



---

<b>Project Title:</b>	<b><i>o</i>MER0: an eu curriculuM for visual disabiliTEs RehabilitatOrs</b>
<b>Project Reference:</b>	2020-1-IT02-KA203-080097
<b>EU Programme:</b>	Erasmus+ Key Action 2 "Strategic Partnership in the Field of Higher Education"
<b>Start of project:</b>	September 1 <sup>st</sup> 2020
<b>Duration:</b>	3 years

---

## **Intellectual Output 3**

### **Guidelines for designers supporting the localization of the Curriculum – final release**

---

<b>Due date of deliverable:</b>	<b>March 31<sup>st</sup> 2023</b>
<b>Actual submission date:</b>	<b>March 30<sup>th</sup> 2023</b>
<b>Version:</b>	V2
<b>Intellectual Output</b>	IO3 - Guidelines for designers supporting the localization of the curriculum – final release

---



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

## Authors of the document

IO3 sections and DK	Authors
IO3 sections 1-3	Serena Alvino (SI4LIFE) Elena Margherita Vercelli (SI4LIFE)
DK2 – Credits allocation in oMERO curriculum localization	Serena Alvino (SI4LIFE) Elena Margherita Vercelli (SI4LIFE)
DK3 – Definition of course modules	Serena Alvino (SI4LIFE) Elena Margherita Vercelli (SI4LIFE)
DK5 – ECTS table	Serena Alvino (SI4LIFE) Elena Margherita Vercelli (SI4LIFE) Sonia Agrebbé (IDC) Federica Calabria (IDC) Oranne Colombier (LAMUT) Cécile Terrier De La Chaise (LAMUT) Ausra Povilauskiene (LSMU) Ingrida Januleviciene (LSMU) Agne Krucaite (LSMU) Agnė Dorelaitienė (LSMU) Michele Iester (UNIGE) Carlo Enrico Traverso (UNIGE) Silvio Sabatini (UNIGE) Renaud David (CHU NICE)
DK6 – Flexibility Tool	Serena Alvino (SI4LIFE) Barbara Mazzarino (SI4LIFE) Elena Margherita Vercelli (SI4LIFE)
DK7 – Localizing the curriculum with the Flexibility Tool – User Manual	Serena Alvino (SI4LIFE) Elena Margherita Vercelli (SI4LIFE)
DK8 – Assessment Guide	Serena Alvino (SI4LIFE) Elena Margherita Vercelli (SI4LIFE) Ausra Povilauskiene (LSMU) Ingrida Januleviciene (LSMU) Agne Krucaite (LSMU)

	Agné Dorelaitiené (LSMU)
DK9 – Work-Based Learning Guidelines	<p>Sonia Agrebbé (IDC)</p> <p>Federica Calabria (IDC)</p> <p>Oranne Colombier (LAMUT)</p> <p>Cécile Terrier De La Chaise (LAMUT)</p> <p>Michele Iester (UNIGE)</p> <p>Carlo Enrico Traverso (UNIGE)</p> <p>Renaud David (CHU NICE)</p> <p>Serena Alvino (SI4LIFE)</p> <p>Elena Margherita Vercelli (SI4LIFE)</p>
DK10 - REALTER	<p>Silvio Sabatini (UNIGE)</p> <p>Andrea Canessa (UNIGE)</p> <p>Serena Alvino (SI4LIFE)</p> <p>Elena Margherita Vercelli (SI4LIFE)</p> <p>Federica Calabria (IDC)</p>

## Contributors to the development of the DK

DK	Contributors
DK8 – Assessment Guide	Renaud David (CHU NICE)
DK9 – Work-Based Learning Guidelines	Inger Berndtsson (UNIGOT)

## Table of Contents

1	Executive summary .....	7
2	Introduction.....	8
3	The Designers' Kit review process.....	9
3.1	Collection of partners' feedback.....	10
3.2	Remedial actions and Designers' Kit refinement.....	11
4	Conclusions.....	13
	Annex 1: Sentiment Thermometer.....	14

## List of abbreviations

CEDEFOP	European Centre for the Development of Vocational Training
CHU NICE	Centre Hospitalier Universitaire de Nice
DK	Designers' Kit
ECTS	European Credit Transfer and Accumulation System
ECVET	European credit system for vocational education and training
EnHANCE SSA	ENhANCE project - EuropeaN curriculum for fAmily aNd Community nurse - Sector Skills Alliance
EQF	European Qualification Framework
EU	European Union
HE	Higher Education
HEI	Higher Education Institution
IDC	Fondazione David Chiossone (previously Istituto David Chiossone)
IO	Intellectual Output
LO	Learning Outcome
LAMUT	la Mut' – Mutualité Française PACA SSAM
LSMU	Lietuvos Sveikatos Mokslų Universitetas (Lithuanian University of Health Sciences)
NECTAR SSA	NECTAR project - aN Eu Curriculum for Chef gasTro-engineering in primAry food care - Sector Skills Alliance
TPM	Transnational Project Meeting
UNIGE	Università di Genova (University of Genoa)
UNIGOT	Göteborgs universitet (University of Gothenburg)
UoL	Unit of Learning
VDR	Visual Disability Rehabilitator
VET	Vocational Education and Training
WBL	Work-Based Learning
WP	Work-package

# 1 Executive summary

This document reports on the activities carried out in Work-package 3 (WP3) in order to deliver the second release of Intellectual Output (IO) 3 and then introduces the main results of these activities, namely the documents composing the Designers' Kit (DK).

The Designers' Kit is a set of guidelines and tools aimed to support any Higher Education (HE) designer to localize the European Union (EU) general Visual Disability Rehabilitator (VDR) Curriculum into their own context.

More specifically, the present document is divided into the following sections:

An **Introduction** (Section 2) summarizes the activities developed in WP3 and outlines the main connections of WP3/IO3 activities with the other WPs, mainly WP6/IO6. Moreover, it also defines the relationship between the first version of IO3 and this second version, which is released after a complex review process.

Then, **The Designers' Kit review process** (Section 3) describes in detail the different steps and the organization of the review process, with a particular focus on the collection of partners' feedback and the remedial actions and refinement of the Designers' Kit.

Finally, the report ends with **Conclusions** (Section 4).

Unlike the first IO3 release, the DK tools and guides have not been added as annexes but can be consulted **in a folder accompanying this document**.

## 2 Introduction

The EU Curriculum for VDRs delivered as Intellectual Output 2 (IO2) is the main result of the oMERO project and is supposed to play a reference role at the EU level for any Higher Education Institution (HEI) which would like to adopt it and adapt it to its own context. To be compliant with the rules and the different contexts characterizing HE at EU level, the VDR Curriculum is general and “across-the-board”, on the one hand, and modular and flexible, on the other hand.

The contextualization/instantiation process carried out by HEI’s course designers will be fundamental for the effectiveness of the curriculum itself. So, designers would need to be supported in this thorny task by specific guidelines accompanying the curriculum for its proper use.

Thus, a set of tools and guides was created and delivered as the first release of Intellectual Output 3 (IO3) in March 2022 in order to complete and integrate the general curriculum with concrete support for designers on how to localize it effectively. This set of tools and guides was named Designers’ Kit and contained the following 10 files, which are thoroughly described in the first release of IO3:

- DK1 – EU Curriculum for Visual Disabilities Rehabilitator (i.e. IO2)
- DK2 – Credits allocation in oMERO curriculum localization
- DK3 – Definition of course modules
- DK4 – Macro-design table
- DK5 – ECTS Table
- DK6 – Flexibility Tool
- DK7 – Localizing the curriculum with the Flexibility Tool – User Manual
- DK8 – Assessment Guide
- DK9 – Work-Based Learning Guidelines
- DK10 – REALTER

The first version of IO3 was meant to allow partners to use DK documents to design future HE courses for VDR, which will be implemented by oMERO partners at the end of the project and, more generally, in support of IO6 – Design of local HE courses.

The DK documents delivered as the first release of IO3 had the aim to support the proper instantiation of the Curriculum with respect to the European Qualification Framework (EQF) level, the number of credits of the European Credit Transfer and Accumulation System (ECTS) awarded for the achievement of each Learning Outcome (LO), the creation of modules and the identification of the proper teaching/learning strategies. As a matter of fact, in the framework of IO6/WP6, IO3 assured an effective instantiation of the “General Curriculum” in a “Localized Curriculum”, which will be an “intermediate result” in the progressive design of a course, in which modules, a selection of LOs, learning strategies, assessment strategies, credits, etc. are defined.

The present report is part of the **second updated version** of IO3, which also **includes a folder with the whole set of revised DK documents** based on the experience of this last year devoted to the design of localized courses, the drafting of IO6 and the review process (illustrated in Section 3). In this version of IO3, an eleventh DK document has been added, namely DK11 – Assessment Matrix.

As described in the first release of IO3, oMERO partners also identified the need to integrate the Guides planned in the project proposal (Designers’ Kit) with an additional guide aimed to support HE designers in the identification of the proper “entry level” for the implemented courses. The activities for the development of such a guide are still running, since they require a very big effort for the analysis of the different rules for the VDR profile recognition in different EU countries. So, contrary to what was written in the first version of IO3, the “Entry level guide” has not been developed to be added to the present second release, but will be delivered at the end of the project in June 2023 as a stand-alone document.



### 3 The Designers' Kit review process

The Designers' Kit review process started right after the first release of IO3 in March 2022 and was carried out throughout the past year following different approaches.

**Firstly**, as soon as the DK was released, project partners started to design their local HE courses and during this design phase they provided progressive feedback. While using the DK guides and tools, partners took note of what worked and what did not work and proactively proposed changes, suggestions and comments to SI4LIFE (leader of IO3) in order to improve them. For instance, some partners noticed that some sheets in the DK6 - Flexibility Tool Excel file were not updating automatically when they were filled in and therefore SI4LIFE fixed the formulas.

**Secondly**, an online meeting on IO3 was organized with all partners in December 2022. During this meeting, the following decisions were taken:

- By the end of January 2023,
  - each partner had the possibility to comment on and revise DK2, DK3 and DK7 if needed,
  - whereas the review of DK4 – Macro-design table, DK5 - ECTS Table and DK6 – Flexibility Tool was mandatory.
- In addition to that, some partners were asked to review some specific documents:
  - DK8 – Assessment Guide had to be revised and, possibly, updated by CHU-NICE;
  - DK9 - Work-Based Learning Guidelines had to be revised by UNIGOT;
  - DK10 – REALTER had to be revised and, possibly, updated by UNIGE.
- An online meeting was set for the end of January 2023.

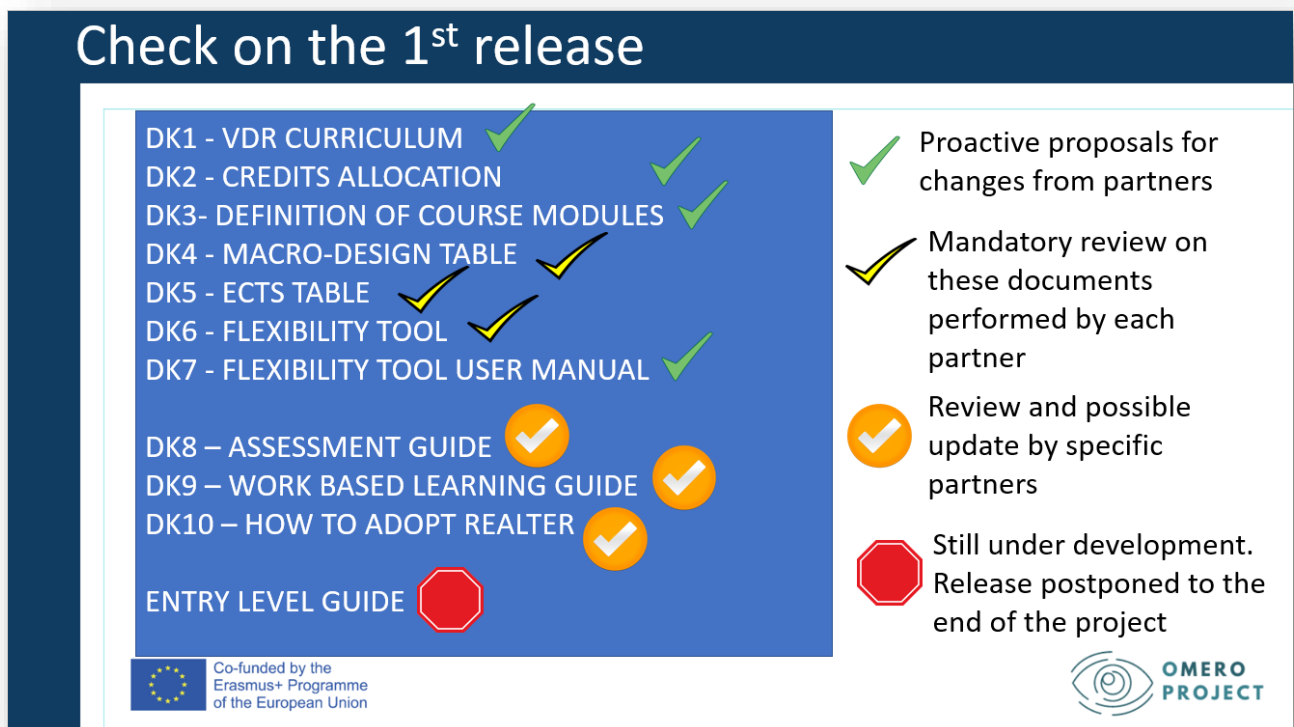


Figure 1: Distribution of revisions according to decisions taken at the December 2022 meeting

**Thirdly**, at least one representative per partner attended the meeting in January 2023. During this meeting, partners took stock of the reviews of the Designers' Kit, and discussed possible issues related to the students' assessment and the introduction of the Assessment Matrix. During this meeting, the following decisions were taken:

- The new proposed tool, Assessment Matrix, should be integrated into the final version of the Designers' Kit and of IO3, i.e. the present document; the instructions for its use should be added to DK8 - Assessment Guide. Partners who were not able to attend the meeting could see the explanation of the tool through the video recording of the meeting.
- Most of the guides and tools of the DK were approved and some additional time was given for the review of DK8 and DK9.

**Finally**, to make the review process even more comprehensive, SI4LIFE came up with a “**Sentiment Thermometer**” (Annex 1: Sentiment Thermometer) to evaluate the usefulness, usability and clarity of the contents of DK documents. Each partner was asked to fill it in before Transnational Project Meeting (TPM) 5 in Sweden.

### 3.1 Collection of partners' feedback

As mentioned in the previous section, the partners' feedback collection phase started immediately after the release of the first version of IO3 and the Designers' Kit (March 2022). As soon as partners started to design their local HE courses, they started using the guides and tools and provided SI4LIFE with their comments on them.

In general, the partners did not find any particular problems and no major changes to the documents were necessary. The only significant necessary change in this phase was reported in the first months of the project by the IO6 leader, LSMU, who identified an error in the DK6 - Flexibility Tool, where some sheets were not updating automatically when they were filled in. Immediately after receiving the notification, SI4LIFE fixed the formulas and delivered a new upgraded version to all partners.

The few other corrective actions required for the DK documents were carried out in the second and third phases of the review process and are better detailed in section 3.2.

As anticipated in section 3, in February 2023, partners were asked to fill in the “**Sentiment Thermometer**” to evaluate the usefulness, usability and clarity of the contents of DK documents. SI4LIFE received five replies with the completed Sentiment Thermometer from partners.

SI4LIFE synthesized the main results of this evaluation as follows<sup>1</sup>:

- As for the perceived **usefulness**, the document considered most useful turned out to be DK1. This is not surprising, as the VDR Curriculum constitutes the core of the entire project and the basis on which the local courses are implanted. DK1 is immediately followed by DK6 (the Flexibility Tool, i.e. the Excel file used to formalize the courses' design), which is considered equally crucial by partners. The partners' judgement on the remaining documents is very varied, though generally positive since most of the documents are considered sufficiently useful. The only other trend that can be identified is that DK2 (the guide supporting the identification of the amount of ECTS) and DK3 (the guide supporting the creation of the course modules) are perceived as slightly less useful than the others.
- Regarding **usability**, the situation seems to be reversed with respect to usefulness. On the one hand, even though most partners indicated that DK1 is also one of the most usable documents, one of them pointed out that, despite its relevance, it is not so user-friendly. The same can be applied to DK6, which is perceived as a useful tool but proves to be rather difficult to use. Nevertheless, the usability shortcomings of the Flexibility Tool (DK6) are compensated for by the presence of the Flexibility Tool User Manual (DK7). On the other hand, DK2, i.e. the guide for ECTS, was deemed one of the most usable documents by the majority of respondents. Even in this case, opinions on the rest of DK were quite divided.
- As far as **clarity** is concerned, the documents that are best evaluated and therefore considered extremely clear are DK1, DK5 (the table supporting the distribution of ECTS among LOs) and DK2. In general, the other documents are considered averagely clear.

---

<sup>1</sup> See Introduction and/or Annex 1 for the whole list of documents in the Designers' Kit

A noteworthy and particular case concerned DK9 - Work-Based Learning (WBL) Guidelines. Indeed, in their Sentiment Thermometer, UNIGOT always placed DK9 in the lowest levels for the three indicators (usefulness, usability and clarity of contents). However, since they were appointed as reviewers for this document, they had the chance to improve every aspect they considered ambiguous or puzzling and at the end of the review process, the final version of DK9 proved to be much more useful, usable and clear.

Overall, the feedback proved to be positive and constructive. The few issues identified by partners were justified by the complexity of the design task and immediately tackled through remedial actions described in the following section.

### 3.2 Remedial actions and Designers' Kit refinement

Between December 2022 and January 2023, partners had the opportunity to comment on and review some DK documents.

During this period, SI4LIFE received a comment from UNIGOT which, having entered the project after the first IO3 release, found the overlap of two pairs of LOs in **DK5** and **DK6** unclear and somewhat confusing. These LOs were only mentioned once to avoid redundancies, but, for the sake of clarity, SI4LIFE inserted the overlapping LOs in both reference Units of Learning (UoLs). Thus, LO1-B-F-1 / LO12-A-H-I-1 is now in both UoL1 and UoL12 and LO10-A-1 / LO11-C-1 is now in both UoL10 and UoL11. No other substantial changes were made to DK5 and DK6.

As far as the **DK8** - Assessment Guide is concerned, the review carried out by CHU-NICE did not reveal any particular problems and the document was only refined with a few adjustments to the form and not to the content. The only significant integration to DK8 was made by SI4LIFE, who added the introduction to DK11 - Assessment Matrix and the instructions for its use to it.

As for **DK9**, the revision of the WBL guide was assigned to the University of Gothenburg (UNIGOT) to allow these new partners to delve further into the project. Since UNIGOT joined the oMERO project only after the first release of the IO3 and Professor Inger Berndtsson had not contributed to the first version of the DK, she was identified as the proper person to provide a sort of "external" evaluation of the document. Moreover, it was felt that Professor Berndtsson, Senior Lecturer in the Department of Education and Special Education at the Swedish University, could make an important contribution to the document due to her specific knowledge and expertise in education. The revision did not reveal any particular problems with the content of the document.

The major changes made concerned the need to make some information clearer and/or more explicit. For example, in the section *Selection and Training of WBL Mentors and Coordinators*, the difference between the role and tasks of Mentors and those of Coordinators was better highlighted by creating two separate subsections, one for each figure, and some phrases that were considered opaque or redundant were reworked or removed. These terms (Secretaries, Mentors, Coordinators) were then used consistently and unambiguously throughout the document. With regard to this, an explanatory note was inserted in Annex 4 - *Generic in-company trainer competence set - CEDEFOP<sup>2</sup> (2013)* of the WBL guide to specify that the "set was elaborated by CEDEFOP and is used in the WBL context to identify and assess the competences that need to be acquired by the 'in-company trainer', who corresponds to the professional figure that in [DK9] was indicated as 'WBL mentor'".

As was the case with DK8, the revised version of **DK10** by UNIGE included only minor changes to the document style and cost of the equipment, which increased over the past year.

The most significant change introduced in this new release of the IO3 is the introduction of a new tool (**DK11**) named Assessment Matrix. It is a practical tool based on an Excel file, also described in the Assessment Guide (DK8). The need to introduce this additional tool emerged during IO6 and the design of future HE courses when partners perceived the need to focus more on the important issue of students' assessment.

---

<sup>2</sup> European Centre for the Development of Vocational training.

Students' assessment is a crucial element for the effective implementation of oMERO's VDR Curriculum. Thus, it was addressed in the first release of the Designers' Kit at different levels and with different tools, targeting both designers and teachers:

- Firstly, in **DK4 – Macro-design table** a specific column defined the main assessment methods suggested for each LO.
- Secondly, based on DK4, the DESIGNERS of each course filled in a specific SHEET of the **DK6 – Flexibility Tool**, named "ASSESSMENT SCAFFOLDING". In this sheet, they specified for each LO (which had already been assigned to a specific module) the actual assessment methods they were willing to implement (one or more).
- Finally, TEACHERS of the course are invited to formalize the description of their TEACHINGS in the Course Syllabus – Part B, including a description STUDENTS' ASSESSMENT methods and tools. These descriptions must be compliant with the methods selected in the ASSESSMENT SCAFFOLDING sheet.

Then, during the future implementation of the courses designed in the framework of oMERO project, TEACHERS will have to monitor and report on students' assessment, under the coordination of pilots' designers/coordinators, in order to comply with ECVET and ECTS main requirements. In order to support such hard process of monitoring, a specific tool, i.e. the Assessment Matrix, was developed by SI4LIFE, drawing inspiration from the experience of other projects such as EnHANCE SSA<sup>3</sup> and NECTAR SSA<sup>4</sup>. The Assessment Matrix is available in the final release of the Designers' Kit as DK11 and the guide for its use is included in the latest release of DK8.

---

<sup>3</sup> ENhANCE project - European curriculum for family and community nurse - <https://www.enhance-fcn.eu/> - Sector Skills Alliance - 591946-EPP-1-2017-1-IT-EPPKA2-SSA

<sup>4</sup> NECTAR project - a European Curriculum for Chef gastronomy-engineering in primary food care - <http://www.nectar-project.eu/> Sector Skills Alliance - 621707-EPP-1-2020-1-BE-EPPKA2-SSA

## 4 Conclusions

IO3 consists in a set of Guides and Tools that could play a reference role for any Vocational Education and Training (VET) provider who would like to contextualize the VDR Curriculum into his/her own institution.

IO2 (VDR Curriculum) and IO3 are strictly connected and interdependent. On the one hand, IO2 is supposed to define and describe the general characteristics of the VDR Curriculum, which should be as much “across-the-board” as possible in order to be adaptable to each EU country. On the other hand, IO3 is supposed to investigate, clarify and clearly outline the main potentialities of curriculum flexibility, providing tools and guides to VET designers in order to support the instantiation of the general curriculum into specific localized curricula.


The first release of the Designers’ Kit has been developed in order to support oMERO HEIs, who committed to implementing a course based on VDR Curriculum, to design properly their own courses instantiating the general Curriculum into specific local initiatives. This experience performed during the development of IO6 allowed partners to test the first release of IO3 and to provide accurate feedback for the refinement of the DK.

The delivered guides and tools use simple, user-friendly language which “targets the intended audience”, i.e. VET Designers, with practical examples and cases. They will assure the future exploitation of the VDR Curriculum and its possible scaling up at the national and EU level.

# Annex 1: Sentiment Thermometer

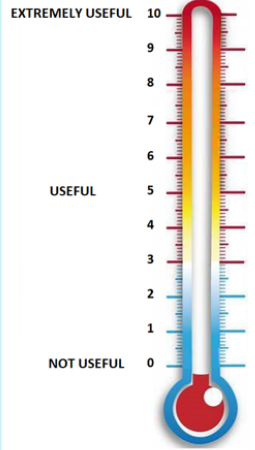


### IO3 – Designers’ Kit - List of Documents

<ul style="list-style-type: none"><li>DK1 – EU VDR CURRICULUM</li><li>DK2 – CREDITS ALLOCATION IN OMERO CURRICULUM LOCALIZATION</li><li>DK3 – DEFINITION OF COURSE MODULES</li><li>DK4 – MACRO-DESIGN TABLE</li><li>DK5 – ECTS TABLES</li><li>DK6 – FLEXIBILITY TOOL</li><li>DK7 – LOCALIZING THE CURRICULUM WITH THE FLEXIBILITY TOOL - USER MANUAL</li><li>DK8 – ASSESSMENT GUIDE</li><li>DK9 – WORK-BASED LEARNING GUIDELINES</li><li>DK10 – REALTER – WHY AND HOW TO ADOPT THE SYSTEM IN YOUR TRAINING PROGRAM</li></ul>	<p><b>DESIGNERS’ KIT</b></p>  <p>OMERO PROJECT</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------


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


# IO3 – Designers' Kit – Sentiment Thermometer





**DKs USEFULNESS EVALUATION GRID**  
(Place a max of 3 DKs per score)



Drag and drop each DK Label into the grid, depending on their 'usefulness level', for a maximum of 3 labels per level.


 **DK1**


 **DK6**


 **DK2**


 **DK7**


 **DK3**


 **DK8**

 **DK4**


 **DK9**

 **DK5**

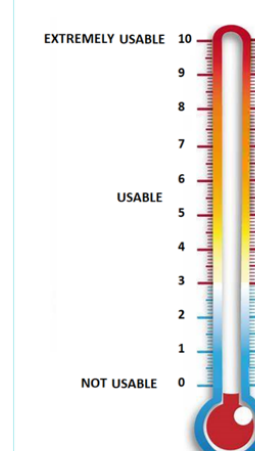
 **DK10**



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





# IO3 – Designers' Kit – Sentiment Thermometer





**DKs USABILITY EVALUATION GRID**  
(Place a max of 3 DKs per score)



Drag and drop each DK Label into the grid, depending on their 'usability\*' level', for a maximum of 3 labels per level.


 **DK1**


 **DK6**


 **DK2**


 **DK7**


 **DK3**


 **DK8**

 **DK4**

 **DK9**


 **DK5**

 **DK10**



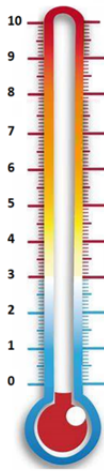
Co-funded by the Erasmus+ Programme of the European Union

\*Usability is a quality attribute that assesses how easy user interfaces are to use.




# IO3 – Designers’ Kit – Sentiment Thermometer

**EVALUATION GRID OF DK'S CLARITY OF CONTENT**  
*(Place a max of 3 DKs per score)*




Drag and drop each DK Label into the grid, depending on the 'clarity of their content', for a maximum of 3 labels per level.

- DK1
- DK2
- DK3
- DK4
- DK5
- DK6
- DK7
- DK8
- DK9
- DK10

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

