+ Programme.

31 July, 2019

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GRANDIS XXI.
2016-1-HU01-KA202-023044

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of the European Union

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CERTIFICADO

<<nombre>>

ha completado satisfactoriamente el curso

Cuidado conectado de personas mayores

cumpliendo con los requisitos de todos los módulos.

Módulo 1: Competencias digitales en el área de salud
Módulo 2: Envejecimiento saludable y activo
Módulo 3: Tecnologías de asistencia
Módulo 4: Comunidades virtuales

El curso ha sido desarrollado por un consorcio de cinco paises europeos apoyado por el programa Erasmus+.

31 de Julio, 2019

Dra. Maite Villalba de Benito
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GRANDIS XXI.
2016-1-HU01-KA202-023044

**Universidad
Europea de Madrid**
LAUREATE INTERNATIONAL UNIVERSITIES

Cofinanciado por el
programa Erasmus+
de la Unión Europea

CERTIFICAT

Décerné à

<<prénom>>

Pour réussite aux cours intitulés

Soins connectés aux personnes âgées

Répondant à l'exigence de tous les modules

Module 1 : Compétences numériques pour les soignants
Module 2 : Vieillissement actif et sain
Module 3 : Technologies d'assistance
Module 4 : Communauté virtuelle

Les cours ont été conçus par un consortium de cinq pays Européen dans le cadre du programme ERASMUS+.

Pour le Consortium GRANDIS XXI

31 juillet 2019

Martine Gaury
Présidente
GUIMEL SAS

GRANDIS XXI.
2016-1-HU01-KA202-023044

Cofinancé par le
programme Erasmus+
de l'Union européenne

OKLEVÉL

<<név>>

sikeresen elvégezte a

Digitális eszközök alkalmazása az idősgondozásban

című kurzust, az alábbi modulok teljesítésével:

1. modul: Digitális készségek idősgondozóknak
2. modul: Aktív idősödés
3. modul: Technológiák
4. modul: Virtuális közösségek

A kurzust öt európai ország fejlesztette, és az Erasmus+ program támogatta.

2019. július 31.

Dr. Lengyel József
igazgató,
PROMPT-H Számítástechnikai
Oktatási, Kereskedelmi
és Szolgáltató Kft.

GRANDIS XXI.
2016-1-HU01-KA202-023044

Az Európai Unió
Erasmus+ programjának
társfinanszírozásával

CR

CERTIFICATE

<<name>>

has successfully completed the course

Connected Care of Older Adults

by fulfilling the requirements of all modules.

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Module 3: Assistive Technologies
Module 4: Virtual Communities

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31 July, 2019

Mary Cleary
Deputy CEO of ICS Skills

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2016-1-HU01-KA202-023044

ICS
Irish Computer Society

Co-funded by the
Erasmus+ Programme
of the European Union