**Lifelong Learning Course Design Template**

Complete the following template with all the necessary information to plan your LL course. Use the COMPASS Online Summer School as a help to…

• understand the template,

• collect the necessary information, and

• fill out the template.

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| **General Information about the LL Course** | |
| Course title | *The title of a course should give a brief, general description of the subject matter covered. It also has to be attractive to the possible audience or applicants.* |
| Study programme | *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.)?* |
| Number of ECTS credits, notional learning time | *How many ECTS will your course have? Measure this in terms of student workload, considering that every ECTS is about 20-25 hours.* |
| Content summary | *Short summary of the content of the course.* |
| **Your Target Audience** | |
| Target group | *What 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 needs of stakeholders’ (labour market, professional bodies, etc.) assessed?* |
| Students’ prior knowledge, skills, and competences | *Which knowledge, skills, and competences does the standard target group member have?* |
| Rationale | *Why do learners need this LLL course?*  *How does this course cover some of their personal and/or professional developmental needs?*  *How is the course connected to its professional network and standards?* |
| Reaching out | *How do you want to reach out to the intended target group?* |
| **Didactical Design of the LL Course** | |
| Intended learning outcomes (max. 5) | *Please insert the learning outcomes of the course. Consider listing 4-6 student-centred 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?*  *After successful completion of this course learners will be able to …* |
| Assessment methods | *Which kind of formative and/or summative assessment methods will be used?*  *e.g. essays, multiple choice exams, project reports, ePortfolios, etc.* |
| Pedagogical approach | *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.)?* |
| Number of students | *Describe the minimum and maximum number of students.* |
| Delivery mode | *Choose the delivery mode which will be used:*   * *Face-to-Face* * *Blended learning (mix between face-to-face and online learning)* * *Online Course* |
| Learning activities | *Write down a list of learning activities planned for the LL course.*  *NB: The activities must be aligned with the intended learning outcomes as well as with the assessment methods.*  *To what extent are the programme characteristics (schedule, course materials, teaching methods, etc.) adjusted to the needs of the target group?* |
| Infrastructure and devices | *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.* |
| Virtual environment and digital tools | *e.g. Moodle, Mahara, Canva, Kahoot!, padlet, Google Classroom; Microsoft Teams, web conferencing tools like Skype, adobe connect, etc.* |
| **Staff** | |
| Necessary roles | *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?* |
| Number of lecturers | *Depending on the number of students and desired learning outcomes.* |
| Number of tutors | *Depending on the number of students and desired learning outcomes.* |
| Necessary prior knowledge, skills, competences of lecturers/tutors | *To what extent is the selection of appropriate teaching staff in line with the strategic objectives and educational concepts of the programme?*  *e.g.*  *The lecturer is able to use Moodle.*  *The lecturer is able to use the web conferencing tool Skype.*  *The lecturer is able to moderate online discussions in an online forum.*  *The lecturer is able to include the student’s prior learning experiences into class.*  *etc.* |

**Other Key Elements**

* Admission Issues, Validation: To what extent is there a common procedure, at institutional level, for admission of learners? If the institution does not have such a procedure in place, is there a programme specific procedure?
* Financial Resources: To what extent is there a detailed budget plan (defining the viability of the programme, predicted income and expenditure, provision of scholarships, etc.)?
* Communication issues:
  + Are the admission procedures clearly communicated to all stakeholders?
  + Are the content of the programme and the expected learning outcomes well presented to stakeholders before the launch of the programme?

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