

**ERASMUS+ PROGRAMME, KEY ACTION 2**

**CAPACITY BUILDING IN HIGHER EDUCATION**

**Towards European University Lifelong Learning model in Moldova (COMPASS)**

Ref. No. 597889-EPP-1-2018-1-MD-EPPKA2-CBHE-SP

WP4. Enhancement of institutional capacities for implementation of LLL reform

Act. 4.2.2. Development/updating of LLL courses

# LLL Course Design Template

General Information about the LLL Course	
Course title	
Study programme	<i>To what extent are the components of the learning environment in line with the programme goals and objectives, and institutional criteria (learning outcomes, assessment of learners, study materials, curriculum, learning activities, etc.)?</i>
Number of ECTS credits, notional learning time	
Content summary	<i>Short summary of the content of the course.</i>
Your Target Audience	
Target group	<i>Which kind of learners would you like to attract for your course? (Age, profession, etc.) To what extent is there a clear process to enable identification of programme target groups and their needs? To what extent are the learning outcomes in line with the scientific state of the art in the discipline(s) concerned? To what extent are the needs of stakeholders' (labour market, professional bodies, etc.) needs assessed?</i>
Students' prior knowledge, skills, and competences	<i>Which knowledge, skills, and competences does the standard target group member have?</i>
Rationale	<ul style="list-style-type: none"> <li>• <i>Why do learners need this LLL course?</i></li> <li>• <i>How does this course cover some of their personal and/or professional developmental needs?</i></li> <li>• <i>How is the course connected to its professional network and standards?</i></li> </ul>
Reaching out	<i>How do you want to reach out to the intended target group?</i>
Didactical Design of the LLL Course	
Intended learning outcomes (max. 5)	<i>Please insert the learning outcomes of the course. Consider listing 4-6 student-centered learning outcomes – What should your students learn or be able to do as a result of successfully participating in your course? To what extent are the learning outcomes in line with the vision and strategic objectives of the institution? To what extent are the defined learning outcomes in line with target groups and stakeholders (including labour market) needs?</i>

	<i>After successful completion of this course learners will be able to ...</i>
Assessment methods	<i>Which kind of formative and/or summative assessment methods will be used? e.g. essays, multiple choice exams, project reports, ePortfolios, etc.</i>
Pedagogical approach	<i>To what extent are the key educational concepts of the programme defined (e.g. learner-centred organisation of the programme, problem-based learning, on the job training, etc.)?</i>
Number of students	
Delivery mode	<i>Choose the delivery mode which will be used:</i> <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Blended learning (mix between face-to-face and online learning) <input type="checkbox"/> Online Course
Learning activities	<i>Write down a list of learning activities planned for the LLL course. NB: The activities must be aligned with the intended learning outcomes as well as with the assessment methods.</i> <i>To what extent are the programme characteristics (schedule, course materials, teaching methods, etc.) adjusted to the needs of the target group?</i>
Infrastructure and devices	<i>To what extent are the support service requirements defined on the basis of the identified needs of the target group (tutoring, ICT support, guidance, consultation, communication, etc.)? e.g. tablets, notebooks, whiteboard, smartboard, flipcharts, etc.</i>
Virtual environment and digital tools	<i>e.g. Moodle, Mahara, canva, Kahoot!, padlet, google classroom; web conferencing tools like Skype, adobe connect, etc.</i>
<b>Staff</b>	
Necessary roles	<i>To what extent are the roles and responsibilities of all personnel involved in programme planning, implementation, monitoring and improvement clear and in line with the competences needed to deliver the programme?</i>
Number of lecturers	<i>Depending on the number of students and desired learning outcomes.</i>
Number of tutors	<i>Depending on the number of students and desired learning outcomes.</i>
Necessary prior knowledge, skills, competences of lecturers/tutors	<i>To what extent is the selection of appropriate teaching staff in line with the strategic objectives and educational concepts of the programme?</i> <i>e.g.</i> <i>“The lecturer is able to use Moodle.</i> <i>The lecturer is able to use the web conferencing tool Skype.</i> <i>The lecturer is able to moderate online discussions in an online forum.</i> <i>The lecturer is able to include the student’s prior learning experiences into class.</i> <i>etc.”</i>