OMERO PROJECT

oMERO Project
an eu curriculuM for visual disabilitiEs RehabilitatOrs

Designers' KIT
Definition of course modules

This document is part of oMERO Project's Intellectual Output 3

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

The localized curriculum has to be organized in **MODULES.**

There are four basic elements involved in the process of designing a module:

1. defining the learning outcomes;
2. choosing the learning and teaching methods that can lead to the achievement of outcomes;
3. defining how to assess students' learning outcomes;
4. distributing ECTS credits coherently among modules.

In the definition of the first three elements (1, 2 and 3) you are supported by the MACRO-DESIGN TABLE.

As to the last one (4), the ECTS TABLES outlines the range of ECTS (minimum and maximum credits) which could be assigned to the LOs of the Curriculum. In addition, the FLEXIBILITY TOOL will support you to assign a specific number of credits to each LO and verify how many credits correspond to each MODULE (see "*Flexibility Tool Manual*")

Since the design of the EU Curriculum is based on ECVET, **the 89 Learning Outcomes** have been grouped into **17 Units of Learning Outcomes (UoLs)**, which correspond to the 17 Key Activities defined in the Professional Profile.

- **9 UoLs are defined as "core units"**, since they target competences which are specific to the VDR,
- while **other 8 units** are defined as **"cross-cutting"** since they target competences which are "transversal" to other professionals (see Figure 1); two of them focus on "vision health and healthcare policy" and 6 of them focus on communication, special education, team working, research, ethics, monitoring and scheduling.
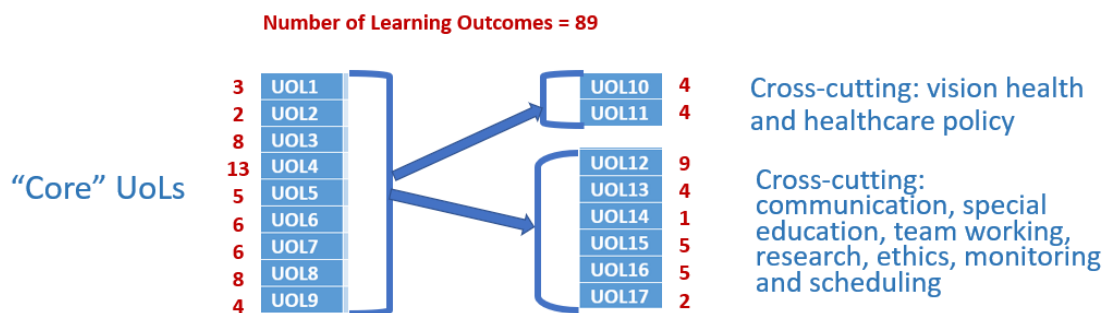

Figure 1: VDR Curriculum – detail of UoLs

CORE UoLs	
UoL1	TO EVALUATE VISUAL AND GLOBAL (OVERALL) FUNCTION AND CAPABILITY IN VISUALLY IMPAIRED PERSONS IN COLLABORATION WITH THE WIDER HEALTHCARE TEAM
UoL2	TO DEVELOP AND IMPLEMENT AN INDIVIDUALISED VISION-RELATED REHABILITATION PROGRAM FOR VISUALLY IMPAIRED ADULTS, USING A MULTIDISCIPLINARY APPROACH
UoL3	TO DEVELOP AND IMPLEMENT AN INDIVIDUALIZED VISION-RELATED REHABILITATION PROGRAM FOR VISUALLY IMPAIRED CHILDREN, ADAPTED FOR THEIR DEVELOPMENT AGE, USING A MULTIDISCIPLINARY APPROACH
UoL4	TO IMPLEMENT MOBILITY AND ORIENTATION TRAINING WITH VISUALLY IMPAIRED PERSONS IN COLLABORATION WITH THE WIDER HEALTHCARE TEAM
UoL5	TO SUPPORT AN INDIVIDUAL'S AUTONOMY IN EVERYDAY ACTIVITIES IN RELATION TO VISUAL IMPAIRMENT
UoL6	TO FOSTER INCLUSION IN FORMAL EDUCATION FOR VISUALLY IMPAIRED CHILDREN
UoL7	TO FOSTER INCLUSION IN PROFESSIONAL AND OCCUPATIONAL ACTIVITIES FOR VISUALLY IMPAIRED ADULTS

UoL8	TO PROVIDE TRAINING AND SUPPORT FOR THE USE OF ASSISTIVE TECHNOLOGIES FOR VISUAL IMPAIRMENT
UoL9	TO SUPPORT THE PSYCHOLOGICAL AND SOCIAL DIMENSIONS OF A VISUALLY IMPAIRED PERSON'S LIFE USING A BIOPSYCHOSOCIAL APPROACH

"CROSS CUTTING" UoLs - vision health and healthcare policy	
UoL10	TO HAVE BASIC CLINICAL KNOWLEDGE AND SKILLS TO ADDRESS GENERAL HEALTH AND CONCURRENT HEALTH CONCERNS, IN RELATION TO VISION HEALTH IN COLLABORATION WITH THE WIDER HEALTHCARE TEAM
UoL11	TO BE AWARE OF LOCAL HEALTHCARE POLICY, HEALTH AND SOCIAL CARE ECOSYSTEM AND HEALTH CARE ORGANIZATIONAL GOVERNANCE STRUCTURES
"CROSS CUTTING" UoLs – other topics	
UoL12	COMMUNICATION AND EDUCATION IN RELATION TO VISION HEALTH
UoL13	COLLABORATION IN RELATION TO VISION HEALTH
UoL14	MONITORING AND RECORDING IN RELATION TO VISION HEALTH
UoL15	RESEARCH AND DEVELOPMENT IN RELATION TO VISION HEALTH
UoL16	PROFESSIONAL APPROACH AND ETHICS IN RELATION TO THE VDR ROLE
UoL17	ORGANIZING AND SCHEDULING

These UoLs can be compared with modules, but **they cannot be considered the same thing**: as a matter of fact, while MODULES are **based on teaching requirements, UoLs are shaped on competence areas" and "VDR key activities".**

As stated by EU standards and tools in the field of VET, the Units of Learning Outcomes (UoLs):

- should be designed in such a way as to provide as cohesive and structured a learning process as possible, with agreed coherent learning outcomes and clear criteria for assessment;
- can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession.
- should be designed in such a way that they can be completed as independently as possible of other units;
- should include all necessary learning outcomes (specialist, social and personal);
- should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time.
- should be assessable.

Although both MODULES and UoLs actually result from the grouping of LOs, MODULES **mirror a "teacher perspective", while UoLs mirror the "learner perspective"; so, the criterion adopted to group the LOs <u>may</u> be different**.

In addition, oMERO Curriculum's UoLs are 17 and creating the same amount of modules could be tricky for the course management. In order to simplify the structure of the implemented courses, **the current version of the FLEXIBILITY TOOL allows for the description of max 10 Modules**

Based on these premises, **here below are described THREE CASES** and related hints to set up the Modules of a localized VDR curriculum.

1. MODULES CONCIDE WITH GROUPS of UoLs

In this case the implemented course **will keep a clear mapping of the modules against the UoLs** (and related key activities of the Professional Profile), but, in order to keep low the number of modules, **UoLs will be coupled or grouped**.

UoLs coupling or grouping should be coherent with the topics of the UoLs; so, for instance you could couple:

- UoL1 and Uol2
- UoL2 and UoL3
- Uol1, UoL2 and UoL3
- UoL 7 and 9
- UoL 10 and 11
- UoL12, 13 and 16, etc.

2. MODULES ARE ORGANIZED BY GROUPING THE 89 LOs INDEPENDENTLY FROM THE UoLs AND THE KEY ACTIVITIES

In this case, you can decide freely how to group LOs independently from the UoLs and the related KEY ACTIVITIES. Grouping the LOs you have to take into account a number of best practices listed in the Check-list below.

3. MODULES CONCIDE WITH GROUPS of CORE UoLs while LOs of the CROSS-CUTTING ones ARE DISTRIBUTED AMONG MODULES

This is an intermediate approach between Case 1 and Case 2. In this case the implemented course **will keep a clear mapping of the modules against the CORE UoLs** (from 1 to 9).

The core UoLs can be kept separated or grouped like in Case 1.

You can also choose to group some "cross-cutting" UoLs, such as;

- UoL10 and UoL 11;
- Part of UoL12 (not ICTs), UoL13, UoL16
- Part of UoLs 12 (ICTs), UoL14, UoL17.

Then LOs of the other UoLs should be distributed among modules taking into account:

- the coherence of the competence with the overall topic/key activity addressed by the module;
- possible "propaedeutic relationships" between LOs (see the Check-list below for details).

So, for instance:

- LO15-A-1 (principles of evidence-based health sciences disciplines and practice) can be grouped with LOs of UoL10
- LO12-A-1(basic methods and techniques for individuals and groups training in special education for VIPs and vision rehabilitation) can be grouped with LOs of UoL6
- LO13-B-1 (collaborative therapeutic relationship with the VIP) can be grouped with LOs of UoL9
- LO12-E-2 and LO12-E-3 (about the use of ICTs) can be grouped with LOs of UoL8

SHORT CHECK-LIST OF GOOD PRACTICES TO BE PERFORMED TO EFFECTIVELY DEFINE MODULES.

- ✓ Identify the "optional" LOs you would like to target in the course; some UoLs are composed by many optional LOs: in the event that you don't select them, you can choose to distribute the remaining LOs properly
- ✓ UoL15 has been included in the Curriculum especially to support "Second cycle courses" awarding 90-120 ECTS; in the event that a course awarding 60 ECTS is implemented the UoL can be reduced to LO15-A-1, which is the only mandatory LO and is can be placed easily with LOs of UoL10
- ✓ define "what is precursory to what"; LOs which are linked by a "propaedeutic relationship" should be placed in the same module in order to facilitate the monitoring and implementation of such relation; if you place in separate modules LOs which are linked by a "propaedeutic relationship" you have to point clearly out such link between the two modules and take it into consideration when planning the schedule of the course;
- ✓ if you place a cross-cutting LO in a module since it is the most coherent with it, don't forget possible minor links with other modules, especially if it is preparatory to them; this link may have an impact on the schedule of the course
- ✓ once grouped the UoLs and/or the LOs in a module you have to find a coherent and simple title for it
- ✓ play with the FLEXIBILITY TOOL and test different approaches with it; it is a fundamental tool to check how many ECTS are assigned to each MODULE and to balance credits distribution among them.

REFERENCES

CEDEFOP (2017). Defining, writing and applying learning outcomes. A European handbook. Retrieved from http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156

ECVET toolkit website: http://www.ecvet-projects.eu/toolbox/

ECVET User's group (2011). Get to know ECVET better - Questions and Answers" available at http://www.cedefop.europa.eu/files/ECVET_QUESTION_ANSWERS_Feb_2011_en(download_ID_17648).pdf

ECVET Glossary - http://www.ecvet-toolkit.eu/tools-examples-more/glossary/

ENhANCE Project - Guidelines supporting the design of local curricula - Designers' Kit available at https://oot.enhance-fcn.eu/course/view.php?id=26