

“Cutting-edge Digital Skills for Professional Care Givers of
Persons with Disabilities and Mental Health Problems”
(DDSKILLS)

COURSE PLAN



EQF LEVEL 5



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[Please update the table when the Course Plan is completed]



Introduction to the Course Plan

Cutting-edge Digital Skills for Professional Care Givers of Persons with Disabilities and Mental Health Problems: State-of-the-art technologies (assistive technologies and aids, smart home, robotics, augmented and virtual reality, brain computer interfaces, and the necessity for green ICT) and their exploitation in the disability domain (self-advocacy, technology acceptance, and ethical issues, social networks’ development, and therapeutic role playing)

[An Introduction to be written by the partners responsible of developing the Course Plan and Course Contents. Suggested content: Introduction, one paragraph for each Thematic Area/Unit, Conclusion]



A Course Plan at EQF Level 5

The European Qualification Framework (EQF)

The *European Qualification Framework (EQF)* is an 8-level, learning outcomes-based common European reference framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks, across different countries and systems. It was developed by the European Union in 2008 and revised in 2017 to help improve *transparency, comparability and portability of people’s qualifications* and make it possible to compare qualifications from different countries and institutions. “This supports cross-border mobility of learners and workers and promotes life-long learning and professional development across Europe”¹.

As explained in the official Europass² and Cedefop³ websites for EQF, the framework “covers all types and all levels of qualifications and its core is its *eight reference levels*, defined in terms of *learning outcomes*”. “The use of learning outcomes makes it clear what a person *knows, understands and is able to do* at the end of a learning process”, i.e. they are expressed in terms of *knowledge, skills and autonomy-responsibility*. The level increases according to the level of proficiency: *level 1 is the lowest and 8 the highest level*.

“The implementation of the EQF was based on *the Recommendation on the Establishment of the European Qualifications Framework for Lifelong Learning*⁴ adopted by the European Parliament and the Council on 23 April 2008. Reflecting the success in implementing the 2008 recommendation, a revised and strengthened *Recommendation on the EQF*⁵ was adopted on 22 May 2017 by the Education, Youth, Culture and Sport Council”⁶.

EU member states are recommended to “reference their national qualifications frameworks or systems to the EQF, in order to establish a clear and transparent relationship between

¹ European Union. Europass, “European Qualifications Framework” <https://europa.eu/europass/en/european-qualifications-framework-eqf> (assessed October 23, 2020).

² European Union. Europass, “European Qualifications Framework” <https://europa.eu/europass/en/european-qualifications-framework-eqf> (assessed October 23, 2020).

³ Cedefop. “European qualifications framework (EQF)”, <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf/> (accessed 23 October 2020).

⁴ <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

⁵ <https://data.consilium.europa.eu/doc/document/ST-9620-2017-INIT/en/pdf>

⁶ Cedefop. “European qualifications framework (EQF)”, <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf/> (accessed 23 October 2020).

their national qualification levels and the eight EQF levels”⁷. In addition to the EU Member States, another 11 countries⁸ work towards implementing the EQF. According to data by Cedefop⁹, by April 2018, 35 countries¹⁰ had formally linked (“referenced”) their national qualifications frameworks to the EQF. “Each country wanting to relate its national qualifications’ levels to the EQF has to prepare a detailed referencing report that follows the *10 EQF referencing criteria* agreed in Annex III to the revised EQF Recommendation. Once national frameworks are referenced to the EQF, all newly issued qualifications (e.g. certificates, diplomas, certificate supplements, diploma supplements), and/or qualifications databases should in principle contain a clear reference to the appropriate EQF and NQF level”¹¹.

EQF Level 5

In the context of EQF learning outcomes, *knowledge* is described as theoretical and/or factual. *Skills* are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). *Responsibility and autonomy* are described as the ability of the learner to apply knowledge and skills autonomously and with responsibility¹².

Based on EQF descriptors, **EQF Level 5** could be defined as follows in terms of learning outcomes:

⁷ European Union. Europass, “European Qualifications Framework”, <https://europa.eu/europass/en/european-qualifications-framework-egf> (assessed October 23, 2020).

⁸ Namely Iceland, Liechtenstein and Norway (European Economic Area countries), Albania, North Macedonia, Montenegro, Serbia and Turkey (candidate countries), Bosnia & Herzegovina, Kosovo (potential candidates) and Switzerland (data in Europass website: <https://europa.eu/europass/en/european-qualifications-framework-egf>. (assessed October 26, 2020)).

⁹ Cedefop. “European qualifications framework (EQF)”, <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-egf/> (accessed 23 October 2020).

¹⁰ They can be found in the European inventory on NQF: [https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/european-inventory-on-nqf?search=&year\[value\]\[year\]=2016&country=&items_per_page=20](https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/european-inventory-on-nqf?search=&year[value][year]=2016&country=&items_per_page=20) (assessed October 26, 2020).

¹¹ European Union. Europass, “European Qualifications Framework”, <https://europa.eu/europass/en/european-qualifications-framework-egf> (assessed October 23, 2020).

¹² European Commission. “Descriptors defining levels in the European Qualifications Framework (EQF)”, <https://ec.europa.eu/ploteus/content/descriptors-page> (assessed October 26, 2020).

Knowledge	Skills	Responsibility and Autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Level 5 qualifications are at a level equivalent to intermediate higher education qualifications, such as diplomas of higher education, foundation and other degrees that do not typically provide access to postgraduate programmes. “Level 5 refers to the qualification awarded after successful completion of the so-called “short cycle” in the *Qualifications Framework of the European Higher Education Area*¹³. The short cycle fits within or is linked to the first cycle (or Bachelor's level, which typically includes 180-240 ECTS credits and corresponds to EQF Level 6). The degree (“associate degree”) requires approximately 120 ECTS credits”¹⁴.

¹³ ECApedia. “Framework for Qualifications of the European Higher Education Area”, http://ecahe.eu/w/index.php/Framework_for_Qualifications_of_the_European_Higher_Education_Area (assessed October 23, 2020).

¹⁴ ECApedia. “Associate degree”, http://ecahe.eu/w/index.php/Associate_degree (assessed October 23, 2020).

The Course Plan at a Glance: “Cutting-edge Digital Skills for Professional Care Givers of Persons with Disabilities and Mental Health Problems”

Units and Topics

[Units and Topics only. Further analysis of each Unit in Topics and Subtopics will be provided in the next chapters.]

[Units' Topics will result from CareV.E.T. Review Reports, as provided by Teams 1-4 on each Unit, and from the outcomes of WP3 Focus Groups/Survey]

Unit 1: New Technologies

Topic 1: e.g. Assistive Technologies and Aids (as indicated in the application)

Topic 2: e.g. Smart Home (as indicated in the application)

Topic 3: e.g. Robotics (as indicated in the application)

Topic 3: e.g. Augmented and Virtual Reality (as indicated in the application)

Topic 4: e.g. Brain Computer Interfaces (as indicated in the application)

Topic 5: e.g. Green ICT (as indicated in the application)

Unit 2: Self-advocacy, Technology Acceptance and Ethical Issues

Topic 1

Topic 2

Unit 3: Social Networks' Development

Topic 1

Topic 2

Unit 4: Therapeutic Role Playing

Topic 1

Topic 2



UNIT 1: New Technologies

[All information in this Chapter refers to the Unit mentioned in the title above]

1. Aim:

[Brief and expressed in a concrete way]

2. Learning Outcomes:

[Expressed in terms of Knowledge, Skills, and Attitudes, with the use of verbs appropriate for each type of learning outcomes]

After the training, the learner will be in a position to:

in terms of **knowledge**:

- ✓ ...
- ✓ ...
- ✓ ...

In terms of **skills**:

- ✓ ...
- ✓ ...
- ✓ ...

In terms of **attitudes**:

- ✓ ...
- ✓ ...
- ✓ ...

3. Training Methods:

- Face to Face Training/Classroom Teaching
- E-learning
- Blended Learning
- Self-directed Learning

4. Training Techniques:

- Lecture
- Discussion/Q&A
- Case Study (individual/group)
- Practical Exercise (individual/group)
- Role Playing
- Simulation
- Demonstration
- Educational Video Projection
- VR Video Projection
- Other(s): [Please indicate]

5. Duration of Face to Face Training/Classroom Teaching:

6. Total Workload:

7. Prerequisites for Participants:

1. ...
2. ...
3. ...

8. List of Topics and Subtopics:

[Further to the previous Chapter. In the structure below.]

Heading 1 (Topic 1)

- *Heading 2 (Subtopic 1.1)*
 - *Heading 3 (Subtopic 1.1.1)*

Heading 2 (Topic 2)

- *Heading 2 (Subtopic 2.1)*
 - *Heading 3 (Subtopic 2.1.1)*

Heading 3 (Topic 3)

- *Heading 2 (Subtopic 3.1)*
 - *Heading 3 (Subtopic 3.1.1)*

9. Reference List:



[Please copy the above Chapter structure for the other 3 Units of the Course Plan and fill in accordingly]

[Please delete all the above instructions and comments in red, this one included]