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## Report on pilots on collaborative SLPs and related mobility (D.6.2)

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## About E-SLP Project

This report is published as part of the E-SLP project: European Short Learning Programmes. The E-SLP project is funded by the Erasmus+ Programme and from 1 January 2018 until 31 December 2020.

Short Learning Programmes (SLPs) are a group of courses (units, modules or other learning building blocks) with a common subject focusing on specific needs in society which can be used as stackable elements of larger formal degrees targeting non-traditional and adult learners. The E-SLP project focusses on online, flexible and scalable SLPs in the European context.

This report is part of work package .... and was coordinated by .....

## Partners

- P1 European Association of Distance Teaching Universities
- P2 Fernuniversität in Hagen
- P3 The Open University
- P4 Open Universiteit Nederland
- P5 Universidad Nacional de Educación a Distancia
- P6 Universitat Oberta de Catalunya
- P7 Hellenic Open University
- P8 Universita Telematica Internazionale UNINETTUNO
- P9 Anadolu University
- P10 Universidade Aberta
- P11 Open University of Cyprus
- P12 Open University of the University of Jyväskylä
- P13 Katholieke Universiteit Leuven
- P14 National Association of Distance Education
- P15 Akademia Gorniczo Hutnicza Im. Stanislawy Staszica W Krakowie



## 1. Introduction

This report (D6.2) outlines the work carried in Work Package (WP) 6 of this project E-SLP, where 5 actual SLP pilots were designed, implemented and delivered to students. This report builds on the cooperation model described in D6.1, and the work done in WP2 “Concept and role of SLPs in European HE” and WP3 “Institutional policies for SLP’s”. Furthermore D.6.2 describes the methodology used to design each pilot, detailing its target group, study level, contents and programme characteristics. The lessons learned from these pilots will be detailed in D.6.3 “Models and guidelines for the collaborative development and delivery of SLPs and related mobility”, which add the experience level to report D.2.1.

## 2. Methodology

In the project proposal, setting up pilots plays a key role to validate the insights gathered in core project activities, of which the outputs can be found on the E-SLP website <https://e-slp.eadtu.eu/outcomes>. These outcomes include the D.2.1 “Concept and role of Short Learning Programmes in European Higher Education”, a study on the D.5.1 “Recognition issues with regards to SLPs”, and the D.4.2 “Design guidelines for flexible and scalable SLPs”. With the design guidelines available to the partners and a clear concept of a “Short Learning Programme” in mind, it was possible and important to actually try out if this works, and what timeframe for implementation is actually needed. Also, different possible formats and choice could be put to the test.

In a first step, discussions were focused on a pilot selection process, taking into account market needs and opportunities and available staff, courses and collaboration opportunities. Once the 5 pilots were established, a pilot workflow was defined so that each pilot leader could start discussions on the different aspects to be covered by the pilots. Insights were based on the work in WP2 “Concept and role of SLPs in European HE” and it was decided to gather information on the different aspects of pilot deployment through a two-part survey (see paragraph 4), which the pilot leaders completed in two phases. In the first phase, it was required to focus on the contents of the programme. In the second, it was asked to investigate the more institutional aspects of the programme, involving all the steps in each organisation to allow the SLP to be run.

Consequently, for the survey, each of the pilot teams drew the concept and definition of the respective pilot and started to work towards its implementation.

### 3. Pilot Selection Process

In first meetings on WP6 pilot development, a check was made if the 5 planned pilots could be implemented with the suggested partnerships. For this, a spreadsheet was circulated with the possible pilot topics and the partners were asked to indicate if they had existing courses or new course plans that could fall in this category.

It soon emerged that the originally planned pilots had to be somewhat revised. Originally the partners involved and the topics for each SLP were the following:

1. Climate change/environment, led by Universidade Aberta, in collaboration with FernUni, OUNL, and KU Leuven;
2. Law, led by UNED in collaboration with OUNL, FernUni, and UAb;
3. Online/blended course design, led by OUNL in collaboration with UOC, OUUK, UNED, and JYU;
4. Health care, led by UOC in collaboration with OUUK, KU Leuven, and JYU;
5. Arts, led by UNINETTUNO in collaboration with HOU, UNED, and OUC.

After an assessment of market needs and opportunities, and given changes in university staff and programme availability, we agreed upon another organisation that better reflected the existing collaboration opportunities:

1. Climate change/environment, led by UAb in collaboration with UNED and OUNL;
2. New Rights, led by UNED in collaboration with OUUK, OUNL, and FernUni;
3. Online and Blended Learning, led by UOC in collaboration with AGH, KTU, KU Leuven, and HOU;
4. Digital Transformation and Enterprise 4.0, led by UNINETTUNO in collaboration with UNED;
5. Digital Competent Educators, led by JYU in collaboration with Fernuni, Anadolu, and UAb.

### 4. Survey

As anticipated in paragraph 2, a survey consisting of two parts, was provided to the consortium partners to gather generic information on the contents, consortium and setup, via the first part which was more teacher-driven, and institutional aspects, via the second part. The survey was based on D6.1 - SLPs collaborative development (Annex 1). The first part addressed the following questions:

<Pilot Number and Title>
1. Describe the objectives of the collaborative SLP (including in economic, social and cultural terms) in relation to the needs analysis in the field(s) concerned.
2. Present the structure and content of the SLP and justify the added value and relevance of the (virtual) mobility component.
3. Justify the learning outcomes relevance in view of the students' future academic opportunities (e.g. at bachelor and master level) and employability.
4.1. Which institution takes the lead?
4.2. Name of the coordinator
4.3. Contributing partners
4.4. Proposed study level
5. Justify the relevance of the partnership's composition and the expertise of the key academic staff involved to achieve the SLP objectives.
6. Explain the SLP's interaction with the professional socio-economic/scientific/cultural sectors concerned.

It was adopted by the pilot leaders to start the discussions with the possible partners and find a common ground. It focused on the need's analysis aiming at answering the following generic questions: what is considered an important knowledge gap that could be filled by offering this new collaborative SLP? What competencies should it offer? For which audience and what level of study? This survey allowed us to finalise 5 pilot proposals and the development of 5 respective SLPs.

The second part of the survey was only distributed after the first couple of meetings between the partners, which focused on the desired programme itself, the target audience and the course contents. This second part of the survey went a step further and encouraged pilots to reflect on a better positioning of the proposed SLP and the nature and added value of the collaboration.

What are the different fields of expertise of individual partners, and how are these complementary and of added value in the context of this joint and international SLP?

What is the profile of key actors (administrative and academic staff) in the SLP implementation (provide short and targeted information)?

How will invited experts eventually contribute to the course?

Explain the SLP's interaction with the professional socio-economic/scientific/cultural sectors concerned.

What types of interactions exist between the SLP and non-educational actors of the sector concerned?

What type of involvement, if any, do these actors have in the course implementation (course evaluation, internship/placement providers, financial sponsors, research providers, employment perspectives, etc.)?

What is their degree of commitment to the course?

Could you describe the collaboration process, step by step? **(It is important to give a detailed account of the process you followed as it will be used to write the guidelines for the design of future SLPs)**

These are a few pointers you might find useful:

- How did the project originate? Why did you decide to engage in the specific SLP (criteria, e.g. market demand, expertise, institutional policy, etc.)?
- Is the programme related to other existing programs (part of, requirement for, type of recognition, etc.)?
- How did you prepare your first meeting? (did any documents / draft come out of it?)
- What kind of decisions were taken at the first meeting (educational model/approach - blended/online, competency-based, etc-, learning strategies/instructional approach, learning and assessment activities, learning resources, technology etc.)?
- Are your design decisions supported (influenced) by specific institutional methods, patterns, policies?
- How did you organise/distribute the workload?
- How do partners collaborate? (Do you use any collaborative tools?)
- How did you detect, select and use or adapt existing LBBs?
- Did you decide to develop LBB from scratch? Why?

What problems (if any) did you encounter? How did you deal with them?



If the SLP is facilitated how did you organise it? Who is responsible for it?

In a final step, this was complemented by the following questions, which required more internal consultations within the organisations and looked at how the proposed SLP would be embedded. The questions explore the organisational and institutional aspects, but also included some reflection on the actual process of the pilot conceptualisation. This information could then feed back into the overall project:

## 2. Course integration

The course integration criterion focuses on issues related to the way the SLP will be implemented in and across the partner institutions as concerns the delivery of the course itself as well as the students' recruitment, admission, examination and results recognition mechanisms.

### 2.1 Justify the extent to which the collaborative SLP is organised in a truly integrated way.

To what extent is the course based on a jointly developed curriculum or composed of modules developed and delivered separately but complementarily? What is the level of participation and institutional commitment of individual partners to the course?

2.2 Justify the extent to which the collaborative SLP is recognised in participating partner universities and leads to an award, certificate or diploma by each of the partners concerned. Describe the type of recognition that will be awarded to successful students, referring to the European Qualification Framework.

How is the course integrated within the partners' courses/degrees catalogues? What is its recognition status in each of the partner institutions?

2.3 Describe the joint examination methods and mechanisms in place between the partners to assess the students' achievements.

How will the ECTS or other built-in mechanisms be used for the recognition of study and performance assessment? Will there be a (Joint) Diploma Supplement issued on behalf of the partnership? What will be the common requirements and methods developed by the partnership for the examination of students?

2.4 Explain how the students' fees to the SLP have been calculated and agreed upon by the partnership.

Taking into account the needs and means of each individual partner, provide a detailed description of the fees and other costs.

### 3 Course management, visibility and sustainability measures

This criterion focuses on the way the partnership intends to manage the SLP in order to ensure its efficient and effective implementation.

#### 3.1 Describe the organisation of the cooperation mechanisms within the partnership.

What is the role of the coordinator and each of the partners in the SLP implementation tasks (student support, promotion/marketing, etc.)? Describe the level (/quality) of human (/logistic) resources that will be dedicated by each of the partners to the SLP implementation? What type of governing body(/ies) for the SLP will be put in place? How are these roles defined and endorsed in an SLP partnership agreement? What type of management tools / methods are in place to ensure the appropriate implementation of the course (work programme, meetings, roadmap, milestones, etc.)?

#### 3.2 Describe the way the SLP will be managed from a financial point of view.

Explain how the SLP's financial resources will be managed by the partnership, and how the students' fees will be used and distributed among the partners.?

#### 3.3 Describe the partnership development and sustainability plan designed to ensure the proper implementation and continuity of the SLP.

What strategies have been envisaged, over which period? What are the enrolment projections and the mid/long-term benefits for the partners? If applicable, are non-educational organisations involved in this sustainability plan and what degree of commitment can they provide?

#### 3.4 Describe the course promotion measures taken by the partnership to increase the course's visibility and attractiveness.

What type of promotion / visibility mechanisms will be implemented (e.g. via professional/academic associations, media, newsletters, conferences, fairs, etc.). How will the SLP's dedicated website be promoted?

### 4. Students' services and facilities

Particular attention is paid under this criterion to the services and facilities offered to enrolled students as well as to the way applicant consortia intend to ensure efficient participation of these students in the SLP activities.

#### 4.1 Describe the nature of the information (/support) provided to students prior to their enrolment and the way this information will be delivered.

What type of information will be provided to students about the partnership (partners profile and expertise), the course (content, structure, delivery methods, learning outcomes and awards, certificates and diplomas, the student selection procedure and criteria, the services offered, etc)? Which facilities will the SLPs dedicated website provide (e.g. online application)?

4.2 Describe the Student Agreement defining the rights and obligations of the two signing parties. What are the joint course implementation rules and mechanisms, mutual rights, obligations and responsibilities of the two parties as concerns the academic, administrative and financial aspects of the student's participation in the SLP?

#### 5. Quality assurance and evaluation

Under this criterion applicant SLPs describe the quality assurance and evaluation strategy envisaged by the partnership in order to ensure efficient monitoring of the course (from both the content and administrative points of view) and its regular improvement during three/ five years of implementation.

5.1 Describe the internal evaluation strategy and mechanisms in place.

How (and with what periodicity) will this evaluation be organised (by the institutions themselves, through an integrated approach agreed by all partner institutions, with questionnaires and feedback systems, etc.)? How will the assessment outcomes be used to monitor, upgrade and improve the quality of the course? How will the actors (students / professors) be involved in this exercise?

5.2 Describe the external quality assurance envisaged, if applicable

What will the roles of the national quality assurance bodies be, if any? What methodology will be followed?

#### 6. Design process

What problems (if any) did you encounter? How did you deal with them? If the SLP is facilitated how did you organise it? Who is responsible for it?

Other questions to be covered (indicate here questions required for the process in your university)

## 5. Pilots

### 5.1. Pilot 1 – Climate change

The short learning program “Climate Change: from global to local Action” is a program offered in a cooperation between three European distance learning universities, Universidade Aberta – UAb, the Open University of the Netherlands - OUNL and Universidad Nacional de Educación a Distancia – UNED.

The programme aims to inform and analyse information about climate change from different perspectives, including scientific, political, economic and social. The programme also aims to discuss the different adaptation and mitigation measures of climate change, including the different tools that organisations can implement to improve their environmental performance.

The programme is designed for all of those who are interested in learning about the topic of climate change, and motivated to find out more about how the weather works and the political, economic and the social implications relating to climate change. It targets professionals, managers and technicians from all organisations, from private and public sectors, who, within their organisations, are able to make changes towards climate change mitigation and adaptation.

The SLP “Climate Change: from global to local Action” is composed of 4 modules (3 ECTS each, for a total of 12 ECTS awarded) taught sequentially by the different distance learning European universities involved:

- module 1, the science of climate change delivered by UAb, planned from November, 11th – December, 20th, 2019;
- module 2, economy and politics of climate changes delivered by UNED, scheduled from January, 8th to February, 14th, 2020;
- module 3, the lived experience of climate change delivered by OUNL, scheduled from February, 17th to March, 27th, 2020;
- module 4, integrated responses within Sustainable Development, delivered by UAb, scheduled from March, 30th to May, 15th, 2020.

Contributors to this pilot are: Carla Oliveira, Uab, Paula Nicolau, Uab, Sandra Caeiro, Uab, Celia Ferreira, Uab, Paquita Perez Salgado, OUNL, Rosa Martín-Aranda, UNED, Carmen Ortega Navas, UNED, Enrique San-Martín, UNED.

## 5.2. Pilot 2 – New Rights

New technologies have dramatically changed our day-to-day lives. It is a reality that they help us to perform complex tasks more efficiently or to reach some objectives that were unthinkable without them. But they also can have a direct impact on some institutions that have been the pillars of our democratic societies since the 19th Century. In this regard the use of new technologies can affect individual rights and dignity in a way that was previously unknown. This pilot reflects on the possible effects of new technologies on human rights and personal dignity and on to what extent these changes should be reflected in our fundamental laws.

The general aim of this SLP is to raise awareness with students of different levels on how new rights regard the new constitutional challenges, which are capable of contributing to their formative development. Due to the interest of this subject among a broad public, this SLP was designed in a way that could be followed by students with different backgrounds and levels. Therefore, not only students of Law (and possibly of Political Sciences) of different levels (Bachelor, Master) could join the programme, but it could also be integrated into a bigger lifelong learning programme addressing other disciplines.

In mid-March 2020, just before the proclamation of the State of Emergency in Spain due the COVID-19 pandemic, the new rights programme was approved by UNED as a MOOC composed of 5 modules, with a total duration of 6 weeks. Due to the pandemic however it has not been implemented yet, it will be done as soon as regulations loosen.

The MOOC will be offered through the UNED platform and it will be opened for students of all the partner institutions. Nevertheless, as long as it could be technologically possible, it will be provided to the other partners so that they could integrate it in their academic offer.

Contributors to this pilot are: Mercedes Curto, UNED, Pablo de Diego UNED, Claribel de Castro UNED, Carolina Navarro UNED, Pilar, Gracia de Rentería UNED, Amalia Balaguer UNED, Salvador Ros UNED, Joaquín Sarrión UNED, Marta Martín UNED, Daniel Pelayo UNED, Mónica Herranz UNED, Leyre Burguera, UNED, Laura Alba Juez UNED, Íñigo de Miguel Beriain UNED, Juan García Blesa FernUNI, Robert Herian OUUK, Litska Strikwerda OUNL.

## 5.3. Pilot 3 – Online and Blended Learning

Due to limitations in resources it was decided by the participating partners of this pilot to perform a dry run of the envisioned SLP. The purpose of this dry run is to concentrate information on how the participating universities - AGH University of Science and Technology, KU Leuven, Kaunas University of Technology, Hellenic Open University, and Universitat Oberta de Catalunya (UOC) - could run a joint

course on online and blended learning. More specifically, it covered the possibilities and preferences of universities in relation to a variety of issues: the objective, content, organization, management, funding and evaluation of the course.

Contributors to this pilot are: Sandrine Albert, UOC, Lourdes Guàrdia, UOC, Marcelo Maina, UOC, Anna Carrillo, UOC, Nadja Gmelch, UOC, Fred Truyen, KU Leuven, Ana Paklons, KU Leuven, Agnieszka Chrzęszcz, AGH, Danguole Rutkauskiene, KTU, Gytis Cibulskis, KTU, George Androulakis, HOU.

#### **5.4. Pilot 4 – Digital Transformation and Enterprise 4.0**

This programme aims to define the optimal control parameters in the supply chain environment and to define approaches and methodologies in the design and management of production systems, both in the operational phase and in the maintenance operations. The target audience that this programme aims to reach are managers and professionals in the field of industrial plant engineering and logistics design and management. The focus on this target audience allows us to realise knowledge upgrades about the change of management and maintenance approaches in the presence of greater innovation features. Some examples of these knowledge upgrades within the paradigm of Industry 4.0, are:

- the data mining associated with the detection of large amounts of data;
- the digital manufacturing;
- the modelling and simulation support systems.

We try to teach the methodologies and the technical issues to support decisions in the choice and development of manufacturing and/or of logistics scenarios.

The course is divided in three modules, each of 2 ECTS (for a total of 6 ECTS awarded):

- module 1: Material Management in the Logistics Systems;
- module 2: Digital transformation of Production Systems;
- module 3: Total Quality Management.

The course will be delivered on the Web Platform, and the UNINETTUNO staff will be in charge to follow the learning upgrade through tutoring activities.

The recruitment activity will affect students aged between 18 and 20, and professionals. The reason for this choice is inherent in the possibility that in the future, for some of them, to be able to use the

course or part of it, for the recognition of credits in university activities. The final exams will be through mixed modalities: in presence for UNED students and online for the UNINETTUNO students.

The pilot will be launched in the first half of September 2020 and it will last 6 weeks.

Contributors to this pilot are: Elpidio Romano, UNINETTUNO, Alessandro Caforio, UNINETTUNO, Natividad Duro, UNED.

### **5.5. Pilot 5 – Digital Competent Educators**

This SLP comprises three modules (5 ECTS credits per module, for a total of 15 ECTS awarded) and it aims to develop educator's digital pedagogic competence in teaching and learning in all levels of education. Each module includes six competence areas or descriptors that are described in European Framework for the Digital Competence of Educators (DigCompEdu) published in 2017 by Joint Research Centre (JRC), the European Commission's science and knowledge service. The modules (corresponding to EQF levels 6 to 8) are potentially adaptable to form part of a larger formal degree.

The E-SLP partners involved in this programme pilot are: Anadolu University (AU), FernUniversität in Hagen (FeU), Universidade Aberta (UAb) and University of Jyväskylä (JYU) as coordinator. The modules of the programme are further detailed below:

- module 1, Introduction to digital competences for educators: Using digital technologies for communication, collaboration and professional development, to enhance inclusion, personalization and learner's active engagement. Proficiency level; From Newcomer to Explorer. Scheduled from January, 20th to March, 15th, 2020. Of the 4 partner universities a total of 19 students completed the module;
- module 2: Teaching and learning with digital resources: Managing and orchestrating the use of digital technologies in teaching and learning including sourcing, creating and sharing digital resources. Proficiency level: From Explorer to Integrator. Scheduled from April 14th to June, 5th, 2020. A total of 33 students from 4 universities completed the course;
- module 3: Facilitating and assessing learners' digital competencies: Using digital technologies and strategies to enhance assessment by enabling learners creatively and responsibly to use digital technologies for information, communication, content creation, well-being and problem solving. Proficiency level: From Integrator to Expert. Scheduled from October 6th, to November 27th, 2020.

Contributors to this pilot are: Virpi Uotinen JYU, Päivi Kananen, JYU, Leena Hiltunen, JYU, Eva Cendon, FernUni in Hagen, Magda Zarebski, FernUni in Hagen, Mehmet Firat, Anadolu University, Aysun Güneş, Anadolu University, Gloria Bastos, Uab, Lucia Amante, Uab, Isolina Oliveira, Uab.

## 6. Survey Answers

In what follows, we give an overview of the survey answers for each pilot. Using the survey to steer the pilot planning and implementation proved a good tool, as we could consistently monitor progress on all the relevant aspects. We consolidated this in a spreadsheet where the answers of each pilot were displayed side-by-side. This way, pilots could also glean inspiration from other pilots' approaches.

### 6.1. Academic Quality – Course Content

**Describe the objectives of the collaborative SLP (including in economic, social and cultural terms) in relation to the needs analysis in the field(s) concerned. (To what extent is the collaborative SLP offer justified, and how is it linked to identified needs in a European context?)**

#### Pilot 1

The programme aims to analyse the information about climate change from different perspectives, including scientific, political, economic, and social. The SLP also aims to discuss the different adaptation and mitigation measures of climate change, including the different tools organizations can implement to improve their environmental performance. This programme targets professionals, managers and technicians from all types of organizations, from the private and public sector. Emphasis will be given to the actions and behaviours that organizations can take to decrease their contribution to Carbon footprint reduction within United Nations (UN) Paris agreement recommendations and UN Sustainable Development Goal nº 13. The programme is aimed at people who, within their organizations, are able or in place to make change towards climate change mitigation and adaptation. The programme also aims to all of those who are interested in learning all aspects of these topics.

#### Pilot 2

Technological evolution has produced spectacular advances in social life. However, these developments raise ethical, economic and legal issues that can affect the individual's rights and human dignity.

These ethical, economic and legal challenges arise in several areas such as the use of technology as consumers or users, or our rights as citizens in the technological era.



The European Union has taken note of the challenges that these technologies pose. According to Resolution of 16 February 2017 on the need to draw up European civil legislation on robotics (European Parliament, 2017), that reflects "the intrinsically European and universal humanistic values that characterise Europe's contribution to society".

The Council of Europe (CoE) also outlined the complexity and rapidly evolving nature of the emerging technologies challenging regulation and human rights, in the Committee on Legal Affairs and Human Rights Opinion on 26 April 2017 (CoE, Committee on Legal Affairs and Human Rights, 2017).

The general aim of the programme is to increase the awareness of students of different levels and backgrounds on how New Rights as today Constitutional Challenges are capable of contributing to their formative development, particularly:

1. Raising awareness of students who do not automatically come into contact with European Constitutional law on Constitutional Challenges related to New Rights
2. Providing the access to new knowledge networks and concepts on New Rights.

Lastly the programme aims also at enhancing the cooperation between the European Association of Distance Teaching Universities (EADTU) partners.

### Pilot 3

The aim of this short learning programme is to guide learners in designing an online or blended module of their preference for different education levels (secondary, university) using innovative technologies through a hands-on approach.

### Pilot 4

The programme aims to define the optimal control parameters in the supply chain environment and to define approaches and methodologies in the design and management of production systems, both in the operational phase and in the maintenance operations.

In this context it is necessary to create courses addressed to managers and professionals in the field of industrial plant engineering and logistics design and management, which allow to realize knowledge upgrades about the change of management and maintenance approaches in the presence of greater innovation features: for example to implement a model that simulates and interprets real behaviour of systems and to react in the identification of an optimal scenario. With the paradigm of Industry 4.0,

we try to teach the methodologies and the technical issues to support decisions in the choice and development of manufacturing and/or of logistics scenarios. Example in this sense are:

- the use of the Internet of Things (IoT);
- the data mining associated with the detection of large amounts of data;
- the digital manufacturing;
- the simulation software;

#### Pilot 5

The three SLP modules aim to respond to educators' need of a set of digital competences specific to their profession in order to be able to seize the potential of digital technologies for enhancing and innovating education.

There is currently a lot of variation in digital skills in the field of education and guidance in European countries. Some students, teachers and educators are still practicing basic skills such as creating presentations or using email, while some are on the leading edge and use gamifying methods and online communities in education. SEE ALSO: OECD Forum Network: [21st Century Skills: Learning for the Digital Age](#).

Four participating institutions have common interest to develop flexible and scalable online courses that provide digital competences. Collaboration provides extra value for all partners: a wider perspective to learning outcomes, sharing good practices in developing the modules, potentially larger target groups.

All partners look forward to providing three modules of the SLP "Digital Competent Educators" also after the pilot phase.

**Present the structure and content of the SLP and justify the added value and relevance of the (virtual) mobility component. What will be the course structure and main teaching topics? To what extent do the course topics/structure/modules justify their relevance in relation with the course objectives and the needs of the field(s)? How is the students' mobility relevant and instrumental to the course's purposes? If applicable, explain how the internship / placement / fieldwork activities fit in the joint course model and objectives.**

#### Pilot 1

The program Climate Change: from global to local Action (20 ECTS) is composed by 4 modules (5 ECTS each) taught by different distance learning European universities:

1. The science of climate change (5 ECTS, teacher Paula Nicolau, UAberta)
2. Economy and Politics of climate changes (5 ECTS, Rosa Aranda, Maria del Carmen Navas UNED)
3. The lived experience of climate change (5 ECTS, teacher Paquita Perez, OUNL)
4. Integrated responses within sustainable development (adaptation and mitigation measures at global, regional, local and individual level) (5 ECTS, teacher Sandra Caeiro, Ana Paula Martinho, UAberta)

The program has a duration of 6 months (taught in part time)

Since different universities teach the modules it will allow a virtual mobility and change of cultures.

### Pilot 2

The content of the course is distributed in 5 Modules with several lessons to be taught after a thorough presentation of the course and a general overview of the problem which represents new technologies vis-a-vis human rights.

1. Module I.- New Essential Rights for human dignity Lesson 1. Presentation. Human dignity in International, European and Constitutional. 2. Right to housing 3. Right to water 4. Right to healthy food.
2. Module II.- New Technologies and New Rights Lesson 1. Presentation. Lesson 2. Artificial Intelligence. Lesson 3. Drone technology. 4. Internet of Things (IoT) Lesson 5. Blockchain Lesson 6. New Technologies and IPRs.
3. Module III.- Economic Challenges and New Rights Lesson 1. Presentation. Lesson 2. Cryptocurrencies
4. Module IV.- Privacy and Data Protection Lesson 1. Presentation. Lesson 2. The right to be forgotten Lesson 3. Fake news Lesson 4. Big Data and Algorithms.
5. Module V.- Life Bioethics and Biomedicine challenges. Lesson 1. Presentation. Lesson 2. Reproductive rights and Genome Editing. Lesson 3. Euthanasia

The materials for each lesson consist of:

- A Video-class presentation of about 10-12 minutes , support material, a practical and an auto-evaluation test.
- Support material in the form of a reading guide (4 to 5 selected articles or book chapters in relation with each “new right”).
- A practical exercise
- A final auto-evaluation test to assure the comprehension of readings and audio-visual and virtual materials.

Approved as a MOOC by UNED academic authorities, it will have a duration of 6 weeks.

### Pilot 3

The course follows a project-based concept where students will gradually learn to design a learning module while working on a real case through using innovative technologies and a hand-on approach. The focus will be on the overall design requirements and will look at the scheme from a design perspective, where the design involves several levels: the learning patch, the assessment strategy, the resource management, teacher activities, and of course also the digital resources.

The course is online and, due to its concept, adapts to the very different situations students can be in when taking this course. Students can develop their own course project prototype while taking this course and they can test and implement it afterwards in a real-world situation. The online mode of the course will also create an opportunity to experience learning in digital environment which may serve as valuable insight and lesson learnt.

The partner universities have complementary knowledge and expertise in key topics of the course such as educational technologies, instructional design or support to educators in online environments.

### Pilot 4

The programme will be offered online and will develop different methodologic and technical procedures on the production planning, and different needs management and replenishment management. The structure of the course is developed in different knowledge sub-models: Management of production processes in LEAN environment: just in time production; Kanban systems;

- Production control: scheduling problems;

- Maintenance management of production processes: maintenance and quality; FMEA and FMECA Analysis; Total Quality Management;
- Simulation modelling and cloud.

The students from Italy and Spain will attend modules through UNINETTUNO Platform, as the didactic materials will be implemented on the web based didactic belongs to UNINETTUNO University.

#### Pilot 5

This SLP combines six competence areas of DigCompEdu and responds to educators' need of a set of digital competences specific to their profession. The SLP comprises three study modules (EQF levels 6 – 8) potentially addable to a larger formal degree in participating universities.

SLP modules: Content and cumulative proficiency levels

1. Module 1: Introduction to digital competences for educators (5 ECTS): using digital technologies for communication, collaboration and professional development, to enhance inclusion, personalization and learner's active engagement. Proficiency level: From Newcomer to Explorer.
2. Module 2: Teaching and learning with digital resources (5 ECTS): managing and orchestrating the use of digital technologies in teaching and learning including sourcing, creating and sharing digital resources. Proficiency level: From Explorer to Integrator.
3. Module 3: Facilitating and assessing learners' digital competencies (5 ECTS): using digital technologies and strategies to enhance assessment by enabling learners creatively and responsibly to the use of digital technologies for information, communication, content creation, well-being and problem solving. Proficiency level: From Integrator to Expert.

**Justify the learning outcomes relevance in view of the students' future academic opportunities (e.g. at bachelor and master level) and employability.**

#### Pilot 1

The learning outcomes of the program will be

- Raise awareness and learn about science, economics and politics of climate change
- Understand the human interactions and individual role towards Climate Change.

- Make actions towards climate change mitigation and adaptation measures by applying the available environmental management tools within one's organizations or communities.

Students who do these programs can be accredited within the postgraduate programs of each partner university (e.g. at UAb the masters of Environmental Citizenship and Participation or the PhD on Social Sustainability and Development). With this training students will get the competences to act within climate change adaptation and mitigation in their present or future jobs.

### Pilot 2

This short learning programme is interesting for students who could meet challenges relating to technology and rights and new perspectives on rights in their working environment.

In some of the participating institutions, students will be able to use these credits in degree programmes

In the field of legal practice, students will encounter these very problems and will need this background to make informed decisions of action.

The course will also provide transferable skills. As long as this SLP is an internationally drafted course, and therefore, influenced by cross European expertise, they will need to build digital skills along the course, including different approaches to pedagogy and learning.

- Development of legal language to cope with these new realities
- Being able to deal with complex issues of technology and rights
- They will be able to critically review emerging practices and their consequences.
- They can explain better how debates on regulations and procedures relate to fundamental rights.
- They can apply insights in legal ramifications of current technological practices into their daily decision making
- They know how to keep current on essential information relating to these problems.
- They become aware that emerging technologies such as drones pose some rights challenges
- They build a critical attitude toward how technology discussions are framed in light of rights

The added value is that it is a unique programme on very actual issues open for everybody.

To foster an educated debate on pressing issues that relate to rights of citizens, it is important that people are informed correctly how the impact of these technologies pays out in the legal system

By offering this course at different educational levels, we reach an audience as wide as possible, while opening venues to further study for those who want to do so.

### Pilot 3

This postgraduate course is addressed to both Masters and PhD students, who need to prepare for teaching tasks. They would also acquire initial professional skills and knowledge on learning design. In some fields, for instance engineering, it could also be useful to enhance their soft skills.

The course also targets professors and educators who wish to implement blended or online modules, as it provides strategies and resources for teaching in the 21st century using digital tools and adapted and innovative learning approaches.

Finally, for professionals this course could be helpful when they want to design in-house retraining or training programmes for fellow employees.

### Pilot 4

- Upon completion of his training path, the students will have acquired advanced knowledge and interdisciplinary comprehension skills in the main fields of management engineering, as for instance: Capacity to see company activities in an integrated way and as a single and complex system;
- Capacity to deal with the solution of complex problems using a logical-quantitative approach;
- Capacity to model events related to company operational processes;
- Knowledge of methods of design, management and development of production and logistical systems;
- Knowledge of the possibilities offered by the information systems used in the company.

### Pilot 5

The following learning outcomes are in line with 21st Century Skills and thus justify the students' future academic opportunities and employability.

MODULE 1/ Learning outcomes:

Upon completion of the SLP student is able to

- communicate, contribute/share and collaborate with digital technologies in their learning community;
- reflect, identify and improve their professional digital competencies;
- identify special needs of learners and employ accessibility, provide individualised pathways and plans for learners;
- use digital technologies to motivate and engage learners to foster active learning.

MODULE 2/ Learning outcomes:

Upon completion of the SLP, student is able to:

- select, modify and create appropriate digital resources for collaborative and self-regulated learning and teaching activities targeted for various learner groups;
- understand, and respect different licenses and restrictions attributed to digital resources and the implications for their re-use;
- structure and manage content, collaboration, interaction and guidance in digital environments;
- design, implement and evaluate digital learning activities that best support learning;
- objectives in different stages of the learning process.

MODULE 3/ Learning outcomes:

Upon completion of the SLP, student is able to:

- design and implement learning activities that generate data for various digital assessment formats;
- analyse and interpret evidence on learners' activity and progress and enable diverse learners to identify areas of improvement;
- create and update personal search strategies and evaluate the credibility and reliability of sources of data, information and digital content;



- work (create contents, share, communicate and collaborate) in digital environments safely and responsibly considering copyrights, accessibility and protection of personal privacy (GDPR);
- use digital technologies in innovative ways and transfer knowledge to new situations.

**Which institution takes the lead and the name of the coordinator?**

Pilot 1

Universidade Aberta

Carla Oliveira, Paula Nicolau, Sandra Caeiro

Pilot 2

UNED

Prof. Dr. Mercedes Curto/ Prof. Dr Pablo de Diego

Pilot 3

To be decided in the case the SLP is developed beyond the dry-test

Pilot 4

International Telematic University UNINETTUNO

Prof. Elpidio Romano

Pilot 5

University of Jyväskylä

Virpi Uotinen

**Contributing partners**

Pilot 1

UNED, Spain and OUNL

Pilot 2

UNED Faculty of Law + Faculties of Law OUUK, OUNL, FernUni

Pilot 3

UOC, AGH, KTU, KU Leuven, HOU

Pilot 4

UNED

Pilot 5

Anadolu University, FernUniversität in Hagen and Universidade Aberta

<b>Proposed level of study</b>
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Pilot 1

Postgraduate

Pilot 2

Bachelor (and Propaedeutic) and MA level. As it has been approved as a MOOC, we can reach a broad audience.

Pilot 3

Postgraduate

Pilot 4

EQF level 6 (Bachelor degree level)

Pilot 5

These SLP modules will be included as a part of degree studies or to be utilized as a continuous education. Therefore, range in EQF levels differs from 6 – 8 depending on partner universities.

Three SLP modules, based on an idea of proficiency progression, include the following cumulative proficiency levels described in DigCompEdu (Reference 3): Newcomer-Explorer (Module 1), Explorer-Integrator (Module 2), and Integrator-Expert (Module 3).

**Justify the relevance of the partnership's composition and the expertise of the key academic staff involved to achieve the SLP objectives.**

#### Pilot 1

This program is a natural follow up of earlier European projects where the partner work together, namely:

- NETCU - Networked Curricula “Fostering transnational partnership in open and distance education and blended learning”. DG EAC/41/09 project 510771-LLP-1-2010-1-NL-ERASMUS-EVC
- LECH-e- “The Life Experience of Climate Change Interdisciplinary e-module”. DGEAC/31/08 - Long Life Learning Program, Sub-programme Erasmus Action Erasmus Multilateral – Sub action – Curricular Development Project 504269\_LLP-1-2009-UK-ERASMUS-ECDSP.

The key academic staff involved has large experiences within the field of environmental science, climate change and virtual mobility.

Paula Nicolau <https://scholar.google.pt/citations?user=WWFc0MkAAAAJ&hl=pt-PT>

Sandra Caeiro <https://scholar.google.pt/citations?user=xi30Zg8AAAAJ&hl=pt-PT&oi=ao>

Paquita Perez <https://www.ou.nl/unesco-leerstoel-duurzaamheid-en-leren>

Rosa Aranda:

[http://portal.uned.es/portal/page?\\_pageid=93,704325&\\_dad=portal&\\_schema=PORTAL](http://portal.uned.es/portal/page?_pageid=93,704325&_dad=portal&_schema=PORTAL)

Maria del Carmen Navas:

[http://portal.uned.es/portal/page?\\_pageid=93,688870&\\_dad=portal&\\_schema=PORTAL](http://portal.uned.es/portal/page?_pageid=93,688870&_dad=portal&_schema=PORTAL)

Enrique San Martín <https://scholar.google.es/citations?user=rLFnmSoAAAAJ&hl=en>

#### Pilot 2

The four institutions have worked together in the past in different initiatives, but it is the first time that they draft a specific course together from the very beginning that can be integrated in the normal educational offer of each institution.

All the experts involved have a long experience in the fields of their contributions. Many of them have a Ph.D. and are professors at the different institutions.

#### Pilot 3

UOC provides the background in instructional design - teaching experience, learning engineering, HOU in course design and education technology, while KU Leuven brings its experience with MOOCs and course design in the humanities, PhD training in the context of DH to the table. AGH, finally, has knowledge and experience in instructional design. AGH University of Science and Technology supports academic teachers and PhD students (from and outside AGH) in creating engaging and effective online and blended activities and implementation into teaching practice. They provide online courses and face to face training, develop open educational materials and maintain VLE for the academic teachers.

#### Pilot 4

Prof. Elpidio Romano is a professor of Management Engineering, specifically involved in digital transformation and Enterprise 4.0 topics. He coordinates the Enterprise 4.0 curriculum of UNINETTUNO Master degree in Management Engineering.

Professor Natividad Duro will coordinate the SLP from UNED; he is Director of the Huawei-UNED Chair on "Cloud Computing and Big Data".

UNINETTUNO will provide its expertise on the Enterprise 4.0 topic, with a specific focus on Digital Transformation principles; while UNED will put in the partnership a specific expertise on Cloud Computing and Big Data, providing to the SLP course a more in-depth analysis on the data-driven approaches on Digital Transformation.

Beyond the above mentioned professors, UNINETTUNO will provide competences on Curricula and Course design through Alessandro Caforio (Head of Research and Innovation, involved in all the University process of Curricula design and redesign), and the support of the administrative area of the Engineering Faculty for supporting the future students and for addressing administrative issues in terms of mutual recognition.

UNINETTUNO is by now in contact with experts such as Stefano Aiello (P4I, spin off of Milan Polytechnic and Digital360 Enterprise Hub) who expressed their interest in providing a special lecture about digital transformation in the context of the SLP.

#### Pilot 5

Partners share a common interest to promote the digital competence of educators and boost innovations in education.

**Explain the SLP's interaction with the professional socio-economic/scientific/cultural sectors concerned. What types of interactions exist between the SLP and non-educational actors of the**

**sector concerned? What type of involvement, if any, do these actors have in the course implementation (course evaluation, internship/placement providers, financial sponsors, research providers, employment perspectives, etc.)? What is their degree of commitment to the course?**

#### Pilot 1

In all organizations (profit, non-profit, public/private, non-governmental/ governmental), there is an emerging need of people who act as enablers on climate change issues towards carbon footprint reduction.

#### Pilot 2

This SLP will provide to students the basic knowledge to face the new challenges that new technologies cause regarding human rights and dignity. It will be a “must” in the near future to have this knowledge in order to carry on any legal profession. It will be also interesting for students of Political Sciences that will lead the social debate on these issues after their studies.

#### Pilot 3

It is digital pedagogy training, open to teachers in formal education, corporate education and also in non-formal and open education, all at a MA+ level.

So, interactions could exist with programme designers, course module designers, teachers, trainers, professional developers, and more, who are in principle the stakeholders in this particular case.

The learning design is a topic covered both by academic and professional (corporate) fields as both universities and companies focus on learning, teaching and sharing of knowledge.

#### Pilot 4

The lectures and activities proposed are strictly related to the actual work a digital transformation expert should carry on in evolving a “traditional” industry or enterprise in a more “digitally” minded management and operational structure. This can be applied specifically to smart manufacturing, transportation, logistics, but the principles that will be transferred to the SLP students are also easily transferable to most of the industrial fields in a knowledge economy.

Digital Transformation is a topic UNINETTUNO is currently developing in terms of its educational offer both as part of a formal curriculum (such as Management Engineering) and in terms of a professionalisation-focused offer. UNINETTUNO for example is member and currently cooperating

with [NetService Digital Hub](#) in Bologna to develop a University Master course in blended learning, mixing both distance learning, face to face and on-the-job training, with scholarships funded by enterprises in the digital district of the region. The idea is to develop shorter programmes (such as the piloted SLP) that could be more effective and interesting for enterprises.

#### Pilot 5

Since the content area of this pilot is about digital skills and competences, the relevancy is largely justified in the field of education.

### 6.2. Course Integration

**Justify the extent to which the collaborative SLP is organised in a truly integrated way. To what extent is the course based on a jointly developed curriculum or composed of modules developed and delivered separately but complementarily? What is the level of participation and institutional commitment of individual partners to the course?**

#### Pilot 1

This jointly developed curriculum is a natural follow up of an earlier European project LECH-e, where the partners were also involved. Each SLP partner, from the different universities involved, will be responsible for the development, teaching and assessment of, at least, one course module. The modules are developed and delivered separately, but complementary.

[Lech-e. “The Life Experience of Climate Change Interdisciplinary e-module”. DGEAC/31/08 -Long Life Learning Program, Sub-programme Erasmus Action Erasmus Multilateral – Sub action– Curricular Development Project 504269\_LL-1-2009-UK-ERASMUS-ECDSP].

#### Pilot 2

All institutions have contributed to the SLP via different Modules. Nevertheless, the contribution of the leading institution (UNED) has been broader.

All the participants were given the opportunity to collaborate in the areas of their expertise. It has considerably increased the quality of their contributions.

#### Pilot 3

Pilot 3 would be a postgraduate degree offered by all the participant universities. All participant universities have flexibility in the creation of their non-official postgraduate courses. These courses are

nevertheless recognized with a certificate or diploma, which has more value in the labour market than a workshop or a very short learning course certificate. Likewise, creating an official course, such as a masters' degree, would imply having to go through the accreditation systems of all universities, which is potentially much more difficult and time-consuming.

#### Pilot 4

UNINETTUNO is responsible for the design of the Pilot 4 in Digital Transformation/Enterprise 4.0 and the Faculty of Engineering developed, in this environment, a didactic structure based on different modules each one able to provide an independent and incremental training contribution on the management of production and logistics processes. The construction and integration of all modules, however, will provide a learning upgrade to innovative developments in the management and control of production processes. This output is mainly aimed at European professionals who need to enter an evolving working context or those who ask to be relocated to the workplace. The modules were designed starting from the video lessons and teaching materials developed by UNINETTUNO for other courses.

The university partner of this pilot (UNED) will be called to verify and/or test the acquisition of incremental knowledge for Spanish students, as well as in the design of traineeships or project works able to increase the application skills of the acquired conceptual contents.

#### Pilot 5

JYU is responsible for the coordination of this SLP development (coordinating the curriculum development, content planning, Moodle platform, student registration etc.)

Module level responsibility (building courses in Moodle, teaching activities) is shared by the partners as follows: Module 1: FernUniversitet in Hagen, Module 2: Anadolu University and Module 3: Universidade Aberta.

The curriculum for this SLP was jointly developed by using online tools and one face to face meeting. Partners were responsible for the content creation of the Modules as described above. JYU coordinated the content creation and monitored that E-SLP and DigCompEdu framework guidelines were followed in all the modules.

**Justify the extent to which the collaborative SLP is recognised in participating partner universities and leads to an award, certificate or diploma by each of the partners concerned. Describe the type of recognition that will be awarded to successful students, referring to the European Qualification**

**Framework. How is the course integrated within the partners' courses/degrees catalogues? What is its recognition status in each of the partner institutions?**

#### Pilot 1

The SLP will be potentially integrated within the partners' courses/degrees catalogue, as a certified module/course for master programmes in each university. The SLP integrates a series of new teaching modules.

The final certification, awarded by UAb, may relate to (i) each module or (ii) the complete program.

#### Pilot 2

This SLP was approved as a MOOC by UNED in Mid-March 2020. Therefore, all the students who enrol to this MOOC (regardless of the institution they come from) will be given a certificate after successfully finishing the course.

Besides, all partners are reviewing the internal processes that will lead to recognition at the institutional level of this SLP.

Even when we discussed it, we couldn't come to any definite conclusion regarding the possibility to issue a joint certificate signed by all partner institutions at the end of the programme. We think it is preferable that each institution integrates this course in the normal academic offer so that the student will not encounter any problem regarding the credit recognition.

#### Pilot 3

There are several possible models. First, UOC, as the leader university for this pilot, could offer a certificate. Second, the partners could offer a certificate jointly that would include their names and logos. This would require drawing a mutual agreement among the universities, but can be more attractive and useful for students. All partner universities recognized that they have some flexibility regarding the acknowledgment of the pilot if it is designed as a postgraduate course.

Accreditation by several universities is much more complicated in the case of official or formal degrees and courses, and this is one of the reasons all partners agreed to introduce pilot 3 as a postgraduate course.

This postgraduate course could not be used as credits towards a formal degree. This is not the objective of the E-SLP.



#### Pilot 4

The pilot designed by UNINETTUNO and UNED has been designed to allow students to achieve 6 ECTS credits (in terms of the European EQF Level 6 standard). The acquisition of these credits and specific knowledge in the field of management and control of production processes, will allow students to obtain characterizing training credits, useful both for bachelor degrees and for master degrees.

In this sense, UNINETTUNO will dedicate a part of its platform to SLP able to both certify specific knowledge in different sectors and to acquire training credits that can be used in other training courses.

#### Pilot 5

Recognition of SLP and Modules 1-3 in partner universities:

- FernUni: the SLP will be added into a local Master Programme as an international part (15 ECTS);
- UAb: each module can be integrated into the existing Master degree programme as an optional part for students (5 ECTS);
- AU will include this into a non-thesis master degree programme;
- JYU: Modules are part of thematic modules of BA and MA programmes at the Faculty of Information Technology (Educational Technology Degree Programme).

Students receive participation certificates and transcript of records from all the modules separately. After completion of all three SLP modules, a Digital Competent Educator certificate is awarded by JYU.

**Describe the joint examination methods and mechanisms in place between the partners to assess the students' achievements. How will the ECTS or other built-in mechanisms be used for the recognition of study and performance assessment? Will there be a (Joint) Diploma Supplement issued on behalf of the partnership? What will be the common requirements and methods developed by the partnership for the examination of students?**

#### Pilot 1

The SLP is composed of four modules, 3 ECTS each, and will be taught using different e-Learning platforms, from each partner university.

The partners agreed that there is no need for additional overall requirements and examination methods of students, since the interdisciplinary curriculum and pedagogy of the SLP were developed as an integrated entity. The different teaching and assessment strategies within the partner's institutions were discussed, and there was an agreement that each partner will be responsible for the teaching and assessment of the respective module in the SLP course. There will not be a (Joint) Diploma Supplement issued on behalf of the partnership.

#### Pilot 2

We can differentiate two levels of recognition.

In order to get the MOOC certificate, after each lesson of every Module the student will be assessed by an Auto Evaluation test. But in order to obtain the certificate they should submit a paper about a topic they freely choose and develop with the supervision of one of the teachers involved in the course.

If the course is integrated in the academic offer of the partner institutions, the students can be required to do further activities in order to get the correspondent recognition in ECTS.

At this moment we are exploring the possibility to link the SLP with the micro credentials in order to facilitate ECTS recognition.

#### Pilot 3

Evaluation systems differ in the participating organizations. However, for this pilot, and taking into account the project-based approach of the instructional design, we would use a continuous evaluation system.

For each module of the SLP, the instructor would decide what activities the students should do, taking into account that they have to be fitted for an online environment. Students would post their activities online and then receive feedback from their peers. Rather than receiving a grade for each activity, students would build a portfolio and would only be offered a grade result for their final project at the end of the course. Through this system, it is only one professor who finally decides on the grade, what simplifies the management of the evaluation.

Students would be informed at the beginning of the course of the evaluation criteria.

#### Pilot 4

The structure of pilot 4 is built on three modules which give partial knowledge on some methodological and conceptual aspects. Each module will be of 2 ECTS. Therefore, the possibilities are that participants can reach a number of ECTS multiples of 2, up to a maximum of 6 ECTS.

#### Pilot 5

- Every Module equals 5 ECTS. If students study all three modules, 15 ECTS can be awarded;
- Modules can differ in terms of assessment; new and innovative assessment methods are tested;
- There is no examination in this SLP;
- Students receive a participation certificate and transcript of records from all the modules separately. Digital Competent Educator Certificate gred by JYU will be awarded to those students who study all three modules.

**Explain how the students' fees to the SLP have been calculated and agreed upon by the partnership. Taking into account the needs and means of each individual partner, provide a detailed description of the fees and other costs.**

#### Pilot 1

The pilot SLP will not involve fees. Fees for the continuation of the SLP course were not discussed yet, and this issue needs further political agreement between the institutions involved.

#### Pilot 2

At least the first iteration of the MOOC won't be charged with fees.

If the SLP is integrated in the academic offer of the partners institutions, ordinary fees will be charged depending on the ECTS that will be recognised.

#### Pilot 3

The price per credit for SLPs differs a lot among the partner universities. In Poland and Lithuania, students have free access to tertiary education. Therefore, for short one or two-month-long courses, the cost for national students would be non-existent. In the case of students from other countries, they would be made to pay a small tuition fee. For instance, in the case of AGH-UST, the cost could be

around 150€. In contrast, UOC charges much higher fees to students who participate in SLPs, around 200 to 400€.

The high tuition costs at UOC as compared to other universities could discourage students from enrolling in the course.

Furthermore, if we would agree to offer a postgraduate course rather than a short course, the costs would increase considerably. For instance, tuition fees for a two semester-course in Poland could go as high as 1300€.

#### Pilot 4

The pilot SLP will not involve fees.

#### Pilot 5

There is no fee in the pilot SLP. Fees for the continuation of the SLP courses will be discussed later on.

### 6.3. Course Management, Visibility, and Sustainability Measures

**Describe the organisation of the cooperation mechanisms within the partnership. What is the role of the coordinator and each of the partners in the SLP implementation tasks (student support, promotion/marketing, etc.)? Describe the level (/quality) of human (/logistic) resources that will be dedicated by each of the partners to the SLP implementation? What type of governing body(/ies) for the SLP will be put in place? How are these roles defined and endorsed in an SLP partnership agreement? What type of management tools / methods are in place to ensure the appropriate implementation of the course (work programme, meetings, roadmap, milestones, etc.)**

#### Pilot 1

The programme will be approved by the usual governing bodies of UAb (Science and Technology Department, Scientific Council, Pedagogic Council). At UAb, the governing body responsible for the promotion/marketing will be the LifeLong Learning Unit and the Science and Technology Department will be responsible for administrative student support. UNED will promote the SLP implementation through the channel of information available at University; TV, radio, internet. Student support will be offered during the course on the platform.

Within this partnership there is no formal partnership agreement. Periodic meetings between the SLP partners are conducted as a cooperation mechanism, in order to ensure the appropriate implementation of the course.

UNED will dedicate 3 professors (each belonging to Science Faculty; Education Faculty and Economic Faculty). The Methodology Department and TV-Radio department (CEMAV) will be supporting the development of the SLP.

### Pilot 2

For this project there is no formal partnership, because this activity is outside of what has been the usual cooperation among the parties. Each institution has nominated one or two coordinators who have been in charge of the organization of professors of each institution.

The academic authorities of each institution have been informed at any time as long as different Faculties and staff are involved in this project. In this sense we have received the support of all the departments of our institutions. For instance, all the videos that have been recorded by UNED professors have been carried on in CEMAV, which is the audio-visual department of the institution.

### Pilot 3

Two options were considered. First, each university would advertise the pilot in their course catalogue and official channels. Second, UOC would advertise the course in social media and other channels with the logos of all of the participating universities. Both options could be implemented at a time.

When students enrol at UOC, regardless of whether they come from other universities, they become “UOC students” and have to agree to receive the communications sent to UOC students. This includes course opportunities related to their interests. Thus, students’ information would be kept and used for marketing purposes beyond the duration of the course.

As for the support to students during enrolment, UOC should ensure that any doubt or comment can be directly directed to them and that students are going to be helped in English.

### Pilot 4

Uninettuno has developed the didactic contents: video lessons, interactive exercises, interactive classrooms, traditional exercises, and other didactic resources, using their web platform. Moreover, Uninettuno will provide to assist each student that can attend the programme and is responsible for the final exams, only for the Italian students.

The structure of this pilot will be organized so UNED is responsible of the final exams of Spanish students and, possibly, of the internships and work on case studies. Each partner is equally responsible on promotion/marketing of the pilot.

#### Pilot 5

- JYU has overall coordination responsibility (Module platforms in JYU Moodle, Design template of all modules, Technical support, Cohesion of all the 3 SLP modules).
- Each partner (FernUni module 1, AU module 2 and Uab module 3) is responsible for one module: language, planning and creating content.
- Each partner is equally responsible on promotion/marketing of all modules

**Describe the way the SLP will be managed from a financial point of view. Explain how the SLP's financial resources will be managed by the partnership, and how the students' fees will be used and distributed among the partners.**

#### Pilot 1

The pilot SLP does not include student fees. The SLP does not have financial resources to be managed.

#### Pilot 2

At least for the first iteration this course will be free of fees. If students' fees are charged for the future, it will depend on how the course will be implemented. If the students enrol in the MOOC they will be charged the fees specifically established for that. If the course is integrated in the academic offer of the institutions, and therefore ECTS will be recognised, the fees will be determined on ECTS basis by each partner.

#### Pilot 3

All partners agreed that the pilot leader should be the university collecting tuition and then distributing the money to the partners. KU Leuven has plenty of experience in the distribution of funds among different institutions and would bring this experience to the pilot.

#### Pilot 4

The pilot SLP will not involve fees.

#### Pilot 5

There will be no fees in the pilot program, but the financial management considering further implementation will be discussed.

**Describe the partnership development and sustainability plan designed to ensure the proper implementation and continuity of the SLP. What strategies have been envisaged, over which period? What are the enrolment projections and the mid/long-term benefits for the partners? If applicable, are non-educational organisations involved in this sustainability plan and what degree of commitment can they provide?**

#### Pilot 1

In the future, the SLP will be offered through the LifeLong Learning Unit, as an International Specialisation Programme.

The SLP partners do not envisage the future participation of non-educational organisations in its sustainability plan.

In the future the course management and coordination can circulate between the partners each year.

#### Pilot 2

It is not possible to predict the sustainability of this course in the future. The MOOC has not been opened yet due to the COVID-19 crisis. Our students are too concerned about the development of their ordinary courses in the present situation and therefore we have decided to postpone the opening of the first iteration.

On the other hand, all institutions are approaching their academic authorities in order to explore the possibilities to integrate this course in their ordinary academic offer. The continuity of the SLP depends very much on the different answers given in each institution to this question.

#### Pilot 3

Does not apply.

#### Pilot 4

Bilateral agreements between implementing partners are under development and will be signed after pilot run.

#### Pilot 5

Bilateral agreements between implementing partners are under development and will be signed after pilot run.

**Describe the course promotion measures taken by the partnership to increase the course's visibility and attractiveness. What type of promotion visibility mechanisms will be implemented (e.g. via professional/academic associations, media, newsletters, conferences, fairs, etc.). How will the SLP's dedicated website be promoted?**

#### Pilot 1

The SLP will be disseminated via the usual UAb, OUNL and UNED media channels, through the LifeLong Learning Unit (institutional Website, Institutional Newsletter, Facebook, YouTube, LinkedIn, Twitter).

#### Pilot 2

This SLP will be announced according to the official channels of each institution. Social Networks will be also useful to approach students.

#### Pilot 3

Decentralized, each associate should be able to communicate/ inform. We also considered that a central coordination in this matter is needed.

#### Pilot 4

The pilot in particular and the SLP in general will be disseminated via the following channels: website, channel tv, congresses, and social media.

#### Pilot 5

The SLP is disseminated via the following channels: institutional Websites, Institutional Newsletters, Social media, congresses (presentations).

### **6.4. Student's Services and Facilities**

**Describe the nature of the information (/support) provided to students prior to their enrolment and the way this information will be delivered. What type of information will be provided to students about the partnership (partners profile and expertise), the course (content, structure,**



**delivery methods, learning outcomes and awards, certificates and diplomas, the student selection procedure and criteria, the services offered, etc? Which facilities will the SLPs dedicated website**

#### Pilot 1

There will be a SLPs dedicated website, where SLP information will be available and where students can enrol online. The students will be informed about several aspects of the SLP:

- its aims, contents and its position in the EU-SLP-context;
- its extent (12 ECTS) and the period in which it will be run;
- its objectives, pedagogical methods, delivery modes and envisioned learning outcomes;
- information about the academic teaching staff involved;
- the students selection procedure and enrolment;
- the certification procedure.

#### Pilot 2

When announced to the students, it will point out that this is an inter institutional course drafted by different European Universities in which professors of different institutions are involved.

Particularly in Spain, there are not so many courses offered in English. And therefore, special remarks will be made to this characteristic of the course. When offered as MOOC, a short explanation of the objectives, learning outcomes and structure will be provided. Also a mention to the certificate granted after the course will be made.

If offered as integrated in the ordinary offer of each partner, special attention will be paid to the ECTS recognition that this course facilitates.

#### Pilot 3

Each university would place information about the pilot programme in their course catalogue and official channels.

#### Pilot 4

On the Uninettuno website will be designed a section dedicated to SLP programs. In the piloting phase, the two partners recruit students locally and different information are available on the didactic platform: delivery method, learning outcomes and goals, participating partner institutions, course dates, and course overview.

### Pilot 5

- SLPs dedicated website (JYU) where SLP information is available
- In the piloting phase all four partners recruit students locally (advertising pilot courses by using local information channels).
- In the piloting phase the following information is available for students on web site: delivery method, learning outcomes and goals, participating partner institutions, course dates, course overview

**Describe the Student Agreement defining the rights and obligations of the two signing parties. What are the joint course implementation rules and mechanisms, mutual rights, obligations and responsibilities of the two parties as concerns the academic, administrative and financial aspects of the student's participation in the SLP?**

### Pilot 1

There is no common student agreement between the SLP partners. Students should follow the rights and obligations (ethics commitment, data safety, etc.) of each institutional partner. This information will be included in the Student Guide of the SLP.

### Pilot 2

There is no common student agreement between the SLP partners. Students should follow the rights and obligations of each institutional partner.

### Pilot 3

All partners agreed that the leading organization, UOC, should provide Student Agreements defining the rights and obligations of the students and the university. This information is particularly important for exchange students. Students may be interested in questions such as: do they count with insurance as students? In the case they have a complaint, where should they address it?

At UOC, the Student Agreement is accepted by students during the enrolment process and the university counts with a Student Support Service where they can address any doubt or complaint.

### Pilot 4

There is no common student agreement between the SLP partners.

### Pilot 5

There is no common student agreement between the SLP partners.

## 6.5. Quality Assurance and Evaluation

**Describe the internal evaluation strategy and mechanisms in place. How (and with what periodicity) will this evaluation be organised (by the institutions themselves, through an integrated approach agreed by all partner institutions, with questionnaires and feed-back systems, etc.)? How will the assessment outcomes be used to monitor, upgrade and improve the quality of the course? How will the actors (students / professors) be involved in this exercise?**

### Pilot 1

Each module will be evaluated using a survey-tool and a focus group e-meeting. There will also be an overall evaluation for those students that participate in all courses. The results of the evaluation will be input for formulating improvements and actions. The actors (SLP coordinators, teachers, students) will be involved by inviting them to join a focus group meeting and to fill in the questionnaires.

The results:

The student evaluation was filled in by 11 students. If we take 14 students to have been active throughout the whole SLP, this is about 78 % response rate. With respect to the program as a whole, the students are satisfied with it. They report that the enrollment procedure and the coordination space are understandable. The content of the modules is well connected to the central topic of Climate Change, and the order of the modules is perceived as logical and correct.

The following suggestions for improvement are made by the students:

- Insert a week off between the modules.
- Improve the coordination space.
- Be sure that the enrollment, subscription procedures and help desk attendance are in English.
- The learning platforms of the three universities differ greatly, and not all of them are effective, functional or user-friendly at the same level.
- The learning platforms should use the English language.
- Be sure that the learning platform facilitates discussions and group work.

Most students are well satisfied with the program, the activities, the formulated objectives and competences, the group work, and the examination (assessment activities). Important is also to

mention that the students report that the contents meet their professional interest, which is one of the main aims of the Short Learning Programs.

#### Pilot 2

Surveys will be passed among the students after each Module in order to assess the quality of the course.

A special committee will be created in order to monitor the acceptance and quality of the course. It will be integrated by the coordinators of each partner institution.

#### Pilot 3

All partners agreed that the leading organization, UOC, would send satisfaction surveys to both students and the professors involved in the pilot to receive their opinions and feedback. The survey for students and for professors would be different.

Students' surveys would be used to improve on the teaching and implementation of the course and students would be able to grade different aspects of the course and the professor. Students would also be asked about management procedures: whether the enrolment process was easy, whether they learned how to use the online classroom easily, whether they receive feedback in a short time, etc.

The professors and managers of the course would, in turn, reflect on the quality of the contents and resources of the course. This feedback would be useful to improve the pilot and to keep learning resources up to date.

In the surveys to both students and professors' anonymity will be guaranteed.

#### Pilot 4

Each student at the end of the period of course delivery will compile an online feedback questionnaire in which will be required the alignment with one's own or the job market expectations and consistency between the additional teaching material to the video lessons will be required.

#### Pilot 5

JYU made internal evaluation (written and online feedback) to all SLP modules course plans before the course was built to the Moodle platform. After the pilot run, feedback was collected from all partners (online meeting) and the students (student feedback questionnaire). This feedback is used to upgrade and improve the quality of the course further.

**Describe the external quality assurance envisaged, if applicable. What will the roles of the national quality assurance bodies be, if any? What methodology will be followed?**

#### Pilot 1

There are no separate national quality assurance bodies for SLP in Portugal, Netherlands or Spain. The SLP may, however, be integrated in regular academic programmes. These are subject to 5 - or 6-yearly national quality assurance assessments.

#### Pilot 2

In order to be approved as a MOOC, this course has been examined by the academic authorities of UNED in order to assess its quality. A continuous supervision of the quality of the course will be carried out by UNED Abierta, which is the department of UNED in charge of this kind of courses.

If integrated in the academic offer of the different partner institutions, quality of the course will be assessed according to the internal and external controls established in each educational system.

#### Pilot 3

In all partner universities, only formal or official degrees and courses require an external evaluation of their quality. This is not the case for short learning programmes, especially when they are postgraduate courses. Therefore, all partners agreed to offer pilot 3 as a postgraduate course. Universities count with internal quality procedures that could be applied if the course was offered for some years, but it is not necessary for a pilot.

#### Pilot 4

Uninettuno has within its structure an organization capable of certifying, on the basis of ministerial requirements, the quality of its training courses.

#### Pilot 5

There is no external evaluation process for SLPs.

## 6.6. Design Process

**What problems (if any) did you encounter? How did you deal with them? If the SLP is facilitated how did you organise it? Who is responsible for it?**

#### Pilot 1

No problems so far. Still, for the current edition, a lot of management issues need to be addressed for which collaborative work is a key for success. Issues concerning future SLP editions need to be addressed at managerial level in each institutional partner.

### Pilot 2

During the development of the course there have been some changes regarding the persons in charge and this has complicated communications among the partner institutions.

It would have been desirable to have a more intense dialog among the coordinators of each institution in order to achieve a deeper collaboration.

### Pilot 3

We've encountered various problems that made us decide to only run a dry test:

- As it wasn't possible to design the SLP from existing LBBs we have very limited time / funds to design it, partners have given more production time than expected.
- There were no decisions made on the platform (common for the entire SLP, if so in which institution? or various for each LBB), implementation (who will do it, who will facilitate it, etc.) beforehand so it made it difficult to plan ahead activities, assessments and monitoring. We are hoping to have answers soon and be able to adapt our design.
- One partner left after a few months so we had to change plans, which meant more work for other partners.
- It is difficult for partners to get free time to work on the design and so all LBBs designs do not advance at the same speed.
- Innovation and respect of the SLPs' good practices and guidelines implies more time spent on the design which we cannot have for the pilots, we therefore have to compromise.
- There are different procedures and levels of information needed in order to implement such a programme on a cross-university level.
- The initial design of the course requires engagement of facilitators (people from partners' universities) in different activities which occurred to be too much work for us.

If the partner universities could reach a satisfactory agreement regarding the cost of the course for students, the pilot could be implemented successfully as most organizational and content aspects of the course are agreed upon by all the partners.

Thus, the decision to run a dry pilot rather than actually creating and implementing the course should be regarded as a limitation of the project itself (lack of enough time and resources) rather than as a limitation of the possibility of doing SLPs among the participating universities. It is our belief that, in the mid-term future, a postgraduate course could be offered among the universities that participate in this pilot.

#### Pilot 4

No problems were encountered in the planning and in the designing phases, in which we have structured the course in this pilot, based on the work environment requirements trying to obtain a tool to supply, in a fast way, knowledge and skills that could be used in the way of work even during the relocation phase.

The pilot 4 will be delivered in September 2020.

#### Pilot 5

- Because there were no cooperation contracts or other legal templates available when the joint pilot project started, it has taken a lot of time from coordinating partners to find out necessary information and to prepare the documents (Agreements concerning collaboration, copy rights & GDPR, study fees, virtual mobility). Process is still ongoing.
- Since the four partners have different contexts, it takes time to understand each other's practices, also the concepts of SLP– when turned into practice – have taken more effort than expected.
- All partners have invested much more time/funding than expected in the SLP production. This, because it wasn't possible to design the SLP from existing LBBs.

## **7. Conclusion**

There were several lessons learned from the E-SLP pilots, these can be clustered as follows: (1) a clear framework, (2) a beneficial precondition environment, (3) programme size, and (4) organizational issues.

### 7.1. A Clear Framework

It proved to be very critical to share among candidates for an SLP collaboration a solid common understanding about what exactly an SLP is, how it relates to existing formal education programmes, and what is precisely its potential added value for the participating partners.

In this project, we could rely on the extensive study work done in the context of WP2, D.2.1 “Concept and role of Short Learning Programmes in European Higher Education” [https://e-slp.eadtu.eu/images/D21\\_Concept\\_and\\_role\\_of\\_SLPs\\_final.pdf](https://e-slp.eadtu.eu/images/D21_Concept_and_role_of_SLPs_final.pdf), and on an internal KU Leuven document on defining programme requirements that was transformed into a template.

### 7.2. Clear agreements between partners

A transparent sharing of responsibilities of each partner in the programme is needed. This will help planning and make sure each partner understands their commitments. Agreements at the institutional level need to be made on several aspects, organisational as well as financial. Also, on the advertising, branding and marketing of the course agreements need to be put in place: which logo’s will be used? How will the course be showcased as an international collaboration? Many institutional course repositories or catalogues do not currently foresee joint branding or the inclusion of other institutions’ logos. On the course contents, all the copyrights need to be respected and authors and collaborators need to be duly mentioned. This is also not usually necessary when publishing and promoting institutional content, which is normally just promoted under the own institutional brand.

### 7.3. Conditions

Another takeaway from the collaborative pilot experience is that there are some existing preconditions that can facilitate the steps to setting up a successful collaborative SLP project. A basic requirement is that each institution has to have a **clear catalogue of its courses in an accessible portal**, with indication of the ECTS and precise information on the format of the course (presential, blended, online), the level, the timing and also if it is open and scalable to other student audiences. This information, at the end of the project will be easily accessible on the slp4you portal (WP8) that at the moment is under construction.

Second, it works best when the participating universities and didactic teams **know each other already from existing collaborations**, possibly from research or other education projects. It is very important to take into account that **existing professional relations between teaching staff** in the different institutions really are a key success factor. This shouldn’t stop universities and/or professors to seek new partners and collaborations, but it proved to be an added value if you can build on a core group of people who already have a common understanding, as the very first conceptual phase is the hardest



and takes the longest time to complete successfully. However this point should not encourage institutions to work always with the same people, we believe defining clear procedures, task, expectations and communication can enable a successful collaboration.

Third, the hardest part is the actual definition of concept SLP: why is it needed, what is the benefit for the partnering institutions, and above all, does it have **a clearly defined Unique Selling Proposition and target audience**? Really getting this right took a sizable part of the pilot work with a lot of brainstorming activities.

#### 7.4. Programme size

Defining the right programme size proved to be one of the possible stumbling blocks in the pilots. The problem was, that on one hand, it needed to be compatible with the ECTS framework, and, on the other hand, it was required to target students that might only have limited time resources available. This led to some misunderstandings in the beginning of the pilots, since for some identified programme the size was not in line with the target audience willingness to spend time in it. This was very close to the volume of one single course, at about 6 ECTS. The **misunderstandings between offering an extra online course versus a programme** lingered for quite some time, and had mainly to do with the difficulty to define something that would appeal to students and the same time would be sizable enough. A programme has a distinct goal than a course, and we felt that it was needed to include discussions about this in the framework. Ideally, we were targeting in the project SLPs between 5 and max 30 ECTS.

#### 7.5. Organization

A clearly identified difficulty in a number of pilots is the issue of who **should take the initiative** in an organization to start a SLP, and **who should be involved** in the design team, and when. In fact, when we look at Postgraduate programmes in the universities, these almost always start from within the Faculties and Programme Committees, often from the initiative of specific teachers / professors.

In the original project proposal, some of the suggested pilots were led by people from the central university administration, and this did not to work very well to set up a pilot project. On the other hand, pilots starting from a professor initiative struggled to connect to the university workflow and administration that would be needed to actually deploy and formalize a pilot. We think that any useful **guideline on how to deploy SLPs should describe the different university actors and levels to be involved, and the best timing of their involvement**. A clear insight in the workflow of the different institutions is essential when setting up an SLP collaborative project.

Another question that we struggle to answer was whether SLPs should be initiated **top-down or bottom up in the HEI level**. Experience in our consortium, also from other collaborative projects like the [UNA Europa initiative](#), show that it can be both. You need the **motivated professors** who want to reach out with their knowledge to specific learner communities, but for sure, a **rector's support** or University Board agenda can speed up deployment considerably. The most difficult question is the Faculty level, the **programme committee**. A running SLP needs a programme committee with members of the participating universities. However, in the design phase, collaboration and the internal university workflow often requires discussions to be held and processes to **be initiated by existing programme committees of current formal learning programmes**. Establish a new programme committee for a SLP will be a beneficial boost but will lack the experience, internal institutional leverage and clout of an already existing programme committee. As a consequence, a welcoming university institutional environment, supported by the university management, can be of great help in this case.

## 8. Annex – Template used to design the survey forms

### EADTU Collaborative On Line Short Learning Programmes

The information below provides guidance on the type and scope of information to be provided by a partnership offering a collaborative SLP. While developing a collaborative course, the partnership should provide full but concise information on each point. Answers to the questions in italics should form part of this information.

#### 8.1. Academic quality - Course content

Partners have to present the objectives of the short learning programme from an academic point of view and its possible contribution to the innovation and competitiveness of European higher education and its relevance for the economic, social or cultural development in Europe

1.1 Describe the **objectives of the collaborative SLP** (including in economic, social and cultural terms) in relation to the **needs analysis** in the field(s) concerned.

*To what extent is the collaborative SLP offer justified, and how is it linked to identified needs in a European context?*

1.2 Explain the **SLP's added value** compared with existing short courses in the same field at national and European level.

*To what extent will this added value contribute to European university excellence, innovation and competitiveness?*

1.3 Present the **structure and content** of the SLP and justify the added value and relevance of the **(virtual) mobility** component.

*What will be the course structure and main teaching topics? To what extent do the course topics/structure/modules justify their relevance in relation with the course objectives and the needs of the field(s)?*

*How is the students' mobility relevant and instrumental to the course's purposes? If applicable, explain how the internship / placement / fieldwork activities fit in the joint course model and objectives.*

1.4 Justify the **learning outcomes** relevance in view of the students' **future academic opportunities** (e.g. at bachelor and master level) and **employability**.

1.5 Justify the relevance of **the partnership's composition** and the expertise of the key **academic staff** involved to achieve the SLP objectives.

*What are the different fields of expertise of individual partners, and how are these complementary and of added value in the context of this joint and international SLP?*

*What is the profile of key actors (administrative and academic staff) in the SLP implementation (provide short and targeted information)? How will **invited experts** eventually contribute to the course?*

1.6 Explain the SLP's **interaction with the professional socio-economic/scientific/cultural sectors** concerned.

*What types of interactions exist between the SLP and non-educational actors of the sector concerned? What type of involvement, if any, do these actors have in the course implementation (course evaluation, internship/placement providers, financial sponsors, research providers, employment perspectives, etc.)? What is their degree of commitment to the course?*

## 8.2. Course integration

The course integration criterion focuses on issues related to the way the SLP will be implemented in and across the partner institutions as concerns the delivery of the course itself as well as the students' recruitment, admission, examination and results recognition mechanisms.

2.1 Justify the extent to which the collaborative SLP is organised **in a truly integrated way**.  
*To what extent is the course based on a jointly developed curriculum or composed of modules developed and delivered separately but complementarily? What is the level of participation and institutional commitment of individual partners to the course?*

2.2 Justify the extent to which the collaborative SLP is **recognised in participating partner universities** and leads to an **award, certificate or diploma** by each of the partners concerned.  
Describe the type of recognition that will be awarded to successful students, referring to the European Qualification Framework.

*How is the course integrated within the partners' courses / degrees catalogues? What is its recognition status in each of the partner institutions?*

2.3 Describe the partnership's **joint student application and admission procedure**.

*What common mechanisms, approaches, criteria will be used? How will the related tasks be shared? How will the procedure in place guarantee the recruitment through a transparent, fair and objective procedure? How will the equity issues (including students with special needs) be addressed?*

2.4 Describe the **joint examination methods and mechanisms** in place between the partners to assess the students' achievements.  
*How will the **ECTS** or other built-in mechanisms be used for the recognition of study and performance assessment? Will there be a (Joint) **Diploma Supplement** issued on behalf of the partnership? What will be the common requirements and methods developed by the partnership for the examination of students?*

2.5 Explain how the **students' fees** to the SLP have been calculated and agreed upon by the partnership.  
*Taking into account the needs and means of each individual partner, provide a detailed description of the fees and other costs.*

### 8.3. Course management, visibility and sustainability measures

This criterion focuses on the way the partnership intends to manage the SLP in order to ensure its efficient and effective implementation.

3.1 Describe the organisation of **the cooperation mechanisms within the partnership**.  
*What is the role of the coordinator and each of the partners in the SLP implementation tasks (student support, promotion/marketing, etc.)? Describe the level (/quality) of human (/logistic) resources that will be dedicated by each of the partners to the SLP implementation? What type of governing body(/ies) for the SLP will be put in place? How are these roles defined and endorsed in an SLP partnership agreement? What type of management tools / methods are in place to ensure the appropriate implementation of the course (work programme, meetings, roadmap, milestones, etc.)*

3.2 Provide information on the **partner institutions' financial contribution** to the SLP and describe the way the SLP will be managed from a **financial** point of view.  
*Provide comprehensive information on the overall estimated implementation costs of the course and partners' complementary funding (e.g. contribution from partner institutions' own resources, contribution from non-educational organisations, etc.).  
Explain how the SLP's financial resources will be managed by the partnership, and how the students' fees will be used and distributed among the partners.*

3.3 Describe the partnership **development and sustainability plan** designed to ensure the proper implementation and continuity of the SLP.  
*What strategies have been envisaged, over which period? What are the enrolment projections and the mid/long-term benefits for the partners? If applicable, are non-educational organisations involved in this sustainability plan and what degree of commitment can they provide?*

3.4 Describe the **course promotion measures** taken by the partnership to increase the course's visibility and attractiveness.  
*What type of promotion / visibility mechanisms will be implemented (e.g. via professional/academic associations, media, newsletters, conferences, fairs, etc.). How will the SLP's dedicated website be promoted?*

#### 8.4. Students' services and facilities

Particular attention is paid under this criterion to the services and facilities offered to enrolled students as well as to the way applicant consortia intend to ensure efficient participation of these students in the SLP activities.

4.1 Describe the nature of the **information (/support) provided to students** prior to their enrolment and the way this information will be delivered.  
*What type of information will be provided to students about the partnership (partners profile and expertise), the course (content, structure, delivery methods, learning outcomes and awards, certificates and diplomas, the student selection procedure and criteria, the services offered, etc?)  
 Which facilities will the SLPs dedicated website provide (e.g. online application)?*

4.2 Describe the **Student Agreement** defining the rights and obligations of the two signing parties.  
*What are the joint course implementation rules and mechanisms, mutual rights, obligations and responsibilities of the two parties as concerns the academic, administrative and financial aspects of the student's participation in the SLP?*

#### 8.5. Quality assurance and evaluation

Under this criterion applicant SLPs describe the quality assurance and evaluation strategy envisaged by the partnership in order to ensure efficient monitoring of the course (from both the content and administrative points of view) and its regular improvement during three/ five years of implementation.

5.1 Describe the **internal evaluation** strategy and mechanisms in place.  
*How (and with what periodicity) will this evaluation be organised (by the institutions themselves, through an integrated approach agreed by all partner institutions, with questionnaires and feed-back systems, etc.)? How will the assessment outcomes be used to monitor, upgrade and improve the quality of the course? How will the actors (students / professors) be involved in this exercise?*

5.2 Describe the **external quality assurance** envisaged, if applicable  
*What will the roles of the national quality assurance bodies be, if any? What methodology will be followed?*



# e)SLP

## European Short Learning Programmes

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