European VET curriculum
WP 3 – Del 3.1.2

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Executive summary

One of the specific objectives of the project is to develop a European VET curriculum (composed of a MOOC, a specialization course made of a)blended training course and b)work-based learning) that can be adapted to national needs.

The VET curricula developed within the project will address EQF 5. The project will produce approximately 40 modules:

- Approximately 20 modules for digital competences (mapped into DigComp framework)
- Approximately 20 modules for entrepreneurial and transversal skills (mapped e.g. within the EntreComp framework and European e-Competence framework)

The training programme will be tested in 4 piloting countries (Italy, Bulgaria, Latvia and Greece) and will be aimed at delivering the curricula that will be structured as follows:

- Massive Open Online Course (MOOC) 80 hours
- Specialization course:
    - Blended Training – in total 240 hours (20h assessment):
        - Classroom training (20h)
        - Online classes and self-study (160h)
        - Project-based learning (40h)
    - Work-based learning – in total 165 hours (5h assessment)

The curriculum will be made publicly available for uptake by VET institutions teaching librarianship, specifically in partner countries, but also for other stakeholders in Europe.

Profile 2: Digital transformation facilitator

Name of the curriculum	Community engagement and communication officer		
Amount (hours)	MOOC – 80	Specialization course (Blended training) - 240	Work based learning - 165
Aim and outcomes of the curriculum	VET curriculum covers basic technical skills but also addresses modern (digital and soft) skills that librarians increasingly need but that are not covered by traditional training.		
Modules	**Digital competences** 1. Digital competences 2. Introduction to digitization 3. Managing data, information, and digital content 4. Interacting through digital technologies (online meetings) 5. Collaboration and sharing through digital technologies 6. Managing digital identity 7. Digital tools and digital content development 8. Copyright legislation 9. Programming 10. Basic principles of data safety and security 11. Protecting data and content 12. Protecting personal data and privacy 13. User support (Identifying needs and responses) 14. Problem/ crisis management 15. IT skills and troubleshooting	**Entrepreneurial and transversal competences** 1. Spotting opportunities 2. Valuing ideas 3. Design thinking 4. Mobilizing resources 5. Sales development 6. Project management 7. Strategic thinking (Business plan development) 8. Change management (Change support) 9. Time management 10. Taking the initiative 11. Learning through experience	

	16. Competency management	
Requirements to start the study		
Requirements to complete the study		

Implementation plans of Modules

No	Modul name	Learning methods		Amount (hours)
1	**Introduction to digitization**		MOOC	2h
		Blended training	Classroom training	1h
			Online learning	6h
			Project based learning	
			Work based learning	5h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: This training module aims to provide basic knowledge of digitization referring to processes for creating and managing digital resources. Approaches to hardware and software technologies and job-based learning are planned.

Learning objectives:

The aim of the training is to develop understanding and aware practical skills of:

- knowledge of digital library architecture software
- managing XML language for metadata and coding
- use of the technique of Semantic Web

- use of Open Data
- discovery tools and features related to Web services

Requirements to start the module:
Knowledge of digital technologies for digitization

Core digital competences

Readiness to learn digital transformation processes

B2 English language level

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Manage the digitization of artifacts and born-digital creation of different entities	• Digitization and born-digital creation	2 h online training (OER 1 and OER 2) + 2h of MOOC (OER 3 and OER 4) + 2h of work-based learning	Successful and active participation at Online Workshop Completed and evaluated exercise	Interactive online workshop 1) Create a digital object prototype
2. Use a basic XML language applied to different metadata standards	• XML description language for metadata standard	2h online training and self-study (OER 5 and OER 6) + 1 h Classroom training + 3h of work-based learning	80 % correct answers to the online test Successful and active participation in the classroom training Completed and evaluated exercise	2) After creating your digital object, make it a digital entity by attributing the necessary information
3. Basic knowledge of digital libraries creation	• Processes and methodologies	2 h online training and self-study (OER 7)	80 % correct answers to the online test	Online Test

Requirements to complete the module:

MOOC - completed

Online learning - all assessments completed and 80 % of all online tests

Project based learning- project submitted and received positive evaluation from tutor

Work based learning: 1) Create a digital object prototype; 2) After creating your digital object, make it a digital entity by attributing the necessary information

Learning resources (OERs):

Teaching materials: video, slides (others materials to be defined)

No	Modul name	Learning methods		Amount (hours)
4	**Managing data, information and digital content**		MOOC	2h
		Blended training	Classroom training	1h
			Online learning	5h
			Project based learning	5h
			Work based learning	5h

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial	x	Transversal	x

Aim: Training module on management of databases and analysis of user behaviour and use of digitised resources.

Learning objectives:

The aim of the training is to develop understanding and practical skills of:

• Effective methods of managing and preservation of digital content

• Technologies regarding data, information and digital content management

• Freely use and interpret open data of digital resources and collections

• Analysis of user behaviour

• Risk of data loss or corruption

Requirements to start the module:

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks

1. Explore effective methods of managing and preservation of digital content	• Digital content management and preservation	2h MOOC (OER 1) + 2 h of Online Learning (OER 2 & 3)	Successful and active participation at Online Workshop	Interactive online workshop
2. Use digital tools regarding data, information and digital content management	• Digital tools to store information and retrive it • Management of different databases: standard digitization, open data (OD), linked open data (LOD)	1 h of Online Learning (OER 4) + 5 h of worked based learning	Completed and evaluated exercise	Evaluate OD and LOD project (ArCO, dati.gov.it, loc.gov)
3. Use and interpret open data of digital resources and collections	• Concepts and use of open data • Analysis of user behaviour	1 h Classroom training + 5 h of project based	Successful and active participation in the classroom training Project submitted and evaluated	Design a survey to analyse and compare the behaviour of users
4. Estimate the risk of data loss or corruption	• Risk of data loss and IT failures (good practices to prevent it)	2h Online Learning (OER)	80% correct answers to the online test	Online Test

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Requirements to complete the module:

MOOC – completed

Online learning – all assessments completed and 80% of all online tests

Project based learning – project submitted and received positive evaluation from tutor

Work based learning: Evaluate OD and LOD project (ArCO, dati.gov.it, loc.gov)

Learning resources (OERs):

Teaching materials: video, slides (other materials to be defined)

No	Module name	Learning methods		Amount (hours)
5	**Interacting through digital technologies (Online meetings)**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	4h
			Project based learning	5h
			Work based learning	8h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: Providing students with knowledge and skills to work in a digital environment and successful interaction with digital technologies

Learning objectives:

• Developing practical skills for optimal use of new digital devices in the library and for the community

• Development of technical skills for the use of new IT equipment for digitalization and for the production of new digital content, supporting the work of the library

• Ability to use different types of platforms and apps for online meetings;

Requirements to start the module: Advanced knowledge in the use of technologies – computer, internet, mobile devices etc.

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of digital technologies	• Surfing, searching and filtering data, information and digital content; • Evaluation of data, information and digital content;	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

	• Data, information and digital content management			
2. Interaction through digital technologies	• Share through digital technologies; • Participation in the public space through digital technologies; • Cooperation through digital technologies; • Online etiquette; • Digital identity management.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
3. Online meetings	• What is online meeting; • Planning and organizing an online meeting; • Tools for online meetings (apps and platforms); • Useful tips for online meetings.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
4. Creating digital content	• Development of digital content • Integration and processing of digital content;	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

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	• Copyright and licenses; • Planning and development of instructions for a computer system to solve a problem or to perform a specific task.			
5. Safety when working with digital content and technologies	• Device protection; • Protection of personal data and confidentiality; • Protection of health and well-being; • Environmental protection.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
6. Solving problems when working in a digital environment	• Solving technical problems; • Identification of needs and technological answers; • Creative use of digital technologies; • Identification of gaps in digital competence.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

Requirements to complete the module:

MOOC - completed with 75% of the final exam

Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Project for the use of digital content and / or technology in a specific work situation

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
			MOOC	2h
		Blended training	Classroom training	NA
6	**Collaboration and sharing through digital technologies (basic knowledge)**		Online learning	6h
			Project based learning	NA
			Work based learning	NA

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

Aim: The module will provide learners with knowledge and skills for aware collaborating and interacting using online tools, as well as scheduling and hosting online meetings.

Learning objectives:

- Provide learners with knowledge about online aware collaboration concepts
- Develop skills for learners to use most common online collaboration tools

Requirements to start the module:

Core digital competences;

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Understand the key concepts of online and mobile aware collaboration	• Online aware collaboration concepts	MOOC; Online learning	75% correct answers to online test	Online test

2. Recognize good practices in cloud computing and how this facilitates collaboration	• Preparation for online collaboration • Online behaviour	MOOC; Online learning	75% correct answers to online test	Online test
3. Identify tools supporting online collaboration, such as productivity applications, social media, calendars, meetings, and learning environments	• Common setup features • Using online collaborative tools • Mobile collaboration • Online surveys and polls	MOOC; Online learning	75% correct answers to online test	Online test

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
9	**Managing digital identity**		MOOC	2h
		Blended training	Classroom training	
			Online learning	4h
			Project based learning	4h
		Work based learning		Scenario: Analysis and report of Libraries digital account 16h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	X

Aim: The module will provide learners with knowledge how to manage reputation and protect digital identity of individuals and organizations

Learning objectives:
- Provide learners with knowledge about types of digital identity for individuals and organizations
- Provide learners with knowledge and skills to set digital identity in most common applications: government services; online platforms; social networks
- Provide learners with knowledge how to manage reputation and protect your digital identity

Requirements to start the module:
Intermediate digital competences;
Basic knowledge of online social media networks
B2 level of English

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks

1. Able to manage and use a variety of digital identities	• Introduction to different Digital identity types for individuals and organizations; • Basic principles of digital identity and digital account protection	MOOC; Online learning	75% correct answers to online test Completed exercises	Online test; Online exercises
2. Able to apply different ways to protect the reputation online	• Introduction to organizations and individuals online reputation • Introduction of monitoring of the online reputation : principles and tools • Strategies designed to protect and improve your online reputation. • Use of automated tools to monitor online activity	MOOC; Online learning ; Project based learning	75% correct answers to online test Approved project	Online test Project (report) of libraries online reputation management evaluation and suggestions for improvements
3. Able to protect digital identity of users and organizations	• Principles and methods of Protecting digital identity for different	MOOC; Online learning ; Work based learning	75% correct answers to online test Completed exercises Completed work based Scenario tasks	Online test Online exercises Work based scenario

	platforms and social media accounts • Protecting legal digital identity of organizations and users			

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Online learning – all assessments completed and 75% of all online tests

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Scenario X – Analysis and report of Libraries digital account

Learning resources (OERs):

Teaching materials:

10	**Digital tools and digital content development**	Blended training	MOOC	2h
			Classroom training	1h
			Online learning/self-study	5h
			Project based learning	4h
			Work based learning	5h

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial	x	Transversal	x

Aim: Training module on how to develop, edit and manage digital content to use in the library's communication activities and promote reuse in new and innovative ways.

Learning objectives:

The aim of the training is to develop understanding and practical skills of:

• Developing, editing and managing digital content;

• Reusing existing digital content;

• Publishing, storing and sharing digital content.

Requirements to start the module:

Intermediate digital competencies

B2 English language

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Develop digital content in different formats	• Trends in digital content • Developing, editing and managing	2 h of MOOC (OER 1 and OER 2) +	Successful and active participation at Online Workshop	Interactive online workshop and discussion

		simple digital content	1h Online Learning (OER 3) + 1h self-study on the topics proposed 3 h of work- based learning	Completed and evaluated exercise.	1) Digitization and post processing of different contents for user fruition
2.	have basic skills to modify, refine, improve and integrate existing information and content in several formats	• Creative ways to reuse existing content	1 h Online Learning (OER 4 and OER 5) + 1h self-study on the topics proposed 2h of work-based learning	80 % correct answers to online	Online test 2) Selection, reuse, expansion of existing digital contents
3.	Publish, store and share digital content	• Tips and tricks for publishing, storing, and sharing digital content	1 h Online learning (OER 6, OER 7 and OER 8) + 5 h Project based learning	Project submitted and evaluated	Creative reuse of digital contents for editing digital communication

Requirements to complete the module:

MOOC - completed

Online learning - all assessments completed and 80 % of all online tests

Project based learning- project submitted and received positive evaluation from tutor

Work based learning: 1) Digitization and post processing of different contents for user fruition; selection, reuse, expansion of existing digital contents; 2) Selection, reuse, expansion of existing digital contents

Learning resources (OERs):

Teaching materials: video, slides (others materials to be defined)

No	Modul name	Learning methods		Amount (hours)
11	**Copyright legislation**		MOOC	2h
		Blended training	Classroom training	1h
			Online learning	6h
			Project based learning	Simulate the implementation of open access strategy following a case study 4h
			Work based learning	Scenario: carry out a feasibility study for the implementation of an open access strategy in the library 12h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

Aim: to adapt digital content in accordance with copyright legislation, Creative Commons, legal aspects of repository, intellectual property right issues and open access strategies to use in the library activities.

Learning objectives:

- Develop understanding and practical skills of copyrights and Creative Commons licenses
- Develop understanding and practical skills of intellectual property rights issues
- Develop understanding and practical skills of open access strategies in the library context

Requirements to start the module:

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Adapt, integrate, and share digital content in accordance with copyright legislation	• How does copyright laws affect libraries? • Copyrights and Creative Commons licenses for adapting, integrating and sharing digital content	MOOC; Online learning	75% correct answers to online test	Online test
2. Follow legal aspects of repository, intellectual property rights issues and open access strategies	• What are intellectual property rights and open access strategies?	Online learning; Classroom training (case study); Project based learning	Project submitted and evaluated	Simulation on the application of an open access strategy for a local library

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Online learning – all assessments completed and 75% of all online tests

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Scenario X – Carry out a feasibility study for the implementation of an open access strategy in the library

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
12	**Programming**		MOOC	2h
		Blended training	Classroom training	1h
			Online learning/self-study	5h
			Project based learning	Describe the different steps to create a digital database correctly indexed from an existing list of resources 4h
			Work based learning	Solve problems related to database visualizations settings (order and quality) on a webpage 8h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: to use mark-up language on digitised documents and books in a relevant way, trace open data schema conform to standards for indexing digital resources and solve minor issues on their library's website**.**

Learning objectives: Types and differences between programming languages; Using mark-up languages; Tracing open data schema; Webpage development tools and techniques to solve minor issues

Requirements to start the module:

Intermediate digital competencies

B2 English language level

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Compare and choose the most appropriate programming language	• Fundamentals of programming	2 hours online Training (OER 1) 2 hours MOOC (OER 14)	Successful and active participation at Online Workshop	Interactive online workshop
2. Explain the main difference between client and server side	• Service, Client and user interfaces	30 minutes self-study (OER 12)	80% correct answers to online test	Online Test
3. Use mark-up language on digitised documents and books	• What are mark-up languages?	30 minutes self-study (OER 7) (OER 13)	80% correct answers to online test	Online Test
4. Trace open data schema conform to standards for indexing digital resources	• Open data schema map • Indexing of digital resources	1 hour Classroom training + 2 hours Online Learning (OER 10) (OER 11) + 5 hours Project based learning	Successful and active participation in the classroom training. 80% correct answers to the online test. Project submitted and evaluated.	Describe the different steps to create a digital database correctly indexed from an existing list of resources

5. Solve minor issues using webpage development tools and techniques	• Introduction to principles and tools for webpage development	5 hours of work-based learning (OER 8)	Completed and evaluated exercise.	Solve problems related to database visualizations settings (order and quality) on a webpage.

Requirements to complete the module:

MOOC – completed

Online learning – all assessments completed and 80% of all online tests

Project based learning – project submitted and received positive evaluation from tutor

Work based learning: Solve problems related to database visualizations settings (order and quality) on a webpage.

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
13	**Basic Principles of data safety and security**		MOOC	2h
		Blended training	Classroom training	1h
			Online learning/self-study	6h
			Project based learning	4h
			Work based learning	

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial		Transversal	x

Aim: The purpose of the module is to introduce learners to main security risks, help to identify and solve them for everyday work needs and introduce main online tools for security risk minimizing

Learning objectives:

- Provide learners with knowledge about main security risks types;
- Provide learners with practical skills to identify and prevent security risks;
- Provides learners with knowledge about most common online tools and management strategies to avoid and minimize security risks

Requirements to start the module:

Intermediate digital competencies

B2 English language level

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of data safety and security requirements	• Basic of ICT safety and security	2h MOOC (OER 1) +	Successful and active participation at Online Workshop	interactive online workshop

		1h Classroom training + 2h Online learning and self-study (OER 1)		
2. Ability to analyze and identify security risks at their work and implications that they might cause.	• Risks connected with use of Internet and online resources • Risks connected with integrity and loss data	1h Online learning (OER 1) + 1h self-study on the topics of previous OER	80 % correct answers to online test	Online test
3. Able to analyze and/or develop security strategies and plans to librarians everyday	• Main steps of security evaluation and strategy design for organization • Main approaches and tools to ensure safety of information and security data	2 h Online Learning (OER 1 and OER 2) + 5 h Project based learning	80 % correct answers to online test Project submitted and evaluated	Plan a detailed strategy to have a security field useful for the library.

Requirements to complete the module:

MOOC - completed

Online learning - all assessments completed and 80 % of all online tests

Project based learning- project submitted and received positive evaluation from tutor

Learning resources (OERs):

Teaching materials: video, slides (others materials to be defined)

No	Modul name	Learning methods		Amount (hours)
14	**Protecting devices**		MOOC	2h
		Blended training	Classroom training	1h
			Online learning	4,5h
			Project based learning	Case study analysis concerning patron's privacy basing on the given examples – 4h
			Work based learning	Starting from a case study, creating a scenario focusing on users' data privacy within the library – 8h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

Aim: to provide learners with theoretical knowledge and practical skills to protect most common devices (mobile, personal computers, servers) from security risks

Learning objectives:

• Provide learners with knowledge about main security risks for different devices actual for librarians work
• Provide learners with knowledge about setting devices to secure mode
• Provide learners with knowledge about solving security problems for devices
• Provide learners with knowledge and skills how to restore data after security problems or data loss

Requirements to start the module:

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks

1. Basic understanding of data security risks connected with common devices	• Introduction to data security • Implementing safe settings for different devices • Safe passwords and other identification means for devices	MOOC (1;2) Online learning (1;2;3)	75% correct answers to online test (MOOC) Assignment submitted and evaluated (Online learning)	Online test (MOOC) Submission of an assignment based on these exercises (Online learning)
2. Practical skills to protect devices from security attacks, malware and data theft	• Internet Safety, Digital Privacy & Digital piracy • Cyberattacks and malware, protecting against them • Protection of IT systems	MOOC (1;2) Online learning (2;3)	Successful participation at online workshop	Interactive online workshop
3. Ability to help other colleagues to protect their data and content	• Secure use of cloud services • Secure transfer of data among users • Patron privacy within the library	Online learning (1;2) Classroom training (3) Project based learning (3)	Project submitted and evaluated	Project of description of personal data register at the library

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Online learning – all assessments completed and 75% of all online tests

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Scenario X – Creating a scenario focusing on users' data privacy within the library.

Learning resources (OERs):

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Teaching materials:

No	Modul name	Learning methods		Amount (hours)
15	**Protecting data and content**		MOOC	2h
		Blended training	Classroom training	1h
			Online learning	6h
			Project based learning	4h
			Work based learning	8h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: The purpose of the module is to provide with in-depth knowledge of data and information safety and security strategies development and protection at the libraries. As well as practical experience to identify and analyse safety and security risks and problem solutions.

Learning objectives:

- To form an advanced level of understanding of information safety and security at libraries and to align information security activities with libraries overall strategy and business needs
- Lead and support colleagues and customers on safety and security of data and information at the libraries

Requirements to start the module:

Intermediate digital competences

B2 level of English

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Able to design /provide input to development and implementation of organization's	• Main goals and topics of libraries data safety and security strategy	MOOC Classroom training Online learning	75% completed test Successful participation at online workshop	Online tests Participation at online workshop

information security strategy	• Roles and responsibilities of librarians to implement security and data protection measures			
2. Able to monitor and take action against data loss, intrusion, fraud and security breaches or leaks	• Information security management: data backups; controlled; access; integrity of information • Cybersecurity risk assessment and mitigation activities • Incident classification and Problem management	MOOC Online learning Project based learning	75% correct answers to online tests Completed and accepted online exercises Completed and approved project	Online tests Online exercises Project on library security strategy analysis
3. Able to support and advise library colleagues and customers to protect data and information	• Identifying librarians and customers data protection and security responsibilities • Designing tips for librarians and customers regarding data protection	Work based learning	Approved work based learning tasks	Work based learning on creating recommendations for data protection and safety measures for librarians/users

Requirements to complete the module:

Completed MOOC

Completed online tests

Successful participation at online workshop

Completion of Project on Development/analysis of libraries safety and security strategy (policy

Completion of Work based Scenario X : Creating recommendations for data protection and safety measures for librarians/users

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
16	**Protecting personal data and privacy**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	Description of personal data register for a library 4h
			Work based learning	Scenario: Creating personal data register and privacy protection policy for library 11h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: to provide with the knowledge about the protection of personal data that is essential for anyone who handles personal information as part of their job. Module will cover data protection legislation and how organisations are required to handle personal data, including procedures for collecting, storing and sharing personal data.

Learning objectives:

- Provide learners with knowledge about personal data protection principles and legislation
- Develop practical skills to design organizations personal data protection policies and data register
- Develop technical skills for safe storage, processing and exchange of personal data

Requirements to start the module:
Core digital competences;

Knowledge of data sources and data flows at libraries

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of data protection rights and responsibilities, being able to explain what data protection is, and why it is important	• What is data protection? How does it apply to businesses and individuals? • Other key definitions: personal data, processing, a controller, a processor, a data subject. • The privacy principles: lawfulness, fairness and transparency: consent; contract; legal obligation; vital interests; public task; legitimate interests; special category data; criminal offense data	MOOC; Online learning	75% correct answers to online test	Online test
2. Learn how to identify personal data	• Collection of personal data at libraries • The libraries responsibilities when collecting and processing personal data examining the Controller, Joint controllers and Processor roles. • Data assessment and documentation - what personal data does our organisation hold? • Identify tasks in your job where personal data are processed	MOOC; Online learning	Successful participation at online workshop	Interactive online workshop

3. Understand the key concepts of privacy and their implications to day to day business	• Fundamental rights of the data subject: -the right to be informed, -the right of access, the right of rectification, the right of erasure the right to restrict processing, -the right of data portability, -the right to object to processing, the rights in relation to automated decision making and profiling. • Valid legal consent.	MOOC; Online learning	75% correct answers to online test	Online test
4. Understand legitimate grounds for data processing and being able to apply them in practice	• Purpose limitation. • Data minimisation. • Accuracy. • Security and integrity	MOOC; Online learning ; Project based learning	Project submitted and evaluated	Project of description of personal data register at the library

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Online learning – all assessments completed and 75% of all online tests

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Scenario X – Creating personal data register and privacy protection policy for library.

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
17	**User support (Identifying needs and responses)**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	NA
			Work based learning	NA

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

Aim: How to identify existing and emerging technological user needs and suggest digital solutions to address new needs

Learning objectives:

- Identifying and describing existing and emerging technological user needs
- Communications of possible solutions using digital tools and different communication channels
- Suggesting training materials and procedures for users support

Requirements to start the module: Core digital competences

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Participants will learn how to design a user support model to identify and describe existing and emerging technological user needs	• User support model	MOOC; Online learning	75% correct answers to online test	Online test

2. Communication between the parties involved in providing the possible solution	• Types of online communication tools and communication channels	MOOC; Online learning	75% correct answers to online test	Online test
3. Providing trainings for user in the proper use of hardware or software	• Tips for writing user manuals • Trainings for user support	MOOC; Online learning	75% correct answers to online test	Online test

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Online learning – all assessments completed and 75% of all online tests

Learning resources (OERs):

Teaching materials:

No	Modul name		Learning methods		Amount (hours)
18	**Problem/Crisis Management**			MOOC	2h
		Blended training		Classroom training	1h
				Online learning	4.5h
				Project based learning	Based on digital transformation good practices (related to other sectors as well, e.g. museum) students will analyse digital transformation critical factors 4h
				Work based learning	Scenario: Identify critical components for the digital transformation of a specific library - Generate solutions 16h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	X

Aim: To provide leadership of the problem/ crisis management process. Schedule and ensure well trained human resources, tools, and diagnostic equipment to meet emergency incidents.

Learning objectives:

- Describing principles and methods of problem/crisis solving
- Troubleshooting processes and procedures
- Application and availability of problem diagnostic tools
- Library security incident management and recovery
- The link between system infrastructure elements and impact of failure on related business processes

Requirements to start the module:

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Describe principles and methods of problem solving	- Problem solving strategies - Roadblocks to effective problem solving - Digital problem solving skills - Unconventional ways for academic libraries to solve problems and generate new ideas - Upskilling through digital problem solving - Thinking backwards to solve problems	MOOC	75% correct answers to online test;	Online test; short assignments
2. Identify potential critical component failures and take action to mitigate effects of failure	SWOT analysis	Online learning	75% correct answers to online test;	Online test

3. Monitor progress of issues throughout lifecycle and communicate effectively	• Developing a Digital Crisis Communications Plan • Social Media in Museum Crisis Communications Plans • Corporate Museums and design: Web communication strategies • Lean incident management	MOOC; Online learning; Classroom training; Project based learning	75% correct answers to online test; Successful Completion of project task	Online test; project
4. Allocate appropriate resources to maintenance activities, balancing cost and risk	• Collection Development for digital libraries • Managing digital resources	Online learning; Project based learning	75% correct answers to online test; Successful Completion of project task	Online test; project

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Online learning – all assessments completed and 75% of all online tests

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Scenario X – Identify critical components for the digital transformation of a specific library - Generate solutions.

Learning resources (OERs):

Teaching materials:

No	Modul name		Learning methods	Amount (hours)
19	**IT skills and troubleshooting**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	Description of IT skills and troubleshooting tips
			Work based learning	

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

Aim: Provide with knowledge about basic IT skills and troubleshooting tips

Learning objectives:

- Provide learners with knowledge about common problems and solutions
- Develop practical skills to examine the problem and look for the better
- Develop technical skills for solving problems arisen both for software and hardware

Requirements to start the module: Knowledge of basic information about the use of the construction and use of a PC, the network given examples from library's past

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of the importance, being able to respond to the problem; why it is important	• What are IT skills and troubleshooting? • Explain the main technologically core	MOOC; Online learning	75% correct answers to online test	Online test

	of the system of the library			
2. Learn how to identify the problem and find solutions based on the principles and policy of the workplace	• Identifying and examine the problem • Find the right tool for each problem • Implementation of the solving process • Documented the process for future use on same problems	MOOC; Online learning	Project submitted and evaluated	Solve a problem, using the knowledge of the course

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Online learning – all assessments completed and 75% of all online tests

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Scenario X – Creating an hypothetical scenario of troubleshooting and find solution

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
20	**Competency Management**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	
			Work based learning	Scenario: carry out a training needs analysis and design a capacity building plan 12h

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial	x	Transversal	x

Aim: Identification of library community digital competence gaps and finding relevant training initiatives

Learning objectives:

The aim of the training is to develop understanding and practical skill of:

- Using European Digital Competences Framework of Citizens (Digicomp)
- Identifying where training may be needed for themselves and the wider library community
- Finding appropriate training initiatives

Requirements to start the module:

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks

1. List the five areas of digital competence according to the Digicomp	• European Digital Competences Framework of Citizens (Digicomp)	MOOC	75% correct answers to online test	Online test
2. Identify digital competence gaps using online tools	• Training needs in the workplace • Best Approach to identify digital competence gaps • Digital competence self-assessment tools	Online Learning	Successful participation at online workshop	Interactive online workshop
3. Find appropriate training solutions for digital competences development	• Digital skills training • Capacity building design	Online Learning	Submission and evaluation of assignment	Analysis of case studies and production of library training plans

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests
Work based learning (optional): Scenario X – Carry out a training needs analysis and design a capacity building plan.

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
21	**Spotting opportunities**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	4h
			Project based learning	NA
			Work based learning	NA

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	X	Transversal	X

Aim: Training module on how to use imagination and abilities to identify opportunities for creating value

Learning objectives:

- Identifying opportunities to create value by exploring the social, cultural and economic situation
- Identifying needs and challenges that need to be met
- Establishing new connections and bring together scattered elements to create opportunities to create value

Requirements to start the module:

Core digital competences;

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Establishing new connections and bring together scattered elements to create opportunities to create value	• Defining and describing ideas and opportunities by using common tools (Mind maps, brainstorming tools)	MOOC; Online learning	75% correct answers to online test	Online test

2. Identifying opportunities to create value by exploring the social, cultural and economic situation	• SWOT analysis	MOOC; Online learning	75% correct answers to online test	Online test
3. Identifying needs and challenges that need to be met	• Business plan development	MOOC; Online learning	75% correct answers to online test	Online test

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
22	**Valuing ideas**		MOOC	1h
		Blended training	Classroom training	
			Online learning/self-study	6h
			Project based learning	5h
			Work based learning	

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial	x	Transversal	x

Aim: Training modules on how to make the most of ideas and opportunities

Learning objectives:

The aim of the training is to develop understanding and practical skills of:

- Developing several ideas and opportunities to create value, including better solutions to existing and new challenges;
- Combining knowledge and resources to achieve valuable effects;
- Identify suitable ways of making the most out of the value created.

Requirements to start the module:

B2 English language level

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Search for new solutions that improve the value creating processes	• Value creation channels	1h MOOC (OER 1) + 2 h Online learning and self-study (OER 2 and OER 3)	Successful and active participation at Online Workshop	Interactive online workshop Online test

			80% correct answers to online test	
2. Describe different techniques to test innovative ideas with end users	• Competition and SWOT analysis techniques	2h Online Learning (OER 4 and 5)	80% correct answers to Online test	Online test
3. Outline a dissemination and exploitation activities that benefits all partners involved	• Value creation channel	2h Online Learning and self-study (OER 6) + 5 h Project based learning	80 % correct answers to online test Project submitted and evaluated	Identify at least 2 hypothetical partners, and based on their necessities, create an offering plan adapted to their requests.

Requirements to complete the module:

Online learning - all assessments completed and 80 % of all online tests

Work based learning: Identify at least 2 hypothetical partners, and based on their necessities, create an offering plan adapted to their requests.

Learning resources (OERs):

Teaching materials: video, slides, pdfs (others materials to be defined)

No	Modul name	Learning methods		Amount (hours)
24	**Design Thinking**		MOOC	1h
		Blended training	Classroom training	
			Online learning	4h
			Project based learning	Combine with another module, e.g. 31 Project Management 5h
			Work based learning	5h

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	x	Transversal	x

Aim: Training module on the design thinking process and experience with various tools and methods

Learning objectives:

The aim of the training is to develop understanding and practical skills of:

- Principles and mindsets that underpin theories, concepts and processes
- Identify the relationship between design thinking, innovation and entrepreneurship and the value of innovation to organizations, economies and society
- Design thinking through a set of tools and methods that can be used to shape and improve offered services

Requirements to start the module:

B2 English language level

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Understand and interpret design thinking theories, concepts and processes	• Introduction design thinking	2h online Learning and discussion (OER 1) +	Successful and active participation at Online Workshop	Interactive online workshop

	• Design thinking skills (creativity, contextual thinking, visual thinking etc.)	1 h MOOC (OER 2)		
2. Identify the steps of design thinking process for innovations in libraries	• Design thinking tools and methods (digital data visualization tools) • Product concept generation	1 h online Learning (OER3)	80 % correct answers to online test	Online test
3. Use design thinking tools and methods	• Design thinking skills (creativity, contextual thinking, visual thinking etc.) • Design thinking tools and methods (digital data visualization tools)	5h work-based learning	Completed and evaluated exercise	Use the tools and methods offered to create your own offer
4. Use approach that reaches for more engaging, open-minded, expansive and human-centric solutions	• Understanding stakeholders and users	1h Online Learning (OER 4) + 5h Project based Learning	80 % correct answers to online test Project submitted and evaluated	Combine the skills of project management with those of design thinking to create a product that can be spent and appreciated by any stakeholders

Requirements to complete the module:

MOOC - completed

Online learning - all assessments completed and 80 % of all online tests

Project based learning- project submitted and received positive evaluation from tutor

Work based learning: **Use the tools and methods offered to create your own offer**

Learning resources (OERs):

Teaching materials: video, slides (others materials to be defined)

No	Modul name	Learning methods		Amount (hours)
26	**Mobilizing recourses**		(1) MOOC	1h
		Blended training	(2) Classroom training	NA
			(3) Online learning	3h
			(4) Project based learning	Analysis of a specific case study 5h
			(5) Work based learning	Scenario: starting from the case study previously analysed, creating an action plan to be implemented within the library sector 10h

Competences

	Digital		Entrepreneurial	X	Transversal	X

Aim: how to get and manage necessary resources to develop value creating activity.

Learning objectives:

• Getting and managing the material, non-material and digital resources needed to turn ideas into action

• Making the most of limited resources.

• Getting and managing the competences needed at any stage

Requirements to start the module:

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks

1. Get together the necessary resources to develop my value creating activity.	• Introduction to manage resources (1); • Content management in open access context (3); • Innovation for development (1).	MOOC; Online learning	75% correct answers to online test	Online test
2. Develop a plan for dealing with limited resources.	• The digital strategy for your business (3); • Access to digital resources (1).	MOOC; Online learning	Successful participation at online workshop	Interactive online workshop
3. Manage time effectively, using techniques and tools that help make me (or my team) productive.	• Steps to improving the time management with digital tools (1); • Designing the digital organization (4).	MOOC; Project based learning	Project submitted and evaluated	Project of description of personal data register at the library

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Online learning – all assessments completed and 75% of all online tests

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Scenario X – Creating an action plan to be implemented within the library sector.

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods			Amount (hours)
29	**Sales Development**			MOOC	
		Blended training		Classroom training	
				Online learning	6h
				Project based learning	
			Work based learning		

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	x	Transversal	x

Aim: Training module on how to review and implement appropriate sales strategy to deliver organization goals. Determine and allocate targets to address market conditions

Learning objectives:

The aim of the training is to develop understanding and practical skills of:

- Identifying different sales approaches;
- Identifying appropriate sales channels and customer needs;
- Evaluating the strengths and the weakness of potential competitors.

Requirements to start the module:

B2 Intermediate language level

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Build a successful sales strategy	• Planning and developing strategy	2 h online learning (OER 1, 2 and 3)	80% correct answers to online test	Online test

	• Customer needs and competitive pressures analysis			
2. Enable and maintain sustainable customer relationships	• Analysing and prioritizing sales channels • Sales results analysis and KPIs	2h Online learning (OER 4)	80% correct answers to online test	Online test
3. Comply with the legal, financial and contractual regulations	• Legal, financial and contractual regulation	2h Online Learning (OER 5)	80% correct answers to online test	Online test

Requirements to complete the module:

MOOC - completed

Online learning - all assessments completed and 80 % of all online tests

Learning resources (OERs): video, slides (others materials to be defined)

Teaching materials: video, slides (others materials to be defined)

No	Modul name	Learning methods		Amount (hours)
31	**Project Management**		MOOC	2h
		Blended training	Classroom training	
			Online learning	4h
			Project based learning	Combine with another module, e.g. 24 Design thinking
			Work based learning	

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial	x	Transversal	x

Aim: Training module to introduce learners to development and management of project plans and schedules, to achieve goals and quality projects.

Learning objectives: The aim of the training is to develop understanding and practical skills of:

- Project design and management structured;
- Identify project activities and goals;
- Evaluate priorities and plan timeline;
- Evaluate activity related resources and optimize them;
- Evaluate and mitigate project risks
- Apply digital tools for project management

Requirements to start the module:

B2 English language level

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks

1. Able to describe and prepare structurized project goals activities	• Principles of project management: Project idea creation and validation	2 h MOOC and discussion on the topics on the topics proposed (OER 1)	Successful and active participation at Online Workshop	Interactive online workshop
2. Able to set up project priorities, timeline and available resources	• Project priorities and resources evaluation • Project team and team management	3 h online learning and self-study (OER 2 and OER 3)	80 %correct answers to online test	Online test
3. Able to evaluate and manage projects risks	• Project risks and risks management	1 h online learning and self-study on the topics proposed (OER 4)	80 %correct answers to online test	Online test
4. Knowledge to apply common project management digital tools	• Digital tools for project management	5 h Project based learning	Project submitted and evaluated	Combine the skills of project management with those of design thinking to create a product that can be spent and appreciated by any stakeholders

Requirements to complete the module:

MOOC - completed

Online learning - all assessments completed and 80 % of all online tests

Project based learning- project submitted and received positive evaluation from tutor

Learning resources (OERs):

Teaching materials: video, slides (others materials to be defined)

No	Module name	Learning methods		Amount (hours)
32	**Strategic thinking. Business plan development**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	Defining priorities after a SWOT, incl. the use of digital devices 5h
			Work based learning	Scenario: Creating a business plan, incl. Risk Opportunities 12h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: to provide with the knowledge about setting strategic goals and creating business plan, incl. risk and opportunities

- **Learning objectives:** Provide learners with knowledge to define strategic goals and to create a business plan
- Develop practical skills to make winning business plans for optimal use of new digital devices in the library and for the community
- Develop technical skills for use of new IT facilities for digitalization and for producing of new digital content, supporting the library work

- **Requirements to start the module:** Advanced knowledge in the use of technologies – computer, internet, mobile devices etc.

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. What is a strategic goal?	• Strategic goals examples	MOOC; Online learning	75% correct answers to online test	Online test

	• Strategic goals in the library			
2. How to choose a strategic goal	• Analyze the use of digital library services, customer and competitor trends • Perform a SWOT Craft your mission statement • Create a vision statement • Define your long- and short-term goals • Create core values and objectives • Analyze the capabilities of technologies to use and improve • Define budget, finance and staffing needs	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

No	Modul name	Learning methods		Amount (hours)
34	**Change Management (Change Support)**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	4h
			Project based learning	
			Work based learning	

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	x	Transversal	x

Aim:

Learning objectives
• Understanding the change support process
• Analyzing the change support level based on the needs of the organization and the customer

• Using change management tools and techniques

Requirements to start the module:

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Recognize the need to apply change support	• Change management principles and models	MOOC	75% correct answers to online test	Online test
2. Describe the change support process	• Effective change support process • DREC cycle of change	Online Learning	Successful participation at online workshop	Interactive online workshop

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	• Emotional responses to change			
3. Create a change support model for the needs of library	• Change management tools and techniques	Online Learning	Submission and evaluation of assignment	Analysis of case studies and production of library training plans

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Online learning – all assessments completed and 75% of all online tests

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
35	**Time management**		MOOC	2h
		Blended training	Classroom training	1h
			Online learning	4h
			Project based learning	Combine with another module, e.g. 31 - Project management
			Work based learning	

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: Training module how to make a plan effectively to meet professional and personal goals. Recognize and overcome barriers to manage the time successfully using time management (project management) tools and techniques efficiently.

Learning objectives:

The aim of the training is to develop understanding and practical skills of:

- Methods that can be used to increase your motivation, your concentration and focus ability, as well as how to stimulate your brain properly to get maximum results out of the tasks in hand
- Using time management (project management) tools and techniques to boost productivity of the organization
- Provide technical support to colleagues: create user accounts, customize settings, and provide tips for using time management tools in practice

Requirements to start the module:

Core digital competences;

Technical support skills;

Core time management principles

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks

1. Use the principles of time management and productivity	• Definition, guide and importance of time management (project management) and productivity • Managing your physical work environment and creating modern digital workplace	MOOC; Online learning	75% correct answers to online test	Online test
2. Monitor goal setting, planning, proper execution	• Setting SMART goals (with examples) • Measure personal, employee & client performance • Collaborate and manage remote teams	MOOC; Classroom training	Successful participation at classroom workshop	Interactive classroom workshop
3. Use digital tools for time management and event planning	• Analyze and support colleagues using planning, scheduling and time management techniques and tools: o Online communication tools (video conferencing, chats, whiteboards, forums, email) o Cloud storages and file-sharing services (DropBox, OneDrive, ICloud) o Shared calendars (Google Calendar, Microsoft's Outlook Calendar, Apple's iCloud Calendar) o Meeting scheduling tools (Doodle, Calendar.com, Calendly.com)	MOOC; Online learning	Successful participation at online workshop	Interactive online workshop

	o Online survey tools (Google Forms, MS Forms, Survey Monkey, Jotform) o To Do List Tools (Trello, Monday.com)			

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Classroom training – participation in a 1-hour face-to-face training

Online learning – all assessments completed and 75% of all online tests

Project based learning – done in the related module and received positive evaluation from tutor

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
36	**Taking the Initiative**		MOOC	2h
		Blended training	Classroom training	5h
			Online learning	6h
			Project based learning	2h
			Work based learning	8h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: The training module aims to provide knowledge and skills to take action on new ideas and opportunities to add value to new or existing endeavors, incl. in a digital environment. The main goal of the training is to develop understanding and practical skills for:

- initiating processes that create value in a digital communication environment
- taking on challenges and habits for initiative in a working digital environment
- independent actions for setting and achieving goals, innovations and optimizations, within the implementation of planned and new tasks in a digital environment

Learning objectives:

In the training process, participants are expected to learn how to:

- effectively delegate tasks and responsibilities in the IT environment
- initiate value creation activities - alone and with a team in a virtual environment
- motivate others to take the initiative in solving problems and creating value in a digital environment

Requirements to start the module:

Basic digital competencies;
Skills to work with different sources of information in libraries and in the digital environment, and in social networks and other digital environments

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of the essence of initiative. Knowing the work in detail and finding effective ways to work. Looking for opportunities in problems. Initiative vs reaction	• Building work behaviour of self-drive, proactivity and perseverance in overcoming the difficulties arising in the pursuit of specific goals; • Independence, self-initiative analysis of knowledge, skills and abilities to deal with difficulties and problems; seizing opportunities; • Adequacy of software solutions to the needs of users and flexible teams; relationship between service delivery and customer satisfaction (identification of opportunities, service management and supply for cost-effectiveness and quality).	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
2. Methods for taking initiative in the work. Ability to independently assess problems and initiate solutions. Self-delegation of obligations	• Simplex approach and process, verification of ideas (costs-benefits, SWOT analysis); • More than required, proactivity, teamwork and sharing ideas and opinions, creativity, searching for opportunities and problems to solve; challenges are opportunities; • Readiness for action and learning step by step - offering ideas, plan, solutions; sharing, flexibility, courage and a balance between initiative, ethics and restraint;	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

	• Initiation of activities for optimization of processes and user access; • Ability for independent analysis, evaluation and decision making; • Motivating others to take initiative in solving problems and creating value			
3. Development of skills, qualities and competencies for taking a strategic initiative. Communicating initiative	• Skills and building habits for initiative, teamwork, proactive feedback, positive attitude, readiness for every opportunity in a digital environment; forecasting and anticipating problems and opportunities, discussion and communication, analytical and heuristic thinking, gain decision-making techniques, building a reputation for initiative and good judgment; • Taking different roles, motivation and ambition and self-confidence, emotional intelligence and balance, work on trust, maintaining enthusiasm in work and perseverance rational; consistent and transparent communication of the "nuances" in the team and of the expectations of the users (anticipation and promotion of the change for development);	MOOC; Online learning	75% correct answers to online test; Qualitative evaluation criteria	Online test; Case study

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	• Planning, implementation and management of solution delivery (service level agreements, supply contracts, operational access management; role of data strategist - tool for good business decisions and implementation of best practices - collection and processing process data) for growth and risk prevention; • Management and coordination of people (employees, users, suppliers, partners, reporting on service activities and mitigation of the effect of problems, risks, failures, maintenance of digital architecture and communication channels); • Administration and training, generation of potential users, guarantee of quality service (improvement of the user experience by streamlining the operations in the provided software applications; resolving user inquiries and complaints through regular interaction, providing solutions and ethical attitude).			
4. Benefits, rules and motivation for taking the initiative - individually	• Effective goal setting and achievement, delegation of tasks and responsibilities, motivation to create value - by yourself and others;	MOOC; Online learning; Project based learning; Work based learning	Project submitted and evaluated	PR plan to promote a library initiative

| and in a team. It hurts from the lack of initiative. Perspectives and added value | Benefits of initiative (visibility in the workplace, capacity building, saving time and resources, efficiency of work processes and elimination of duplication of work, relationships of mutual assistance, critical and creative thinking, high morale and collegiality, independence, synergy, self-confidence and satisfaction); Barriers and bad aspects of the initiative (fulfillment of the main tasks before the new ones, knowledge of the limits of authority, observance of subordination, taking risks and responsibility for mistakes (as part of the learning process), balance between desires, goals and opportunities, sustainable trust, disciplining the ego, accepting help and teamwork, dealing with negative attitudes, envy and resentment, patience, keeping "hidden cards up one's sleeve", self-preservation and good health instead of over-ambition); Lack of initiative (fear, insecurity, lack of faith and motivation, traditionalism, role of victim, lack of interest, inertia, distrust and resistance to change, negativism and | | | |

	burnout, old laurels of past successes, short-term thinking, fear of subordinates , low morale, double standard, foreboding end, bad team spirit); • Creating a culture of initiative (gathering ideas, stimulating, forms of formal and informal communication, highlighting talents, brainstorming, feedback, taking intelligent risks, creating challenges and actively seeking proposals, creating an atmosphere for flexible teamwork, hiring enterprising people).				

Requirements to complete the module:

MOOC – completed with 75 % of final online test

Classroom training – differentiation of the class of teams and collective assessment / self-assessment

Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): PR plan to promote a library initiative

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
37	**Learning through experience**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	5h
			Work based learning	8h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: To present the change in a person's behaviour as a result of the practical application of the conclusions made from the analysis of his personal experience. In experiential learning, knowledge is formed through the transformation of experience.

Learning objectives: *Learners gain ability to apply disciplinary theory to practice, like:*
- Ability to reflect on knowledge, critically analyze and sift through the useful and important things that need to be remembered;
- Understanding the application of what has been learned in acquiring new knowledge;
- Developing transferable competencies and the ability to articulate them, to help them transition to professional life
- Skills to discuss and share their own experience, describing what happened, analyzing it, followed by "processing" of available information about the experience gained during the lesson.
- Attitude to participate in a lesson based on experience, by presenting a problem situation, by participating in role-playing games, case studies, etc.
- Skills to formulate conclusions, form principles and direction of action so that these principles can be applied in real life;
- Skills to summarize information in the form of: "I learned", "When I find myself in a situation where I will say or do..." because it will help me to ...".
- The application of the acquired knowledge depends on the participant himself and the trainer cannot control new situations and the application of the newly acquired knowledge.

Requirements to start the module:
Basic digital competencies;
Skills to work with different sources of information in libraries and in the digital environment

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. The Foundations of Contemporary Approaches to Experiential Learning.	• What is learning through experience; • Characteristics of Experiential Learning • Foundations of Contemporary approaches to experiential learning;	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
2. Structural Foundations of the Learning Process	• The Learning Cycle and the Learning Spiral; • Stages of Kolb's Learning Cycle; • Understanding the Learning Cycle; • The Learning Spiral;	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
3. The Structure of Learning and Knowledge.	• Process and Structure in Experiential Learning; • The Prehension Dimension – Apprehension Versus Comprehension;	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

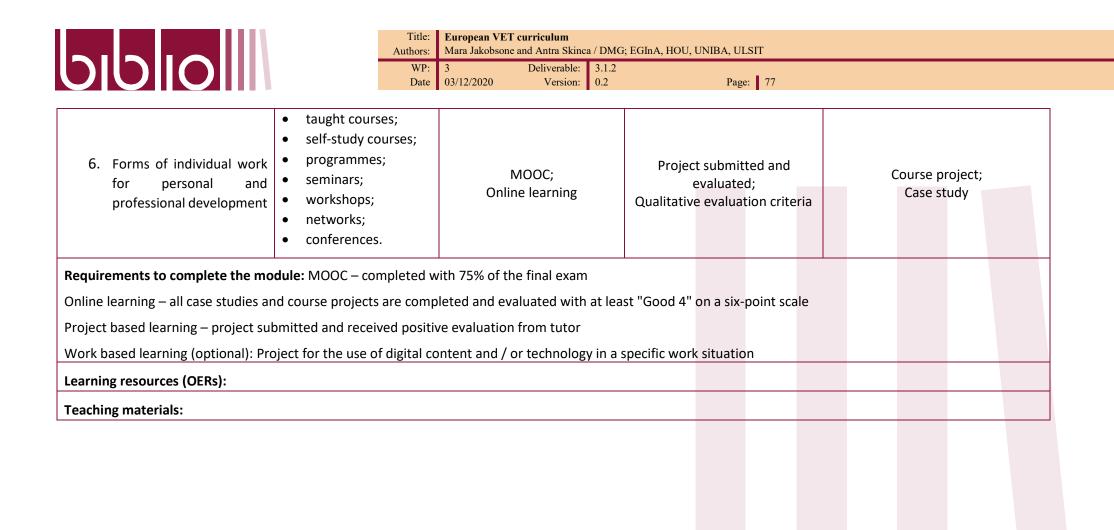|				
	• The Transformation Dimension-Intention and Extension			
4. Types of Experiential Learning	• Apprenticeships • Fellowships; • Field work; • Internships; • Practicums; • Volunteering; • Undergraduate research; • Study abroad; • Service-learning; • Simulations and gaming/role-playing; • Student teaching	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
5. Opportunities and mechanisms for experiential learning in the context of career development	• Mechanisms for experiential learning; • Opportunities; • coaching and supervision as forms of individual work for personal and professional development	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

6. Forms of individual work for personal and professional development	• taught courses; • self-study courses; • programmes; • seminars; • workshops; • networks; • conferences.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

Requirements to complete the module: MOOC – completed with 75% of the final exam

Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Project for the use of digital content and / or technology in a specific work situation

Learning resources (OERs):

Teaching materials:

No	Module name	Learning methods		Amount (hours)
38	**Risk management**		MOOC	2h
		Blended training	Classroom training	5h
			Online learning	6h
			Project based learning	2h
			Work based learning	8h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim:

The training module will provide knowledge to ensure leadership in libraries in defining and implementing risk management policy, taking into account all possible constraints, including technical, economic and political issues.:

- Basic theories of risk management;
- Acquaintance with the peculiarities of this type of risk management;
- Skills for selection and application of the respective digital tools in case of risk situations in the library management;
- Forming in students an understanding of the nature and principles of risk management;
- Mastering the ways to effectively resolve conflict situations using the appropriate digital tools.

Learning objectives:
    The aim of the training is to develop understanding and practical skills for:

- Implementing risk analysis and offering the necessary technical support for successful risk management
- Decision-making when the result of this decision is uncertain, when the available information is partial or unclear or when there is a risk of unforeseen results and proposing new technological solutions

- Outlining a risk management plan for quickly and flexibly dealing with rapidly changing situations through the relevant digital tools and acquiring the necessary skills to work with them

Requirements to start the module:

Basic digital competencies;

Skills to work with different sources of information in libraries and in the digital environment

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Developing a risk management plan and identifying the necessary preventive actions with the help of digital tools	- The concept of "risk" - nature, occurrence, semantic load. Risk as a factor for economic and social development and the transition to the digital age. - Concepts of risk management and the use of appropriate digital tools - Application of digital technologies in the processes of risk planning and management	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
2. Communicating and promoting the results of the organization's risk analysis and applying the relevant digital tools in risk management processes	- Types of Risks and methods of risk identification - Risk management in libraries - nature, prevention, risk management in a digital environment.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

3. Design and documentation of risk analysis and management processes using digital communication technologies	• Risk registers and evaluation of risks • Risk management as an element of strategic planning in libraries • Creation of technical teams to work on risk problems and situations	MOOC; Online learning Work based learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Creating a strategy for implementing digital risk management tools in the library
4. Developing the capacity to manage risk	• Principles, models, methods and techniques of risk management and mitigation • Risk management policy and organizational culture. Types of risks in library and other related cultural institutions. • Models of library management in the context of the challenges of the global information environment	MOOC; Online learning	Qualitative evaluation criteria	Case study

Requirements to complete the module:

MOOC – completed with 75% of the final exam

Classroom training – differentiation of the class of teams and collective assessment / self-assessment

Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale

Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): A case with a practical focus. Development of a strategy for implementation of new digital risk management tools

Learning resources (OERs):

Teaching materials:

Job role profile modules

	No.	Modules/profiles	Profile 1: Community engagement and communication officer	Profile 2: Digital transformation facilitator
		Digital competences		
Information, data, and media literacy	1	Introduction to digitization	X	X
	2	Browsing, valuing, searching, and filtering trusted data, information, and digital content	X	
	3	Identifying and evaluating fake data, information, and digital content	X	
	4	Managing data, information, and digital content	X	X
Communication and collaboration	5	Interacting through digital technologies (online meetings)	X	X
	6	Collaboration and sharing through digital technologies	X	X
	7	Digital citizenship	X	
	8	Netiquette	X	
	9	Managing digital identity	X	X
Digital content creation	10	Digital tools and digital content development	X	X
	11	Copyright legislation	X	X

	12	Programming		X
Safety	13	Basic principles of data safety and security	X	X
	14	Protecting devices		X
	15	Protecting data and content	X	X
	16	Protecting personal data and privacy	X	X
Problem solving	17	User support (Identifying needs and responses)	X	X
	18	Problem/ crisis management	X	X
	19	IT skills and troubleshooting		X
	20	Competency management	X	X
Entrepreneurial and transversal competences				
Ideas and opportunities	21	Spotting opportunities	X	X
	22	Valuing ideas	X	X
	23	Development of sustainable digital services	X	
	24	Design thinking	X	X
Resources	25	Motivation & perseverance (mobilizing others)	X	
	26	Mobilizing resources	X	X
	27	Marketing and promotion	X	
	28	Advocacy	X	

	29	Sales development	X	X
	30	Fundraising and Crowdsourcing	X	
Put into action	31	Project management	X	X
	32	Strategic thinking (Business plan development)	X	X
	33	Relationship management	X	
	34	Change management (Change support)	X	X
	35	Time management	X	X
	36	Taking the initiative	X	X
	37	Learning through experience	X	X
	38	Risk management	X	X