



EU-Lifelong Learning Programme

eChild project

Project Deliverable 2.1

# Curriculum/Learning Model for Developing eChild Designer competencies

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Version #2.1: 19 September 2012



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# Developing eChild Designer competencies

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The solution for stimulating and supporting the development of Child Clothes and Wares design competencies that has been designed by the eChild project partnership has adopted a combined strategy for perspective change, learning service provision, competence development as well as the enabling of sustainability considerations. The implementation of a 'curriculum' with such strategy orientation it is intended to make active usage of the available resources, competencies as well as the potentially expanded roles of sector professionals, learning service providers, different categories of stakeholders, and other child clothes and wares design-related professionals, and this with the ambition to utilise them as a collaborative cluster of resources persons, facilitators, coaches and mediators during the detailed design, preparations, implementations and follow-up of the eChild competence development initiative.

## A multi-dimensional development approach

The approach adopted by the eChild project has been proposed to have the following characteristics;

- **Based on a strategy for generating multi-dimensional designer competencies**
  - Implemented as a dual-modality with both direct and indirect learning outcomes ambitions.
- **Facilitated through inclusion of cultural and contextual considerations**
  - Child clothing design and sector specialists/teachers are new forms of learning support roles.
- **Implemented as participative learning with up-to-date pedagogic principles**
  - Flexible curriculum enabling multi-modality implementation of the programme/course/modules.
- **Delivered as a face-to-face, online or as a Blended learning programme**
  - A modular learning programme that can be delivered in multi formats, with different prime focus and through partial or extensive usage of a comprehensive learning service curriculum.
- **Closely interconnected with design trends, recommendations and standards**
  - Anchored in the national and European context through accommodation of stakeholder interests.

## Initiative title: eChild Designer Competencies

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The full title of the combined eChild 'change promotion' and 'learning service' programme is;

**“Cultural and contextual aware child designer competence development, perspective change and provision of professional development services”**

The adopted strategy implementation approach will be defined through a three-part document, namely (1) a definition of the content and structure of the addressed up-to-date child clothing and wares design approaches/processes, also called the 'curriculum' for the eChild initiative, (2) a specification of the core parameters in the learning services to be developed, also called the 'training model' or 'competence development model', and finally (3) a definition of the 'support service platform characteristics' or eServices that will mediate the competence development opportunities to the potential users.

This document constitutes the first two of those three document parts that in an integrated manner will guide the proposed eChild competence-development/service provision implementation. The first part of this 'Curriculum and Learning Model' document will primarily highlight the proposed content and structure of the adopted dual-ambition approach through an elaborated 'curriculum description' explanation presented next.

# Border Competencies – The overall strategy

The eChild competence development project emanated from a set of earlier initiative addressing modern informal learning approaches, professional development and child clothing design from an European perspective. The raise of the contextual values and contributions made towards inter-community understanding are seen as important contributions to and essential elements of an improved and state-of-the-art child clothing and wares design for a future and more conscious Europe. How to potentially generate even improve the implementation approaches for such desirable impact in child clothing design is seen as possible to extract from the combined experiences and insights gained from initial need analysis and the sectorial explorations that have taken place during the earlier parts of the eChild project initiative. These experiences and the previously gained insights among the project partners were also seen as a set of key contributive ‘embryos’ to the eChild curriculum design process, and on which the eChild competency development proposal / curriculum initially proposed and developed have been based.

In the eChild needs analysis there were, in addition to the child clothing and wares design dimension, which constitute the ‘technical core’ of the proposed programme, also highlighted the needs/preferences for addressing both what could be said to constitute ‘a cultural/contextual dimension’, with an emphasis on the European trends and realities and contextual/cultural idiosyncrasies, as well as design issues relating to child-care products/services development.

It has also been recognized within the eChild project that in each local/national context within the European-wide market being addressed by the eChild initiative will also have its own unique mix of needs, demands, readiness for new trends and designs, and have unique competence requirements for the locally/nationally anchored ambitions to improve the state of child clothing and wares design. As such each of those will also require a unique and possibly even a tailor-made ‘solution’ both in terms of the ambition set on the contextual level as well as on the actor maturity level child designer competencies to be strived by different designer groups among the potential participants of the eChild training/competency development efforts that will be designed and implemented in line with the ‘curriculum and learning model’ presented here.

With its triple-issue orientation (Child clothing and wares design dimension; Development of childcare products/services dimension; and Child care culture and Child development dimension), and combined with the earlier mentioned contextual flexibility demands, it is envisaged that the full scope of the designer needs across Europe probably will require a combination of three comprehensive programmes, could be constructed based on the proposed ‘curriculum and learning model’ presented here, and all with a compatible pedagogic base structure, as illustrated with the diagram presented below. However, such comprehensive programme is outside the resource capability of the present eChild project.

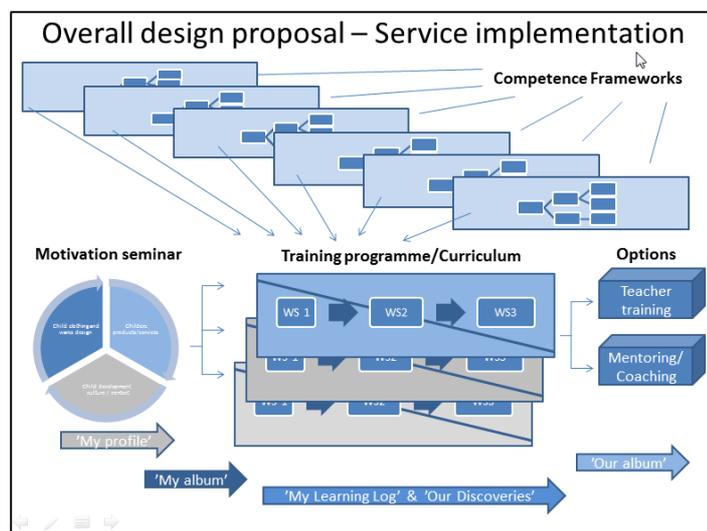
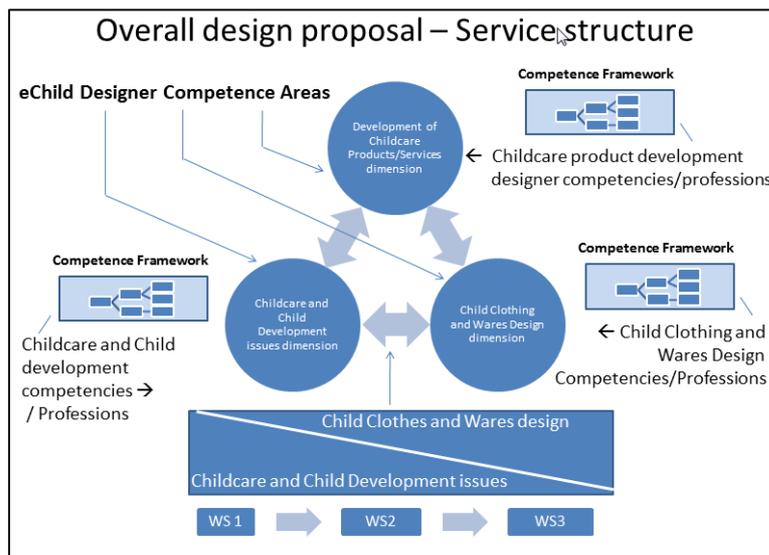
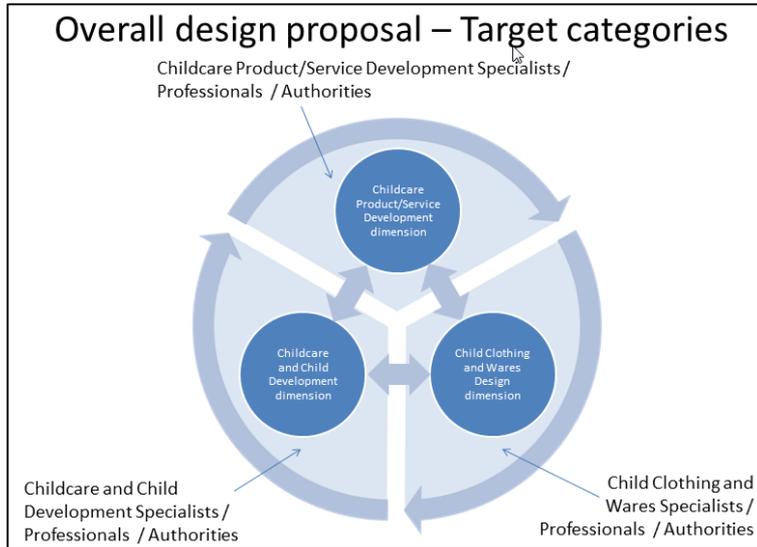
A prioritised segmentation of the wider programme, covering the most articulated components of at least two of the three dimensions would be a more realistic and initial stage curriculum and learning service design initiative, and preferably being implemented in a dual-mode where the ‘programme/course’ addresses key components as a set of modules derived from two of the identified dimensions and provided as an integrated and partially overlapping addressing of the respective dimensions, as also illustrated in the middle diagram on the following page.

The curriculum description that follows the introductory part of this document will both portray the proposed pedagogic base structure, as well as describe in more detail one of the three comprehensive programmes that will be addressed here, and which is a direct response to the needs prioritised among the sector professionals/specialist that have been consulted during the eChild needs analysis.

The needs for generating contextual relevance for the professionals/groups focus on with the competence development initiative being presented here, and to be developed by the eChild project as a state-of-art and overall training solution/service, could possibly also require an implementation of a eChild-specific training-of-trainers programme, in which the involved trainers are provided with improved competencies on initiating, promoting, coordinating and supporting the child designers in their ‘learning journeys’.

Associated with proposal is also the notion of an initial ‘motivation seminar’ proposed within which the programme options, and the rationale for those, are explained to potential participants. It should give potential participants in this initial ‘appreciation and readiness generating event’ opportunity to choose their personal participation profiles.

In order to generate an optimal inter-participant understanding for their respective professional background and operating context (the latter especially if participants within the same implementation group comes from different contexts and/or have different professional backgrounds), there will also be introduced some unique 'story-telling' features for the participants to firstly use between the motivation seminar and the program start (in order to introduce themselves), and secondly during the programme period to document the learning and collaborative processes that takes place during their participation in the programme. Usage of equivalent 'story-telling' features will also be promoted for the post-project involvement in subsequent joint child designer initiatives. The implementation process is illustrated below.



# Child Designer Competencies - Curriculum Description

## INTRODUCTION

This document has the ambition to describe the intended structure, content and administrative arrangements for a training programme responding to the specific needs of professionals engaged in designing child clothing and wares, and will address both professional issues with child design as well as the cultural/contextual ideosyncracies and trends that related to child development and child design. As such the addressed issues have their unique characteristics, circumstances, actor considerations, sizes concern, and unique design complexities, as well as product and market magnitude as well as potential demands for both contextual and socio-cultural uniqueness. It is expected that any training programme that has the ambition to prepare professionals/learners for such demanding realities need to be both flexible and be capable of accommodating for a wide range of individual application orientations that are seen as highly relevant for its participants, as well as by them, as well as by the stakeholders related to the eChild project initiative. For this purpose has the programme introduced here been developed with four ambitions in mind; a modality or programme flexibility ambition, an accommodative or orientation flexibility ambition, a module delivery flexibility ambition, and with a verification flexibility ambition.

### The Programme Flexibility Ambition

This curriculum has been developed in such manner that it will be possible to implement the training programme defined by it in different manners, depending among other on the learning service provision ambitions of, and capabilities within, a given individual training service provider. There are four alternative implementation modalities identified for the training programme being defined with this curriculum; a comprehensive training programme, an intensive training course, a self-learning programme, as well as an optional addition of a post-programme teacher training course.

*The comprehensive training option* is assumed to be implemented as a blended learning programme where the learning activities include both classroom-oriented f-2-f (face-to-face) sessions, which are predominantly instructor-driven, and with its 'between sessions' instructional activities taking place 'remote' in connection with the student-driven self-studies and assignment work. The instructional inputs are here provided in a combination of pre-programmes instructions and tutor-oriented support to individual learners. The between-session learning activities are implemented as online learning activities or, if Internet connections are not available to the participants, as print-based instructions and mail/phone-interactions with their mentors/tutors.

*The intensive training option* is assumed to be implemented as a set of classroom-type of sessions only, based on the same or equivalent modules as being used during the f-2-f sessions in the comprehensive training option, possibly also being combined with 'external' modules covering also other competence areas than what is addressed within this training programme.

*The self-managed learning option* is assumed to be implemented as an e-learning activity, administered via a LMS or as a virtual community service. The self-managed option can include either only the earlier mentioned f-2-f session modules, provided in e.g. an eLearning oriented modality, or as pre-recorded presentations equivalent to those that is taking place in the f-2-f sessions of the previously mentioned implementation options. The interactive parts can either be implemented through pre-programmed dialogue generations, or alternatively, with the e-learning programme being implemented in a collaborative peer-learning or study circle modality, where blogs, online discussion forums, online meeting services, chats, etc are replacements for the tutorial interactions with the participants using the online learning modality.

*The teacher-training option* is assumed to be implemented for teachers/trainers/tutors who intend to be implementing the curricula defined for this training for competence development in the area of child clothing and wares design. Such trainers should preferably also have gone through the training programme in the comprehensive option, or at least completed the programme as an intensive course. The absolute minimum is that they have had an in-detail review of the content of each module instruction, presentation material, and the reference documents used within this programme, and that they have confidence with its content, implementation methodology as well as all the tools and instructional materials to be used for an implementation of this programme for the modalities in which they subsequently will implement the training programme. The teacher-training sessions can be implemented either as an add-on session directly after the course implementation (e.g. after the last f-2-f session of the comprehensive programme), or as a separate short-course. Such teacher-training course would predominantly include explanations of the rationale for and the methodologies used in connection with each programme component, combined with a 'walk-through' of each programme block, as well as give practice on the usage of the presentations and the interaction tools that are to be part of a programme implementation. The usage of and references to this curriculum would also be a key ingredient of such teacher training course.

A training service provider may choose to implement one or more modality options for this training programme. For each such implementation should however managerial-level decisions be taken on the other ambition dimensions elaborated in this curriculum document.

### **The Accommodative Ambition**

Considering the wide range of application areas the competencies catered for in this training programme, the wide range of unique contexts in which these competencies are potentially being applied by the participants, as well as the competency range and experiential richness which the participants presumably already possess when entering into this programme, and what the programme also have to have catered for, including the capability to cater for in terms of the experiential and knowledge heterogeneity among its participants, it can easily be concluded that the programme have to be very accommodative in its structure. There are therefore four orientation ambitions catered for within the curriculum developed for this programme;

### **Integration of two competency clusters into one programme design**

The curriculum for the training programme is designed in such way that it integrates the 'Child clothing and wares design' cluster of competencies with the competence cluster of competencies relating to 'Childcare culture and Child Development'. Through such integration the 'cultural/contextual aspects of Child Development dimension will give programme a more context-related orientation than what is normally the case in most designer training programmes / courses. The programme will also through the integrated European dimension and professional development aspects of child designer competencies also better accommodate for the professional uniqueness of child design initiatives. The practical implementation of this programme should therefore be possible to implement both with a predominant orientation to initiatives that are addressing participants which have their prime interests towards state-of-art child clothing and wares design initiatives, as well as with potential participants having a predominant preference for a practical applications orientation of the competency development outcomes that they gain from this programme. Both orientations that are addressed by this programme (Cultural/contextual issues relating to childcare and child development, and Child clothing and wares design) have been catered for by enabling learning service providers and programme participants to essentially use of the same or a compatible/consistent curriculum/training programme design. How this is proposed to be practically catered for will be demonstrated through the 'curriculum and learning model' for this training programme described in the second part of this document.

### **Adaptability towards related but different application contexts**

As already implied in the above description of the proposed curriculum, the ambition is to cater for two types of application contexts; Child clothing and wares design, and considerations of cultural/contextual childcare and child development concerns. In its added ambition to be a 'European' training programme it has also the ambition to be adaptable to an implementation context in which demands for inter-contextual and 'collaborative considerations' in joint design initiatives are being explored by the programme participants. The mechanisms for generating integration between the two types of competence development, technical proficiencies and cultural/contextual sensitivity, are however possibly less 'different' in today's world than what may initially be envisaged. With the potentiality of a dual-mode programme as proposed here it will also be possible to adapt the programme design to a predominance towards either of those two, or even to implement it for application contexts that have a flavour of both these types, and possibly even with more intensified inter-contextual and inter-cultural aspects, within it. For this purpose will the proposed programme also have the capability to address designer initiatives that involve inter-contextual/inter-cultural issues, and thus combining the designer dimension and the culture-sensitive aspects with the contextual and childcare / child-development issues, that may prevail for the participants in their practical and predominant applications. How this can be done will be illustrated with the forthcoming presentation of the training programme design.

### **Enabling a high level of personalisation in the programme**

The curriculum of this training programme has been comprehensively anchored to established competence frameworks related to child designer competencies, and in consideration of the particular issues related to the area of European contexts, cultural and inter-cultural considerations and accommodation of trend, state-of-art characteristics and prevailing recommendations and regulations. The competence frameworks to be used as the conceptual platforms for subsequent module development are essentially profession-oriented, and generally structured in line with recommendations consistent to EQF. The frameworks used for subsequent module development are also selected with an ambition to be interoperable and consistent with national competence standards. Such ambitions is also seen as facilitating a comprehensive anchoring of the competencies to both national and European qualification frameworks as well as to facilitate easy verification and validation of competencies generated from this programme, and comparison of the programme with other programmes. It is also adopted for the ambition to be used as a basis for measurements of both participant entry levels as well as achievement levels. The relevance, validity and the urgency of attention to the competencies included in the selected framework structures which this programme has been based on have also been verified by a number of national and international studies and reports, and their relevance to the market needs for the addressed competencies have also been extensively verified. However, the individual actors assumed to participate in this programme have needs that differs both in terms of the competence components within which competency development actions are most needed, the competency levels that those have and would like to achieve, the differences of their perceived 'long-term needs' and here-and-now' needs, as well as the modalities which the competence development initiatives are preferred to be utilized in. This places great demands on the capability to personalize a training programme directed towards this unique and very important 'sector'. To accommodate the acknowledged personalisation demands, besides those catered for through the flexibility of implementation approaches and delivery modalities for this training programme and its modules, this training programme curriculum definition has also been designed with the following personalisation-enabling features included;

*The competence outcome definitions* with in the included modules are produced in a granular structure enable those to be attended to, analysed and assessed with different resolution levels, from a general block structure to more in-detail definition of each of its contained/subordinate competence elements.

*Alternative ambition levels* are defined (Basic, Practical and Advanced/Professional) for each module/competence block within the training programme, facilitating both personalised entries and exits, as well as to enable clustering of participants attending to different parts of the programme.

*Multi-modality of the delivery of the instructional parts* of the programme has been accommodated for through the availability of the instructional materials in different delivery formats, such as f-2-f and online 'live' presentations or pre-recorded presentations.

### **Accommodation of different implementation approaches**

Even if it would be found that the competence development needs of a group of professionals would be essentially the same it is very likely that their personal and/or professional circumstances would inhibit them to participate in a course the same programme implementation format. In addition their 'here and now' needs may also differ, and this require different implementation approaches. For that reason this training programme's curriculum has also been designed to accommodate for different implementation approaches. As examples of such could be mentioned the four presumably most frequently required approaches; the comprehensive programme implementation approach, the partial programme approach, the intensive course approach, and the individual module implementation approach.

*The comprehensive implementation approach* is implemented as a blended learning programme with three face-to-face sessions intersected with two online/offline self-managed learning activities, catering for the bulk of the content, the knowledge acquisition elements, and the practical application of the newly acquired know-how in realistic settings which have the intention to generate the skill and competencies that are set as the competence development ambition with this training programme. The f-2-f sessions in this approach are having the role to both trigger and facilitate the implementation of a set of mentored 'between session' learning activities.

*The partial implementation approach* is based on very similar implementation model as the previous approach, but with the difference that the content of the f-2-f sessions (and the whole programme) is only addressing some of the competence areas that a full f-2-f session includes, or that those are being addressed with only a restricted ambition level in its focus. An alternative 'partialness' is that only one of the two programme aspects is catered for within a programme implementation adopting this approach.

*The intensive course approach* is making use of the presentation-oriented modules within the earlier mentioned f-2-f sessions, and not including the practical self-managed assignment that are in the earlier approaches and carried out as 'between session' learning activities. As a compromise those skill/competence-generating assignments could alternatively be open for an optional post-course usage by the course participants as a voluntary extra set of sessions carried out after the completion of the course. If such voluntary extensions of the course is to be provided it is also assumed that these 'between sessions' are made available online to the ex-participants.

*The individual module approach* is simply a fragmented implementation of the individual modules within the earlier mentioned f-2-f sessions, with or without the associated skills-generating assignment that are being part of the 'between sessions' learning activities of the programme design for the comprehensive approach. These modules can in turn be implemented with a different delivery modality, as will be elaborated upon in later parts of this curriculum introduction.

It should also be mentioned, that in light of the previous programme ambitions, the curriculum is also designed in such way that one implementation instance can potentially also accommodate for one or more of the earlier mentioned personalization ambitions, and this by allowing some participants to attend the training programme in a different approach than the bulk of participants, e.g. with a partial participation due to their focus on the programme having a more selective ambition levels (e.g. only learn the basics), with attention only to specific competence levels (e.g. already skilled in some competence areas), or for acquiring a sub-set of qualification generation levels (e.g. only wants to learn 'the theory part' of the programme content).

A learning service provider have to determine early, preferably through some form of market analysis, which of the implementation approaches are best suited for the market that they address, and to compare this with the internal capabilities of the learning service institution. If any shortcoming in instructional capabilities exist, there is still the option to sent selected instructional staff for the type of teacher training programme mentioned above, rather than implement the programme in a format that is comfortable to the training institution rather than to its clients.

## The flexible module delivery ambition

The curriculum for the training programme has also been given a multi-strata modular structure, with its overall programme firstly divided into five segments; the start-up seminar, assignment work, the intermediate seminar, field work, and the final seminar, and each of these segments/modules have been given three ambition levels (Basic, Practical, and Professional). The final seminar could potentially also be optionally followed up with either a teacher-training session, and/or a post-programme mentoring/coaching period.

*The start-up seminar* is intended to be implemented as a set of f-2-f sessions, implemented as classroom-type of lessons. The duration for the implementation of a full-scope start-up seminar is estimated to be two days (if implemented on participants' mother tongue). The initial part of the first day would focus on the introduction of the programme and the involved actors, and include assessment activities (if not catered for prior to the start of the first seminar). The second part of day one and the major share of the second day would address the first part of the competence blocks (Child development). The last part of the second day would be addressing the assignments that are to be performed by the participants in the first 'between sessions' period.

*The first 'between sessions' period* is essentially being implemented by the participants as a self-managed self-study, possibly with access to online/remote tutor support. The assignments are documented and made available in an online repository (LMS or virtual community), from which also all tools and reference documentation also can be downloaded. The participant time required for this assignment period would typically be 2-3 work-days, distributed over a period of 3-4 weeks.

*The intermediate seminar* is intended to have an approximate duration of three days, with its first day entirely devoted to reporting on the assignment work and recapitulation of the competency blocks covered by the first part of the training programme. The following two days are carried out essentially as the start-up seminar with f-2-f sessions on child clothing and wares design during the second day as well as the major part of the third day, followed by a focus on the collaborative work/ assignments to be implemented by the participants during the second 'between sessions' period.

*The second 'between sessions' period* is similar to the first 'between sessions' period with the difference that it focus is on the 'child design' parts of the programme, and has assignments that are more collaborative (the content of those assignments are also extensively determined by the context/ orientation of child design initiatives that the participants are envisaged to become involved in). The time required to complete the assignment is typically 3-5 days, distributed over a period of 3-5 weeks.

*The final seminar* is intended to perform two important tasks; to review and draw the experiences and insights generated from the second 'between session' period, and to recapitulate the core competences from the second part of the programme, followed by a set of competence assessments and programme evaluation activities, and conclude with the finalisation of the programme with recognition, certification and celebration of the competence achievements made by the participants. Options to have post-programme coaching may also, if available, be elaborated on. The same applies to the teacher-training option, if also such option is made accessible to the participants.

All of the above f-2-f sessions are structured into modules, and each module is related to a specific module block, as well as to a set of competence outcomes expected to be addressed within the overall training programme. These competence outcomes have also a set of defined success criteria, which in turn are also connected to the subsequent assignments to be performed during the 'between sessions' periods. These criteria are also being addressed within the programme's assessment and evaluation activities. Each of the presentation-oriented modules (the majority of the f-2-f sessions) are to be supported with PowerPoint-based instructional support materials, which in turn also are made available in different delivery modalities.

## **The multi-modality options for module delivery**

As all seminar components are 'modularised' and each presentation session has its own PowerPoint-based set of presentation slides, these PPT-files is also converted into both participant handouts, which they can make their own notes and reflections on, as well as being used for producing an alternative set of module presentation modalities; from the conventional PC/projector-based PPT-supported live lecture to 'live' or pre-recorded presentations online.

*PC/Projector-based classroom presentation* is the simplest form of a module presentation. The PPT-files, pre-prepared for each presentation session includes instructor's notes, hints for how to carry out the presentation, what to highlight and what to draw participant's attention to. Separate printouts are made for instructors (with one slide and notes per page) and for participants (with multi-slides per page, and area for making notes, and to be distributed before the presentations).

*Online 'live' presentation* to participants are made from a remotely located tutor, or to remotely located participants, all being hooked up to a common Internet-based presentation environment, such as the services available e.g. through Skype group conferences or the VCP-based Display engine application.

*Pre-recorded presentation* to be available online or to be used in a downloaded format as a video-type of presentation, where slides have been reinforced with audio-recorded presentation from a tutor. The downloaded variant can be used in a classroom environment while the online variant can be viewed by the participants from whatever location as remote learning sessions.

*Online discussion forum session*, where the individual slides in a presentation (possibly with its pre-recorded audio) are inserted as a starting point for an online group discussion (or study circle) and where the participant contributions are being provided as comments and replies to comments in a typical discussion forum format, or alternatively in a 'blog' or 'story-book'/e-portfolio format.

The online service environment established for supporting the implementing this curricula will have all the presentation files converted for all the modules that are included in this curriculum available in all of the above delivery formats, and those can be accessed and used by the instructional staff that are to be engaged in an implementation of this curricula in any of the above introduced modalities.

## **The documentation of learning actions online**

All non-presentation materials intended to be used for the implementation of the training programme defined within this curriculum are also available in different formats; as print-pages that can be copied and used as-is, as well as electronic documents (in Word and/or PDF format) that can be edited, extracted and/or reformatted as found desirable for a particular programme implementation. These files are also made available for downloading from the online environment established for the support to local implementation of this curriculum/training programme. These files are also being converted to online web pages that can selectively be given access to also for the participants of a given instance of a programme implementation. Separate arrangements have also been made for more extensive access to the online training programme support environment for the participants in earlier mentioned teacher training courses.

The above module flexibility arrangements will also enable usage of various training programme implementation modalities, from the conventional 'chalk-and-talk' seminars, being interwoven with self-managed 'between session' assignments, to more advanced options of online supported learning, such as individualised self-studies to collaborative study-circle oriented implementation of the programme, or even having some of its parts provided as e-learning / virtual community based learning to be reinforced with either a LMS-based administration of the training programme, or through the administrative support provided through a virtual community environment, such as the project-introduced VCP environment.

## The Competence Verification ambition

This training programme is, as have been mentioned earlier, 'anchored' towards an already established competence framework structure, and all training programme components are directly related to specific elements within that competence framework. This will enable both participants and providers of learning opportunities based on this programme's curriculum to objectively assess both the entry and exit competencies which the programme participation will generate for its participants. It will also enable a validation of both competencies already acquired through prior learning, it will facilitate validation of post-training competency levels, and it will enable 'anchoring' those to national frameworks, to sector frameworks as well as to European qualification frameworks. The programme-related elements of the competence framework is used both for specification of the pre-requisites for and expected outcomes from each programme component (modules, sessions, assignments, etc.). It is also utilised in connection with a set of audits/assessments, of which the following three assessment tools are playing a particularly important role in this training programme, namely; the ambition level assessment, the entry level assessment, and the achievement level assessment.

*The ambition level assessment* has the purpose to determine the personalised learning preferences, needs and content orientation characteristics, the readiness to engage in learning, and the aspiration in terms of competence coverage and the levels of competencies to be strived at. This assessment is extensively based on the competence framework which the programme is anchored to, as well as on the modality options and implementation approaches that can be catered for through this programme, and the learning styles/preferences that can be accommodated for within a given instance of implementation of this curriculum.

*The entry level assessment* has the ambition to determine how the programme participation could be best arranged for an individual participant, as well as how the programme components could be adapted to better accommodate the characteristics of a defined set of potential participants. Through the outcomes from this type of assessment it should be possible to determine what parts of the programme have already been catered for through prior learning or through prior practical experiences, where the optimal starting point (at basic, practical or advances level) within the respective content blocks of programme would be, and how the learning activities could be best approached. The entry level assessment outcomes has also the ambition to generate an optimal matching on the programme entry for the participants and thereby secure that pre-requisites or presumed entry skills for each training programme component are ensured.

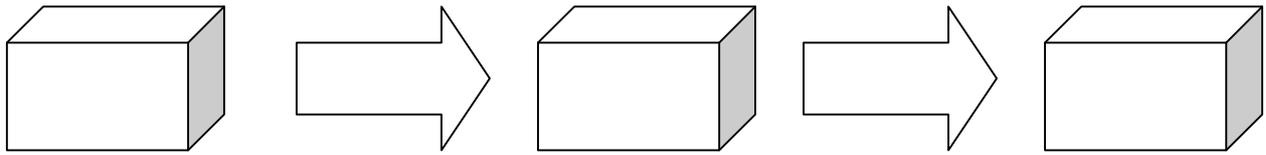
*The achievement level has the qualification assessment* been given the combined ambition to verify that the intended learning/competence developments have actually occurred, and to form a basis for verifying/certifying to programme participants (and present/future employers/managers) which competencies, qualifications and capabilities the participants have achieved as a result of the participation in this training programme.

The assessment-generated competence verifications are also to be closely inter-connected to the elements of the competence framework that this training programme has been anchored towards, and with the achieved competence levels has been directly inter-connected to reference levels used in the European Qualification Framework.

A learning service provider implementing an instance of this training programme's curriculum in any of the format, modality and approach available for it, has also the option to include some or all of the assessments mentioned above. It is also possible for third parties to make usage of these assessment tools even external to the implementation of this training programme, for programme evaluation purposes, or for comparison of competence development capabilities of this programme with similar programmes on the market. The assessment tools can potentially also be used for programme-independent validation of designer competencies in other contexts than for eChild competence development purposes, such as in connection with recruitment, performance assessments and organisational restructuring.

## GENERAL PROGRAMME STRUCTURE

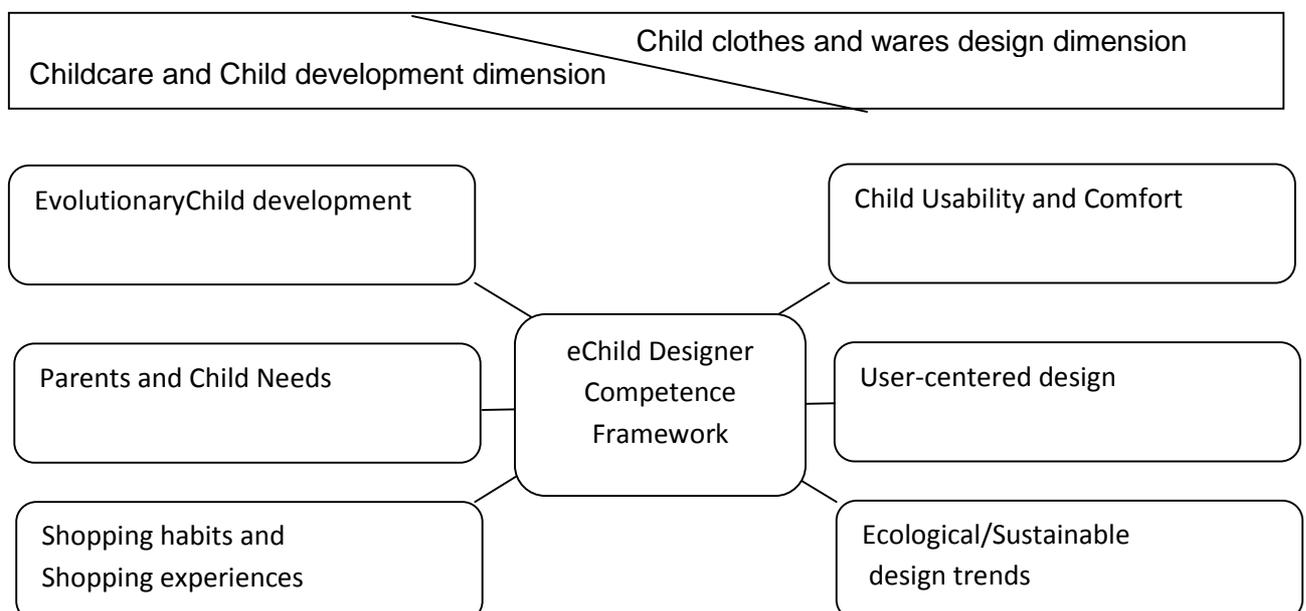
The full implementation of this programme consist of five major block, as illustrated below, and its first half addresses predominantly 'Childcare and Child development' competencies while the second part is predominantly oriented towards 'Child clothing and wares design' competencies.



Start-Up Seminar	'Between Seminars' Period A	Interim Seminar	'Between Seminars' Period B	Final Seminar
2 work-days, modular f-2-f 2x8 sessions	21-28 days Self-study + 3x4 assignments	3 work-days, modular f-2-f 3x8 sessions	21-28 days Self-study + 3x4 assignments	2 work-days, modular f-2-f 2x8 sessions
Focus: Childcare and Child development 3 comp. blocks	Focus: Childcare/ Child development applications	Focus: Report on ind. assignments on Child design Culture/Context. 3 comp. blocks	Focus: Child clothing and wares design	Focus: Report on group assignments & examination
Live, online or CBT delivered	Self-managed, Offline/online	Live, online or CBT delivered	Self-managed, Offline/online	Live, online or CBT delivered

## MODULAR STRUCTURE OF THE OVERALL PROGRAMME

The training programme consists of six module blocks, each further defined in terms of key issues/competence areas that are addressed within respective module. The modules related to 'child clothing and wares design' competencies are displayed on the right-hand part of the mind-map, while the modules relating to 'Childcare and child development' competencies are displayed on the left-hand side of the summative mind-map illustrated below.



## GENERIC PROFESSIONAL COMPETENCIES ADDRESSED WITHIN THE PROGRAMME

The training programme is addressing both a set of generic and specific competencies. The generic competencies are clustered in accordance with the previously mentioned ambition levels. In addition there is also defined a set of meta-competencies per training module. The competency specifications based on ambition levels have been defined in four levels; an expected entry level for the training programme (0-level) and competence levels 1 to 3 for the three ambition levels. The four competence clusters, relating extensively to the coordination capabilities of a professional engaged in the kind of child design which this training programme addresses, and the performance criteria defined for those, are;

1. [Level 0](#) Plans tasks, within limits set to ensure that intended outcomes are achieved and completed
2. [Level 1](#) Delivers own work to time and standard and takes responsibility for the work of others
3. [Level 2](#) Takes responsibility for work groups or for a child design/development initiative.  
Plans ahead and builds flexibility into plans to cope with unexpected events.
4. [Level 3](#) Takes responsibility for the achievements of a team, a working group or a design initiative and ensures that design initiatives or assignment given are implemented as expected.

### **Minimum Entry Level / Level 0. The training programme participant is able to plan tasks, within limits set to ensure that intended outcomes are achieved and completed**

- meets deadlines and objectives or alerts managers in good time if they cannot be met
- prioritises own work and adjusts priorities in response to changing circumstances
- builds in own checkpoints to monitor progress against deadlines
- adapts to new ways of working and copes well with uncertainty
- gets to know what management, project team and clients/target groups wants and values
- deals courteously and promptly with client enquiries or ensures that someone else does
- takes responsibility for occurring problems and takes action to resolve them.

### **Basic - Competence Level 1. Delivers own work to time and standard and takes responsibility for the work of others operating under the unit being managed.**

- delivers results on time and to agreed quality standards
- prioritises own and any staff's work in line with overall organisational/unit priorities
- looks ahead, identifies potential problems and develops steps for dealing with them
- accepts responsibility and accountability for own and staff's work
- breaks down more complex tasks into discrete steps and sets milestones
- maintains a positive and confident approach when dealing with others
- encourages others to look for ways to provide a better service

### **Practical - Competence Level 2. Takes responsibility for the work of a design group or a design project. Plans ahead and builds flexibility into plans to cope with unexpected events.**

- overcomes setbacks/obstacles for achieving results and learns from those events
- establishes arrangements to review progress of own and others' work
- understands/uses project management techniques to deliver on time and within budget
- builds good working relationships with clients and adapts work to suit their requirements
- knows the limitations of what can be delivered and manages the expectations of others
- seeks and acts upon feedback from management, clients and potential end-users
- helps people to take responsibility for the quality of their own work

### **Professional - Competence Level 3. Takes responsibility for the achievements of a design team / work-group or a design project and ensures that the design initiative is implemented as expected.**

- clarifies objectives and identifies where the design needs are to make the greatest impact
- takes a longer term strategic view, linking own plans to overall aims of the design unit
- identifies risks to current plans and makes contingency arrangements
- finds out what is happening "on the ground" to ensure that work is implemented effectively
- sets up systems for monitoring the quality of a design and acts upon findings
- ensure the team appreciates importance of quality and is aware of standards and targets.

## CURRICULA IMPLEMENTATION AS A BLENDED LEARNING TRAINING PROGRAMME

The blended learning variant of the curricula implementation for this training programme includes five activity blocks; three seminars (with the duration of 2 days, 3 days and 1 day, and for the programme in total a duration of 6 days) and two 'between seminars' of learner-managed activities. Each of the three 'seminar/workshop' sessions are also designed to accommodate the three ambition levels, through its division of each day of those into a set of 'sessions', each representing approximately one lesson, or approx. 50 minutes of instructional/learning activities.

TA typical day for a seminar day; Start 08:30, Lunch 12:30-13:30, 20 min breaks, End 17:30

Session 1	Session 2	Break	Session 3	Session 4	Lunch	Session 5	Session 6	Break	Session 7	Session 8
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The three ambition levels are also accommodated for in this session structure by having the majority of the 'basic level' sessions in the beginning of a seminar day, and the 'advanced level' sessions in the end of the seminar day, making the actual seminar days somewhat shorter, and with a minimum level on intermission sessions in the middle of the day. Only the participants who cover the full scope of the programme, and with a coverage of all basic level sessions and including also all the advanced level sessions, will participate in all the seminar sessions of all the three seminars/workshops, as well as engage in all the self-study and assignment work for the two 'between seminars' sessions. The modules have been given a 'Module N-n' code within this curriculum, with 'n' indicating the ambition level (0=General intro, 1=Basic, 2=Practical, 3=Advanced and x=self-assessment).

The basic level seminar sessions are mainly providing conceptual understanding of the issues and competence areas addressed in a particular session. Such often extensively lecture-oriented sessions are implemented with a PowerPoint presentation as its base. This type of session can also be potentially replaced with pre-recorded presentation, or a remote presentation, as outlined earlier in this document, and its implementation can both take place in a f-2-f group session, or with remote participation from the learners. The basic level sessions are also including different forms of participant activities, implemented as exercises or dialogues. Also this type of basic level sessions can potentially also be implemented as online interactions, performed with online mentoring/tutorial support and with participants still being in a f-2-f group, or being attended to remotely through some form of virtual community environment (e.g. like VCP). Basic level participants are generally not expected to carry out the full scope of the 'between seminars, assignments, and the focus for their part is mainly on the self-study parts of the assignments scheduled for completion during the 'between seminars' sessions.

The practical level activities are predominantly carried out as self-managed activities, and the majority of the competence development of this level is assumed to take place during the 'between seminars' sessions. During the seminar/workshops is this level mainly addressed through 'assignment preparation' activities in the seminar/workshop preceding the 'between seminars' session, and as assignment reporting or as evaluations of the particular competence aspects addressed with the respective assignments being part of a 'between seminar' session.

The advanced level sessions during a seminar/workshop are extensively using illustrations, case studies and 'real life' projects/initiatives as the base for the 'higher level' addressing of the respective module, and includes, at least for the child clothing design dimension and the assignment parts during 'between seminars', also extensive usage of computer-based and online tools. These online tools are subsequently also integrated into the 'between seminars' assignment that the advanced level participants are expected to perform before attending the next seminar/workshop.

**PROPOSED SESSION SCHEDULE FOR THE BLENDED LEARNING MODALITY**

*START-UP SEMINAR, 2 days*

Start of the day	DAY 1	DAY 2	Proposed timetable
Session 1	Module 0-A Prog. start-up	Module 3-0 Introduction	08:30 - 09:25
Session 2	Module 0-B Assessment	Module 3-1 Basic level	09:25 – 10:20
Break			
Session 3	Module 1-0 Introduction	Module 3-2 Practical level	10:40 – 11:35
Session 4	Module 2-0 Introduction	Module A1>4 Assignm. prep	11:35 – 12:30
Lunch			
Session 5	Module 1-1 Basic level/all	Module 0-C S1-Evaluation	13:30 – 14:25
Session 6	Module 1-2 Practical level	Module 1-3 Advance/prep	14:25 – 15:20
Break			
Session 7	Module 2-1 Basic level/all	Module 2-3 Advanced/prep	15:40 – 16:35
Session 8	Module 2-2 Practical level	Module 3-3 Advanced/prep	16:35 – 17:30
End of the day			

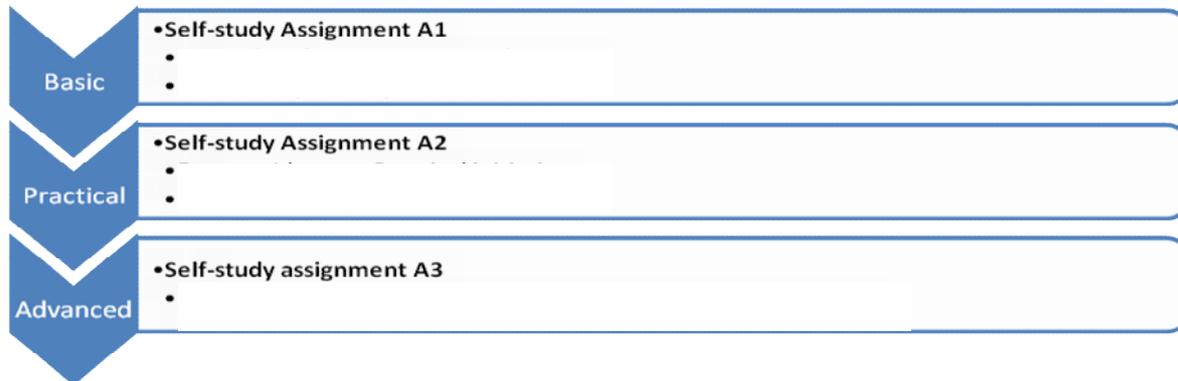
	DAY 1	DAY 2	DAY 3
Start of the day			
Session 1	A-1 Report Pract . & Adv.	Module 4-0 Introduction	Module 6-0 Introduction
Session 2	A-2 Report Pract . & Adv.	Module 4-1 Basic level	Module 6-1 Basic level
Break			
Session 3	A-3 Report Pract . & Adv.	Module 4-2 Practical level	Module 6-2 Practical level
Session 4	A-4 Report Pract . & Adv.	Module 5-0 Introduction	Module 6-3 Professional
Lunch			
Session 5	Module 0-D A-Evaluation	Module 5-1 Basic level	Module 0-E S2-Evaluation
Session 6	Module 1-x Assessm/recap	Module 5-2 Practical level	Module B-1 Assignm.prep
Break			
Session 7	Module 2-x Assessm/recap	Module 4-3 Professional	Module B-2 Assignm.prep
Session 8	Module 3-x Assessm/recap	Module 5-3 Professional	Module B-3 Assignm.prep.
End of the day			

Start of the day	DAY 1	
Session 1	B-1 Report Pract . & Adv.	Reporting on the first Part B assignment (practical level first, followed by advanced)
Session 2	B-2 Report Pract . & Adv.	Reporting on the second Part B assignment (practical level first, followed by advanced)
Break		
Session 3	B-3 Report Pract . & Adv.	Reporting on the third Part B assignment (practical level first, followed by advanced)
Session 4	B-4 Report Pract . & Adv.	Reporting on the fourth Part B assignment (practical level first, followed by advanced)
Lunch		
Session 5	Module 0-F B-Evaluation	Evaluate the second 'between seminars' session and the B-part of the assignments
Session 6	Module 0-G Prog-Assessm	Assessment of all competence areas that were included in this programme implem.
Break		
Session 7	Module 0-H Add-on options	Info on post-programme add-on options The 0-G assessment is processed here!!
Session 8	Module 0-X Certification	Conclusion of the programme Distribution of diploma/certificates
End of the day		

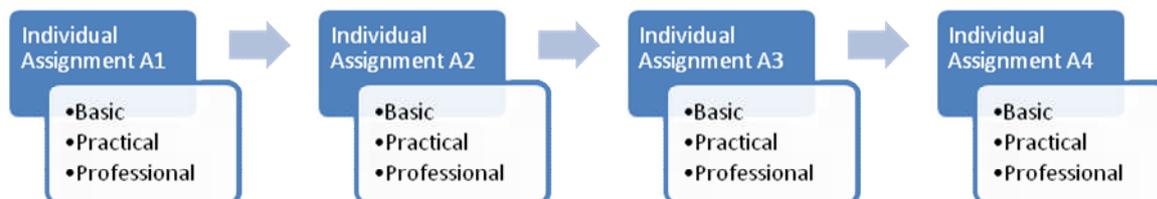
## THE 'BETWEEN SEMINARS' – PERIOD A

The first 'between seminars' period (Period A) is taking place between the Start-up Seminar/Workshop and the Interim Seminar/Workshop. An approximate duration of this first between seminars period is 21-28 days, but could also be longer or shorter, and even implemented as a full-time study period. In the latter case Period A constitute a period of 3-7 days depending on the ambition level of the individual participants.

### Self-study components of Period A



### Assignment components of Period A



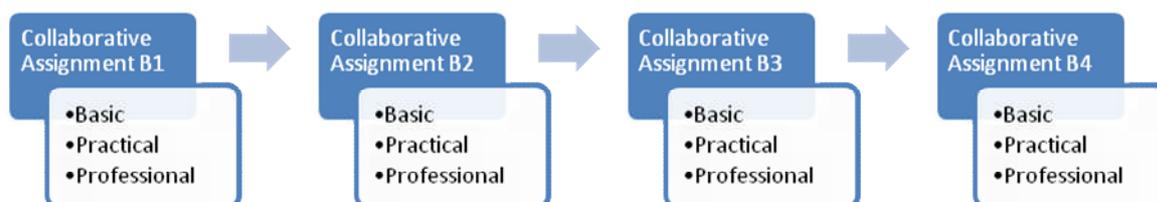
## THE 'BETWEEN SEMINARS' – PERIOD B

The second 'between seminars' period (Period B) is taking place between the Interim Seminar/Workshop and the Final Seminar/Workshop. The approximate duration of this second between seminars period is basically the same as the first 'between seminars' period.

### Self-study components of Period B



### Assignment components of Period B



**GENERAL PROGRAMME COMPONENTS (MODULE 0-n)**

There are nine ‘modules’ within the training programme that is not primarily ‘instructional’, but never less equally important for the success of this training programme, and these are the two opening and closing sessions of the programme, and the evaluation and assessment sessions.

**Programme Introduction and Conclusion sessions**

The programme introduction module (Module 0-A) and the Programme conclusion module (Module 0-X) have not been defined in any detail within this curriculum, as it is envisaged that these two sessions would be implemented in accordance with the local practices of the learning service provider, and be contextualised to the implementation setup matching this organisation.

**Participants’ Pre- and Post-programme Assessment Activities**

There are two programme-generic modules that relate to assessment; the Pre-programme assessment (Module 0-B) in the end of the Start-up seminar and the Post-programme assessment (Module 0-G) in the end of the final Seminar. Both assessments will ask questions relating to both the individual participant’s ‘maturity in terms of the competency areas addressed by the training programme, as well as the ‘home-base’ organization’s so called ‘service management maturity’. The individual ‘maturity’ assessment will be done through two measures, and this in order to identify the skills-gap that should be focused on during the implementation of the training programme, namely the present ‘is-level’ and the desired ‘should’ level of all relevant competencies addressed within this training programme. Similar dual measures are also made during the post-programme assessment, among other for certification purposes and to stake out potential post-programme competence development activities. The measurement scale that will be applied is adopted from Boston University Skills Assessment service, and includes;

Unaware	Aware	Functional	Proficient	Expert
Does not recognize this knowledge or skill dimension.	Possesses knowledge of and is familiar with concepts but has not applied them to a real situation.	Applies knowledge or skills to routine situations, occasionally requiring guidance.	Exercises a breadth of knowledge and skills for addressing complex situations without guidance.	Coaches and supports others utilizing breadth of experience or depth of specialized expertise.

The organisational maturity will be measured using scales from the OGC’s Management Maturity Model as illustrated below.

Level 1:	Level 2:	Level 3:	Level 4:	Level 5:
Can the organization formulate projects <b>and</b> run them differently to its on-going organizational activities?	Does the organization ensure that each project is run with its own processes and procedures to a minimum specified standard?	Does the organisation have its own centrally controlled project processes, <b>and</b> can individual projects flex within these processes to suit the particular project contexts?	Does the organisation obtain and retain specific measurements on its project performance <b>and</b> run a quality management organisation?	Does the organisation run continuous process improvement, <b>with</b> pro-active problem solving and technology management support?

Both types of assessments are made available to programme implementers in both paper-based and as online assessment tools available from the learning service provided online learning environment.

## LIST OF GENERAL PROGRAMME IMPLEMENTATION SESSIONS (0-n Sessions)

### Childcare and Child development Dimension

SESSION 0-A:

Title: **Introduction of the programme and Participants**

Purpose: Programme start-up and familiarisation with each other

SESSION 0-B:

Title: **Assessment of entry-level competencies**

Purpose: Identification of skill-gaps to be focused on by the learner

SESSION 0-C:

Title: **Evaluation of the Start-up Seminar/Workshop**

Purpose: Feedback to session leaders /programme designers

SESSION 0-D:

Title: **Evaluation of the 'between seminars' Period A**

Purpose: Feedback to tutors and mentors / programme designers

### Child Clothing and Wares design Dimension

SESSION 0-E:

Title: **Evaluation of the Start-up Seminar/Workshop**

Purpose: Feedback to session leaders /programme designers

SESSION 0-F:

Title: **Evaluation of the 'between seminars' Period A**

Purpose: Feedback to tutors and mentors / programme designers

SESSION 0-G:

Title: **Assessment of post-training level of competencies**

Purpose: Determine learner achievements / post-programme plans

SESSION 0-H:

Title: **Introduction of post-programme follow-up options**

Purpose: Info on post-prog. Mentor support and T-o-T options

SESSION 0-X

Title: **Certification and Closing of the training programme**

Purpose: Recognise and celebrate learner achievements

## DETAILED STRUCTURE OF THE 'BETWEEN SEMINARS' SESSIONS

### SEMINAR SESSIONS RELATING TO THE 'BETWEEN SEMINARS' PERIOD A

There are some seminar modules during both the Start-up Seminar/Workshop and the Interim Seminar/Workshop that are directly related to the Period A 'between seminars' sessions. These seminar sessions consists of either pre-assignment sessions or post-assignment sessions, and is implemented in a way that best match the local context for a specific implementation of this training programme / curriculum. These seminar sessions for Period A are as follows;

#### *Start-up Seminar Day 2 - Session 4*

##### **Module A1→A4 Assignment Preparation**

Purpose: To explain/clarify the activities involved with the Period-A assignment

#### *Interim Seminar Day 1 – Sessions 1-4*

##### **Module A1 Assignment Reporting**

Purpose: Individual reporting of Basic → Practical → Advanced A1 assignments

##### **Module A2 Assignment Reporting**

Purpose: Individual reporting of Basic → Practical → Advanced A2 assignments

##### **Module A3 Assignment Reporting**

Purpose: Individual reporting of Basic → Practical → Advanced A3 assignments

##### **Module A4 Assignment Reporting**

Purpose: Individual reporting of Basic → Practical → Advanced A4 assignments

#### *Interim Seminar Day 2 – Sessions 6-8*

##### **Module B1→4 Assignment Reporting – Basic level**

Purpose: To explain activities involved in basic level of Period-B assignments

##### **Module B1→4 Assignment Reporting – Practical level**

Purpose: To explain activities involved in practical level of Period-B assignments

##### **Module B1→4 Assignment Reporting – Professional level**

Purpose: To explain activities involved in professional level of Period-B assignm.

### SEMINAR SESSIONS THAT RELATE TO MODULE-SPECIFIC ASSESSMENTS

There are also three sessions (6→8) during day 1 of the Interim Seminar/Workshop that relates directly to the modules introduced during the Start-up Seminar/Workshop, and for which the Period A assignments were the conclusion of.

Each of these sessions includes both a module-specific assessment, possible to be carried out either as a paper-based assessment or as an online self-assessment activity, followed by a recapitulation of the contents covered within those modules, now portrayed in light of the Cultural dimension issues that follow immediately after these sessions of the Interim Seminar.

There is no module-specific assessment sessions planned for the second dimension of the training programme as the post-programme assessment during the Final Seminar is introduced immediately after the completion of the assignment reporting for to those modules.

For all of the above mentioned seminar sessions, that are unique to the blended learning variant of the programme, there are also made available an Instructor's Guide that outlines the recommended steps and processes for the successful implementation of these sessions.