

COMPENDIUM OF GOOD PRACTICES

Work package:	WP4
Confidentiality status:	Public document
Date of publication:	31/03/2020

This report was coordinated and written by Lourdes Guàrdia, Marcelo Fabián Maina and Sandrine Albert from Universitat Oberta de Catalunya (UOC) with the collaboration of Saskia Van Der Westen from Open Universiteit (OUNL), and Clare Dunn from the Open University (OUUK). EADTU, as project coordinator, supervised and reviewed the content of this document.

Cite As:

Guàrdia Ortiz, L., Maina, M. F., Albert, S., Antonaci, A., Van Der Westen, S., Dunn, C. (2020). Compendium of patterns of good practices on flexible and scalable SLPs (Research Report No. 4.1). Retrieved from European Short Learning Programmes Project website: https://e-slp.eadtu.eu/images/publications_and_outputs/D41_Compendium_final.pdf

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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 runs 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 focuses on online, flexible and scalable SLPs in the European context.

This report is part of work package 4 and was coordinated and written by Lourdes Guàrdia, Marcelo Fabián Maina and Sandrine Albert, UOC, with the supervision of European Association of Distance Teaching Universities, in the role of project coordinator.

Partners

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- P8 Università Telematica Internazionale UNINETTUNO
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1. INTRODUCTION

This compendium of good practices shows the outcomes of a study undertaken within the framework of the project “European Short Learning Programmes” (E-SLP).

This project addresses the implementation of short learning programmes as a main part of continuing education/continuous professional development and lifelong learning policies.

Short Learning Programmes (thereafter SLP) are short academic programmes with a sequenced set of courses (units, modules or other learning building blocks) of variable sizes. Their main characteristics can be detailed as follows: an EQF Level between 4 to 8 (foundation, bachelor, master and doctoral level); a study time from 5 to 30 ECTS; SLPs could be recognised and preferably be accredited and can have a relation to formal degrees or to HEIs. For example, it can be used as stackable elements of larger formal degrees; with a common subject focussing on specific needs in society - it can be market driven; it can target non-traditional and adult learners who combine work and study or learn for personal development; online or blended learning programmes; flexible and scalable.

The aim of this compendium is to identify the good practices in SLPs and learning building blocks (thereafter LBB) or Certified Learning Modules (CLM) when they have been certified. The objective is to produce an index of good practice, which can be used as examples to inspire and structure new SLPs design.

The target audience for this compendium ranges from programme directors to educational staff (supporting the development of educational programmes), to management staff (dealing with educational policies) and to lecturers and professors. To facilitate its use, tags with the relevant target audience are displayed in the left margin of each of the Part 1 sections.

In order to gather the information necessary to define these good practices the participating universities (Università Telematica Internazionale UNINETTUNO, KU Leuven, Universidad Nacional de Educación a Distancia, Open University of University of Jyväskylä, Kaunas University of Technology, Universitat Oberta de Catalunya, Hellenic Open University, Universidade Aberta (Portugal), Anadolu University, AGH University of Science and

Technology in Cracow, Poland, Open University Netherland) were asked to answer a survey¹ about their design practices for two SLPs of their choice. The total of SLPs investigated with our survey were 22. These SLPs were selected as they corresponded best to the project's criteria. The survey was elaborated to cover a broad range of design issues which were selected from the project description itself where were highlighted elements of queries. Further items were gathered from the following documents: Williams, K. et al., (2016); O'Neill, G., (2015) and the [JISC the Design Studio toolkit](#).

The survey covered two main areas of inquiry: programme design and LBB design, interpreting them as a separate and coherent block of learning, part of a modular programme of study. The programme design, the first section of the survey, focussed on educational philosophy; learning and teaching strategies; programme structure and sequencing; while the second section dealt with instructional engineering parameters; technical parameters; support and contributors.

The information gathered from the survey has enabled us to gain specific information on practices carried on within the E-SLP consortium, enabling the identification of good practices and the elaboration of this compendium.

This compendium shows design trends and unique features, in existing SLPs, highlighting the innovations of this format when it is put into practice, not only in terms of activities, pedagogies and tools, but also when inter-institutional collaboration and accreditation are concerned. This document investigates also the educational strategies used by our partners, as well as the skills and knowledge that SLPs are able to transmit and it examines whether market needs are taken into account in the design of SLPs. The compendium ends by highlighting possible shortcomings in the creation of SLPs. The first part of this report presents the practices carried within the E-SLP consortium, with details about: target group; flexibility and scalability; accessibility and Innovation.

While the second part and final part of this compendium provides an in depth exploration of the good practices of each SLP. It is organised by SLP and lists the characteristics that each of them has.

¹ Online survey completed in September 2018

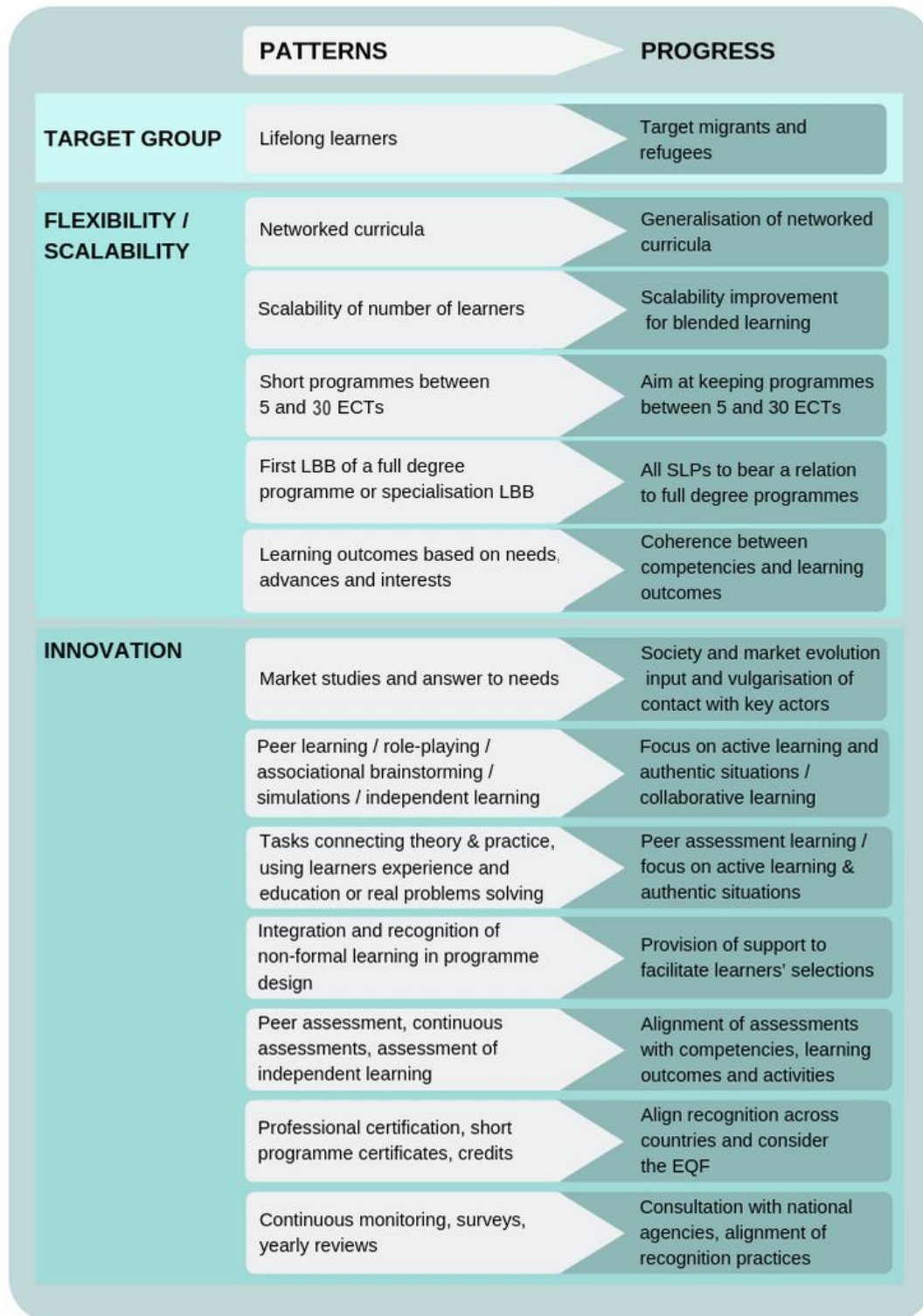
The data collected in this “Compendium of Good Practices” represents the basis on which the deliverable D.4.2 “Design guidelines for flexible and scalable SLPs” will be designed and drafted. It will take into account the existing good practices highlighted in the “Compendium of Good Practices” as well as the suggested possible progresses. The “Design guidelines for flexible and scalable SLPs” will focus on how to design SLPs that correspond to the parameters of the E-SLP project.

2. PART 1

The first part of this compendium highlights good practises found in SLPs. This part of the report lists the best examples; its aim is not to communicate who is responsible for them but to index them and show how they match the project's needs. They are divided into 4 main areas of interest: target groups, flexibility/scalability, accessibility, innovation. Whenever it is relevant, suggestions for reaching the project goals have also been made. The relevance of patterns and recommendations relies on the context of application.

We have associated tags for audience identification (management staff, lecturers and professors, educational staff, programme directors) to each pattern.

PATTERNS OF GOOD PRACTICES OVERVIEW



2.1. TARGET GROUP

Management staff

Programme directors

The project's aim is to focus on "non-traditional" learners and adult learners targeting from one side an audience that needs to combine work and study together; and from the other side the disadvantaged groups.

Lecturers and professors

Educational staff

Our HEIs refer to a varied target audience: lifelong learners are part of them, professionals and students (bachelor and master). It has been found that despite the project's target audience (explained above) there is also some limited interest in refugees as a target group.

Pattern of good practice: There are courses for Lifelong learners.

Recommendations for future development: No SLP targets migrants for the time being although one is aiming at taking them into account as well as prisoners. Refugees are a well under represented group at present.

2.2. FLEXIBILITY / SCALABILITY

Flexibility and scalability are found at different stages of the learning proposals. Learners can choose to build patchworked programmes through networked curricula. Universities should be able to smoothly scale their programmes to the number of learners enrolled. Formations can be freely adapted to learners' timetable and situations. Resources and exchanges can be made available in different languages. SLPs can bring more flexibility. Assistance and adjustments can enable non-traditional or remote learners to learn. The partnership needs to develop flexible and scalable SLPs with collaborative modular approaches which increase the outreach of SLPs. All programmes should have a modular structure and LBBs have credit points that are consistent with national and European norms. SLPs have to be developed as new entities, composed of LBBs and embedded in a needs oriented organisation.

2.2.1. Curricula

Management staff

Programme directors

Flexibility is at the centre of the E-SLP project. One way to achieve this is through virtual mobility. Giving learners the possibility to access virtually different universities allows them to benefit from a wider selection of skills, knowledge and experiences as well as developing international contacts in their field.

Some universities within the E-SLP project collaborate together and offer a networked curricula with virtual networked mobility, while others propose an integrated curricula with virtual integrated or embedded mobility.

Educational staff

Pattern of good practice: Presence of networked curricula

Progress needed: Consolidation, amplification and generalisation of networked curricula

2.2.2. Flexibility

Management staff

Programme directors

The E-SLP project focuses on flexibility and scalability. Online/ blended learning modes allow SLPs to cater for the increasing demands, both from employers for trained staff and from learners, for personal and professional development. It also enables Universities to accommodate larger groups of students and therefore adapt to the situations.

Educational staff

Scalability in partner SLPs seems to rely on the kind of programme they offer. There are examples of SLPs aimed at continuous education, which are scalable and have an unlimited **number of learners**. In the case of continuous professional development examples of scalable SLPs are found when the target groups are teachers and educational staff. No scalable SLPs addressing other types of professional formality have been reported within the analysed sample. On the contrary, they specifically seem to have a very restricted number of learners and they also tend to have a blended learning format.

Online programmes provide scalability by distributing learners into **groups** and allocating **tutors** to each group; the higher the student groups' number, the higher the amount of tutors assigned to the course.

Pattern of good practice: Increase or decrease of the number of learners admitted to a programme based on group clustering and tutor hiring.

Recommendations for future development: Scalability of SLPs must be improved whether they will be in a blended or e-learning mode.

2.2.3. Adaptive programme

Programme directors

Lecturers and professors

SLPs need to offer solutions to adult learners who have other obligations than study and have important time constraints. Learners need an adoptive/flexible programme as they need to adapt their study time and studying place to their situations.

There are instances of **asynchronous** and **self-paced** programmes enabling learners to fit their study time to their timetable. Some SLPs adapt to learners' changing needs by permitting them to **personalise** their learning path and to **negotiate** their studies, while others provide freedom through **non-stop enrolments**.

Management staff

Educational staff

Pattern of good practice: Asynchronous and self-paced programmes. Personalisation of learning path, non-stop enrolments.

Recommendations for future development: Some blended learning SLPs have very little or no adaptability in terms of the face to face (F2F) time proposed, some are looking at implementing online solutions for distance participation to F2F activities.

2.2.4. Format

One of the imperatives of the E-SLP project is that the format of the programmes must be short as they need to fit in with the time constraints and the time horizon of learners.

SLPs designers have reported that **lifelong learners** require flexible learning offerings. Short programmes enable a greater number of learners to fit studying into their **existing commitments**, and they particularly address **professional learners'** needs. They also mention that this format provides learners with an opportunity to **test small chunks of learning** before committing to a full degree programme, while it gives others the chance to **specialise in a specific topic** without having to carry on to a full degree programme. In addition the short format facilitates learners' autonomy as it is more manageable than a larger programme.

SLPs formats must be adapted to the learners' restricted study times and busy life. Learners seeking professional development often require remote access or flexibility in their mode of study. Initiatives such as apprenticeship schemes or dual learning (combining work and study) are valuable, for a non-professional public or for professionals when they are able to gain practical experience directly from their existing place of employment. The large-scale development of SLPs and CE/CPD as part of higher education systems is key.

Within the HEIs part of the E-SLP consortium, **apprenticeship, professional development, workshops, virtual seminars** and **MOOCs** are formats used for continuing professional development.

Some programmes offer knowledge and skills using **authentic scenarios** adapted to their learners' context or focus on learners' own working environment and resolve problems or develop required skills needed **in-situ**.

Some SLP designers opt for a blended learning format in order to provide **direct contact with professionals** in the relevant sector and enable learners to develop their professional networks.

Pattern of good practice: Short programmes between 5 and 60 ECTs - Apprenticeship, professional development workshops, MOOCs, authentic scenarios, professional learners context, direct contact with professionals

Recommendations for future development: Designers should aim at keeping programmes between 5 and 30 ECTS to suit better learners needs. - Programmes that further develop professional networking and direct contact with industry are recommended.

2.2.5. Modularity

A modular structure “means that you can build a personalised programme by choosing several different modules or units of study each year from a wide selection” (Study in Europe). Within this project it also means that learners will be able to carry on studying to a full degree programme, if they choose to. A modular programme implies the definition of learning outcomes to provide a detailed view of how modules are related or complementary. Modular programmes can be structured in a variety of sequences.

- *In Relation to full degree programme*

As stated in the project’s description, after studying a SLP learners have the possibility to integrate credits obtained by completing SLPs and LBBs as building blocks in a broader degree programme. SLPs can also explore other relations to full degree programmes.

Within our consortium relation to full degree programmes occurred in various manners. A part of the SLPs surveyed act as a springboard to a full degree programme, as they can become the first module of a degree if the learner decides to follow an academic path, awarding learners with credits for a degree. While others are, non-mandatory, **specialisations** from which credits can be gained towards a degree programme.

Pattern of good practice: SLPs as first modules of a programme or specialisation module.

Recommendations for future development: SLPs should be developed in close relation to full degree programmes as much as possible.

- *Defining the learning outcomes*

Clearly stated learning outcomes are an important component of modular systems, enabling both academics and the learners’ community to gain an overview of LBB’s coverage and establish the relationships and interdependencies between LBBs.

Pedagogical teams take into account the **stakeholders’ needs** (employers, recruiters, learners, sector field experts, educational institutions, society) to decide on the learning outcomes a SLP should deliver. There are many other aspects which are considered, such as **technological and educational advances**, **new research** findings, **new fields** with general interest for a community, **certification and accreditation** requirements, knowledge and competences to **access university**, personal experiences of the **professors**, **subject’s** requirements.

Sometimes learning outcomes are set at institutional levels and not by the creators of the

SLP.

The different levels of learning outcomes being set in SLPs, spread across the full spectrum of the Anderson and Krathwohl's Taxonomy (2001), **creating**, being the most complex learning outcomes that can be achieved, then, in order of complexity, have been mentioned: evaluating, analysing, applying, understanding and remembering.

Pattern of good practice: In defining the SLPs' Learning outcomes need to be taken into account (in function of the aims and topics of the SLP): (a) the stakeholders' needs; (b) technological and educational developments; (c) latest research findings; (d) new fields with general interest for a community; (e) certification and accreditation requirements and (f) the professors (trainers) personal experiences.

Recommendations for future development: Well-integrated and trained design teams to work on both the macro and micro-design levels in order to provide coherence at high level (i.e. competencies) as well as at low/practical (i.e. learning outcomes).

- *Sequencing model*

Flexibility of learning can be obtained by creating programmes which propose a free learning path, thus giving learners the freedom to choose in which order they will course each learning block. Adaptive parcours are also a way to introduce flexibility into a formation.

Within the consortium have been found examples of SLPs, which are sequenced from **beginning to end, free paced** and have an **adaptive path**. One SLP has proposed a linear design (from lesson 1 to lesson N), but the system does not force the learner to follow that order. Lessons are grouped in macro-topics, and a **concept map** provides an overview of how macro-topics, lessons, contents and course activities are structured and interrelated. It will evolve into a **free path** programme. Another said that they **adapt to the specificities of the group** and modify the programme. They match learners with specialists who can help them.

Some SLPs sequencing from beginning to end have argued that they had to follow this progression as learners need to acquire certain skills and/or knowledge before they can get to another LBB.

Even though some SLPs provide a path that the learners can follow, giving the chance to explore all the lectures when they want, however the interactive classes are scheduled in a certain order so they have to be prepared for them.

Some SLPs report some obligatory milestones in the week to proceed to the following week. Some **materials and tasks** are to be chosen and **free** to take or not. Teachers are not used to

free paths but they might introduce **more freedom** in the future.

Some **degree of freedom** is increasingly provided in the beginning-to-end sequenced programmes, although subject matters and learners' level of study seem to add a certain constraint to this freedom.

A **free path** SLP mentioned that it is not obligatory to follow all LBBs, any LBB can be taken in any order, over any period of time.

An **adaptive parcours** SLP noted that they can do more F2F meetings if the learners need them.

At micro level, within the learning building blocks some SLP stated that they have **no imposed order**, some have restricted access to sections, one had a **mixed LBB access** mode (some LBBs start when others are already finished, some go in line with others in a parallel).

As for blended learning programmes, one said that within a LBB there is an imposed rhythm, the learning contents first are published online, followed by live lessons at the university, while another one claimed that their programme is structured in three LBBs with a final visit in Brussels, thus structuring the programme rhythm in a fixed weekly format.

Pattern of good practice: beginning to end, free paced and adaptive parcours.

Recommendations for future development: An intent to offer more free path or adaptive parcours would provide greater flexibility.

2.3. ACCESSIBILITY

Accessibility is one of the key elements of an international project. SLPs access has to be facilitated through language options for international learners, through assistance for non-traditional learners and recognition for prior knowledge and professional experience.

2.3.1. Language

In order to achieve and provide virtual mobility there must be a greater multilingual educational offer.

Among the SLPs analysed some can be found delivered in bilingual mode, some in English only and others in the national language with english subtitles. To enable a more fluid communication some SLPs provide chats and live automatic translation systems while you chat.

Pattern of good practice: Automated translation system for synchronous communications, subtitles, bilingual version.

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Recommendations for future development: SLPs in English or in two different languages would help to improve accessibility (although some countries are restricted in the amount of English programmes they can create).

2.3.2. *Learners' assistance*

Learners could need assistance on several levels. It could be to access formal education, to enable disadvantaged groups to reach required levels, to counter a weakness in certain academic skills, to enable remote learners to follow face-to-face activities from afar, or to accompany disabled learners.

Different types of assistance are provided in the analysed SLPs. For learners with disabilities or learning challenges, SLPs propose **subtitles**, **meta data** for reading machines, learning **resources adapted** to the learners needs, specific task groups/**facilitators** to support learners in need and guide them, **accessibility to software** and guidelines.

For non-traditional learners, SLPs provide online tutors who can recommend **further readings** or help to consolidate certain skills through **extra activities**. Assistance is offered on a case-to-case basis once an issue has been raised. Some build supportive learning resources while others have **experienced tutors** used to work with access learners and to encourage them.

For learners from other regions, some SLPs arrange **streamings** or **podcasts** of F2F sessions, others possess **satellite sites** all over their countries to limit the travel distance and facilitate face-to-face activities.

Pattern of good practice: Targeted assistance in function of learners' needs, experienced tutors and facilitators, streamings and podcasts of F2F sessions, recognition of prior studies and professional experiences.

Recommendations for future development: Systematic alternative or remote solutions for F2F activities to reach project goals of accessibility.

2.4. INNOVATION

Innovation in online and blended learning can occur at many levels, one of the main points of interest of the E-SLP project are the innovative developments for continuing professional development. Its purpose is to develop programmes and learning building blocks design which contribute to the European Quality Framework and create collaborative SLPs.

2.4.1. Continuing Professional Development

- *Society and Market driven*

One of the key interests of this project is to generate SLPs which will improve learners' employability by evolving with the society and labour market advancement. As mentioned in the projects' needs analysis: current initiatives for Continuing Education (CE)/Continuing professional development (CPD) are predominantly small scaled and do not fit to the needs' size of our economy and society. Also, declining demographics will create additional problems of employment and employability, on which universities have to respond. SLPs must respond to needs in the wider economy and better anticipate the evolutions in tomorrow's careers. EU2020 fact sheets of the European Commission reveal that 40% of the employers face problems with recruiting workforce with the right qualifications.

Occurrence of society and market driven SLPs have been depicted in the sampled programmes. There are various manners of keeping in tune with market needs. **Benchmarking** is one of them, information on skills needed can also come from the **ministry of education** in the case of educational staff training. Other pedagogical teams choose to have a **direct contact with companies** relevant to their programme and include them either at the design stage or as lecturers. Market evolutions are also sometimes incorporated in a programme through a **F2F dialogue** with market predominant actors. In other cases it is the **learners** themselves who are at the centre of the market and who request specific skills or knowledge to be developed in their studies, thus requiring a certain amount of flexibility within the programmes' curriculum. Some pedagogical teams use studies from their **national agencies** which look at graduates' employability to adapt to market requirements.

Some SLPs creators have reported having developed their programmes as a completely **new subject to answer a direct and specific lack** of qualified staff for a segment of an industry.

Pattern of good practice: Benchmarking, reports from relevant ministry / national agencies, market key actors as part of pedagogical teams, face-to-face dialogues with industries protagonists, professional learners needs. Creation of new programmes to answer market's changes.

Recommendations for future development: Systematisation of society and market evolutions input into pedagogical choices. Facilitation of market data and dissemination of contact with key actors.

- *Outcomes / Employability*

SLPs can keep innovative knowledge and skills of the workforce up to date; can more rapidly respond to needs in the wider economy; and can better anticipate careers of tomorrow than degree programmes, which are subjected to strict regulations. Furthermore E-SLP can play a core role within the higher education institutions in their region as a centre of knowledge networking for smart specialization.

Within the consortium the employability of learners is taken into account when SLPs are designed. SLPs are developed to support learners for (new) careers, personal development,

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active Citizenship, university access or degrees. As far as professional development is concerned, within the E-SLP project partners outcomes are evaluated in different manners: learners survey, evaluation by national agency, mail enquiry.

Outcomes were found to be positive, learners reported **promotions, new employment**, being more efficient or able to **solve new problems** within their organisations.

One way of helping learners to promote themselves and to come out of their training with a useful tool to improve their chances of finding employment is an e-portfolio.

There are many ways of building an **e-portfolio**. Some programmes ask their learners to use an outline of the learning outcomes and links to tasks they took during the course as a reference to show. Others require learners to produce a table with the courses' information they did, write a short summary about the LBBs they've done and compose a holistic piece comparing LBBS and talk about the positives and negatives of each LBB.

Some programmes use learners' LinkedIn profiles and professional platforms. The final projects of some programmes are set up to double as portfolios.

Others demand a report at the end of every lecture on what learners have learned and what they still need to learn, they are asked to keep these papers in their portfolio. This production enables them to show their vision of each subject before the programme and to analyse the change of their vision through the programme. This journey constitutes their portfolio. At the end of the seminar they use their portfolio to show how their perspectives have evolved.

Smart Specialisation is a *place-based approach characterised by the identification of strategic areas for intervention based both on the analysis of the strengths and potential of the economy and on an Entrepreneurial Discovery Process (EDP) with wide stakeholder involvement (European Commission)*. There is an example of such a SLP described in the samples, as they form learned skills needed by the market in their region. They address an important demand which is not covered in their country. Most lecturers come from recruiting companies. SMEs meet with learners (direct contact with future employers). SLPs creators also have meetings with them to find out which are the main topics of interest and to decide together with them on how to connect the theoretical classes to real life problems.

Pattern of good practice: Promotions, new employment, new thought after skills, e-portfolio/learning portfolio, smart specialisation, digital badges (LinkedIn, etc.).

Recommendations for future development: Communications with professional and employer associations regarding their needs, virtual internships or other ways of developing

employability skills, address issues related to society/market driven aspect. Develop references and skills recognitions for professional life online.

• *Contents*

There are three main content areas addressed within the consortium: (1) **Technology** related (ICT - new technologies - digital competences), (2) **education** related (new innovative curricula/educational methods/development of training courses, pedagogy and didactics, quality and relevance of Higher Education in partner countries, quality improvement institutions and/or methods-- incl. school development, recognition--non-formal and informal learning/credits, reaching the policy level/dialogue with decision makers, open and distance learning) and (3) **business** related (enterprise, industry and SMEs, entrepreneurial learning/entrepreneurship education).

Amongst the identified topics (by an EADTU report “The Task Force” (Thaler & Bastiaens, 2017) that are of relevance transnationally, we can find in the existing SLPs reviewed: ICT Classroom, Teacher Training + ICT, Climate Change, Business and finances, Big Data and Social Health Care.

ICT is taught in some SLPs as a subject matter, learners can learn about several coding languages needed on the market or how to analyse the data. ICT is also transmitted as a tool, learners must dominate the online platform on which the SLP is delivered, they also are required to use communication tools, wikis, social media that they are required to use in real-life contexts. They use Skype, LinkedIn, use mobile phones to record video and audio , upload and download documents on the Internet, read e-books, use the library, use the PC.

Pattern of good practice: ICT Classroom, Climate Change, Business and finances, Teacher Training + ICT, Big Data and Social Health Care as SLPs.

Recommendations for future development: Adapt offer to society, national agencies and market demands.

• *Transversal skills developed*

There is also a great interest for basic / transversal skills in this project as they are part of the horizontal priorities defined as a target. These skills are *typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and [that] can be used in a wide variety of situations and work settings* (UNESCO-UNEVOC, 2014).

The Reference Framework sets out eight key competences for lifelong learning:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;

- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression - report on quality assurance and accreditation procedures (European Parliament & Council of the European Union, 2006, p.10-18)

There are many transversal skills being taught:

- **Conceptual/thinking skills**, such as collecting and organising information, problem-solving, planning and organising, learning-to-learn skills, thinking innovatively and creatively, systems thinking, critical thinking, presentation skills.
- **Personal skills and attributes**, such as being responsible, resourceful, flexible, able to manage own time, having self-esteem, ethical thinking, face own attitudes and stereotypes, self-discipline,
- **Interaction skills**, such as communication, interpersonal, teamwork, customer-service skills, collaboration skills.
- **Skills related to the business world**, such as innovation skills, enterprise skills, leadership skills, ICT based skills, negotiations skills, analysis and evaluation information skills, critical data analysis, basic mathematical skills.

Pattern of good practice: Conceptual / thinking skills, personal skills, interaction skills, skills related to the business world. Literacy, numeracy, critical analysis, presentation and communication, digital competencies: e-literacy, information literacy, e-communication and organisational skills.

Recommendations for future development: Use of the Europass framework. Consult the reference framework to develop SLPs which directly answer the defined requirements.

- *Stakeholder feedback*

In order to deliver SLPs which are adapted to the market demands and that evolve with its needs, it is important to identify the relevant stakeholders, establish a relation with them and involve them in the production process.

SLPs involved national agencies, employment services or private companies in order to obtain their feedback to design their course. This involvement can occur at different stages depending on situations and topics:

- course objectives and delivery models are discussed with ECM Catalogue management;
- feedback about the design and contents;
- Regional Quality Agency give their opinion;
- programmes, including the curricular units of this SLP have feedback from ANALCE (National Association of Bachelors in Education / Educational Sciences), among other

organizations;

- SLPs are designed in collaboration with external private companies and professional experts;
- SLPs work closely with business specialists in the field and listen to their feedback to implement changes.

Pattern of good practice: Involvement of relevant national or private stakeholders at design stage or for reviews.

Recommendations for future development: Work in a more integrated and institutional manner on the co-design of curriculums. Establish clearer and more agile mechanisms.

2.4.2. *Approaches to programme and learning building blocks design*

Defining appropriate objectives is an important starting point for a successful programme design. EU2020 fact sheets of the European Commission show that neither the EU attainment objectives for higher education nor for lifelong learning are achieved. SLPs can more rapidly respond to needs in the wider economy and can better anticipate careers of tomorrow than degree programmes, which are submitted to strict regulations. The main SLPs objectives that need to be addressed to meet the projects requirements are: transversal skills, professional development of staff and youth workers in ICT methodologies, practical entrepreneurial experiences, European languages, validation of non-formal and informal learning, education pathways².

• *Objectives*

Some of these objectives are present in SLPs delivered within the project consortium amongst them, can be highlighted: the development of **transversal skills**, the improvement of vocational or **professional competencies**, the build-up of **digital competences**, the expansion of **personal development skills**, as well as acquisition of **language skills**. **Non-formal and informal learning** activities are present and recognised by some SLPs. Some SLPs are **educational pathways** to full degrees.

Pattern of good practice: SLPs with the objective of developing transversal skills, professional and personal skills, digital skills and languages skills.

Recommendations for future development: While the specific objectives of the project are being met it is the generalisation and the number of offerings, which must be expanded to reach the needs highlighted by European Commission needs.

² 2017 - SLPprojectform_14-3-2017 Masterdoc (Final)
<https://docs.google.com/document/d/1zXLU0vcCdTPG3p11HpRTRw6BfA5u6flsklc63b6Tqls/edit?usp=sharing>

- **Teaching approaches and pedagogies**

SLPs require innovative approaches to curriculum and course design, involving new pedagogies and appropriate technologies for a distributed delivery (active learning, inquiry-learning, collaborative learning, practice learning and production learning (Laurillard, 2015).

SLPs are designed taking into account constructivism, cognitivism, connectivism and behaviourism as theoretical framework.

Collaborative and **peer learning** is a didactical approach used in many SLPs. Integrated in a higher professional experience, a social constructivist approach gives learners a better understanding of the topic.

Inquiry-based, **case-based** and **research-based** learning are also amongst popular pedagogical approaches adopted within the consortium.

There are a few instances of **independent learning**, **role-playing** and **associational brainstorming**. Some SLPs propose **lab and fieldwork**, others **simulations**, **games**, **virtual labs**. CPD (Career Professional Development) related SLPs tend to recruit professionals from market players as teachers or lecturers to enhance **authentic learning**. One HEI commented that learners *“start to write a personal narrative about a real problem they are in. They need to analyse it and look at it from different angles throughout the year. They also do simulations and ask them about what they have learnt from it.”* Authentic learning can also occur while exchanging with field professionals or with topic relevant real life players. A SLP introduces real topic scenarios and encourages learners to produce artefacts and work in authentic context.

Some SLPs present flexibility and adaptation in the function of learners' needs and capacities. Flexibility is also produced through **hypermedia learning** approaches, giving learners the freedom of navigation by adding references to further materials embedded in the video lessons).

One SLP aims at helping learners acquire psychomotor skills at a distance with personalized guided study.

Pattern of good practice: Collaborative and peer learning is an important element of e-learning. Depending on the programmes' topics, inquiry-based and case-based, role-playing and associational brainstorming, lab and fieldwork, simulations, games, virtual labs and authentic learning approaches, are good practices in developing innovative pedagogies to meet new formation needs.

Hypermedia learning and independent learning are also relevant approaches but are not suitable for all target groups.

Recommendations for future development: Peer learning could be developed further using peer assessment methods, focus on active learning and authentic situations whenever it is possible and suitable. Aim at not creating online courses without any collaborative learning tasks.

- *Teaching style*

There are various teaching styles which can help reach the project's needs. Guided independent learning which fits with the time constraints and the time horizon of learners being one of them. Those favouring production of new knowledge should be encouraged (Muska Mosston's Spectrum of Teaching Styles (SOTS): Guided Discovery, Convergent Discovery, Divergent Discovery, Learner-Designed Individual Program, Learner-Initiated, Self-Teaching) offer interesting results and can help achieve the project's goals.

Pattern of good practice: SLPs have reported using most of the teaching styles on the Muska Mosston's spectrum (Mosston & Ashworth, 2008) which promote production: **Guided Discovery, Divergent Discovery, Learner-Designed Individual Program, Learner Initiated, Self Teaching.**

Recommendations for future development: Convergent Discovery can also be used. Teaching styles which require a more important role as a decision maker from the learners' side all promote production of new knowledge instead of reproduction of past knowledge, thus increasing the levels of complexity of learning outcomes achieved.

- *Type of activities*

In the E-SLP project proposal is highlighted that learners study most likely in remote mode, therefore it is essential to create activities which enable learners to not only reach the intended learning outcomes but to contain possible isolation feelings that learners could develop, by introducing interactivity in the training/course and facilitating networking.

Partners activities promote critical thinking, problem solving, reflection, collaborative projects and live interactions have been described as having interesting results.

Amongst the activities with best results described by pedagogical teams are tasks where learners were able to **connect theory and practice, to use their experience and their previous education. Another example is the use of personal work events and situations**, learners are first asked to examine theories that can be adapted to their situation, then they discuss it between themselves, after which they talk about it in a meeting, then they do workshop on it and finally, they reflect on the whole process. **Case studies** and **real problems solving** are also popular activities.

Working on a **scientific problem** by replicating its results and **proposing a better way** has also been mentioned as having good results.

Activities connected to **artistic expression** also generate engagement amongst learners, for example make a short (story telling) film with a mobile phone or edit their own videos have been successful assignments.

Peer learning activities are used in some SLPs - for some it is through exchanges on a **forum**, *“powerful for students connection and also keep discussions going, searchable”*, for others by participating in **collaborative projects**, *“teamwork, negotiation, discussion, taking the lead”* or by building a **wiki** together, *“building of a community, unexpected results: good quality of collective work”*. These tasks are all good examples of activities which permits learners to acquire transversal skills and tackle real world problems.

Other activities which have given satisfactory outcomes are **live interaction** with experts, they trigger different cognitive skills but are not easily scalable. One advantage of live exchanges is that learners have the responses straight away.

Social learning is, some feel, imposed by the outside world one if the first move of learners is to build a private group on Facebook which is perceived as beneficial for the SLP. Not all learners participate in social learning, but the ones who do give positive feedback. It creates a sense of proximity and learners make friends even in an online environment. These types of activities are powerful tools to build a community spirit. The **LinkedIn platform** is used to endorse someone's skills there so that the professional community can see comments from experts on the learners profiles. SLPs creators have commented that being able to **exchange between peers** is a good way of getting to know future professional contacts and to network. They also expressed the importance for learners of being able to work in groups and exchange opinions online and at meetings with or without supervision. Learners also need to exchange to build their understanding and theories.

The survey also highlighted that less interactive activities, such as transmissive teachings (traditional exam where learners have to memorise and write contents without processing them), formal activities (imposed work done just to pass the assessment) or automatic exercises with automated feedback, had rather bad results and unmotivated learners.

To be noted: Wiki creation and collaborative assignments have been reported as having both good and bad results from different sources.

An important challenge in distance learning is the **engagement and empowerment** of learners. Partners have achieved this through various methods:

- Mixing **assessment** modes: peer assessment activities or giving a choice between final assessment or continuous assessment.
- Giving personalised, concrete and regular **feedback**
- Building of a **learning community** by providing information on scientific events or

sharing texts

- Setting up **collaborative projects**, problem solving activities and regular deliveries of work.
- Triggering **autonomous learning**
- **Tutoring**: Staff is very present and they contact learners continuously.
- **Offering freedom of choice**: learners can decide on their own **project** and can contact and ask as many questions they want to lecturers. In other instances they can choose a **scenario**, which will define their group for collaborative work.
- **Organising continuous activities and contacts**.
- Challenging learners to **interact** with professionals and give them a good opinion of themselves.
- Opting for **problem-based learning** opportunities while avoiding transmissive, passive learning. In some activities, learners can choose the context, solve their own problems, choose the output they can produce.

Pattern of good practice: Tasks connecting theory and practice, using learners experience and education or a personal work events and situations, case studies and real problems solving, reflecting on problems and elaborating new solutions, generating artistic expression, peer learning (forum, collaborative projects, wiki), live interaction, social learning, keeping learners engaged and empowered.

Recommendations for future development: Move away from transmissive knowledge acquisition activities.

- *Non-formal and informal learning activities*

In the E-SLP project there is a particular interest for the use of non-formal and informal learning activities and includes the recognition of non-formal and informal learning (eg. MOOCs) in its scope.

Amongst the SLPs analysed there are various good examples of inclusion of these types of learning. Non-formal and informal learning activities may include a **visit to a workplace relevant to the field of study**. It may also take the form of a **professional development workshop** or a **webinar and learning events led by experts**. There are also activities such as **informal meetings between colleagues in local learning centres** or **attendance to conferences / seminars** being proposed.

Some of these activities are assessed after participation by a **documented work** on the event.

Non-formal and informal learning activities carry their challenges, the main two being the stimulation of **learners participation**; and the **assessment** and formal recognition of learning.

Pattern of good practice: Integration and recognition of non-formal learning in programme design (implementation of non-formal learning activities with formal report) and the use of non-formal and informal learning to provide authentic learning.

Recommendations for future development: Some SLPs do not take into account non-formal or informal learning. Encouragement for learners participation, provision of support to facilitate learners selections.

The recognition of non-formal and informal learning outcomes involves several steps (OECD, 2010) identifying and documenting what someone knows or can do validating that the person satisfies certain requirements or standards awarding a recognised certification or qualification.

Assessment of informal learning can be made through reports, presentations, completion of subject matter related activities or assessments, appraisal of persons involved in learning, interview with the human resources directorate or senior representatives (or even with tutors) for professional learners.

- *Teaching tools*

E-SLPs project focuses mainly on flexible online/blended SLPs, as they fit with the time constraints and the time horizon of learners. Learners can learn where and when they want, at home or at work, depending on their situation. By ICT-based modes of teaching and learning, the flexibility of SLPs will increase as face to face activities on campus become limited.

Amongst the many innovative tools available the SLPs analysed have reported the use of **Blackboard, videos, concept maps, e-portfolio creation, VR, interactive videos, podcast, collaborative and social networking**; shared board **videoconferencing**, **social media (such as LinkedIn)**, **social bookmarks**.

Among all these formats, videos are the most spread and used with different purposes, such as **complementary resources; introduction to a topic; feedback** or as **part of self-paced learning**, or for **live communication**. Last but not least videos are used as a tool by **learners to produce an artifact**.

Those who do produce their videos do it in-house, they either have a specialised multimedia department or are created directly by the teaching staff in the cases of video feedback.

Video formats are either of a speaker with slides behind them, animations, or any kind of video depending on the needs of the topic.

There is a good general reaction to videos from learners, they like to “see” who is teaching

them, feedback videos give good results as it brings the teacher closer to the learner.

Pattern of good practice: Videos watching, concept maps, e-portfolio creation, VR, interactive videos, podcasts, collaborative and social networking, social media, social bookmarks.

Recommendations for future development: Generalisation of tools which brings a certain amount of interactivity and which allow flexibility. For certain professional development topics the use of virtual simulation and augmented reality is worth considering.

- *Learners' Engagement*

Engagement tools have an important part to play in online training and they are adopted to contain learners' dropout and feelings of isolation.

Pedagogical teams use **teacher's feedback** and **individual consultancy** to keep users engaged as direct human motivation. They also have worked with motivation strategies giving an end goal as a focus point: **transferable educational skills recognition, badges, skills recognised** on LinkedIn. They finally commented on the value of **gamification** as a catalyst.

When SLPs designers are asked about the strategies they use to motivate/engage learners they identify several strategies that can be adopted, such as employ **inspiring teachers** (who are partly in practice and partly in the academic world); use **varied resources** (video, assignments), organize students **cohorts** (smaller, less anonymous groups); enable **collaborative tasks, continuous assessments, feedback** and **continuous engagement** with **live session, discussions** between **peers**.

Engagement can also be supported by the format (i.e. blended learning), by using a **case based** approach, **meeting professionals** or by the use of technology via a **notification system**. Some partners report that a good incentive for keeping learners' engagement high is offering expensive courses. The support given to learners plays a prominent role in their engagement, this can be provided by the course's main teacher/tutor, by peer support or the community manager (Social networks, forum animation, etc.).

Support is given for technical issues, for forum moderation, for course guidance or for investigation by live classes, interactive class system. It is sometimes automated but often personalised.

These tools are used to provide extrinsic motivation in the form of transferable educational skills recognitions, skills recognised on LinkedIn, badges, teacher's feedback, SLP high price. They also give intrinsic motivation as individual consultancy, gamification, inspiring teachers, varied resources, case-based approach, cohorts, collaborative tasks, continuous assessments and continuous engagement, live session, discussions between peers, a final objective.

Pattern of good practice: Several strategies are adopted to engage students such as badges, teacher's feedback, individual consultancy, gamification, inspiring teachers, varied resources, case-based approach, cohorts, collaborative tasks, continuous assessments and continuous engagement, live session, discussions between peers.

Recommendations for future development: Make more efforts to grab and keep learners' attention (using visual variety, humour, provocative questions). Challenge learners. Accommodate individual interests and career goals. Use cutting edge technology to enable users to "feel" the presence of the other in the shared virtual environment

Programme directors

Lecturers and professors

- *Technical parameters*

The online or blended learning format of the SLPs requires a certain level of technical competences from both learners and designers.

To deliver SLPs within the consortium the following platforms are adopted: Moodle (5 version 3.3 and 2 version 3.2), MiriadaX, EdX, Sakai, universities' own platform.

Educational staff

The **authoring tools** used by our consortium partners are : open source tools (H5P), adobe captivate, articulate storyline, other commercial tools. It needs to be highlighted that not all universities use authoring tools.

The **social networking tools** used are: chats, shared boards, videoconferencing, social media (Facebook, Twitter, Instagram, etc.), wikis, blogs, content sharing sites, social bookmarks, Forae, Github repository, LinkedIn, and yOULearn.

The **collaborative tools** used are: chats, forums, shared documents, online conferences with desktop sharing and Microsoft Skype For Business.

The **teaching tools** used are: document, video lessons, audio recorded lectures, concept maps, one SLP design said that it depended on the learners choice of open educational resources. Some SLPs only use written documents, others only use videos.

The **interactive teaching tools** used are: feedback, self-evaluation (by correcting their own exercise)/ formative quizzes, survey/forms, virtual classroom, simulation, VR, interactive videos, Alf, and yOULearn.

Some SLPs require downloading **software or plug-ins**, some use open source software.

Pattern of good practice: Within the consortium there is a high level of ICT knowledge, in the design of SLPs have been used Learning Management Systems (LMS), such as Moodle

as well as Virtual Learning Environments (VLE). In implementing SLPs, authoring; social networking; collaborative; teaching and interactive tools are deployed.

Recommendations for future development: Coordinate SLPs' implementation aspects for a user-friendly experience. Reach an interinstitutional agreement on SLP implementation in a LMS or in different environments (looking at minimising environment administration and enhancing learners experience).

• *Internal / external designers*

SLPs can be designed internally or externally, the increasing technical complexity of online and blended learning ends up in a pass-over of the implementation and a division of the design and the implementation between teams.

Within the partners some universities have their own technical departments while others require the help of external professionals either for specific tasks or for the whole process.

The collaboration can be built among **Subject Matter Experts (SME), instructional designers, representative of European educational organizations**. Some recruit the external collaborators who created materials to stay in the programme and work as a tutor or to update the SLP.

SMEs are involved at different levels: they can create the contents with the support of the pedagogical team, they are sometimes given help to write a scenario when they have to produce video recordings. SMEs can meet with learners (direct contact with future employers). They are also a source of information to find out the main topics or issues which need to be studied.

Some pedagogical teams order resources from recognised external authors, they write contents, video scripts, realise computer graphics.

Pattern of good practice: Collaboration with SMEs, instructional designers, referent European educational organizations when needed to produce innovative SLPs in tune with actual society and market demands.

Recommendations for future development: Develop continuous contact with SMEs for SLPs which are directly responding to a particular need in the market (instant awareness to changes in the industry, direct contact with potential employers, insight into authentic situations and real problem solving).

Programme directors

Lecturers and professors

Management staff

Educational staff

- **Assessment**

There are innovative approaches to assessment, which permit to obtain a reliable understanding of learners acquired knowledge and developed skills. It is important to align assessments with the learning outcomes to be reached with the SLP.

Among the project partners **peer assessment** has been used on some occasions, giving results about one learner's accomplishment, as would any type assessment, it also provides further learning opportunity for the peer who is doing the assessment. This requires an important effort previously to the assessment, it is important to set up a framework for peers to be able to evaluate works harmoniously, feel comfortable being the examiner and provide reliable feedback on others' work. Other forms of assessment adopted by partners are **formative quizzes** and **self-assessment**.

Only some SLPs present an explicit reminder to the **learning outcomes**. This is made possible via the use of **instruments (scales and rubrics)** that enable a more structured and flawless continuous assessment. In addition to **continuous assessments**, some SLPs present, in addition, **final work** (final paper / report or project).

As far as the assessment of independent learning is concerned, one SLP uses a **learning diary** to assess it. Another stated that learners that independent learning played an important part in enabling learners to pass successfully their assessment, they also mentioned that they made independent learning visible in their **portfolio**. Some do not assess independent learning formally but provide **personalised feedback**.

When SLPs present formal exams, they are in the form of **final examination**, this can be in situ or online. Only one partner reports on one SLP with a 4h online exam, available once a month that can be performed by learners when they feel ready.

Pattern of good practice: Peer assessment, formative quizzes for specific punctual knowledge check, self-assessment for personal guidance, alignment of assessments with learning outcomes, continuous assessments. Adoption of learning diaries to evaluate Independent learning. Final examination can be a good practice when assessing skills or reporting on a project, to assess knowledge continuous monitoring of learners progression is recommended.

Improvement needed: Well trained and integrated design teams to take into account the macro- and micro-design in the assessments layout. Alignment of assessments with competencies, learning outcomes and activities.

- *Updates/reviews*

Project's need

Regular updates and reviews are crucial to keep knowledge and skills of the workforce up to date. Whether it be in a continuous education or continuing professional development setting, regular reviews should be part of the design process to update SLPs at various levels: **pedagogical, content, technical** or for **market demands for new skills**.

To know when or with what a SLP should be updated designers reported using topic related journal papers and to follow the subject critically, learners feedback, SMEs and prospective recruiters, relevant institutions.

Pattern of good practice: pedagogical, content, technical, for market demands for new skills.

Recommendations for future development: make the update of such programmes more standardized

- *Learners' feedback*

Learners feedback is useful to provide a suitable formative offer. It helps to adjust SLPs design, to find out if the objectives of a SLP have been reached, to get a snapshot of the post-programme employment rates. They can also be used pre-test in order to gather the learners' needs and capacities.

Partners use learners' feedback to **adjust** their **design** to their needs, to find out users' **level of satisfaction**. Furthermore, at the end of the study period, learners are asked to **evaluate the teachers** performances, the **content** and **teaching materials**, the course **activities**, the **assessments** and the **learning environment** of the SLP. This analysis is usually made through online surveys.

Pattern of good practice: All aspects of SLPs are evaluated by learners, their feedback is used to update SLPs.

Recommendations for future development: Make the use of learner feedback systematic. Systematic learner feedback taken into account.

2.4.3. Blended learning

E-SLPs project stipulates that a SLP should be flexible and scalable, even though blended learning is not scalable as much as online, pedagogical teams have pointed out that they made the choice of a blended learning SLP to **deepen information** which is not only given online, as their live lessons are focused around **case-based learning** and **discussion sessions**. One partner in particular reports that by using a blended approach it was possible to organize a **study trip** in Bruxelles, allowing learners to participate in institutional meetings

e-slp.eadtu.eu

organized both with EU Commission and Parliament representatives and with Enterprise representative offices in Bruxelles; thus letting them interact and directly know how relations are managed.

Another SLP specified that some face-to-face sessions were welcomed by learners and considered important to **generate a sense of community**.

Several partners reported that they do the most important part of their programme during the face-to-face sessions. The time online is used as a support to in-presence sessions or do personal assignments.

Amongst the blended learning SLPs analysed, one presents **75% of learning activities delivered online** with only one week, the 4th, in presence with institutional meetings, discussion and presentation of students' project work.

Another SLP follows the ratio of **70% online** and **30% F2F**. Debates, role playing and brainstorming are done in face-to-face sessions. Most of the readings and assignments are online.

20% F2F and 80% online is another format, where most learning, discussions, group assignments, webinars are online.

There are also examples of **no formal defined F2F sessions**, or programmes that follow the 50/50 ratio.

Pattern of good practice: F2F time used to deepen information, to generate a sense of community, to experience what learnt in the course.

Recommendations for future development: F2F time should be used to support online delivery, i.e by developing activities which are not possible to be done online. Whenever possible online forms should be preferred as they enable a flexible and scalable offering for SLPs. As a rule of thumb, face-to-face learning opportunities should be kept to a minimum and an online alternative to these face-to-face activities should be offered to those learners who might not be able to participate in person.

- **Flipped classroom**

The flipped classroom approach is an innovative approach used in blended learning studies. It is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that learners are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers (Advance HE) .

There are different illustrations of flipped classrooms in the surveyed SLPs. The pedagogical team of one of them explained that they involve flipped classrooms in the interactive class system. *"Interactive class sessions are prepared by the tutor assigning **contents to be studied***

*by learners before the live session. Before the session the learners are led to acquaint themselves on the issues related to the planned discussion; then they study the video lessons, the reference texts, the books, the lecture notes, articles, essays, thus **preparing themselves for face-to-face the debate** with the teacher-tutor. In the second phase the teacher-tutor asks questions to the learners in order to assess their skill level. In this phase the questions being asked are of greater importance than their relative answers; they represent the bases on which the discussion starts, or better the disputation. With the disputation – inspired by the educational model of the medieval universities and Socratic dialogues – they promote a learning process arising from dialogue and discussion, they learn from others and reflect upon their own ideas. Learning becomes a process that involves the student in thinking and creating multiple perspectives and viewpoints. Creativity and critical thinking are promoted while approaching knowledge. It is interaction, dialogue and discussion that add value to this kind of learning³”.*

Flipped classrooms are used systematically in some cases while in others it is decided depending on the subject matter.

Pattern of good practice: Contents to be studied by learners before the live session

Recommendations for future development: It is a good practice to organise one or more flipped classroom sessions in a blended learning programme to foment critical thinking, learners participation and debates.

2.4.4. Innovative contribution to the EQF

- **Certification**

The recognition of SLPs varies within the project, some give **credits** which can be used in a full degree programme if learners decide to proceed towards them, while others give **professional certification** or **short programme certificates** (certification of attendance or completion).

Pattern of good practice: Professional certification, short programme certificates (certification of attendance or completion), credits.

Recommendations for future development: It is needed to recognise SLPs for both professional and academic, taking into account the European Qualification Framework (EFQ).

- **Quality assurance**

There is a need for commonly agreed quality insurance to assure a reciprocal excellency and allow SLPs to be co-created smoothly. Within the consortium quality is assured through

³Extract from benchmark questionnaire, October 2018, Organizzazione Aziendale (Enterprise Management) programme, Università Telematica Internazionale UNINETTUNO

continuous monitoring via **surveys**, by analysing , learners' **behaviour** and **performances** and s' **satisfaction**.

The references used to verify the quality of the SLPs vary in function of their nature, some need to comply with MOOC platform standards and internal MOOC team standards, others are based on **universities' acts and policies**, some used **certified ISO 9001** as a reference, others the **Regional Quality Agency (AQU)**, **Dublin Descriptors**, or a framework that has been put into place at the start of the SLP's creation.

The evaluation is performed by internal assessors such as: **project coordinators**, by **lecturers/teachers**, by **external assessor** for learning outcomes, or external examiner such as **stakeholders** or by a quality insurance **committee**.

What is assessed are **SME; materials, technical and pedagogical compliance** to specifications (they must have a minimum amount of **interactive activities** and follow the same criteria as master degree courses), **coherence between plan and competences** that need to be developed.

Pattern of good practice:

How: Continuous monitoring, surveys, yearly reviews

What: SMEs, technical and pedagogical issues, interactivity, communication of teaching staff, materials, coherence between plan and competences, satisfaction.

By whom: project coordinators, by lecturers / teachers, by external assessor, stakeholders, committees

Referents: Universities' acts and policies, certified ISO 9001, Regional Quality Agency (AQU), Dublin Descriptors, MOOC platform standards, own framework.

Recommendations for future development: Alignment of recognition practices between countries, compliance with the EFQ New Skills Agenda for Europe.

2.4.5. Collaborative SLPs

There are very limited traces of co-creations. One SLP designer said that they have **developed a SLP in partnership** with eleven universities. One more claimed to **reuse LBBs from larger programmes**. Another one commented that the assessment was created for their programme but that the contents can be taken for anywhere (in the university or outside).

Pattern of good practice: develop in partnership, reuse LBBs from larger programmes, contents can be taken for anywhere

Recommendations for future development: Adopt co-creation approaches to programme design involving lecturers and support staff but also external agents like professional bodies,

SMEs representatives, administration representatives, highly qualified professionals. Promote physical and digital spaces for discussion and development of new projects with all stakeholders.

3. PART 2

The second part of this compendium focuses on giving an overview of good practices in each SLP. In order to gather the information necessary to produce it, 12 partner universities were asked to answer a written survey⁴ about their design practices, thus providing detailed information on a total of 22 SLPs. The investigation focused on the practices which correspond best to the project's criteria and which can help designers to meet their needs. This section part is organised in alphabetical order, by university names. Partners have proposed between one and three SLPs to be listed in this report. Each section concentrates on one SLP, the left hand side of the table highlights the main good practices found in the SLP, while the right hand side outlines its main characteristic for a rapid perusal. It is followed by the detailed analysis of the characteristics of the SLP.

⁴ Online survey completed in September 2018

OVERVIEW OF SLPS

SLPs sample	target group	flexibility	scalability	relation to formal degrees	Inter-institutional design	Inter-national design	market oriented	innovation
Methods of statistical data analysis	✓	✓					✓	✓
Software quality engineering	✓						✓	✓
Playing Musical Instruments	✓	✓		✓				✓
Integrated Teaching Methodology	✓	✓	✓	✓				✓
Precision Agriculture Applications	✓	✓						✓
Information technology additional studies programme		✓	✓					✓
Mathematics additional studies programme		✓	✓	✓				
Medical Physics Experts in Diagnostic & Interventional Radiology	✓	✓			✓	✓	✓	
IRO MOOC	✓	✓	✓					✓
Organisational change and development	✓	✓	✓	✓			✓	✓
Making your Learning Count	✓	✓	✓	✓				✓
Work and Organization Psychology II	✓	✓	✓	✓				✓
Disability, Diversity and Professional Growth	✓		✓	✓				✓
Inspections and supervision of Schools		✓						✓
Industrial Design and Product Development	✓	✓	✓					✓
Qualification course for higher studies (CQES)	✓		✓	✓				✓
Certified Modular training in Education and Technology	✓		✓	✓				✓
Enterprise Management	✓	✓	✓	✓			✓	✓
EU Lobby	✓		✓				✓	✓
Creativity and lateral thinking	✓		✓	✓				✓
Clinical Management of Skin Neglected Tropical Diseases	✓		✓				✓	✓
Online course and program design	✓		✓	✓			✓	✓

AGH University of Science and Technology, SLPs offer

1. METHODS OF STATISTICAL DATA ANALYSIS

SLP Name Methods of statistical data analysis	SLP attributes																
<p><i>The SLP target group is professional learners.</i></p> <p>Flexibility is present through guided independent learning (work on problems) which is assessed in a seminar. The SLP is adapted (and updated) in accordance with stakeholders' changing needs.</p> <p>The SLP is essentially market driven as it is in direct contact with companies who will hire their learners (some are programme's lecturers). It enables SMEs to meet with learners. It also meets the high demand for highly quality staff in the city.</p> <p>Innovation transpires in the usage of many teaching methods such as active learning, inquiry-learning, collaborative and peer learning, production learning, informal learning (attendance to conference / seminar), continuous assessment, continuous professional development framework. It also provides direct contact with prospective employers and uses LinkedIn.</p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td></td><td>scalability</td></tr> <tr> <td></td><td>relation to formal degrees</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td>✓</td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility		scalability		relation to formal degrees		International creation		Interinstitutional creation	✓	market oriented	✓	innovation
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✓	market oriented																
✓	innovation																

General characteristics:

60 ECTS

EQ level 5

Blended learning - 60% face-to-face 40% online

32 possible learners (25 is an optimal number)

SLP in Polish only

Theme: ICT Classroom, Big Data, Business and finances

Its designers have described this SLP as a demand-driven, flexible, cost-effective, accessible and personalisable programme.

The SLP is part of a continuous professional development framework.

Target group:

30/40 years old, professional I.T. specialists.

Flexibility/Scalability:

The core educational values of this SLP are flexibility and individuality. Learners bring their own projects to work on. The aim of the SLP is to meet individual targets and needs, thus requiring a certain amount of flexibility within the programme. SLP staff adapt to

stakeholders' changing needs whether they be learners' personal projects or employers' needs for new skills. The SLP is updated yearly on different levels: pedagogical update, technical update, contents update to respond to both market and learners needs.

Guided independent learning (work on problems) introduces a certain amount of flexibility in the curricular, this learning is assessed in a seminar where learners expose and justify their personal work.

The SLP is also flexible in terms of pace. As it is asynchronous in terms of time, learners can work faster or slower depending on their availability. They are subjected to continuous assessment during the programme to allow more freedom.

The SLP sequencing model is from beginning-to-end, but it can be adapted to the specificities of each group of learners and the programme can be modified. This sequencing model has been chosen in order to deliver the more complex topics once the basic ones have been dominated. The team takes learners' feedback into account to change the sequence and make it more relevant to how the learners gain knowledge and skills. Some learning building blocks start when others are already finished, some go online concurrently with others. They aim at keeping the sequencing rational and are careful not to overwhelm learners.

Innovation:

This SLP aims at meeting the requirements of the Krakow market demand where many company's headquarters are opening and are looking for highly qualified I.T. specialists.

The SLP's designers do not have a formal mechanism for involving market actors in the programme, but they are in direct contact with companies who employ or will hire their learners. Their involvement can be found at different levels: most lecturers come from these companies, creators have meetings with SMEs to find out which are the main topics of interest and they decide with the experts how the theoretical classes connect to real life problems. Finally, experts approach them when they detect a need to update the SLP.

The SLP is in very high demand as there is no equivalent in Poland. Statistical analysis, optimisation and solving complex statistical problems have recently become very thought after skills.

One of the most interesting aspects of the organisation of this SLP in terms of employability is that SMEs meet with learners and therefore allow direct contacts with future employers. Employability was one of the key indicators for designing this SLP, as its creators have been getting more and more feedback from external partners about the deficit of specialists on their local labour market.

To develop the SLP they focus on employers' needs and on the new findings of research communities. The pedagogical team contacts learners, a year after the end of the programme, by mail to find out how the SLP helped them to advance in their careers. They

have a lot of responses and, in general, very positive ones: they were promoted, they solved problems, they helped their companies to save money.

Learning outcomes were designed taking into account the needs of employers and the new findings of research communities.

To reach intended learning outcomes learners are required to execute tasks (know-how), to use vocational / professional competencies and to demonstrate personal development skills.

The activities proposed in the SLP are aimed at developing critical thinking, reflection, problem solving and production learning.

The SLP proposes non-formal learning activities such as attendance to conferences or seminars.

The pedagogical team requires learners to take an active part in the seminars. They can either write a short paper summarising research being done or they can discuss issues they face on their own project. The pedagogical team finds this activity to be quite challenging for learners, who find speaking and giving lectures difficult. The team needs to help them to prepare for this. They receive quite a lot of support. They are scientists used to being on their computers, but it is a skill they need to develop, as they will need it in their professional life.

Various teaching tools which were used to create this SLP: audio recorded lectures, videos, concept maps, survey, self-correcting formative quizzes, feedback.

An interesting use of a professional social media has also been reported: LinkedIn. This platform represents an opportunity to build a professional network and meet potential recruiters, it also provides a reference from both past employers and formation centers alike. This SLP provides skills recognition on LinkedIn.

Its aim is to prepare for a (new) career and for personal development. This is done through apprenticeships, projects and professional development workshops.

Amongst most innovative teaching styles used in the SLP the following should be highlighted: practice, reciprocal, inclusion, guided discovery, divergent, individual, learner initiated and self-teaching.

The pedagogical team monitors learners' satisfaction and adjusts the programme to their needs and capabilities. They collect feedback from their learners with general and detailed questionnaires in order to implement changes.

They provide support to motivate learners and also to help them with their investigations. They also offer personalised feedback. They plan individual consultancy about the final

project. They offer free re-teaching for those who need assistance. All with the aim of motivating learners to complete the programme. They also match them with the specialists who can help them.

They report that the activities with the best results are those where learners work on a scientific problem, replicate results and propose a better way. While the activities with the worst results are those which require solving formal mathematical problems, learners do not like maths. They do not realise that acquiring this knowledge will be very useful in their professional life.

The pedagogical team decided to create this SLP in a blended learning mode, so they could use the face-to-face classes to deliver the most complex part of the programme and to enable learners to do smaller assignments at home. 95% of the content is available through the Moodle platform. Most of the online work is done by the learners individually.

A flipped classroom approach is used for some of the F2F activities.

The SLP concentrates on developing the following competencies: personal skills and attributes, skills related to the business world and conceptual / thinking skills.

Within the professional sector, the most relevant transversal skills transmitted are critical thinking, innovative thinking, presentation skills, self-discipline, information collection and critical data analysis.

2. SOFTWARE QUALITY ENGINEERING

SLP Name	SLP attributes																
Software quality engineering																	
<p><i>The target group includes lifelong learners.</i></p> <p><i>The SLP is essentially market driven as it takes into account the needs of employers and recruiters to develop the learning outcomes and it forms learners towards a (new) career.</i></p> <p><i>Innovation transpires in usage of many teaching methods such as collaborative and peer learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning, associational brainstorming, debates, flipped classroom, continuous professional development framework.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td></td><td>flexibility</td></tr> <tr> <td></td><td>scalability</td></tr> <tr> <td></td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td>✓</td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group		flexibility		scalability		relation to formal degrees		Interinstitutional creation		International creation	✓	market oriented	✓	innovation
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General characteristics

30 ECTS

EQ level 7

Blended learning (no information on the online percentage)

30 possible learners

SLP in Polish and in english (Lectures: in Polish; materials, exam and e-learning: in English.)

Theme: IT

Its creators have described this SLP as a demand-driven and cost-effective programme.

The SLP is part of a continuous professional development framework.

Target group:

The SLP target groups are students (bachelor and master) and lifelong learners.

Flexibility/Scalability

Its modular approach to programme design allows some degree of flexibility. The SLP is an independent programme with asynchronous LBBs (in terms of time).

It has consecutive modules that all learners must go through in order to complete the course. The learning outcomes that have been set range from the simplest (remembering) to the most complex (creating). Learners are required to execute tasks (know-how), to memorise knowledge, to acquire digital competencies (ICT safety, digital data processing, digital communication and collaboration, problem-solving with digital tools and digital content creation), to develop language skills, to use vocational / professional competencies and to demonstrate personal development skills.

Amongst the transversal skills developed the following are directly related to the market's demand: teamwork, communication skills, negotiation skills, critical researcher, innovative thinking, analysis and evaluation information skills.

Innovation

The SLP is society driven, it is designed in collaboration with experts from external companies, who constitute 80% of the entire teaching staff. The pedagogical team designs the SLP in collaboration with external private companies, experts and under the auspices of the Sabre company, which should be perceived as marketing efforts rather than subject matter support.

The employability was one of the key indicators for designing this SLP as they have been getting more and more feedback from external partners about the lack of qualified professionals in the Kraków local labour market.

All of the graduates from the first edition started working in a new field and were awarded a pay rise.

Learner's feedback is very significant for them, especially when it addresses the course's contents and its design. Their suggestions affect the changes in the SLP, they adjust as much as possible future editions to their needs.

It is in a blended learning mode, the materials from the lectures are uploaded to the platform and are redesigned into activities. They also use a flipped classroom approach on a regular basis. They chose to use a blended learning mode because they lacked hours to fully present the whole content during F2F sessions.

They concentrate on practice, individual learning and self-teaching. To achieve this they adopted some innovative teaching approaches such as collaborative and peer learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning, associational brainstorming, debates. It all depends on the LBB and teacher. They focus on developing people-related skills and conceptual/thinking skills.

The type of activities they use to achieve their goals focus on content, interactivity, critical thinking and production. They also take into account some informal learning activities like professional development workshops.

The main technology used to create this SLP is practice learning.

They continuously monitor the effectiveness of each LBB as well as the whole programme. To do so they send surveys to learners, this represents their main source of feedback and suggestions. Together with teaching staff they take into consideration all of the feedback in order to project necessary improvements or updates. They carry out assessments and evaluations both during the programme and at the end, through a final survey on the overall impression of the programme. They consider the number of enrollments to the next SLP's edition, as an indicator of quality assurance, which they aim at maintaining.

Graduates receive an ISTQB® Certified Tester certificate. It is a foundation level certificate, which is certified by an external british company. Additionally, they get a university diploma as a confirmation of SLP's completion. According to the polish law it does not equate to any specific extra qualifications, as in Poland, software testers work as freelancers.

Anadolu University, SLPs offer

1. PLAYING MUSICAL INSTRUMENTS

SLP Name Playing Musical Instruments	SLP attributes																
<p><i>The target group includes disadvantaged groups (geographically, economically, refugees) and lifelong learners.</i></p> <p><i>Flexibility is present as it is asynchronous in terms of time and place. It is self-paced, has a flexible learning path and accommodates a large number of learners.</i></p> <p><i>It is integrated in an ampler programme and the credits are transferable.</i></p> <p><i>It has various innovative aspects amongst which are teaching psychomotor skills at a distance, independent learning, the use of social networking tools and learners producing video recording.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td></td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility		scalability	✓	relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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	market oriented																
✓	innovation																

General characteristics

12 ECTS

EQ level 4

MOOC

120 average learners

SLP in Turkish

Theme: Music / Personal Development and Well Being

Also available on the OpenupEd platform

Its creators have described this SLP as a flexible, cost-effective, accessible, personalisable, competency-based and innovative programme.

The SLP is part of a lifelong learning framework.

Target group

The SLP target groups are students (foundation, bachelor, master, doctorate), disadvantaged groups (geographically, economically, refugees) and lifelong learners.

Flexibility/Scalability

This MOOC provides flexibility to learners as it is asynchronous in terms of time and place.

It has self-content units which allow a personalisation or flexibility of learning path as well as a self-paced learning and a progressive accreditation. It is integrated in a course and is adaptable to stakeholders' changing needs. It also accommodates large groups of learners.

It has a none stop enrollment policy.

It was created within an easy context adaptation for a continuous education.

Although it is a MOOC, it is integrated in an ampler programme and the credits are transferable.

In order to select the learning outcomes to be developed, the MOOCs' creators take into account learners' needs, the personal experiences of the professors and subject's requirements.

Innovation

The pedagogical team used the ADDIE design model (Analysis, Design, Development, Implementation, Evaluation) as well as the ARCS model to create the MOOC.

This programme depends on Anadolu University's resources (instructors and staff). However, upon request a collaboration with other organisations can be established to enrich the program.

Teaching psychomotor skills at a distance has been questioned since early days. This programme provides evidence that it can be done, namely, people can learn how to play a musical instrument at a distance.

To achieve this goal creators use practice, self-check activities, divergent and individual teaching styles (Mosston & Ashworth, 2008).

They favour independent learning, including learning through reflection, practical learning, assessment and personalised feedback for learning.

This MOOC is competency-based. It focuses on personal skills and attributes and on conceptual / thinking skills.

Helping learners acquire psychomotor skills at a distance is challenging, they succeed thanks to personalised guided study.

They propose different types of activities which are content focused and require reflection. Learners have to watch videos, then shoot their own and share them with the instructor(s) to get feedback.

They use internal badges as motivation tools, exchanges through social networking tools like Facebook, Twitter or Instagram and forums. There is also a certain amount of interactivity introduced by interactive videos. Future plans include gamification.

Learners who complete the MOOC successfully receive a completion certificate.

As far as quality assurance is concerned, they use a rubric which was developed specifically to evaluate the effectiveness, efficiency, engagement and endurance (4Es) of their MOOCs. The instructors first use it while developing the MOOC's materials. Then they are asked to revise their materials every year (after 3 cycles of offering) using the same rubric. The results are shared with the instructors, who are asked to make updates, if needed. Learners' feedback is taken into account to improve the MOOC. The learners are asked to fill out an end of LBB Survey for each LLB.

Hellenic Open University, SLP offer

1. INTEGRATED TEACHING METHODOLOGY: LEARNING CONTENT, EDUCATIONAL METHODS AND INSTIGATION.

SLP Name Integrated Teaching Methodology: Learning content, educational methods and instigation	SLP attributes																
<p><i>The target group includes disadvantaged groups (geographically, economically) and lifelong learners.</i></p> <p><i>Flexibility is found in its asynchronous format, in its adaptability to stakeholders' changing needs and its ability to become part of a formal degree.</i></p> <p><i>It is scalable to a large number of learners.</i></p> <p><i>It is innovative in its use of transformative learning, collaborative and peer learning, individual learning and informal learning. It uses role-playing, evocative visuals or textual passages, social networking and collaborative tools, virtual classroom and simulation, authentic learning and e-portfolios. It provides live streaming of the F2F sessions for learners unable to attend them.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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✓	innovation																

General characteristics

10 ECTS

EQ level 7

Blended learning 70% online, 30% F2F

100 average learners

SLP in Greek

Theme: Teacher Training + ICT

Professional development workshop

Its designers have described the SLP as a scalable, cost-effective, accessible and competency-based programme. The SLP is part of a continuous education framework.

Target group

The SLP target groups are students (master and doctorate), disadvantaged groups (geographically, economically) and lifelong learners. The learners are mostly professional women living in Greece.

Flexibility / Scalability

The SLP is scalable, cost-effective, accessible and competency based. It is made of self-content units, has a flexible learning path and is asynchronous in time and place. It follows a beginning-to-end path. Some obligatory milestones need to be reached within the

week to be able to proceed to the following week. Some materials and tasks are free choice. Teachers are not used to a free path, but they might introduce more freedom in the future.

It adapts to stakeholders' changing needs. The interdisciplinary approach to programme design also makes possible the lateral movement of the learners to other programmes at various levels.

It can accommodate large groups of learners, there is no maximum number. There is a minimum of 8 coordinators, they employ 1 tutor per 25 learners. It allows learners to enrol at any time. Live streaming of the F2F sessions is possible for learners who cannot attend face-to-face sessions, they are also available as a podcast.

The SLP starts with a needs analysis in order to adapt the contents and continuous evaluation. Learning outcomes complexity reach as far as to enable learners to analyse. It prepares learners to use vocational and professional competencies. When deciding on the learning outcomes, they took the needs and challenges in educational institutions, societal needs, certification and accreditation requirements into consideration.

It is not part of a full degree programme, but it can be officially recognised in 3 masters at the HOU, it could potentially be recognised by other universities. It can replace some LBBs of the master degree.

They adapt the activities to the learners' context and introduce adapted materials in function of their needs.

Innovation

The core educational values of this SLP are its transformative learning: learning by doing and the importance of learners' needs and how they dictate the programme.

The SLP takes the format of a professional development workshop. The programme is meant to help educators improve their teaching skills; therefore it enhances the quality of its learners and, indirectly, can help their employability.

Amongst the various transversal skills which are transmitted are critical thinking, communication and social interaction.

It was designed using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and the Action Learning model. To design the SLP, the pedagogical team defined the learning outcomes in function of the learners' needs, they then adapted the materials they had, and organised the platform and the teaching processes. Each week is divided in LBBs with outcomes and tasks.

Learners' feedback is essential for the quality of the SLP. Learners' comments are evaluated and taken into consideration by the Steering Committee of the Programme. The fields in

which feedback is most taken into account are the teachers' performance, the contents and teaching materials of the SLP.

They employed an external graphic designer and also involved SMEs in the design process, they created materials and they stayed in the programme to tutor and to update the programme.

The pedagogical team employs a combination of different teaching styles, which include practice learning, guided discovery, divergent and individual learning.

They develop collaborative and peer learning, learning through reflection, assessment and feedback. They promote inquiry-based, problem-based or case-based learning.

They use evocative visuals or textual passages (start a new topic with emotional inspiration), debates and role-playing.

It is a competency-based SLP, which develops people-related skills, personal skills and attributes and conceptual / thinking skills.

They vary the types of activities they propose to learners. These range from interactive tasks, critical thinking, problem solving, reflection on learning, discussions, debates and simulations.

They also recognise informal learning as they require learners to visit a workplace relevant to their field of study, and then document it. They mentioned that it was difficult to get all learners on board. They are concerned about whether informal activities should be mandatory or not. The reactions to this kind of activity depends on the learners professional sector (there are better reactions with preschool teachers than with secondary ones) and experience. They found that wikis are the activities with the best results, they are connected to the building of a community. They even report having some unexpected results: good quality of collective work, in particular the activities connected to artistic expressions, such as making a short (story telling) film with a mobile phone were very popular.

Their resources were made to order internally in the university, but they also used adapted documents from their resource bank, published articles, excerpts from textbooks and scholarly publications. They also use videos in the form of a speaker with slides behind. This later resource format has a very good reception amongst learners.

Amongst the innovative tools they relied on were social networking and collaborative tools, wikis, social media (Facebook, Twitter, Instagram), videoconferencing, chat, forum, shared documents. They aim at building a learning community where information on scientific events and texts can be found. They found collaboration to be crucial in the education

domain, as it is not an individual domain, learners must learn to work collaboratively. As for social learning, they say that it is imposed by the outside world, one of the first moves of learners is to build a private group on social media, which is beneficial for the SLP.

They develop competencies through interactive teaching tools such as virtual classroom, simulation and authentic learning, as one of the three main assignments is done after a training and based on it, learners have to report on their experience.

They also require learners to develop an e-portfolio, for this, they use an outline of the learning outcomes and link them to the tasks they completed during the programme, this constitutes a reference to show their work.

The SLP is in a blended learning mode. ICT is the most convenient solution, but some face-to-face sessions are welcome and considered as important by learners. Debates, role playing, brainstorming are done in face-to-face sessions. Most of the readings and assignments are online. There are 3 F2F sessions at weekends (once a month), the rest is online.

The SLP promotes peer evaluation as an assessment method, it has continuous assessment and personalised feedback. Their assessments confirm the completion of groups of intended learning outcomes.

Completion rates are improved through enhanced communication between tutors and learners.

This SLP follows the lines of the HOU School of Humanities' quality assurance. All the measures of quality are applicable in the SLP (school monitoring, self-, peer- and hetero-evaluation). The criteria for quality assurance are communication of teaching staff, evaluation of the process, of the materials and of the technical part.

The SLP is certified by HOU, the award is called "Short Programme Certificate".

2. PRECISION AGRICULTURE APPLICATIONS

SLP Name Precision Agriculture Applications	SLP attributes																
<p><i>The target group includes disadvantaged groups (geographically and economically).</i></p> <p><i>The SLP is adapted to stakeholders' changing needs, being asynchronous in tem and place and having a non-stop enrolment policy makes it flexible.</i></p> <p><i>Its innovation resides in its inscription in a continuous professional development framework, in its competency-based nature, in the use of a practice learning approach through collaborative and peer learning, independent learning and the use of new spaces and places for learning. It furthermore, resorts to VR, simulations and webinars.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td></td><td>scalability</td></tr> <tr> <td></td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility		scalability		relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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General characteristics

10 ECTS

EQ level 7

E-learning

80 average learners

SLP in Greek

Theme: Climate Change, Agriculture

Its creators have described this SLP as a scalable, cost-effective, accessible, competency-based and innovative programme. The SLP is part of a continuous professional development framework.

Target group

The SLP is aimed at students (master and doctorate) and disadvantaged groups (geographically and economically).

Flexibility / Scalability

The SLP is adapted to stakeholders' changing needs. It can accommodate large groups of learners. It offers none-stop enrollment. It is asynchronous in terms of time and place. It was created with a modular approach, each module corresponds to a week of learning. It has to be followed from beginning to end.

Innovation

The SLP offers apprenticeships and professional development workshops. It prepares learners for a (new) career.

It is competency-based. It develops skills related to the business world and conceptual / thinking skills. The SLP provides new technical and professional skills that are supposed to enhance the employability of its learners.

Learners acquire digital competencies (ICT safety; digital data processing; digital communication and collaboration; problem-solving with digital tools; digital content creation) and use vocational / professional competencies.

They involved external actors into the design process, a professor, an instructional designer and a graphic designer collaborated with the team.

It is based on practice learning, collaborative and peer learning, independent learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning, as well as using new spaces and places for learning. Learners use self checked and guided discovery to achieve their goals.

To select the learning outcomes, the pedagogical team took into account the needs and challenges in educational institutions, societal needs, the certification and accreditation requirements. They mostly concentrate on understanding and applying knowledge.

The type of activities proposed includes critical readings, applications and virtual lab experiments.

They also take into account informal learning through professional development workshops, webinars and learning events led by experts.

The collaborative and social networking tools which are favoured in the SLP are wikis, blogs, social media (Facebook, Twitter, Instagram, etc.), shared board, social bookmarks, videoconferencing, chat, forum and shared documents.

They also use interactive teaching tools such as self-correcting / formative quizzes, feedback, virtual classroom, simulation and VR.

Resources are made to order internally in the university, but they also can be found on the internet, accredited instructional objects, published articles, creative common or royalty free images and videos, excerpts from textbooks or online tutorials.

In order to increase completion rates, they provide regular feedback and enhanced communication between tutors and learners.

They have support for forum moderation, learners motivation and course guidance.

They use peer evaluation and continuous assessment, as well as personalised feedback.

The SLP is certified by the Hellenic Open University, the award is called "Short Programme Certificate".

This SLP follows the lines of quality assurance of the School of Humanities of HOU: School monitoring, self-, peer- and hetero-evaluation are measured and assessed.

Learners' feedback is essential for the quality of the SLP. Learners' comments are evaluated and taken into consideration by the Steering Committee of the SLP. The fields, in which feedback is very helpful, are the teachers' performance, the contents, the teaching materials of the SLP, as well as its assessment methods and techniques

Kaunas University of Technology, SLPs offer

1. INFORMATION TECHNOLOGY ADDITIONAL STUDIES PROGRAMME

SLP Name Information technology additional studies programme	SLP attributes																
<p>Flexibility asynchronous in terms of time and place, interdisciplinary approach to programme design (lateral movement of the learners to other programmes at various levels), personalisation of learning path, self-paced.</p> <p>It is scalable as it can accommodate large groups of learners</p> <p>It is innovative as it is based on practice learning, independent learning, collaborative and social networking.</p>	<table> <tr> <td></td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td></td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>		target group	✓	flexibility	✓	scalability		relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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General characteristics

5 ECTS

EQ level 6

E-learning

X average learners

SLP in Lithuanian

Theme: ICT Classroom

Its creators have described this SLP as a demand-driven, flexible, cost-effective, accessible and competency-based programme.

Target group

The SLP target group lifelong learners.

Flexibility/Scalability

It has an integrated curricula with virtual integrated or embedded mobility. The interdisciplinary approach to programme design also makes possible the lateral movement of the learners to other programmes at various levels. It is asynchronous in terms of time and place. It is composed of self-content units (personalisation of learning path) and has a flexible/free learning path (LBB order), it is also self-paced.

It can accommodate large groups of students and it is open.

Innovation

It was designed using the ADDIE model (Analysis; Design; Development; Implementation; Evaluation).

The learning outcomes that have been set range from the simplest (remembering) to the most complex (analysing) according to Anderson and Krathwohl's Taxonomy (2001). Learners acquire digital competencies (ICT safety, digital data processing, digital communication and collaboration, problem-solving with digital tools and digital content creation). Their needs and the level of basic knowledge necessary for studies at the university were taken into account to develop the learning outcomes. They collaborated with SMEs (Subject Matter Expert) to create SLP.

It is competency-based, it develops personal skills and attributes as well as conceptual/thinking skills and generic ICT based skills.

It is based on practice learning and it promotes independent learning.

It mixes various teaching styles such as self-check, individual, learner initiated, self teaching.

It proposes activities that are content focus or that invites reflection. Students have tasks which are assessed by the teachers. At the end of each segment, they access their knowledge through a test.

The SLP involves collaborative and social networking tools like chat, forum, content sharing sites, and interactive teaching tools such as self-correcting quizzes.

Their resources are made to order internally in the university.

The programme's main professor, teacher or tutor provides online technical support as well as forum moderation, course guidance and feedback.

The programme is designed for independent development of basic learners IT skills.

Feedback can either be automated or personalised.

The quality of the course is assured by the monitoring support provided by lecturers and the programme was created by qualified lecturers.

2. MATHEMATICS ADDITIONAL STUDIES PROGRAMME

SLP Name Mathematics additional studies programme	SLP attributes																
<p><i>Flexibility is present in the integrated curricula with virtual integrated mobility, it is self-paced and has a free path, it is asynchronous in terms of time and place.</i></p> <p><i>It is scalable as it can accommodate a massive number of learners.</i></p> <p><i>It a specialisation programme for students from a bachelor degree.</i></p>	<table> <tr> <td></td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td></td><td>innovation</td></tr> </table>		target group	✓	flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation		market oriented		innovation
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General characteristics

5 ECTS

EQ level 6

E-learning

X average learners

SLP in Lithuanian

Theme: Mathematics

Its creators have described this SLP as a demand-driven, flexible, cost-effective, accessible and competency-based programme.

Target group

The SLP target group is lifelong learners.

Flexibility / Scalability

It has an integrated curricula with virtual integrated or embedded mobility. It constitutes an additional studies programme for bachelor students.

It is made of self-content units (personalisation of learning path), has a flexible learning path (LBB order). The interdisciplinary approach to programme design also makes possible the lateral movement of the learners to other programmes at various levels.

It is self-paced and has a free path. It is asynchronous in terms of time and place.

It is scalable to accommodate a massive number of learners.

Innovation

It is a specialisation programme for bachelor students. It develops personal skills and attributes and conceptual/thinking skills through practice learning (acting to achieve goal or output, also on the work floor, in simulations, games, virtual labs).

It was designed following the ADDIE model (Analysis, Design, Development, Implementation, Evaluation).

The learning outcomes that have been set range from the simplest (remembering) to the most complex (analysing) according to Anderson and Krathwohl's Taxonomy (2001).

Learners are taught to execute tasks (know-how) and to memorise knowledge. The pedagogical team took into account students' needs and the level of basic knowledge necessary to study at the university to establish the learning outcomes to be reached.

It favours independent learning, including learning through reflection and uses a self-check, individual, learner initiated and self-teaching approach.

In order to help students achieve the intended learning outcomes, the SLP proposes activities which are content focused and which stimulate the reflection. Students have tasks, which are assessed by the teachers and at the end of each LBB they verify their knowledge by taking a test.

They facilitate collaboration through content sharing sites, chat and forums.

They have collaborated with SMEs to develop the SLP.

KU Leuven, SLPs offer

1. EUROPEAN TRAINING & EDUCATION FOR MEDICAL PHYSICS EXPERTS IN DIAGNOSTIC & INTERVENTIONAL RADIOLOGY

SLP Name European Training & Education for Medical Physics Experts in Diagnostic & Interventional Radiology	SLP attributes																
<p><i>The target group includes disadvantaged groups (geographically) and lifelong learners.</i></p> <p><i>It provides flexibility, as it is part of a networked curricula with virtual networked mobility, easy context adaptation, free path.</i></p> <p><i>It is an international interinstitutional programme.</i></p> <p><i>It is a continuous professional development which answers to market needs.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td></td><td>scalability</td></tr> <tr> <td></td><td>relation to formal degrees</td></tr> <tr> <td>✓</td><td>Interinstitutional creation</td></tr> <tr> <td>✓</td><td>International creation</td></tr> <tr> <td>✓</td><td>market oriented</td></tr> <tr> <td></td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility		scalability		relation to formal degrees	✓	Interinstitutional creation	✓	International creation	✓	market oriented		innovation
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General characteristics

0 ECTS

EQ level 8

Blended learning (30 to 79% online)

30 average learners

SLP in English

Theme: Medical physiology and radiology

Every LBB is hosted by a different university.

Its creators have described this SLP as a demand-driven programme, they also mentioned that a lot of effort has been put in to make it cost-effective.

The SLP is part of a continuous professional development framework.

Target group

The SLP target groups are disadvantaged groups (geographically) and lifelong learners.

Flexibility/Scalability

It is part of a networked curricula with virtual networked mobility.

It allows an easy context adaptation and needs to stay cutting-edge to be interesting to learners. It is part of a virtual exchange program.

Learners can choose their path of studies, it is not mandatory to follow all the LBBs, any LBB can be taken in any order, over any period of time.

There is an imposed rhythm within the LBBs. Learners first follow the online learning part and then attend live lessons at the university that provides the LBB.

Innovation

It aims at preparing learners for a (new) career through professional development workshops and an online programme. It provides continuous development for people already in the work field and enables them to work with experts.

The complexity of the learning outcomes reaches as far as creating, in Anderson and Krathwohl's Taxonomy (2001). The SLP form learners to use vocational / professional competencies.

When elaborating the learning outcomes the pedagogical team took into account the stakeholders' needs, the technological advances realised and the new research findings. Learning outcomes are for the MPE in Europe.

It is competency-based, it develops some people-related skills, but disciplinary competencies are much more important in the set-up of the programme. One LBB also focuses on leadership skills.

It is based on an active, collaborative and practice learning approach, using inquiry-based, problem-based or case-based learning. This is achieved using a blend of content focused and interactivity focused activities. It also includes some non-formal and informal learning activities in some LBBs.

The SLP's collaborative works are organised using forums and shared documents.

The resources are made to order by external professionals. They also used published articles and scholarly publications.

Support is given by the course's main professor, teacher, tutor for investigational and technical support, for forum moderation and for course guidance.

The team collaborated with SMEs, stakeholders and EFOMP (<https://www.efomp.org/>) to create the SLP.

Knowledge and skills are assessed by an exam and some continuous evaluation in some LBBs.

A blended learning mode was opted for, to provide learners with the expertise needed. Each LBB is focused around a single technique or practice. Expertise on this technique or practice can be found in one of the participating universities. The F2F lessons are focused around case-based learning and discussion sessions to deepen information. It also uses a flipped classroom approach in certain classes. The ratio of F2F learning and e-learning is 50/50.

The SLP is certified by EBAMP - a continuous learning development platform for medical physicists (<http://www.ebamp.eu/>).

The project coordinator follows up on quality assurance. Their project funding has dried up the question of quality assurance has been made more pertinent. There is continuous monitoring through a framework that has been put into place at the start of this project.

It is an initiative of international nature where 11 other universities participate in a partnership (every LBB is hosted by a different university).

The SLP was designed within KU Leuven, but in close participation with the other host universities. The international character of the programme is necessary because available expertise in all domains is limited in some countries.

2. IRO MOOC

SLP Name IRO MOOC	SLP attributes																
<p>The target group includes disadvantaged groups (geographically). It is flexible as it is open. It is scalable for a massive number of learners. It is innovative as it uses collaborative and peer learning (forum), inquiry-based, problem-based or case-based learning, continuous evaluations, peer assessment, it was created in collaboration with SMEs.</p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td></td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility	✓	scalability		relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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General characteristics

0 ECTS

EQ level N/A

E-learning

X average learners

SLP in English

Theme: Climate Change

EdX platform

Its creators have described this SLP as an accessible, scalable and open MOOC.

The SLP is part of a lifelong learning framework.

Target group

Geographically disadvantaged groups

Flexibility/Scalability

It was conceived with a modular approach, the LBBs are centred around specific themes. Learners must follow the SLP from beginning to end, but there are plans of an evolution to a free path offer for the following editions.

This SLP is scalable for a massive number of learners.

Innovation

The SLP was developed to prepare learners for active citizenship. It is competency-based, it develops learners' conceptual / thinking skills.

It was designed based on the Merrill's Principles of Instruction (MPI).

The learning outcomes that have been set range from the simplest (understanding) to the most complex (applying) according to Anderson and Krathwohl's Taxonomy (2001). Learners are required to memorise knowledge and to dominate transversal skills, like the application of knowledge, attitudes and values, social interaction. Learning outcomes were decided on taking into account the needs of people in developing countries to apply climate change knowledge to their own environment.

The pedagogical team uses collaborative and peer learning, inquiry-based, problem-based or case-based learning and debates with a reciprocal (Mosston & Ashworth, 2008) teaching style.

They use interactive and problem solving activities.

The resources were made to order internally in the university, they adapted documents from their resource bank. SMEs collaborated to the creation of the SLP.

They assess learners through continuous evaluations, sometimes through peer assessment. They provide automated and personalised feedback.

Learners can receive a certificate from KU Leuven after completion mentioning subject and hours to completion.

To ensure quality assure they comply with EdX platform standards and with their internal MOOC team standards.

Open Universiteit, SLP offer

1. ORGANISATIONAL CHANGE AND DEVELOPMENT

SLP Name Organisatieverandering en -ontwikkeling	SLP attributes																
<p><i>The target group includes lifelong learners and learners in employment.</i></p> <p><i>It is flexible as it adapted to stakeholders' changing needs, adaptive sequencing model.</i></p> <p><i>It is scalable as it can accommodate large groups of learners and has an easy context adaptation.</i></p> <p><i>It is related to a formal degree as it is integrated in a MBA programme.</i></p> <p><i>It is market orientated, as it forms professionals already in their functions and answers a need in the market.</i></p> <p><i>It is innovative for its subject matter choice, for use of an e-portfolio, collaborative and peer learning, autonomous learning and authentic learning, non-formal and informal activities, peer evaluation, continuous assessment and the involvement of SMEs.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td>✓</td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation	✓	market oriented	✓	innovation
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✓	innovation																

General characteristics

30 ECTS

EQ level 7

Blended learning (30 to 79% online)

20 average learners

SLP in Dutch

Theme: Change management

Its creators describe the SLP as a demand-driven, scalable, flexible, accessible, personalisable, competency-based programme.

The SLP is part of a continuous professional development framework, a continuous education framework and a lifelong learning framework.

Target group

The SLP target groups are students (master), lifelong learners, and learners in employment.

Flexibility/Scalability

It is synchronous in terms of time and asynchronous in terms of place. The SLP's creators chose this format as it enables a lot of different interaction forms and also that gives freedom of choice to learners. The SLP is part of a modular programme. Learners can

cumulate 20 ES points which can count towards a master degree (MBA), but it is not mandatory for the degree programme, it gives more reflective learning than the master, it's a specialization.

It has an adaptive sequencing model, they can organise more meetings if the learners need them. They have free-choice subjects where learners can choose any issues they need to address.

It is adapted to stakeholders' changing needs, it can accommodate large groups of learners and has an easy context adaptation.

Innovation

It was created following the action learning design model.

They wanted to develop management figure abilities who would be able to look at issues and situations from different points of view. It focuses on the postmodernist approach.

To develop the SLP they contacted one of the most critical professors on the subject, they looked at academic journals and talked with other professors. They also asked learners what they needed in their jobs. They combined the 3 points of views, then structured the learning, created the materials and recorded the video lectures.

Their learners are managers, CEOs, advisers, programme managers, so they know what they need, they are the market.

The SLP prepares learners for a (new) career and also for personal development. Learners develop conceptual/thinking skills. They meet with different experts to get info about the actual situation.

They used the Dublin descriptors to define the learning outcomes.

The core educational values of this SLP are autonomous learning and authentic learning.

The pedagogical team uses active learning, collaborative and peer learning, independent learning, practical learning, inquiry-based, problem-based or case-based learning.

The SLP uses authentic learning: learners write a personal narrative about a real problem they have. They need to analyse it and look at it from different angles throughout the year. They also do simulations.

Collaborative and social learning is very important. learners work in groups and exchange opinions online. They also work together at F2F meetings. They do this both on their own and under our supervision. Online they use videoconferencing, chats, yOULearn, forums and shared documents.

The pedagogical team employs a combination of different teaching styles, which include practice, guided discovery, individual, learner initiated and self-teaching.

They found problem solving activities to have the best results, they use a personal situation, look at theories which can be adapted to their situation, then they discuss it between themselves, they talk about it in a F2F meeting, they do a workshop on it and they reflect on the whole process.

They continuously adapt the programme and whenever there is an activity that doesn't work they change it straight away.

There is a certain amount of non-formal and informal activities proposed like attendance to conferences or seminars, visits to a workplace relevant to the field of study, professional development workshops, webinars and learning events led by experts.

The resources were made to order internally in the university or found on the internet, they also used published articles, excerpts from textbooks, scholarly publications and Open Educational Resources.

The university has its own tracking system, learners get feedback and are accompanied when the team judges what they need.

To motivate learners they employ inspiring teachers (partly in practice and partly in the academic world), they offer an appealing (to this public) blended learning format, they use different materials and activities (video, assignments), finally they found the price of the course itself to be a motivator.

They use peer evaluation and continuous assessment. They require learners to argue their assignments, they write a report on their reflection, they have to show a design for their end seminar.

The online learning is not organised, the F2F time is used for meetings (once a month), they meet before they start working on a new theme. They chose a blended learning format as it was more relevant for stakeholders and experts needs. The ratio of face-to-face and online learning is 20% F2F and 80% online, they coordinate via an online platform activated learning, discussions, group assignments and webinars.

They require learners to develop an e-portfolio. Every lecture ends with a report on what learners have learned and what they still need to learn. They ask them to keep these papers in their portfolio to show their vision of each subject before the programme and to analyse the change of their vision through the programme. This journey constitutes their portfolio. At the end of the seminar they use their portfolio to show how their perspectives have evolved.

They say that they do not follow learners after a few years to monitor results, but they know that they feel like they are too far away in front of their colleagues with their newly acquired skills.

It is integrated in an MBA programme. So it is both a building block of a larger programme and an independent programme.

The SLP is a certified professional programme diploma.

It was developed and offered by the scientific personnel of our university, it can be entered into the BaMa education of the university. Learners receive an OU certificate.

Each learner group is evaluated and their feedback is used for quality control by a quality insurance committee.

The Open University, SLP offer

1. MAKING YOUR LEARNING COUNT

SLP Name Making your Learning Count	SLP attributes																
<p>The target group includes disadvantaged groups (geographically, economically, prison learners and refugees), lifelong learners, specific cohorts of professional staff.</p> <p>Flexibility is found in the personalisation of the learning path, in the possibility of lateral movements of the learners to other programmes, adaptation of the learning environment to the needs, freedom of choice of the LBBs, adapted to learners environment (prison).</p> <p>It is scalable as it can accommodate large groups of learners.</p> <p>It can be the first part of a formal degree.</p> <p>It is innovative for the use of e-portfolio, accrediting independent learning and external resources, disparity of learning, collaborative and peer learning, independent learning, including learning through reflection, assessment and feedback for learning, new spaces and places for learning, production learning, peer evaluation and continuous assessment.</p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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General characteristics

30 ECTS

EQ level 5

E-learning

30 average learners - no maximum

SLP in English

Theme: Individual to each learners

Its creators have described this SLP as a scalable, flexible, cost-effective, accessible, personalisable and innovative programme.

The SLP is part of a lifelong learning framework

Target group

The target groups are students (bachelor), disadvantaged groups (geographically, economically and refugees), lifelong learners as well as specific cohorts of professional staff e.g. unions, police officers. Learners are new to HE or who haven't been into education for a long time, mostly without qualifications, some are learners who make a hobby of studying, some are refugees and some learners are in prisons, they all need extra attention.

They are from all over the UK, in the future they plan to address learners from anywhere in the world.

Flexibility/Scalability

The SLP is a self-content unit, which allows personalisation of the learning path, it is adaptable to stakeholders' changing needs and it is self-paced. The interdisciplinary approach to programme design also makes possible the lateral movement of the learners to other programmes at various levels.

They adapt the learning environment for learners who are in prison: the virtual campus is enclosed and off line.

Most learners are not as prepared as they think to get onto a HE programme, so this SLP gives them an opportunity to test small chunks of learning. It enables learners to get credits. Learners can choose to study whatever LBB they want from any programme.

They can use any learning resources, the pedagogical team propose an order, in terms of building up studying skills, they encourage them to follow that order, because of their level of study, but they have flexibility if they want it. It is a free path and asynchronous in terms of time and place.

It can accommodate large groups of learners. There is no maximum number of learners. They are a cluster of learners and they have a distributed network or associate tutors. They employ 2 or 4 tutors for 40/50 learners.

Innovation

It is a competency-based SLPs, they develop people-related skills, personal skills and attributes and conceptual / thinking skills.

They transmit learners transversal skills especially in ICT skills as learners need to use video and audio, uploading and downloading documents on the Internet as well as the VET. They are also introduced to critical thinking, as well as interpersonal and intrapersonal skills.

They do not deal directly with employability issues, but they aim at developing some of the skills needed in employment: communication (written and presenting via video or audio) producing posters and collaboration.

Learners have to produce a table with information on the LBBs they courses and write a short summary about them, they also write a holistic piece comparing them and talk about the positives and negatives of each LBB. This constitutes an e-portfolio which they can reuse later on and show to future employers.

The core educational value of the SLP is to get learners into higher education studies, by providing a framework to get credits for bits of learning, which do not usually get rewarded with credits (moocs etc.) and it also assesses study skills. They encourage disparity so they can get a flavor of different disciplines.

The objectives are to develop the necessary skills to become independent learners in high education. It prepares for personal development, for active citizenship and for further Higher Education Study.

To design the SLP they analysed learning: a 30 credits programme is 300 hours of learning (150 hours of contents and the rest of assessments and study skills), so they decided that learners could learn 150 hours of contents from where they chose to. Then they selected the learning outcomes they concluded learners should reach (to become independent learners who are able to direct their own studies, can manage their time and communicate their learning). The next step was to design assessments and activities for learners to be able to achieve the learning outcomes defined, and finally they asked learners to build their portfolio. They required assistance from expertal collaborators (professors, external critical readers) to create the SLP.

The learning outcomes, which are defined for this SLP, are understanding, evaluating and synthesising. They achieve those through the execution of tasks (know-how), the domination of transversal skills (application of knowledge, attitudes and values, social interaction, thinking), the acquirement of digital competencies (ICT safety, digital data processing, digital communication and collaboration, problem-solving with digital tools, digital content creation) and the demonstration personal development skills.

To elaborate the learning outcomes they took into account employers' needs, technological advances, society's expectations and the necessity of developing new models for delivery of higher education learning.

Assessment was created for this programme, but the contents can be taken for anywhere (in the university or outside).

To achieve their goals they use collaborative and peer learning, independent learning, including learning through reflection, assessment and feedback for learning, new spaces and places for learning, production learning (making something for others against agreed criteria) and (pre)publishing (wikis).

The pedagogical team employs a combination of different teaching styles, which include self-check, inclusion, guided discovery, individual, learner initiated, self teaching.

They develop community spirit through forums between learners, collaborative activities, peer assessment, online live sessions. They find that it is important that learners can do tasks

independently and then collaborate, as they can't be dependent on others to do their work, otherwise they get frustrated (discrepancies in the amount of work done by different collaborators, difference in working speed). The collaborative and social networking tools which are used are social media (Facebook, Twitter, Instagram, etc.) and forums.

The activities they propose to learners are based on contents, critical thinking, production, and reflection. The activity which gives the best results is to require learners to make their own videos (very engaged). The worst is the wiki (low participation).

Their resources are made to order internally in the university, they can also be found on the internet, or be creative common / royalty free images and videos and Open Educational Resources.

Support to learners is very important in this SLP, their tutors are used to work with access learners and to encourage them. The tutorial model is designed to support learners throughout the programme. Tutors guide learners through forum moderation, personalised feedback, for learners' motivation and course guidance.

Evaluation is made through continuous and end-of SLP assessments. They also use peer evaluation. Independent learning is incidentally assessed, as learners wouldn't be able to do the assessments if they hadn't done it.

This module is the first part credits of a full degree programme, it gives learners an idea of what they'd like to study. They accredit learning from open educational resources including MOOCs. The SLP is officially recognised and given 30 credits at level 4 (FHEQ).

The adequacy of the learning outcomes is ensured by an external assessor. An external examiner of benchmark quality verifies that they are benchmarked against the other HE institutions. There is also the university's standard quality assurance framework which is used to check on quality assurance.

Open University of Jyväskylä, SLPs offer

1. WORK AND ORGANISATION PSYCHOLOGY II (MODULE OF SUBJECT STUDIES OF PSYCHOLOGY)

SLP Name Work and Organisation Psychology II	SLP attributes																
<p>The target group includes lifelong learners. Flexibility self-paced, asynchronous in terms of time and place and a flexible time table. It is scalable and can accommodate large groups of learners. It is part of a degree programme. It is innovative autonomous learning, authentic learning, peers learning, non-formal and informal learning, flexible exam timetable.</p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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	International creation																
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✓	innovation																

General characteristics

5 ECTS
EQ level 6
E-learning
200 average learners
SLP in Finish
Theme: Psychology

Its creators have described this SLP as a scalable, flexible, cost-effective, accessible, personalisable and innovative SLP. The SLP is part of a lifelong learning framework

Target group

The SLP target groups are students (bachelor) and lifelong learners. Learners come from all over Finland, some from abroad, they are adult learners, around 20 / 21 years old who are planning to get into university later.

Flexibility/Scalability

It is self-paced, asynchronous in terms of time and place and a flexible time table, it has no-stop enrollment. It has a short format so learners can be autonomous. It is sequenced by

3 assignments in a particular order, but learners could change the order if they wanted to. It can accommodate large groups of learners by recruiting more teachers.

Innovation

The SLP prepares learners for a (new) career, for personal development or for active citizenship.

It is competency-based, it develops personal skills and attributes and conceptual / thinking skills.

It also forms transversal communication skills (task is to interview one person concerning well-being at work).

Learners also improve their ICT skills using the online platform and the tools (read ebooks, use the library, use moodle, write with words, use a mobile phone to record).

The core educational values of the SLP are autonomous learning and dealing with issues related to real life.

The learning outcomes that have been set range from the simplest (remembering) to the most complex (analysing) according to Anderson and Krathwohl's Taxonomy (2001). They are required to memorise knowledge and to use vocational / professional competencies. Learning outcomes are set by the Faculty of Education and Psychology.

To design the SLP the pedagogical team adapted an existing programme to Moodle, they divided the learning activities in 3 parts: assignment, exam and learning diary (keeping chapters from the book). Learners are proposed case-based and inquiry-learning (learners search for information on the internet). They study independently, learning through reflection, doing practical learning, assessment and feedback for learning.

The SLP values authentic learning. Learners are required to interview one person who had issues of wellbeing at work. Learners are given instructions on how to interview and report beforehand. Learners' feedback is good, they find it motivating and well integrated with the theoretical contents, they welcome the opportunity to put theory into practice. interview one person The whole course is based on independent learning for which they receive feedback.

The activities proposed are content focused and require reflection. The ones which give best results are those where learners are able to connect theory and practice, use their experience and previous education. Peers learning activities (search on the internet an

article or current information, the team collected their links to be reused) also give interesting results.

The worst results come from traditional exams where learners have to memorise and write contents without processing them.

They also value non-formal and informal learning activities, like visits to a workplace relevant to the field of study, for which they require the production of a documentation work.

Their main resources are e-books from the university library.

The SLP is assessed through a learner's plan, the interview and a written assignment.

Learners are not explained how assessment is related to learning outcomes.

There is a 4h online exam, which is possible to take once a month, learners can attend when they are ready). Learners also have to write a learning diary and deliver it to be assessed.

The programme is regularly reviewed based on learners' feedback.

The SLP is 1 LBB of an 8 LBBs programme. It can be studied independently or as a part of a subject studies of psychology programme. Learners can include it in their studies in their university, but it is not a full degree programme. The SLP is credited with 5 ECTS units of Subject Studies of Psychology (total of 35 ECTS).

The University of Jyväskylä follows the quality management system based on the Universities Act. All Finnish universities take part in an external evaluation of their activities and quality assurance systems on a regular basis.

2. DISABILITY, DIVERSITY AND PROFESSIONAL GROWTH

SLP Name Disability, Diversity and Professional Growth	SLP attributes																
<p><i>The target group includes lifelong learners.</i> <i>It is scalable accomodate large groups of learners.</i> <i>One LBB out of a formal programme of 5 LBBs.</i> <i>It is innovative as it uses collaborative and peer learning, independent learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning and evocative visuals or textual passages, a divergent discovery teaching style.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td></td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group		flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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General characteristics

5 ECTS

EQ level 6

E-learning

45 average learners

SLP in Finish

Theme: Diversity and ethicality

Its creators have described the SLP as a scalable, flexible, cost-effective, accessible, competency based and innovative programme. It is part of a lifelong learning framework.

Target group

The SLP target groups are students (bachelor) and lifelong learners.

Flexibility/Scalability

It can either be studied independently or as a part of the basic studies of special education. It represents one LBB out of a 5 LBBs programme.

It is sequenced from beginning to end. It is synchronous in terms of time and asynchronous in terms of place. It can accommodate large groups of learners and has an easy context adaptation.

Innovation

The SLP is competency-based SLPs, it aims at developing people-related skills, personal skills and attributes and conceptual/thinking skills. As well as transversal skills such as the ability to face one's own attitudes and stereotypes, some skills needed in e-education and the awakening of ethical thinking.

The objective of the SLP is to form learners for a (new) career, for personal development or for active citizenship.

The learning outcomes that have been set range from the simplest (understanding) to the most complex (creating) according to Anderson and Krathwohl's Taxonomy (2001). They are required to dominate transversal skills (application of knowledge, attitudes and values, social interaction, thinking), to acquire digital competencies (ICT safety, digital data processing, digital communication and collaboration, problem-solving with digital tools, digital content creation), to use vocational, professional competencies and to demonstrate personal development skills. Learning outcomes are set by the Faculty of Education and Psychology.

The pedagogical team uses collaborative and peer learning, independent learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning and evocative visuals or textual passages (start a new topic with emotional inspiration).

The team has a divergent discovery teaching style.

The type of activities they propose are content focused, interaction with others, critical thinking, production and reflection. They also have collaborative activities through chat, forum and shared documents.

The resources they use are found on the internet, published articles and creative common/royalty free images and videos.

In order to motivate learners they provide e-materials, a flexible timetable, small and interesting study units, collaboration and discussions with other learners, regular feedback from the teacher throughout the course. They provide online support for learners' motivation and course guidance.

They required external technical support on various tools of Moodle to create the SLP. Learners are evaluated through continuous assessments.

The University of Jyväskylä follows the quality management system based on Universities Act. All Finnish universities take part in an external evaluation of their activities and quality assurance systems on a regular basis.

Universidad Nacional de Educación a Distancia (UNED), SLPs offer

1. INSPECTIONS AND SUPERVISION OF SCHOOLS

SLP Name LA INSPECCIÓN Y SUPERVISIÓN DE LOS CENTROS EDUCATIVOS	SLP attributes																
<p><i>It is flexible as it is adaptable to the stakeholders' changing needs and it is asynchronous in terms of time.</i></p> <p><i>It is innovative in its use of collaborative and peer learning, practical learning, non-formal and informal learning activities, collaborative and social networking and peer evaluation.</i></p>	<table> <tr> <td></td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td></td><td>scalability</td></tr> <tr> <td></td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>		target group	✓	flexibility		scalability		relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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	market oriented																
✓	innovation																

General characteristics

6 ECTS

EQ level 6

E-learning

50 average learners

SLP in Spanish

Theme: School supervision

Its creators have described this SLP as a scalable, flexible, and competency-based programme. The SLP is part of a continuous professional development framework.

Target group

The SLP target groups are students (bachelor, master and doctorate).

Flexibility/Scalability

It is made of self-content units, it is also adaptable to the stakeholders' changing needs. It is asynchronous in terms of time. It has to be followed from beginning to end. It proposes projects and professional development workshops.

Innovation

The programme focuses on professional development, it prepares teachers for being educational supervisors.

It is competency-based, it is aimed at developing conceptual / thinking skills.

It was designed using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation)

The learning outcomes that have been set range from the simplest (applying) to the most complex (evaluating) according to Anderson and Krathwohl's Taxonomy (2001). Learners are required to execute tasks (know-how), to dominate transversal skills (application of knowledge, attitudes and values, social interaction) and to use vocational / professional competencies. To elaborate the learning outcomes the pedagogical team took into account the employers and recruiters needs.

The SLP includes collaborative and peer learning, practical learning and debates.

The SLP employs a combination of teaching styles: practice, reciprocal and self-teaching. It was created with activities which provide content focus, interactivity with others, critical thinking, production, problem solving and reflection.

They also use simulation and help learners create an e-portfolio.

It also proposes some non-formal and informal learning activities such as professional development workshops and webinars or learning events led by experts.

Learners are required to use collaborative and social networking tools: forums, shared documents, blogs, social media (Facebook, Twitter, Instagram)

The SLP is made with resources, which are accredited instructional objects, published articles, scholar publications and from open educational resources.

The team uses peer evaluation and continuous assessment.

Support is given by the programme's main professor / tutor, there is also peer support and technical support. It is given for forum moderation, investigation support and course guidance.

Successful learners are awarded a Certificate of Teacher Training. The team uses learners' feedback to check the quality of the SLP.

2. INDUSTRIAL DESIGN AND PRODUCT DEVELOPMENT

SLP Name DISEÑO INDUSTRIAL Y DESARROLLO DE PRODUCTOS	SLP attributes																
<p><i>The target group includes professional learners.</i></p> <p><i>Flexibility is found in the self-content units with a flexible learning path, the adaptability to stakeholders' changing needs, the possibility of lateral movements of the learners to other programmes, the none-stop enrollment, its asynchronous mode, the progressive accreditation, the adaptability of the sequencing model. It is scalable for a massive number of learners and offers an easy context adaptation.</i></p> <p><i>It is innovative as it uses production learning, non-formal and informal learning activities, badges, Transferable Educational Skills recognition, learners collaboration and social networking tools.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td>✓</td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td></td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group	✓	flexibility	✓	scalability		relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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	market oriented																
✓	innovation																

General characteristics

25 ECTS

EQ level X

E-learning

X average learners

SLP in Spanish

Theme: Product development

Its creators have described this SLP as a flexible programme. The SLP is part of a continuous professional development framework.

Target group

The target group is professional learners.

Flexibility/Scalability

The SLP consists of self-content units with a flexible learning path (LBB order), it is adaptable to stakeholders' changing needs. The interdisciplinary approach to programme design also makes possible the lateral movement of the learners to other programmes at various levels. It has no-stop enrollment, it is asynchronous.

It has progressive accreditation, offers an easy context adaptation and can be scalable to enrol a massive number of learners. It can either be followed from beginning to end or be adapted to learners needs.

It proposes projects, virtual seminars, professional development workshops, online seminars and work floor experience.

Innovation

It is a formation for continuous professional development (CPD).

The learning outcomes complexity levels go as far as creating. Learners are required to execute tasks (know-how), to dominate transversal skills (application of knowledge, attitudes and values, social interaction), to acquire digital competencies, to use vocational / professional competencies and to demonstrate personal development skills. The learning outcomes were designed thinking about the professional development and the skills learners needed to develop.

The team uses production learning (making something for others against agreed criteria), (pre)publishing (wiki's) and practical learning. Their teaching style is practice.

The types of activities used in the SLP focus on contents, interactivity with others, critical thinking, production, problem solving and reflection.

There are also non-formal and informal learning activities which are proposed to learners: attendance to conferences or seminars, visits to a workplace relevant to the field of study, professional development workshops, or webinars / learning events led by experts.

They use motivation tools such as badges (for internal use) and Transferable Educational Skills recognition. They also use collaborative and social networking tools like content sharing sites, shared board, social bookmarks, videoconferencing, chat, forum and shared documents.

The main programme 's professor / tutor gives support on technical issues, for forum moderation, for learners motivation, for investigation support, for course guidance and for feedback. They also have a community manager for social networks and forum animation. Learners' evaluation is made through continuous assessment.

Quality assurance is assured by the teaching team.

Universidade Aberta (UAb), SLPs offer

1. QUALIFICATION COURSE FOR HIGHER STUDIES (CQES)

SLP Name Qualification course for higher studies (CQES)	SLP attributes																
<p><i>The target groups include lifelong learners.</i> <i>It is scalable as it can accommodate larger groups of learners.</i> <i>It is an access programme to formal degrees.</i> <i>It is innovative as it uses collaborative and peer learning, assessment and feedback for learning, active learning, non-formal and informal learning activities, Transferable Educational Skills recognition, e-portfolio creation, peer evaluation and continuous assessment.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td></td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group		flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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	Interinstitutional creation																
	International creation																
	market oriented																
✓	innovation																

General characteristics

12 ECTS

EQ level 5

E-learning

200 average learners

SLP in Portuguese

Theme: Access programme

Its creators have described this SLP as a scalable, flexible, cost-effective, accessible, competency based, innovative programme. The SLP is part of a lifelong learning framework.

Target group

The target groups are students (foundation) and lifelong learners.

Flexibility/Scalability

The SLP is an independent programme, integrated in a larger programme. It can accommodate large groups of learners.

It is asynchronous in terms of time and place. Its sequencing model is from beginning to end.

Innovation

It is a competency-based SLP. It aims at developing people-related skills, personal skills and attributes and conceptual / thinking skills.

The SLP is a preparation programme for the continuation of studies in HE. It forms learners at studying and collaborating in a virtual classroom.

The learning outcomes that have been set range from the simplest (applying) to the most complex (analysing) according to Anderson and Krathwohl's Taxonomy (2001). It requires learners to execute tasks (know-how), to dominate some transversal skills, to acquire digital competencies, develop language skills and to demonstrate personal development skills. When elaborating the learning outcomes the team evaluated the knowledge and competencies needed to access HE as an adult learner.

The SLP creators have used collaborative and peer learning, assessment and feedback for learning. Its contents are delivered through active learning (reading a syllabus, making exercises, writing notes and essays, watching, simulating, one word summary, role-playing). The teaching style chosen by the team is practice and guided discovery.

They propose production activities, as well as non-formal and informal learning activities like webinar/learning events led by experts and informal meetings between colleagues in Local Learning Centres.

To motivate learners they use a Transferable Educational Skills recognition scheme, as well as collaborative tools: forum, wiki (moodle), wikis, shared board.

They also use interactive tools such as self-correcting exercises/formative quizzes, feedback, virtual classroom and e-portfolio creation.

These resources are made to order internally in the university or are published articles, scholar publications and taken from open educational resources.

They assess learners' evolution by peer evaluation and continuous assessment. Successful learners are awarded with a Certificate of Conclusion giving access to a bachelor degree at UAb. The quality of the SLP is assessed by learners.

2. CERTIFIED MODULAR TRAINING IN EDUCATION AND TECHNOLOGY

SLP Name Certified Modular training in Education and Technology	SLP attributes																
<p><i>The target group includes lifelong learners and disadvantaged learners (geographically and economically). It is scalable as it can accommodate large groups of learners and has an easy context adaptation. It is an access programme to formal degrees. It is innovative as it promotes thinking reflectively, it uses collaborative and peer learning, independent learning, practical learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning, authentic learning and video feedback, e-portfolio, peer evaluation. Learners are free to choose between continuous or final assessment.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td></td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group		flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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	market oriented																
✓	innovation																

General characteristics

24 ECTS

EQ level 6

E-learning

20 average learners

SLP in Portuguese

Theme: Education and Technology

Its creators have described this SLP as a scalable, flexible, cost-effective, accessible, competency- based and innovative programme.

TARGET GROUP

The target group includes students (bachelor), lifelong learners, disadvantaged learners (geographically and economically).

Learners from all over Portugal, who are teachers in primary and secondary schools.

FLEXIBILITY/SCALABILITY

It is a SLP developed in a continuous education context. It introduces learning in a virtual classroom.

This SLP is part of a formal programme, it has a modular approach to the entire programme. It has progressive accreditation. It is asynchronous in terms of time and place.

It gives learners the opportunity to study without taking the full degree programme and to get deeper into the topic.

This SLP (Modular Training Programme) consists of 4 curricular units which belong to a bachelor (1st cycle) degree programme.

Its sequencing model is from beginning to end, because some skills and topics have to be studied before others.

There is no maximum number of learners and an easy context adaptation. The team has virtual classrooms with 70 learners in each one, so they multiply the number of classrooms and tutor by the amount of learners.

INNOVATION

The Association of Education has their own market studies, it is an important benchmark for the SLP, because it is for teachers, the Ministry of Education points out the main skills needed.

It is a competency-based SLP, which develops people-related skills, personal skills and attributes and conceptual / thinking skills.

It teaches ICT as a subject and also as a tool. Learners are required to reflect on the potential of ICT in education. They also learn how to use the tool as a transversal skill.

The design was adjusted in regards to the feedback from ANALCE (National Association of Bachelors in Education / Educational Sciences).

The SLP will improve personal and professional competencies and therefore contribute for employability.

The core educational values are thinking reflectively and the development of learners' commitment to their studies.

To design the SLP the team chose curricular units, which had topics in common and which could help learners to get more specialised. LBBs were created for a larger programme (1st cycle education), they are a curricular unit of this programme, the team took them from the larger programme and put them together (without adapting them) taking into account the competencies learners needed to develop and the need of national agencies.

The SLP forms learners for a (new) career, for personal development and for active citizenship.

The complexity of the learning outcomes reaches as far as creating. This is achieved through the domination of some transversal skills, the acquisition of digital competencies and the demonstration of personal development skills.

Formation is achieved through collaborative and peer learning, independent learning, practical learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning and debates.

When elaborating the learning outcomes, the team took into account the needs of employers and recruiters, as well as the technological and educational advances.

They used different approaches according to the curricular units and the competencies to be developed: inquiry learning or practice learning.

The teaching style is practice, reciprocal and guided discovery. The activities proposed are production and problem solving.

The team favours authentic learning: real topic scenarios, learners are also encouraged to produce artifacts and work in authentic context. They also use collaborative and social learning: discussion on the forums and collaboration among peers to motivate and increase the quality of the work. Not all learners participate in social learning but the ones who do give positive feedback. It creates a sense of proximity and learners make friends even in an online environment. The forums are the activities, which achieve the best results in the SLP. Learners also need time for autonomous activities. Essay writing is the activity with the worst results.

The SLP also proposes informal activities, although the team finds it complicated to get learners to participate in them. They have informal F2F meetings, which are not mandatory. Learners can also come to seminars in the main building in Lisbon or can participate online (webinars). It is difficult to get them to attend. The pedagogical team schedules these informal meetings late in the afternoon or in the evening to improve participation. When learners do participate in the feedback it is very positive.

The SLP uses video to motivate learners as an introduction to a topic, or to give video feedback.

It is also a tool that learners can use as an activity to produce an artifact. Videos are produced by the teacher for the feedback video (filming themselves talking). Introduction videos are made by a specific team that helps professors to produce multimedia, they can be animations, teachers speaking, or any kind of video depending on the needs of the topic. Video feedback gives very good results learners like to see how it is teaching them and it enables learners to feel closer to the teachers.

There are opportunities for autonomous learning: learners can choose between a final assessment or continuous assessments. The team encourages them to opt for continuous assessments because they have a better success rate, but they can do autonomous learning. They require learners to create an e-portfolio.

The resources were made to order internally in the university, adapted documents from their resource bank, published articles, scholar publications, Open Educational Resources and resources made by the teachers.

To develop community spirit they use forum discussions and collaborative tools : wikis, blogs and shared boards.

Support is given by the main professor / tutor, by peers and by community manager (Social networks, forum animation) for forum moderation, learners motivation, investigation support, course guidance and technical issues.

Assessments are aligned with learning outcomes especially for autonomous learning because sometimes some skills are not easy to assess in a final exam so it is easier to align them. Independent learning is assessed only at the final exam. There are also some assessments done via peer evaluation. The final exam takes place F2F in different local learning centers (17 in the country). They use a Transferable Educational Skills recognition.

The SLP is certified. It is a part (4 credits) of a larger degree (30 credits) programme: a specialisation in a topic.

The quality assurance of this SLP is embedded in the quality assurance of the formal programme to which it belongs, it is defined at university level. There is an evaluation form for learners' feedback.

Università Telematica Internazionale Uninettuno, SLPs offer

1. ENTERPRISE MANAGEMENT

SLP Name	Organizzazione Aziendale	SLP attributes																
<div>The target group includes lifelong learners. It is scalable as it can accommodate larger groups of learners. It is flexible as there are no constraints on the order in which LBBs are studied and it is asynchronous in terms of time and place. It is part of a formal degree. It is market orientated as it answers directly a need for specific skills. It is innovative as it uses collaborative learning, flipped classrooms, hypermedia learning, collaborative and peer learning, inquiry-based, problem-based or case-based learning, collaborative and social networking, the tutor is very present online.</div>		<table><tr><td>✓</td><td>target group</td></tr><tr><td>✓</td><td>flexibility</td></tr><tr><td>✓</td><td>scalability</td></tr><tr><td>✓</td><td>relation to formal degrees</td></tr><tr><td></td><td>Interinstitutional creation</td></tr><tr><td></td><td>International creation</td></tr><tr><td>✓</td><td>market oriented</td></tr><tr><td>✓</td><td>innovation</td></tr></table>	✓	target group	✓	flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation	✓	market oriented	✓	innovation
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✓	market oriented																	
✓	innovation																	

General characteristics

10 ECTS

EQ level 7

E-learning

10 average learners

SLP in Italian

Theme: Business and finances

Its creators have described this SLP as a demand-driven, flexible, cost-effective and accessible programme.

The SLP is part of a continuous education framework.

TARGET GROUP

The target group is lifelong learners, they are professionals in the Health Sector.

FLEXIBILITY/SCALABILITY

The programme is structured in 5 LBBs. Each one is composed of several lessons which are indexed in sub-topics; learning contents (papers, articles, web references, bibliographies, multimedia contents, exercises) are "linked" to sub-topics, lessons, LBBs. There is no constraint for an imposed order for lessons or LBBs.

The sequencing model is from beginning to end. The design proposes a linearity (from lesson 1 to lesson N), but the system does not force the learner to follow that order. Lessons are grouped in macro-topics, and a concept map provides learners an overview of how macro-topics, lessons, contents and course activities are structured and interrelated.

It is asynchronous in terms of time and place, apart from the interactive sessions which are synchronous; Learners' synchronous effort amounts to 2 hours every 2 weeks, for a 10 weeks programme. The SLP can accommodate large groups of learners.

INNOVATION

The creators describe the SLP's format as similar to a MOOC, a project, an online seminar or none of them. The format mixes traditional academic lectures, provided as on-demand video contents, with live interactive experiences focused on applying the theoretical knowledge acquired by learners studying the contents.

It is a continuing professional development programme which develops skills related to the business world. It enables learners to interact with medicine / health sector professionals.

The SLP is an answer to a need on the market. The economic faculty realised that professionals willing to achieve a managerial position in their careers lacked business / entrepreneurial management competencies, in the health sector. The programme is delivered three times a year, according to ECM re-accreditation and uninettuno programme delivery periods.

The programme's objectives and delivery models were discussed with the ECM Catalogue management.

It was created following an ADDIE model (Analysis, Design, Development, Implementation, Evaluation).

The learning outcomes that have been set range from the simplest (understanding) to the most complex (evaluating) according to Anderson and Krathwohl's Taxonomy (2001). Learners need to execute tasks (know-how), to memorise knowledge and to understand business organizations characteristics.

The SLP proposes full online collaborative learning, flipped classrooms, hypermedia learning (references to deepening material provided in real time while watching a video-lesson), collaborative and peer learning, inquiry-based, problem-based or case-based learning and debates. The teaching style chosen practice, self-check, guided discovery and self teaching.

The activities used are either content focus or provide interactivity with others and reflection.

Some collaborative and social networking tools are employed for these activities such as wikis, shared boards, videoconferencing, chats, forums, shared documents, online conferences with desktop sharing, application sharing and shared whiteboards.

Uninettuno pedagogical model is fully applied in the SLP: learners are supported by a "human" tutor, providing help, feedback, learning scheduling, online support through their Interactive Classroom System. Uninettuno's learning analytics system allows the tutor to understand rapidly learning difficulties and possible drop-outs. Tutors are trained to the Uninettuno online learning environments in order to use all available instruments to prevent drop-outs and to be effective in supporting all learners.

The resources they use are made to order internally in the university or by external professionals, they can also be adapted documents from their resource bank and published articles.

Support is given for forum moderation, course guidance and live classes. The Learners are evaluated through continuous assessment.

Learners answer a final satisfaction questionnaire on 22 items related to the effectiveness of learning contents, learning environment, tutors and professors, course activities, assessment and overall judgement.

Interactive class sessions are prepared by the tutor assigning contents to be studied by learners before the live session. Before the session the learners are asked to acquaint themselves with the issues related to the planned discussion; then they study the video lessons, the reference texts, books, lecture notes, articles, essays, thus preparing themselves to face the debate with the teacher-tutor. In the second phase, the teacher-tutor asks questions to the learners in order to assess their skills level. In this phase, the questions being asked are of greater importance than their answers given; they represent the bases on which the discussion starts. The teacher-tutor triggers a learning process which arises from the dialogue and the discussion through the *disputatio* (inspired by the educational model of the medieval universities and by Socratic dialogue). Participants learn from their peers and reflect upon their own ideas. Learning becomes a process which involves the learner in thinking and creating multiple perspectives and viewpoints. Creativity and critical thinking are promoted while approaching knowledge. It is the interaction, the dialogue and the discussion which add value to this kind of learning.

Participation in the programme is rewarded with an Attendance Certificate. The SLP is also subject to the accreditation of ECM credits. *"The programme costs just 400€ and provides 10 ECT, equivalent to 30 ECM credits".*

Since this is a programme which is a part of a degree programme (Master Degree Course), its quality assurance is compliant to the Uninettuno quality assurance model:

- continuous monitoring (both during and at the end of the programme) of learners' performances,
- a questionnaire on learners' satisfaction at the end of the course,
- an analysis of learners' behaviour (learning analytics) and performances at the final exam.

Furthermore, all the processes for this course are certified ISO 9001 (a mandatory condition to be accredited in the ECM catalogue), as the Economics Faculty provides the course, and the whole University.

2. EU LOBBY

SLP Name	EU Lobby	SLP attributes																
<p>The target group includes lifelong learners and professionals. It is scalable as it can accommodate large groups of learners. It is market driven as it answers to a specific need in the market, involves professionals and experts. It is innovative as it uses an experience based approach, online collaborative learning, flipped classroom, hypermedia learning, collaborative and peer learning, practical learning, role-playing, authentic learning.</p>		<table><tr><td>✓</td><td>target group</td></tr><tr><td></td><td>flexibility</td></tr><tr><td>✓</td><td>scalability</td></tr><tr><td></td><td>relation to formal degrees</td></tr><tr><td></td><td>Interinstitutional creation</td></tr><tr><td></td><td>International creation</td></tr><tr><td>✓</td><td>market oriented</td></tr><tr><td>✓</td><td>innovation</td></tr></table>	✓	target group		flexibility	✓	scalability		relation to formal degrees		Interinstitutional creation		International creation	✓	market oriented	✓	innovation
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	relation to formal degrees																	
	Interinstitutional creation																	
	International creation																	
✓	market oriented																	
✓	innovation																	

General characteristics

10 ECTS

EQ level 7

Blended learning (30 to 79% online)

15 average learners

SLP in Italian

Theme: Lobbying

Its creators have described this SLP as a demand-driven and innovative programme.

TARGET GROUP

The SLP target groups are students (master), lifelong learners and professionals interested in competencies and skills for international affairs at EU level.

FLEXIBILITY/SCALABILITY

The SLP is adaptable to stakeholders' changing needs, it is asynchronous in terms of time and place, except for online live classes and only one face-to-face event at the end of the SLP.

The short programme is particularly suited for the professionals the SLP targets, the synchronous learning time is made of 5h a week and 3 days in Brussels. The learners prefer practical information and tools.

The SLP's sequence is from beginning to end. Learners are provided with a path, they can explore all the lectures when they want to, but the interactive classes are scheduled in a certain order so they have to be prepared for them. It can accommodate large groups of learners.

INNOVATION

It is structured in 3 LBBs (+ a trip to Brussels), 5 video-lessons per LBB, one week per LBB. Each week involves an interactive session moderated by the SLP tutor; the 4th week is a study visit. LBBs develop the competencies learners need to develop their project work, it will be discussed and evaluated in the final week.

It is market driven, it answers a need for a quick and focused formation. It involves partners from international affairs and lobbying. Each LBB was created by an expert. The aim is to give learners an idea of the market and of what will be expected from them in their professional activities. They can meet with real actors of the market in Brussels.

It is competence-based, it develops people-related and conceptual / thinking skills. As well as the following transversal skills: negotiation, presentation, problem solving and ICT (through the use of the platform, as well as the social and communication tools which learners have to use in real context).

Employability is at the center of this SLP, the idea of the programme came up after interacting with lobby agencies and international affair organizations, which demanded specific competencies and skills in international relations at EU level. The impact on finding work or progressing into a career is assessed every year by survey.

The core educational values which are promoted in the SLP are collaborative learning and experience approach.

It was designed following the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The 3 main teaching and learning components are self-based learning videos (with synchronised hypermedia links within the lecture to additional resources, these videos are indexed so learners can jump to a specific topic, they are self-evaluated), online live classes and face-to-face exchanges with professionals.

They began to reference all the theoretical knowledge and helped the experts to organise their contents. They received support from the video department, then the pedagogical team analysed which experiences / activities would be useful for the learners to put into practice the theories and case studies that the experts presented. Finally, they decided what the learners could do in live classes. They have integrated Skype-for-Business which they use for online classes once a week. This serves as a questions / answers session, a flipped classroom and a revision of the project. Last

week they were the protagonists of the interactions with actual lobbyists in Brussels so the team needs to prepare them for this. They analysed what tools, competencies, soft skills and the job requirements were relevant.

The learning outcomes that have been set range from the simplest (understanding) to the most complex (evaluating) according to Anderson and Krathwohl's Taxonomy (2001). Learners have to execute tasks (know-how), dominate transversal skills and acquire digital competencies. Learning outcomes were elaborated taking into account the needs which emerged from discussions with sector field experts and the technological advancements that impact on political / institutional international relations.

The SLP includes online collaborative learning, flipped classroom, hypermedia learning, collaborative and peer learning, practical learning, debates and role-playing. There is an authentic learning dimension in the SLP as learners can meet professionals in Brussels.

The teaching style is described as practice, self-check, guided discovery and self teaching.

The activities used are projects and virtual seminars, content focused, interactive with peers and tutors. They involve critical thinking and production of a project (begins in week 1 and is delivered and discussed in week 4).

The team finds that the forums are a powerful tool for learners' connection and also to keep discussions going and searchable. The live interactions provide contacts with experts and trigger different cognitive skills. The activities which give them the best results are the collaborative projects (teamwork, negotiation, discussion, leading = related to real world tasks), while the worst results come from the automatic exercises with automated feedback. There are also non-formal and informal learning activities proposed to learners : a visit to a workplace relevant to the field of study, a meeting with professionals.

Video-lessons are a core component of the Uninettuno model. The teaching tools used are virtual classroom and video which is part of the self paced learning but also used in video communication. The team gets good reactions from learners as it provides flexibility. Lecturers speak to learners in an organised manner with a storyboard, they have a list of topics and they end the session with open questions. They use slides (ppw) or simulation or videos from other sources if needed or live browsing on the internet.

They also use collaborative and social networking tools: chat, forum, shared documents, video-conferencing with desktop sharing, application sharing, shared whiteboard. Exchanging with peers is important to meet new professionals and network.

For their project, learners have to choose a scenario, which will define in which group they are for collaborative work. It provides continuous activities and contacts. It challenges them to interact with professionals at the end and give a good opinion of themselves.

Resources are made to order internally in the university, as well as externally by professionals, they also use adapted documents from our resource bank. SMEs create some contents with the support of the pedagogical team, they are given help to write scenarios for their video recordings

To motivate learners they use live sessions, discussion with peers, assignments, the final objective (meeting professional), a notification system. They check on progress with analytics reports, and course completion status is evident in learners' pages. Collaborative activities (forum, Interactive class sessions) are also designed to increase learners' motivation.

Uninettuno pedagogical model is fully applied: learners are supported by a "human" tutor, providing help, feedback, learning scheduling, online support through Uninettuno Interactive Classroom System. Uninettuno's learning analytics system allows the tutor to spot learning difficulties and possible drop-outs. Tutors are trained to the Uninettuno model and online learning environments in order to use all available instruments to prevent drop-outs and to be effective in supporting all learners in their classes.

The team uses continuous assessment as well as an exam on the last week, it is face-to-face and takes the form of a project and the participation in activities.

The first three LBBs / weeks involve a flipped classroom in the Uninettuno interactive class system. Interactive Class sessions are prepared by the tutor assigning contents to be studied by learners before the live session. Before the session the learners are led to acquaint themselves on the issues related to the planned discussion; then they study the video lessons, the reference texts, the books, the lecture notes, articles, essays, thus preparing themselves to face the debate with teacher-tutor. In the second phase the teacher-tutor asks questions to the learners in order to assess their skill level. In this phase the questions being asked are of greater importance than their relative answers; they represent the bases on which the discussion starts, or better the disputatio. With the disputatio – inspired to the educational model of the medieval universities and to Socratic dialogue – they promote a learning process arising from dialogue and discussion, they learn from others and reflect upon their own ideas. Learning becomes a process that involves the learner in thinking and creating multiple perspectives and viewpoints. Creativity and critical thinking are promoted while approaching knowledge. It is interaction, dialogue and discussion that add value to this kind of learning.

75% is full online, the 4th week is face-to-face and involves different, separated activities: the institutional meetings, the discussions and presentation of the project work. There are some synchronised online classes and one presential at the end of the course.

The final week is a study visit in Bruxelles, allowing learners to participate in institutional meetings organised both with EU Commission and Parliament representatives and with Enterprise representative offices in Bruxelles, in order to let them interact and directly know how relations are managed, which are the risks and the opportunities and some of the insider tricks in being a EU relations officer at Bruxelles.

Learners receive a certificate of attendance. It is an independent certificate, they also receive full credits for each part of the LBB.

It is not designed to be part of a degree, but was structured so that each LBB could be recognised as part of another programme.

Its quality assurance is compliant with the Uninettuno quality assurance model:

- continuous monitoring (both in itinere and at the end of the course) of learners' performances
- questionnaire on learners' satisfaction at the end of the course;
- analysis on learners' behaviour (learning analytics) and learners' performances at the final exam;

It must comply with the technical and pedagogical specifications and have a minimum amount of interactive activities.

Universitat Oberta de Catalunya (UOC), SLPs Offer

1. CREATIVITY AND LATERAL THINKING

SLP Name Creatividad y pensamiento lateral	SLP attributes																
<p><i>The target group includes disadvantaged groups (geographically and economically) and lifelong learners.</i></p> <p><i>It is scalable as it can accommodate larger groups of learners.</i></p> <p><i>It is an access programme to formal degrees.</i></p> <p><i>It is innovative as it uses collaborative and peer learning, assessment and feedback for learning, active learning, non-formal and informal learning activities, Transferable Educational Skills recognition, e-portfolio creation, peer evaluation and continuous assessment.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td></td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td></td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group		flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation		market oriented	✓	innovation
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	market oriented																
✓	innovation																

General characteristics

1 ECTs

EQ level 5

E-learning

6 average learners

SLP in Catalan and Spanish

Theme: Creativity and lateral thinking

Its creators have described this SLP as MOOC which is scalable, cost-effective and accessible.

The SLP is part of a lifelong learning framework, it also initiates a new field of teaching in their university.

TARGET GROUP

The target groups of the SLP are students (bachelor, master and doctorate), disadvantaged groups (geographically and economically) and lifelong learners.

FLEXIBILITY/SCALABILITY

The SLP is adaptable to stakeholders' changing needs. It is asynchronous in terms of time and place. It has a linear sequencing model from beginning to end. It can be accommodated to large groups of learners.

INNOVATION

The main objectives of the SLP are personal development and the acquisition of basic knowledge of a subject.

The learning outcomes that have been set range from the simplest (understanding) to the most complex (evaluating) according to Anderson and Krathwohl's Taxonomy (2001). Learners are required to memorise knowledge and to demonstrate personal development skills to reach the intended learning outcomes. They were set to fill the needs for this new field with a general interest in the community.

The SLP was created mixing various approaches to learning: collaborative and peer learning, independent learning, inquiry-based, problem-based or case-based learning and debates. The teaching styles used are self-check, guided discovery and individual.

The activities proposed are focused on interactivity with others focus, critical thinking and problem solving.

The collaborative and social networking tools used are forums, blogs and social media (Facebook, Twitter, Instagram, etc.).

The resources are made to order internally in the university, found on the internet, made to order by external professionals or creative common / royalty free images and videos.

Learners are assessed through peer evaluation and continuous assessment. They receive a participation certificate.

To ensure quality control, a survey is provided to improve the following editions. The tutor also tracks the activities during the four weeks.

2. CLINICAL MANAGEMENT OF SKIN NEGLECTED TROPICAL DISEASES

SLP Name Clinical Management of Skin Neglected Tropical Diseases	SLP attributes																
<p><i>The target group includes disadvantaged groups (geographically - economically).</i></p> <p><i>It is scalable as it can accommodate larger groups of learners and offers possibilities of easy context adaptation.</i></p> <p><i>It is market driven as it forms learners for a specific need at the employer's request.</i></p> <p><i>It is innovative as it uses independent learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning together with collaborative learning, critical thinking.</i></p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td></td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td></td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td>✓</td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group		flexibility	✓	scalability		relation to formal degrees		Interinstitutional creation		International creation	✓	market oriented	✓	innovation
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✓	scalability																
	relation to formal degrees																
	Interinstitutional creation																
	International creation																
✓	market oriented																
✓	innovation																

General characteristics

10 ECTS

EQ level 7

E-learning

20 average learners

SLP in English

Theme: Social Health Care

Its creators have described this SLP as demand-driven, flexible, cost-effective, accessible, competency-based and innovative programme. The SLP is part of a continuous education framework and a lifelong learning framework.

TARGET GROUP

The SLP target groups are students (master and doctorate) and disadvantaged groups (geographically and economically).

FLEXIBILITY/SCALABILITY

The SLP is adaptable to stakeholders' changing needs, it is open and asynchronous in terms of time and place.

It has a sequencing model from beginning to end, with specific dates for sending the assignments to the professor.

It can accommodate large groups of learners and offers possibilities of easy context adaptation.

INNOVATION

It takes the form of a professional development workshop answering to the demand of their partner for the competencies it develops.

It helps broaden specialised knowledge to the WHO workers that are physically in countries affected by skin NTDs.

The national agencies help provide feedback about the design and contents of this SLP.

The SLP answers directly to a demand from the market, it allows learners to acquire the necessary skills for the proper clinical management of Cutaneous Leishmaniasis, Leprosy, Yaws and Buruli Ulcer through the knowledge of the epidemiology, diagnosis, clinical features and management through WHO standards.

The learning outcomes that have been set range from the simplest (analysing,) to the most complex (evaluating) according to Anderson and Krathwohl's Taxonomy (2001). They are required to dominate some transversal skills such as application of knowledge, attitudes and values, social interaction, and to use vocational / professional competencies.

The approach used by the pedagogical team is independent learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning together with collaborative learning.

The teaching styles used are practice, guided discovery and learner initiated.

The types of activities proposed to learners involve critical thinking and problem solving. Learners are required to use collaborative and social networking tools such as forums, shared documents, content sharing sites and shared boards.

The team believes that an approach using experiences from the real clinical life in endemic areas and the information obtained by the programme will be useful for learners' daily practice.

The resources are made to order by external professionals, they also use published articles and scholarly publications.

Quality assurance is checked by the UOC and WHO, who organise meetings twice a year to verify all the processes related to the programme and to evaluate and assess the results.

3. ONLINE COURSE AND PROGRAM DESIGN

SLP Name Online course and program design	SLP attributes																
<p>The target group includes lifelong learners. It is scalable as it can accommodate larger groups of learners and offers progressive accreditation. It is a specialisation part of a formal degree. It is market driven as it is born from a benchmarking and consultation to answer specific needs. It is innovative as it promotes autonomous learning, collaborative and peer learning, independent learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning, critical thinking. It has a transferable educational skills recognition scheme and learners can work on their own project.</p>	<table> <tr> <td>✓</td><td>target group</td></tr> <tr> <td></td><td>flexibility</td></tr> <tr> <td>✓</td><td>scalability</td></tr> <tr> <td>✓</td><td>relation to formal degrees</td></tr> <tr> <td></td><td>Interinstitutional creation</td></tr> <tr> <td></td><td>International creation</td></tr> <tr> <td>✓</td><td>market oriented</td></tr> <tr> <td>✓</td><td>innovation</td></tr> </table>	✓	target group		flexibility	✓	scalability	✓	relation to formal degrees		Interinstitutional creation		International creation	✓	market oriented	✓	innovation
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✓	scalability																
✓	relation to formal degrees																
	Interinstitutional creation																
	International creation																
✓	market oriented																
✓	innovation																

General characteristics

12 ECTS

EQ level 6

E-learning

40 average learners

SLP in Catalan and Spanish

Theme: Education

Its creators have described this SLP as a demand-driven, scalable and competency-based programme. The SLP is part of a continuous professional development framework.

TARGET GROUP

The target groups are students (foundation and bachelor) and lifelong learners.

They come from Spain and Latin America / LLL and are teachers from primary and secondary schools, university professors and professional instructors. They are teachers at all levels of education looking at developing a methodological use of ICT in education.

FLEXIBILITY/SCALABILITY

It is asynchronous in terms of time and place.

It has a modular approach because of the demand and for practical reasons. Its sequencing model is from beginning to end.

It can accommodate large groups of learners (no maximum of learners) and offers progressive accreditation.

INNOVATION

It is an answer to a market need: First a benchmarking was realised, then it was updated with a study from the university national agency to look at employability of university graduates (the pedagogical team needs permission from the national agency to change competencies or the direction of the programme because the SLP is part of a master). The demand for this kind of formation is rising, universities are solicited for customised courses, continuous research of development or active partners in the market.

The impact of the programme on learners' careers is evaluated by a national agency, Regional Quality Agency (AQU), every 2 or 3 years.

The SLP is competency-based, it develops people-related skills, personal skills and attributes, and conceptual/thinking skills as well as transversal skills such as communication, teamwork, self-management, problem solving and ICT (fully online, communication tools, wiki, learners can choose other tools if they want).

The core education values transmitted in the SLP are autonomous learning and engagement with others.

It was created following the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and another design model, which can be summarised as: analyses > planning > design > creation > management > instruction > evaluation.

The design phases followed these steps: taking into account the market demands, imagining learners situations (context based / authentic learning), deciding on the competencies to be developed, elaborating the structure of the programme, selecting the methodologies, resources and experts, coordinating the SMEs, writing the resources and producing some resources. It involved a continuous feedback with the tutors to fine tune it in function of the learners needs. The professors also participate in updating the programme.

The design is based on the competencies, which needs to be developed. They are decided in function of the demand.

SMEs are involved in the production of the resources, the pedagogical team recruits recognised external authors and asks them to write contents, video scripts and make infographics.

The learning outcomes that have been set range from the simplest (applying) to the most complex (creating) according to Anderson and Krathwohl's Taxonomy (2001). Learners are required to dominate some transversal skills like the application of knowledge, their attitudes and values and social interaction, to acquire digital competencies (ICT safety, digital data processing, digital communication and collaboration, problem-solving with digital tools and digital content creation) and to demonstrate personal development skills.

The pedagogical team uses a practice learning approach as well as collaborative and peer learning, independent learning, assessment and feedback for learning, inquiry-based, problem-based or case-based learning and debates.

Their teaching style comprises practice, reciprocal, self-check and individual teaching.

The activities proposed to learners involved interactivity with others, critical thinking, production and problem solving. They use meaningful scenarios adapted to the target context and authentic scenario. In some activities, learners can choose the context, solve their own problems, choose the output they can produce. Independent learning is evaluated by continuous assessments.

The activities with the best results involve case studies and solving problems, while the ones with the worst results include collaborative work, some learners are not engaged, some work more than others, some do not like to depend on others.

While there are no informal activities directly related to the programme, the team announces related events that happen in society and aims at triggering learners' involvement.

Collaborative and social learning was chosen because it is coherent to the skills learners need to develop. They use forums, shared documents, wikis and blogs.

To motivate learners there is a transferable educational skills recognition scheme, the team implements continuous assessment, collaborative learning, learner-centred activities and active pedagogies (case-based learning) and avoid transmissive teaching. They favour collaboration with tutors, organise collaborative work, solve problems and have regular deliveries.

The resources are made to order internally in the university, found on the internet, published articles, creative common / royalty free images and videos, scholar publications and also come from the Open Educational Resource.

They use peer evaluation and continuous assessment. Learners' outputs are assessed using scales and rubrics with written feedback and identification of aligned with learning outcomes.

Learners receive a certificate of specialisation, which is recognised by some universities as a stand alone certificate.

It is one unit of an ampler programme, recognised within a Postgraduate Diploma (30 ECTS) and a Master (60 ECTS). It is a specialisation. The master is designed first and then the short learning programme is designed. There is a high demand for shorter programmes. (less than 30 credits is a speciality, from 30 it is a postgraduate course, from 60 it is a master).

The programme quality monitoring is made by the university quality department monitoring, data is also obtained from the learners satisfaction questionnaires. The team verifies the coherence between plan and competencies that need to be developed and receives approval from the national agency of quality framework.

4. CONCLUSION

This compendium dresses a picture of the current situation of SLPs in Europe amongst participating partners. This report represents a first step in documenting existing practices on short programs which are in accordance with some or all the principles outlined in the project. It is intended to inform the development of a set of guidelines in support of SLP design and implementation (project deliverable: “Guidelines...”) .. The present compilation shows that there are already many innovative, flexible and scalable offerings. Each SLP brings important elements and solutions, which will contribute to the development of a comprehensive design process.

Amongst the most relevant patterns of good practices, which have emerged from this study, is the availability of a set of SLP targeting lifelong learners, thus answering one of the project’s priorities. The possibility of scalability of SLPs, by increasing or decreasing the number of learners, generally achieved through the organization of learners into clusters, is also recurrent among the documented programs.. One noteworthy feature, which has come up, is the relation of a good number of existing SLPs with societal and market requirements. Many pedagogical teams call upon benchmarking and industry / ministry reports to ensure the adequacy of their offer or involve key market actors into the design and delivery process. Market players engage in curriculum auditing and play an encompassing role ensuring the SLP relevance across time, by means of regular feedback and reviews.

Concerning innovation in programme and learning building blocks design, patterns of good practices revealed how SLP designers are including real situations and experiences, learners’ reflection and elaboration of new solutions, collaborations and peers/experts/tutors interactions in their design. There is also a tendency to include non-formal and suggest informal learning activities in the learning process.

An SLP's certification is generally issued, whether credited or not, recognised by other institutions or not. Certificates range from professional certifications, short programme certificates (certification of attendance or completion) to credit allocations.

A prominent feature of the e-SLP project is the co-creation of SLPs. A few examples of collaborative approaches have emerged in the forms of partnerships, reuse of LBBs from larger programs, contents being reused from existing programmes with or without adaptation, and co-creation is mostly absent at present.

This report also aims at suggesting recommendations for future development in design to reach the project’s objectives. Highlighting possible gaps in the existing SLP, provides a stepping step for the second reports, “Design guidelines for flexible and scalable SLPs”, which will provide guidance for designers and educational staff to create SLPs, which correspond to the project’s criteria and the needs for European educational mobility.

5. GLOSSARY

Disadvantaged groups to degree studies: migrant students, refugees, etc.

Divergent Discovery: Discovery Style is to produce, within the same set of cognitive operations, multiple discovered responses to one or a series of unfamiliar questions or situations. Each learner produces new multiple ideas that previously were not known. Divergent Discovery seeks to expand the parameters of thinking about content beyond the known and expected. (Muska Mosston's Spectrum of Teaching Styles (SOTS) (Mosston & Ashworth, 2008)

Dublin Descriptors. The Dublin Descriptors are the cycle descriptors (or 'level descriptors') presented in 2003 and adopted in 2005 as the Qualifications Framework of the European Higher Education Area. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level. The descriptors are phrased in terms of competence levels, not learning outcomes, and they enable them to distinguish in a broad and general manner between the different cycles. A level descriptor includes the following five components: knowledge and understanding - applying knowledge and understanding - making judgements - communication - lifelong learning skills. ([Dublin Descriptors](#))

Flexibility in the time, place and pace of learning (guided independent learning which fit with the time constraints and the time horizon of learners; Learners can learn where and when they want, at home or in a company, dependent of their situation), in studying LBBs from different universities, personalisation, apprenticeship schemes and workplace or dual learning (combining work and study), SLPs can be adjusted more quickly based on demands new modes of teaching and learning.

Flexible and scalable SLPs: "Giving students flexible access to learning experiences in at least one of the following aspects: time, place, pace, learning style, content, assessment and pathways." - "Scalability is the capability of a process or a programme to handle a growing amount of learners, or its potential to be enlarged to accommodate that growth." Definition SLP and Glossary - WP2 - ESLP - EADTU

Informal learning: Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. Informal learning outcomes may be validated and certified. (Cedefop, 2008, p.111)

Integrated curricula with integrated or embedded mobility: a curriculum is designed as one single, common program and mobility flows for all students are embedded in this structure. The end result is normally the award of joint certificates/degrees. Mobility is conceived in pre-designed mobility paths (individual study programs or ISP's, which by definition contain mobility). (EADTU, 2012)

ISO 9001 is a standard that sets out the requirements for a quality management system. It helps businesses and organizations to be more efficient and improve customer satisfaction.

Learners can be both formal students, employees from companies as well as lifelong-learners (LLL-ers) and citizens in general. Non-traditional learners and adult learners, who combine work and study or learn for personal development. Many of these learners will have longer careers and rapidly changing careers and are in need of updating innovative knowledge and skills. SLP's, introducing disadvantaged groups to degree studies (migrant students, refugees, etc.) can be provided as well.

Learning Building Blocks has been adopted and defined within the realm of this project, it refers to a self-content unit / module / course of your Short Learning Programme.

Market driven: “programmes and courses for employability, keeping pace with changes in the labour market.” 2017 - SLPprojectform_14-3-2017 Masterdoc (Final)

Non-formal learning: Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner’s point of view. It typically does not lead to certification (Cedefop, 2003) Non-formal learning typically occurs in a structured setting as a deliberate activity, but is not associated with formal assessment and credit. (EADTU, 2016)

Programme: a sequenced set of courses or modules representing a learner’s total study requirement and usually leading to an award on successful completion (<https://empower.eadtu.eu/glossary>)

Scalability: serving large numbers of students - reusable SLPs as building blocks in new/redesigned programmes - European collaboration - study of specific SLPs directly related to learners' need in the market place.

Target group: Learners can be both formal students, employees from companies as well as lifelong-learners (LLL-ers) and citizens in general. Non-traditional learners and adult learners, who combine work and study or learn for personal development. Many of these learners will have longer careers and rapidly changing careers and are in need of updating innovative knowledge and skills.

Virtual mobility - access to degree education, accessibility for disadvantaged groups to degree studies (migrant students, refugees, etc.)

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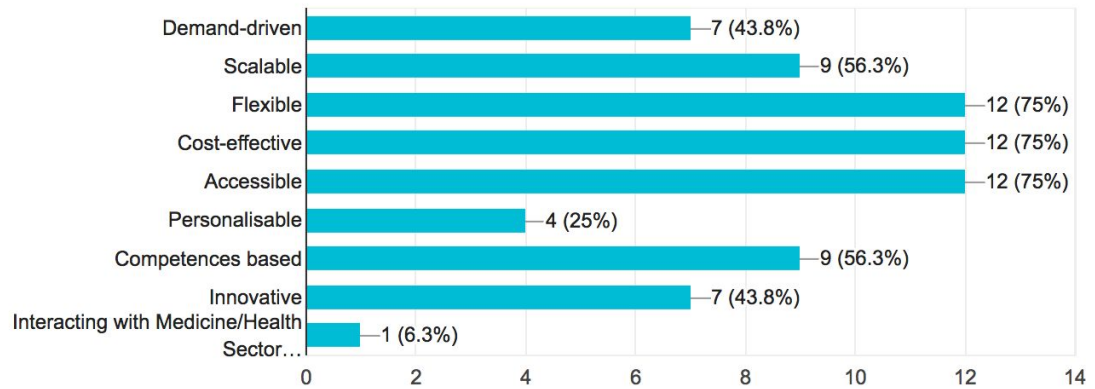
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6. ANNEX 1

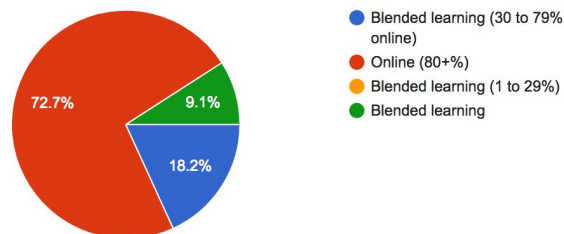
Would you say this SLP is... (please also click on "other" and give details in the "other" field bellow)

16 responses



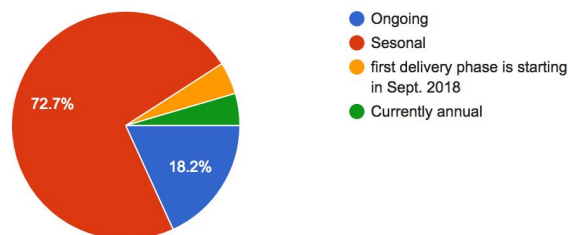
Modality

22 responses



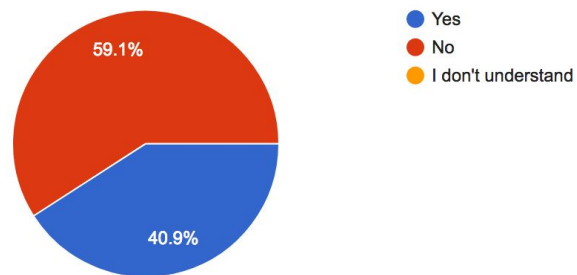
Frequency

22 responses



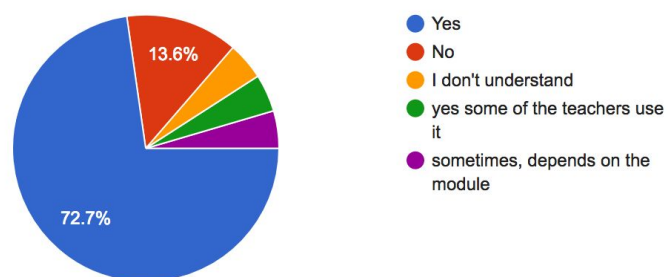
Do you use peer evaluation as an assessment method?

22 responses



Do you use continuous assessment in this SLP?

22 responses



University name	Programme name	EQL level	Building blocks / self-contained: Is this SLP an independent programme or is it one unit of an ampler programme)	Context	Modality	Frequency	Access	Entry requirements	Is the
KU Leuven	European Training & Education for Medical Physics Experts in Diagnostic & Interventional Radiology	8	self-contained	Continuous professional development (CPD)	Blended learning (30 to 75% online)	Sesonal	Paid	student need prior knowledge - needs to be medical physicist in a radiology department	no (if on % in the is it a platf prog Radi the u own)
KU Leuven	IRO MOOC	N/A	Self-contained	Open	Online (80+%)	Sesonal	Free, pay for certificate	None	yes
Universitat Oberta de Catalunya	Creatividad y pensamiento lateral (Creativity and lateral thinking)	5	Independent programme	Continuous education	Online (80+%)	Sesonal	Registered	None	no (if on % in the is it a platf progr Minic
Open University of Jyväskylä	PSYA151 Work and Organization Psychology II (module of Subject Studies of Psychology)	6	Can be studied independently or as a part of Subject Studies of Psychology. Entry requirements: Basic studies of Psychology completed (25 ECTS) with grade 3/5.	Open university studies	Online (80+%)	Ongoing	Paid	Basic studies of Psychology completed (25 ECTS) with grade 3/5.	yes
Kaunas University of Technology	Information technology additional studies programme	6	Course is self-contained	It is an additional studies programme for bachelor students	Online (80+%)	Sesonal	Registered	None	yes
Kaunas University of Technology	Mathematics additional studies programme	6	Course is self-contained	It is an additional studies programme for bachelor students	Online (80+%)	Sesonal	Registered	None	yes



Project Number: 590202-EPP-1-2017-1-NL-EPPKA3-PI-FORWARD

Project Duration: 36 months

Start date: 01-01-2018

End date: 31-12-2020

Coordinator: European Association of Distance Teaching Universities (EADTU)

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