oMERO Project
an eu curriculuM for visual disabilitiEs RehabilitatOrs

Designers' KIT
Localizing the curriculum with the Flexibility Tool – User Manual

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

> **N.B.:** "You" in this manual means: the persons/department responsible for VET design or teaching in your institution.

FLEXIBILITY TOOL DESCRIPTION

The Flexibility Tool will support you in the process of building the curriculum.

The tool is an Excel folder composed of 6 sheets (4 + 2 for reference) and the "credits" one.

1. The first sheet is a reference sheet (*LOs names*) providing the list of LOs, grouped into Units; another reference sheet (*Reference*) is hidden and is aimed to support automatic calculation.
2. The second sheet reproduces the *Macro-design table* with additional columns: one for assigning Learning Outcomes to Modules, a column for assigning ECTS and one check column (see Figure 1).
3. **The third sheet (*ECTS Overview*) indicates to which Module the LOs have been assigned and the number of ECTS recognized for each UoL/Module (see Figure 2).**
4. The fourth sheet (*Plan Overview*) shows which LOs compose the different modules.
5. The last sheet (*Assessment Scaffolding*) supports the design of Students Assessment.

Macro-design table sheet

Figure 1 – Macro-design table template

This sheet includes the following columns (N.B.: colored cells cannot be modified!):

1. **Mandatory/optional (column B):** this column is already filled with respect to the Mandatory and Optional LOs; it is just a reminder, but you don't have to modify it.
2. **Main reference module (column C):** you can select from the drop-down menu the Module to which the LO is attributed[1]; when you assign a module to a LO, the LO will be automatically reported in the *Plan Overview* sheet under the selected module.
3. **Other modules addressing the LO (column D):** you can select from the drop-down menu another Module (if any) addressing the same LO; this is just to take

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[1] The current version of the Macro-design table envisages a maximum number of 10 Modules, that you can list in *Plan Overview* sheet;

note of any additional modules, but this action doesn't affect the *Plan Overview* and the ECTS distribution among modules (*ECTS Overview)*
4. **Educational strategy (columns from E to I):** you can put a "X" under the selected strategy/ies following the instructions included in the Macro-design table provided by the project (see DK4).
5. **Possible range of ECTS (columns J and K):** Columns J and K show the minimum and maximum number of ECTS that can be allocated to each LO.
6. **Assigned ECTS (column L):** here you have to assign the number of ECTS, according to the range provided in columns J and K.
7. **ECTS Check cell (column M):** the cell will be automatically colored in red if the number of ECTS assigned is out of the range of reference.

ECTS OVERVIEW: Modules and ECTS summary

In this second sheet, LOs are listed in rows and Modules in columns. In each colored cell, corresponding to a LO associated to a module, the number of ECTS is provided. For each LO, the tool automatically retrieves the data about the Module and the number of ECTS from the Macro-design table.

ASSIGNED ECTS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	TOTAL
	5	6	2	4	4	3	2	2	2	1	31
UoL 1											ECTS POINTS per UOL
LO1-A-1	0	0	0	0	0	0	0	0	0	0	
LO1-C-D-E-1	0	0	0	0	0	0	0	0	0	0	0
LO1-E-G-1	0	0	0	0	0	0	0	0	0	0	
UoL 2											ECTS POINTS per UOL
LO2-A-B-C-D-1	0	4	0	0	0	0	0	0	0	0	
LO2-A-B-C-D-2	1	0	0	0	0	0	0	0	0	0	5

Figure 2 – ECTS OVERVIEW, Modules and ECTS summary

For example, as you can see in Figure 2, LO2-A-B-C-D-1 was attributed to M1 and 1 ECTS was assigned to it. In this way, you have the summary of the composition of the Modules and the total ECTS per Module (Assigned ECTS row).

This table allows you to:
- properly distribute ECTS among UoLs, taking into account the range specified in the *ECTS Table* (see DK5);
- check the overall amount of ECTS of the course, taking into account the EQF level.

PLAN OVERVIEW: LOs distribution 'per module'

In this third sheet, it is displayed which LOs compose the different modules, reporting the name of the Module and of the LOs included in each one.

Figure 3, the sheet reports the Modules (sections of the sheet) and the LOs that refer to the specific Module. For each Module, the tool automatically retrieves which LOs (number and name) have been assigned to it.

M2	MODULE 2 TITLE	M3	MODULE 3 TITLE
LO2-A-E	Know the basic multidisciplinary activities of a vision rehabilitation program, related to vision health, and plan their implementation and assessment, in collaboration with the MDT	LO10-C-	Know the possible impact on vision of stroke and other diseases, in relation to daily living, family, employment and the environment, and apply the principles of systematic vision training with users affected by these diseases
LO11-B-	Know health and social care organizations involved in visual impairment treatment and caring as well as relevant stakeholders at regional/local vision and refer to the in daily work	LO12-D-	Know and apply the basics of active listening and empathy
LO12-A-	Provide information and advice on vision functioning, risks for poor vision health, the degenerative process of visual conditions, risk factors, comorbidities and remediation potential, also suggesting coping strategies, in collaboration with the MDT and advocate for policy in relation to vision health-related challenges		

Figure 3 – PLAN OVERVIEW (Modules and LOs overview)

HOW TO USE THE FLEXIBILITY TOOL: SUGGESTED STEPS

Step 1: Define the modules

✓ Based on the instructions provided in *DK3 – Definition of course modules,* identify 2 to 10 modules composing your course.
✓ Then, write the titles of the modules in the white cells available in the *Plan Overview* sheet (see Figure 3).

Step 2: Assign LOs to Modules

✓ Go to the *Macro-design table* sheet and work on the "Main reference Module" column; you have to select from the drop-down menu the Module you would like to associate to the LO
✓ As for optional LOs, if you don't want to target them, you don't have to associate them to any module
✓ In the event that the same LO is targeted by more than one Module, you have to identify the main one and select it in "Main reference Module" column. Then, it is possible (but optional) to select a second module in column D (*Other module addressing the LO*).

The selection of modules in the "Main reference Module" column will be automatically mirrored in the *Plan Overview* sheet, where LOs will be listed under the related module.
✓ Check in this sheet if your planned modules correspond to the automatically generated list.

Step 3: Define educational strategies
✓ In the *Macro-design table* sheet, work on the "*Educational Strategy*" columns.
✓ Keep the *DK 4 – Macro-design table* at hand and, based on the admitted values, select your choice from the drop-down menu, mirroring what you will implement in your specific course.

Figure 4 – Educational strategy

In the event that you're not implementing the strategy, leave the cell empty.

Step 4: Assign ECTS to each selected LO

- ✓ In the *Macro-design table* sheet, work on the "*Assigned ECTS*" column.
- ✓ Keep the *DK 5 – ECTS Table* at hand and refer to the possible range of ECTS identified in the *Macro-design table* sheet
- ✓ Fill in the assigned ECTS one by one: if the provided value is outside of the suggested range, the Check column will turn red.

Then, you can modify the *Assigned ECTS* column in the *Macro-design table* sheet and adjust them until the totals in *ECTS overview* will fit the established ranges.

Step 5: Complete Assessment Scaffolding

- ✓ Go to the *Assessment Scaffolding* sheet and keep the *DK 8 – Assessment Guide* at hand.
- ✓ This sheet includes a table for each possible module: these tables will be filled in automatically with the data retrieved from the *Plan Overview* (modules' titles) and the *Macro-design table* (LOs association to modules) sheets: check their coherence.
- ✓ Then specify with an "X" when you plan to implement in your course the specific assessment method, taking into account the suggestions included in the *Assessment Guide*.