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Shaping Futures
Emerging Adults Transitioning from Prisons



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D4.1. PICTURES Methodology for the creation of new curricula



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Executive Summary

The PICTURES project aims to address the critical need for professionalising practitioners who support emerging adults (ages 18-25) in correctional settings across Europe. This initiative brings together a diverse partnership of organisations from ten countries: Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Italy, Montenegro, North Macedonia, Portugal, Romania, and Serbia. By leveraging the expertise and experiences from these varied contexts, the project seeks to develop a comprehensive and standardised approach to correctional pedagogy.

The primary objectives of the PICTURES project are:

- Foster new, innovative, and multidisciplinary approaches to teaching and learning in correctional settings, with a focus on pedagogy for emerging adult corrections.
- Develop teaching methods from the perspective of correctional pedagogy, currently unavailable in the European context.
- Set up ESCO-based assessment techniques for practitioners to self-assess and present competencies.
- Create digital learning environments for practitioners to develop new skills in correctional pedagogy.
- Establish Correctional Pedagogy HUBS as incubators within education and training institutions across Europe.
- Support the quality and relevance of correctional pedagogy competencies developed and certified through the PICTURES system.
- Facilitate knowledge flow and co-creation between higher education, vocational education and training, research, public sector, and business sector.
- Build effective and inclusive higher education and vocational education and training systems that contribute to innovation.

In this report the suggested methodology outlines a competency-based curriculum that integrates principles from EU quality standards, such as EQF and ECVET, while providing modules for both Vocational Education and Training (VET) and Higher Education Institutions (HEI). The curriculum is designed to be modular, flexible, and adaptable, including digital, face-to-face, and work-based delivery modes to meet varied practitioner needs. In addition to addressing core skills and knowledge, the curriculum emphasizes trauma-informed practices, desistance theories, cultural competence, and inter-departmental collaboration. By aligning

learning outcomes with practical applications, the curriculum could equip practitioners and learners with tools for ethical engagement, conflict resolution, and skills needed for fostering positive identity development among incarcerated youth.

The proposed curriculum is designed to be submitted to official bodies for certification through comprehensive national systems for the accreditation of formal, non-formal and informal learning. Additionally, it aims to provide scientific and technical support in designing and implementing the national policy on vocational guidance. Participants who successfully complete the curriculum will be eligible to take additional credit exams, and upon passing, they will gain the necessary professional certification to work as certified practitioners in correctional facilities, enhancing their skills and contributing to the improvement of the correctional system.

1 Methodology for New Curricula Development

The Methodology for New Curricula Development (D4.1a) outlines a structured, competency-based approach to creating and delivering a curriculum for: (a) a course specifically designed for practitioners working with emerging adults in correctional settings and (b) a course specifically designed for learners in Vocational Education and Training (VET) and/or Higher Education Institutions (HEI). This methodology aims to address the unique educational, behavioral, and social needs of this population by fostering competencies that align with ethical standards, trauma-informed practices, and desistance theories.

The curriculum is organized into modular units that blend theoretical knowledge with practical, hands-on applications. Each unit focuses on developing specific skills and competencies, as identified in WP3, grounded in real-world scenarios that reflect the complexities of correctional education.

The methodology emphasizes blended learning, combining face-to-face workshops, online self-directed modules, and work-based learning to create a dynamic and flexible training environment. Practitioners and learners will engage in reflective practice, interactive role-playing, and scenario-based assessments, enabling them to apply learned competencies directly within correctional contexts.

Through the PICTURES Methodology for New Curricula Development, practitioners and learners will gain the skills needed to support emerging adults in ways that are ethical, human-centered, and aligned with both national and

European standards. The methodology also integrates principles from EU frameworks and quality standards, ensuring a high-quality, sustainable, and socially responsible educational framework.

The proposed curriculum will be submitted for accreditation through national systems for non-formal and informal learning. Participants who complete the program can take additional credit exams to become certified practitioners in correctional facilities, supporting professionalization and improving the correctional system.

1.1 Competency Framework and Skills Development Examples

Drawing from the findings of the D3.1 Synthesis Report, this unit provides a comprehensive foundation for course creators and addresses essential skills required to effectively manage the challenges and complexities of correctional education, fostering a respectful, safe, and supportive learning environment. The unit aims to connect the deliverables 3.1 and 4.1 with indicative applications to ensure a better understanding of the relevant recommendations. Details about the methodology and the practices to be applied are described in the following units.

1. Soft Skills Development (Empathy, Communication, Active Listening, Conflict Resolution)

Competency: Develop interpersonal skills essential for building rapport, managing social dynamics, and supporting emotional well-being.

Indicative Application for Practitioners:

- Practitioners could engage in role-playing exercises that simulate interactions with incarcerated youth, practicing empathy, conflict resolution, and active listening in scenarios that reflect the unpredictability of correctional settings.
- Reflective journaling sessions could be implemented after role-plays, allowing practitioners to process and enhance their responses to complex social situations, encouraging continuous improvement in interpersonal interactions.

Indicative Application for Learners:

- Role-playing activities where learners practice listening and responding empathetically to peers in scenarios reflecting school or group dynamics.
- Reflective journals after group discussions to enhance emotional intelligence and self-awareness.

2. Specialized Knowledge in Adolescent Psychology and Criminology

Competency: Gain insights into the developmental and criminological aspects of adolescent behavior, enabling tailored intervention strategies.

Indicative Application for Practitioners:

- Practitioners could review case studies on adolescent behavioral patterns, criminal psychology, and intervention techniques, analyzing the motivations and challenges faced by young offenders.
- Workshops on adolescent psychology could provide foundational knowledge in topics such as cognitive development, risk-taking behaviors, and the social influences impacting youth in corrections.

Indicative Application for Learners:

- Reviewing case studies on adolescent risk-taking behaviors and discussing the impact of peer pressure in group workshops.
- Participating in guided learning sessions on how social and family environments influence adolescent decision-making.

3. Technology Integration in Correctional Education

Competency: Leverage digital tools to engage incarcerated youth, enhancing learning while respecting the security demands of correctional settings.

Indicative Application for Practitioners:

- Practitioners could participate in training on secure technology usage, including digital literacy tools and simulations that mimic conditions outside of prison, enhancing engagement and skills for reintegration.

Indicative Application for Learners:

- Using e-learning platforms to create presentations or conduct research on secure digital practices.
- Interactive assignments where learners apply technology to create simple, tech-enhanced learning materials for their peers.

4. Trauma-Informed Practices

Competency: Recognize the effects of trauma on learning and behavior, applying supportive techniques to create a safe environment for emerging adults.

Indicative Application for Practitioners:

- Practitioners could engage in scenario-based exercises where they respond to trauma-related behaviors, practicing language and responses that de-escalate situations and foster a feeling of safety.
- Group discussions and guided reflections on trauma-informed care could deepen understanding of how trauma affects learning and behavior, fostering empathy and practical skills for supportive engagement.

Indicative Application for Learners:

- Participating in scenario-based activities to identify signs of trauma and practice supportive communication techniques.
- Group discussions where learners reflect on how a trauma-informed approach could improve collaboration and understanding in school or peer settings.

5. Communication and Interpersonal Skills (Inter-departmental Collaboration)

Competency: Work effectively with other departments, leveraging shared resources and knowledge for a holistic approach to correctional pedagogy.

Indicative Application for Practitioners:

- Practitioners could participate in team-building workshops and case studies that illustrate successful collaborative efforts in correctional settings, with a focus on communication and coordination.

- Modules include real-life examples of cross-departmental coordination, showing how teamwork enhances educational outcomes and facilitates smoother operational processes.

Indicative Application for Learners:

- Collaborative projects where teams must communicate and coordinate to achieve a common goal.
- Interactive simulations requiring learners to manage shared responsibilities effectively, mirroring real-world teamwork.

6. Continuous Professional Development

Competency: Commit to ongoing skill enhancement, engaging in structured learning, peer exchange, and mentorship.

Indicative Application for Practitioners:

- Practitioners could be provided with access to specialized literature, peer exchange forums, and mentorship opportunities, enabling them to stay current in correctional pedagogy and continuously refine their skills.
- Professional development planning sessions could guide practitioners in setting and tracking personal growth goals, ensuring a sustainable approach to skill enhancement.

Indicative Application for Learners:

- Setting personal learning goals and tracking them in a reflective portfolio.
- Peer mentoring activities where learners exchange constructive feedback on their progress in specific skills or projects.

7. Legal Knowledge and Procedural Understanding

Competency: Understand and apply criminal law, human rights standards, and procedural regulations relevant to correctional education.

Indicative Application for Practitioners:

- Practitioners could receive instruction on relevant legal frameworks through case studies and scenario-based training, practicing the

application of human rights principles and legal procedures in correctional settings.

- Interactive workshops on rights-based practices could ensure that practitioners are equipped to uphold inmates' rights and navigate legal complexities with confidence.

Indicative Application for Learners:

- Group projects exploring real-life examples of human rights in educational settings, such as fair treatment of classmates.
- Role-playing exercises where learners simulate resolving ethical dilemmas, applying fairness and procedural principles.

8. Crisis Management and Security Protocols

Competency: Respond effectively to emergencies and high-stress situations while prioritizing educational and rehabilitative goals.

Indicative Application for Practitioners:

- Practitioners could participate in simulations of crisis scenarios, such as conflicts or emergencies within the correctional environment, allowing them to practice de-escalation, safety protocols, and appropriate responses.
- Post-simulation debriefings could enable practitioners to evaluate their actions, receive feedback, and identify improvements in crisis management strategies.

Indicative Application for Learners:

- Mock crisis drills, such as responding to a classmate in distress, where learners practice problem-solving and emotional regulation.
- Post-simulation debriefs to evaluate responses, share lessons learned, and identify strategies for improvement.

9. Cultural Competence and Diversity Awareness

Competency: Address the needs of a culturally diverse inmate population, fostering an inclusive environment that respects all backgrounds.

Indicative Application for Practitioners:

- Practitioners could undergo training in cultural sensitivity and psychological first aid, equipping them to provide effective, respectful support to diverse groups.
- Case studies and interactive discussions could be implemented on cultural diversity explore strategies for addressing cultural differences and bridging communication gaps, ensuring practitioners are prepared to meet the varied needs of incarcerated youth.

Indicative Application for Learners:

- Participating in cultural exchange activities or presentations that highlight diversity within their learning environment.
- Case studies where learners explore and address scenarios involving cultural misunderstandings, learning strategies to bridge gaps.

10. Restorative Practices

Competency: Implement restorative justice principles to resolve conflicts, repair harm, and build positive relationships in correctional contexts.

Indicative Application for Practitioners:

- Practitioners could lead restorative circles within correctional facilities to address conflicts among inmates or between staff and inmates. These sessions emphasize accountability, mutual respect, and the rebuilding of trust.
- Developing Restorative Action Plans for resolving conflicts, tailored to specific scenarios. These plans might include steps to repair harm, reintegrate affected parties into the community, and promote positive future interactions.
- Practitioners could analyze case studies involving conflicts or harm in correctional settings and propose restorative solutions. For instance, they might examine a case where a youth offended another inmate and suggest methods for fostering understanding and accountability.

Indicative Application for Learners:

- Engaging in role-playing scenarios where learners facilitate restorative conversations, focusing on accountability and mutual understanding.
- Group activities where learners create restorative action plans for hypothetical conflicts, emphasizing reconciliation and community building.

1.2 Curriculum Design Structure

This unit provides a step-by-step guide for designing the curriculum, following a structured approach that incorporates **challenge- and problem-based learning** for diverse learners, **modularity** for specialized focus areas, and **blended learning** for flexible and accessible instruction.

Course creators of both courses for practitioners working with emerging adults in correctional settings and learners in VET and/or HEI should take this guide into consideration during the design phase and for the courses' implementation.

1.2.1 General Outline

A curriculum, regardless of the target group, should include a general identity, to provide information. The following table consists of the suggested template with guidelines for the development of such a general outline.

Table 1: Curriculum General Outline

LEVEL OF STUDIES (<i>find details in unit 1.2.1.1</i>)	<p><i>Choice between:</i></p> <ul style="list-style-type: none"> • <i>Education and Vocational Education and Training (Levels 4 OR 5 EQF)</i> • <i>Undergraduate Studies (Level 6 EQF)</i> • <i>Postgraduate Studies (Level 7 EQF)</i> • <i>Non-formal education / Lifelong Learning</i>
COURSE TYPE	<p><i>Choice between:</i></p> <ul style="list-style-type: none"> • <i>General background / Soft Skills</i> • <i>Specialized field knowledge</i> • <i>Skills development</i>

TARGET GROUP	<i>Educators/ Trainers, Healthcare Professionals, Legal Professionals, Prison Staff, Psychologists, Social Workers, Socio-cultural Facilitators, Technicians, Other</i>
COURSE TITLE	<i>Provide a short and clear title of the course</i>
COURSE DESCRIPTION	<i>A concise overview of the course content, learning outcomes, and potential applications, detailing how it fits within broader professional or academic paths. This section should summarize the main themes, and skills that will be covered, giving learners a clear understanding of what to expect and how it aligns with their goals and interests.</i>
DURATION	<i>## (provide the total hours/ days/ months needed by a learner to attend the course)</i>
CREDITS (if applicable) (find details in unit 1.2.1.2)	<i>Credits in the context of a course represent a standardized measurement of the workload required to complete it, including time spent in lectures, assignments, and independent study. Credits reflect the amount of time and effort a student is expected to invest in a particular course.</i>
PREREQUISITES (if applicable)	<i>Description of any prior knowledge, skills, or qualifications that learners should possess to successfully engage with and complete the course. Prerequisites may include specific academic backgrounds, professional experience, foundational knowledge in relevant subject areas, or completion of preceding modules or courses. Clearly defined prerequisites help ensure that learners are prepared and able to achieve the course learning outcomes effectively.</i>
LANGUAGE	<i>Bosnian/ Bulgarian/ Croatian/ English/ Greek/ Italian/ Montenegrin/ North Macedonian/ Portuguese/ Romanian/ Serbian</i>

DELIVERY MODE

Choice between:

- *Online/ Self-directed*
- *Face-to-face*
- *Work-Based*

1.2.1.1 EQF and NQF levels of studies

The **European Qualifications Framework (EQF)** is a standardized, European-wide reference framework that helps compare and understand qualifications across different countries and education systems (European Commission, 2008). The EQF defines eight (8) levels of qualifications based on learning outcomes (knowledge, skills, and competences) rather than time spent in education. An overview of the European Qualifications Framework (EQF) levels with brief descriptions follows:

1. **EQF Level 1:** Basic general knowledge and skills. Learners can perform simple tasks under direct supervision in a structured context, demonstrating responsibility for completing basic tasks.
2. **EQF Level 2:** Basic factual knowledge in a field. Learners can carry out tasks with some autonomy and demonstrate limited responsibility for their work in familiar, structured environments.
3. **EQF Level 3:** Knowledge of facts, principles, processes, and general concepts in a specific field. Learners can solve problems and adjust behavior under guidance, taking responsibility for completing tasks and adapting in defined environments.
4. **EQF Level 4:** Factual and theoretical knowledge in broad contexts within a field of work or study. Learners can work independently and take responsibility for tasks, supervising others and adapting processes as necessary.
5. **EQF Level 5:** Comprehensive, specialized knowledge and skills that enable learners to develop creative solutions to abstract problems. Often associated with short-cycle higher education, this level involves substantial responsibility and independent work, sometimes with management duties.

6. **EQF Level 6:** Advanced knowledge of a field of work or study, typically linked to a bachelor's degree. Learners can manage complex technical or professional activities, assume responsibility for decision-making, and guide others.
7. **EQF Level 7:** Highly specialized knowledge, typically at the master's level, allowing critical analysis and innovation in complex contexts. Learners have full responsibility for their work, often with strategic management duties.
8. **EQF Level 8:** The most advanced and specialized level of knowledge, usually associated with doctoral studies. Learners can develop new ideas or processes, lead research, and demonstrate high-level expertise and innovation in complex and unpredictable situations.

These levels cover all education and training, from basic school levels to advanced higher education, facilitating cross-border recognition of qualifications and promoting mobility within the European labor market (European Commission, 2008). The EQF helps learners, institutions, and employers understand how qualifications from different European countries relate to each other. **The EQF levels do not apply to non-formal/ lifelong learning, as these are not included in the typical educational system.**

Additionally to the EQF, each country develops its own **National Qualifications Framework (NQF)** to match and adapt the EQF's levels to its unique educational and training systems. The NQF aligns domestic qualifications with the EQF, making it easier to compare and transfer skills and qualifications across borders (CEDEFOP, 2010). NQFs provide a clear structure for different types of education (such as vocational, general, or higher education) and ensure that qualifications at national and regional levels meet standardized quality criteria, supporting both local and international recognition of skills.



*Within the **PICTURES** project, the curricula to be designed and developed are anticipated to align with **levels 4 and/or 5 for VET, and levels 6 and/or 7 for HEI**. Additionally, **Lifelong Learning programs** are planned to be offered outside the formal education system, particularly targeting practitioners.*

1.2.1.2 ECTS and ECVET Credit Systems – moving on to Micro-credentials and badges

The **European Credit Transfer and Accumulation System (ECTS)** is a standardized credit system used across European higher education to measure and compare the workload and learning outcomes of academic courses. ECTS is based on the total workload required to achieve specific learning outcomes, with one ECTS credit typically representing 25-30 hours of study. This system facilitates the recognition and transfer of credits between institutions and across countries, promoting student mobility and flexible study paths within the European Higher Education Area (European Commission, 2015).

The **European Credit System for Vocational Education and Training (ECVET)** is a European framework designed to support the transfer, accumulation, and recognition of learning outcomes in vocational education and training (VET). Unlike ECTS, which is based on time, ECVET credits are awarded based on specific skills and competencies achieved. ECVET facilitates mobility for VET learners by allowing credits to be transferred across institutions and countries, helping them accumulate and validate their vocational skills in different learning environments (European Centre for the Development of Vocational Training [CEDEFOP], 2012). In 2019, the European Commission proposed to phase out ECVET as a credit system in favor of promoting the EQF and further enhancing the quality and recognition of VET qualifications through other means. While some ECVET principles, such as learning outcomes and competence-based assessment, remain valuable, ECVET itself did not reach its intended goals (CEDEFOP, 2020).

While ECTS and ECVET provide frameworks for recognizing and transferring credits, micro-credentials offer a complementary approach to certify specific competencies without requiring full course enrollment or long-term study. **Micro-credentials** are small, competency-based certifications awarded for completing short, focused learning experiences. Unlike traditional qualifications, micro-credentials certify specific skills or knowledge, providing a flexible, modular approach to lifelong learning and professional development (OECD, 2021). Micro-credentials often use **digital badges** as visual, verifiable representations of achievements. These badges contain metadata that verifies the skill, issuer, and requirements, enabling learners to display their achievements on digital platforms such as LinkedIn or professional portfolios (Fong et al., 2016). Micro-credentials and digital badges offer a modern, adaptable approach to education, particularly well-suited for **Lifelong Learning and VET**. When aligned with ECTS in higher education and ECVET in vocational training, they provide a valuable

framework for certifying specific skills and competencies. This alignment ensures that learners can accumulate meaningful, transferable achievements while meeting immediate career goals and fostering long-term educational growth.



*Within the **PICTURES** project, **ECTS credits** will be used for Higher Education Institution (HEI) courses to ensure alignment with standard credit transfer and recognition practices in higher education. For **Vocational Education and Training (VET)**, we will focus on competencies mapped to the **EQF levels 4 and 5**, providing a clear framework for skills and knowledge relevant to vocational qualifications. Additionally, **micro-credentials and/or badges** will be applied to both VET and Lifelong Learning courses, allowing learners to acquire and showcase specific skills through flexible, targeted credentials suited to their professional development needs.*

1.2.2 Learning Outcomes

Learning outcomes provide a clear statement of what learners are expected to know, do, and value after completing a lesson or course. They are essential for guiding curriculum development, teaching strategies, and assessment methods. One of the most widely used frameworks for defining learning outcomes is **Bloom's Taxonomy**, developed by educational psychologist Benjamin Bloom (Bloom et al., 1956), later revised by Anderson and Krathwohl in 2001 (Anderson & Krathwohl, 2001). Originally, educational frameworks focused on three domains: Cognitive (Knowledge), Psychomotor (Skills), and Affective (Emotions). Bloom's taxonomy primarily addresses the cognitive domain, reflecting a structured approach to developing mental skills and knowledge.

Over time, the model evolved into the pyramid structure we recognize today, prioritizing the development of cognitive abilities from foundational knowledge to advanced critical thinking. This shift reflects the educational focus on fostering analytical and creative capacities, especially in modern VET programs, where learners are encouraged to apply and create knowledge rather than merely memorizing information.

Bloom's Revised Taxonomy

Bloom's Taxonomy classifies cognitive skills into six hierarchical levels, progressing from basic to complex:

1. **Remember:** Recalling facts and basic concepts.

2. **Understand:** Explaining ideas or concepts.
3. **Apply:** Using information in new situations.
4. **Analyze:** Breaking information into parts to explore relationships.
5. **Evaluate:** Justifying a decision or course of action.
6. **Create:** Producing new or original work.

These levels are grouped into two categories:

- **Lower-Order Thinking Skills (LOTS):** Remember, Understand, Apply
- **Higher-Order Thinking Skills (HOTS):** Analyze, Evaluate, Create

This progression encourages learners to move from simply recalling information to higher levels of critical thinking and creativity. The following figure provides an extended list of verbs that could be used when describing clear learning outcomes within a course curriculum.

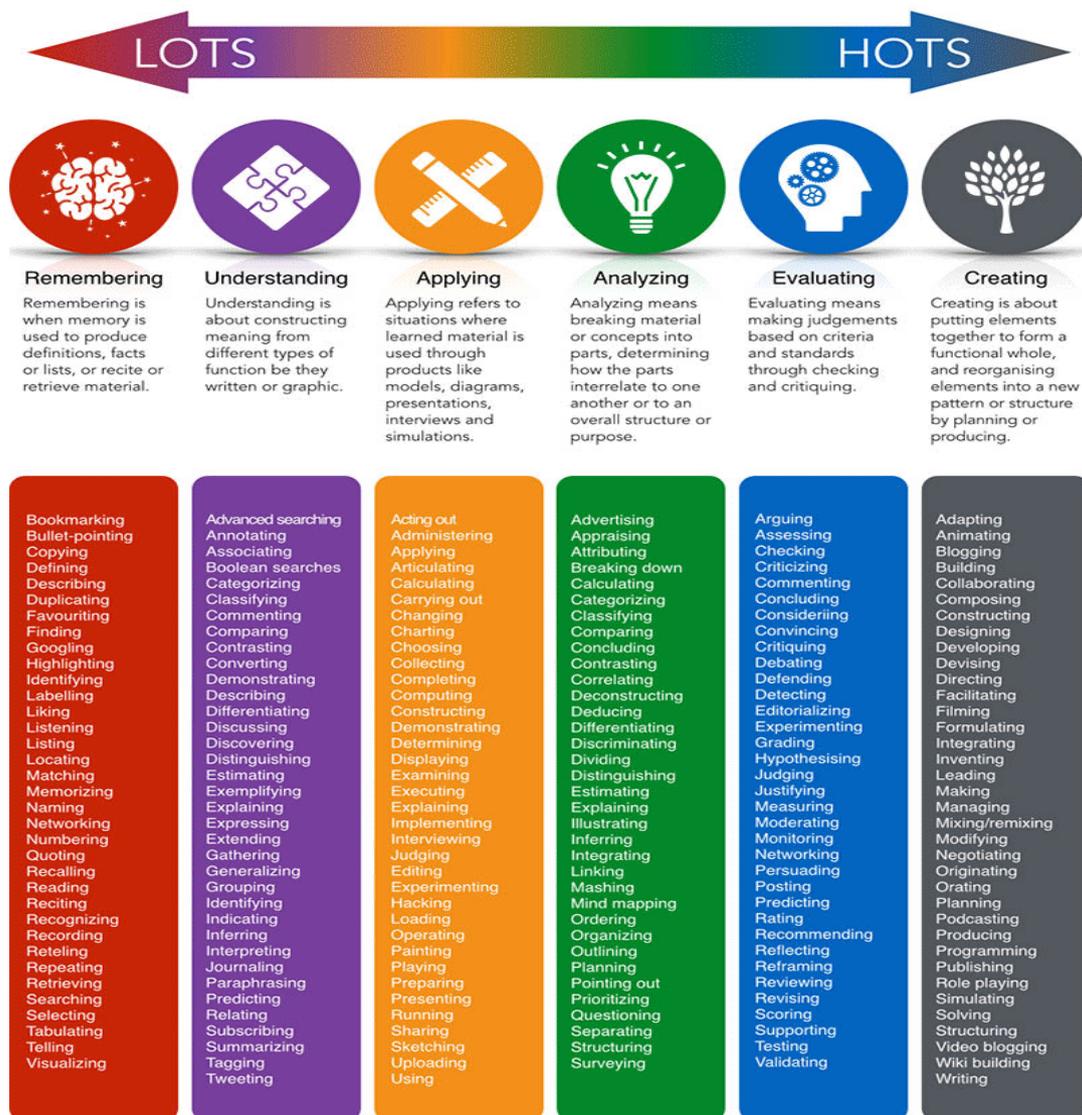


Figure 1: Bloom's Digital Taxonomy Verbs

Creating well-structured learning outcomes requires clarity, specificity, and alignment with Bloom's Taxonomy. Each expected outcome should include:

- **Action Verb:** Indicates the specific cognitive process (e.g., "recall," "analyze," "design") aligned with a Bloom's level.
- **Content:** Specifies the knowledge or skill area.
- **Context/Application:** Describes how learners will demonstrate this knowledge or skill, often linked to real-world scenarios or applications in the VET context.

Examples:

1. *Outcome:* Recall and describe the key concepts of the course topic.
 - **Level:** Remember
 - **Category:** LOTS

2. *Outcome:* Apply knowledge to real-world scenarios, demonstrating skill in practical settings.
 - **Level:** Apply
 - **Category:** LOTS

3. *Outcome:* Evaluate the effectiveness of various techniques in a given situation, supporting the choice with reasoned arguments.
 - **Level:** Evaluate
 - **Category:** HOTS

This structured approach ensures that learning outcomes are measurable, achievable, and directly related to the intended outcomes of the educational scenario.



TIP: Begin with simple tasks that allow students to recall and understand the material. Focus on basic concepts and build toward tasks that involve analysis and creation. Gradually introduce activities that require deeper analysis and creative solutions

The following table consists of the suggested template with guidelines for the development of learning outcomes.

Table 2: Curriculum's Learning Outcomes

LEARNING OUTCOMES	<p><i>Include the learning outcomes for this educational scenario, based on Bloom's revised Taxonomy, defining the level (Remember, Understand, Apply, Analyze, Evaluate, Create) and category they belong to. For categories use Lower-Order Thinking Skill (LOTS) for the first 3 levels and Higher-Order Thinking Skill (HOTS) for the next three.</i></p>
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	<ul style="list-style-type: none"> • <i>e.g. [Insert learning outcome 1: e.g., Recall and describe the key concepts of the lesson topic. / Level: Remember, Category: LOTS]</i> • <i>[Insert learning outcome 2: e.g., Apply knowledge to real-world scenarios. / Level: Apply, Category: LOTS]</i> • <i>[Insert learning outcome 3: e.g., Analyze and evaluate the impact of specific actions. / Level: Analyze, Category: HOTS]</i>
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1.2.3 Key Topics and Thematic Units

Having completed the description of the general outline and the learning outcomes, the key topics and thematic units of each curriculum need to be described at this point.



Within the **PICTURES** project the key topics on which the two (2) competence-based courses will be developed **have emerged through D3.1**. Consortium partners need to decide the preferred competences and frame the 2 course curricula to be offered.

Specifically:

- P2, P3, P6, P7, P11, P12, P13, P14 will design and develop the course for practitioners

- P4, P6, P8, P9, P10, P15 will design and develop the course for learners

The curriculum leverages **challenge- and problem-based learning (PBL)** to cater to two distinct learner groups: **practitioners and learners**. This approach encourages active, experiential learning and focuses on real-world applications, which is crucial for developing competencies in correctional education. Each module includes practical tasks, case studies, and scenario-based problems that encourage learners to engage deeply with the material.

1. Challenge-Based Learning:

- Learners are presented with real-life challenges that mimic the unpredictability of correctional environments, such as managing trauma-related behaviors or navigating ethical dilemmas.

- These challenges allow learners to collaboratively explore solutions, fostering critical thinking and team-based problem-solving skills.

2. **Problem-Based Learning:**

- Problems rooted in correctional education, such as implementing desistance-supportive interventions or creating trauma-informed learning environments, are integrated into each module.
- Practitioners work through these problems in both online and face-to-face settings, applying theoretical knowledge to practical solutions.

The competences distinguished include the following:

- **Soft Skills Development (Empathy, Communication, Active Listening, Conflict Resolution)**
- **Specialized Knowledge in Adolescent Psychology and Criminology**
- **Technology Integration in Correctional Education**
- **Trauma-Informed Practices**
- **Communication and Interpersonal Skills (Inter-departmental Collaboration)**
- **Continuous Professional Development**
- **Legal Knowledge and Procedural Understanding**
- **Crisis Management and Security Protocols**
- **Cultural Competence and Diversity Awareness**
- **Restorative Practices**

Each of the above could consist of a separate unit/ module within the course and should include:

- **Learning Outcomes:** Specified for each module based on the total learning outcomes described for the course.
- **Learning Activities:** From simple activities, such as studying texts/ books, listening to podcasts etc. to complex activities, such interactive sessions,

group work, and real-life scenarios. The sequence and duration of each activity should also be explained.

- **Educational Content/ Resources:** Core material covering theory, practical application, and case studies. Access to digital and/or printed resources, instructional videos, and guides.
- **Utilization of ICT:** Information and Communication Technology (ICT) plays a central role in supporting the delivery, interaction, and assessment methods within the course. The integration of ICT enhances accessibility, engagement, and collaboration, providing learners with comprehensive digital learning experience.
- **Instructional methods:** The instructional methods for each module are designed to facilitate both knowledge acquisition and practical applications, using a combination of active learning techniques that cater to diverse learning styles (find details in unit 1.2.3.1).
- **Delivery mode:** The delivery mode is expected to be blended. However, in some cases, online or work-based modules could be implemented (find details in unit 1.2.3.2).

The following table consists of the suggested template with guidelines for the development of the details for each unit/ module.

Table 3: Curriculum's Key Topics/ Modules detailed structure

LEARNING OUTCOMES	<i>Identify the learning outcomes for this unit/ module, based on the total outcomes already described for the course.</i>		
LEARNING ACTIVITIES	<i>Provide a list with the activities of the unit/ module, including their title, number (if they should be implemented in row) and suggested duration, keeping in mind the total duration of the unit/ module.</i>		
	<i>Activity's Title</i>	<i>Activity 1</i>	<i># minutes</i>
	<i>Activity's Title</i>	<i>Activity 2</i>	<i># minutes</i>
	<i>Activity's Title</i>	<i>Activity n</i>	<i># minutes</i>

	<i>Activity's Title</i>	<i>Out of sequence</i>	<i># minutes</i>
EDUCATIONAL CONTENT/ RESOURCES	<p><i>Then, for each of the above-mentioned activities, provide a short description, distinguishing the roles involved (instructor's actions and learners' actions).</i></p> <ul style="list-style-type: none"> • List core materials: Specify essential resources, including texts, articles, case studies, and instructional guides. • Supplemental readings: Identify additional resources that deepen understanding of the topic, such as academic papers, e-books, or handouts. 		
UTILIZATION OF ICT	<ul style="list-style-type: none"> • LMS Integration: Ensure all materials and activities are hosted on our central PICTURES Learning Management System (e.g., Moodle). Even for f-2-f modules, we should keep our Moodle platform as a "reference point", where the total educational material is available. • Provide multimedia resources: Include videos, podcasts, and/or infographics to engage different learning styles. Mention tools for online quizzes, polls, or interactive exercises to support learner engagement. Include virtual labs or simulation tools if relevant to the unit's objectives. • Practical tools: List any software or practical tools required for hands-on activities within the unit, specifically for f-2-f and work-based delivery. • Video conferencing: Specify platforms for live, synchronous sessions (e.g., Zoom, BigBlueButton) if needed, specifically for online courses. 		

INSTRUCTIONAL METHODS
(find details in unit 1.2.3.1)

- **Lectures and Presentations:** Brief introduction to foundational concepts and frameworks through structured presentations, helping learners grasp core ideas.
- **Interactive Discussions:** Encourage group discussions or peer-to-peer activities to apply concepts collaboratively, fostering critical thinking and communication.
- **Case Studies:** Use real-life or simulated scenarios to explore practical applications, allowing learners to analyze and solve problems based on real-world situations.
- **Role-Playing and Simulations:** Integrate hands-on activities where learners practice scenarios in a controlled setting, building relevant skills in a safe environment.
- **Self-Study:** Provide resources for independent study, including reading materials, videos, and practice exercises. Self-study allows learners to explore topics at their own pace, reinforcing their understanding.
- **Projects:** Assign individual or group projects where learners apply course concepts to complete a practical task or solve a problem. Projects promote active learning and give learners the opportunity to demonstrate their skills.
- **Reflective Exercises:** Encourage reflective practice through journaling or self-assessment activities, enabling learners to critically evaluate their learning and personal growth.

Focusing on work-based methods:

- **On-the-Job Training:** Provide hands-on learning experiences in the actual work environment,

	<p>where learners can observe and practice skills under supervision.</p> <ul style="list-style-type: none"> • Mentorship and Coaching: Pair learners with experienced mentors or coaches who can guide them, answer questions, and provide feedback as they apply new skills on the job. • Work-Based Projects: Assign real work-related projects that align with the learner's role, allowing them to contribute meaningfully while gaining practical experience. • Task Rotation: Allow learners to rotate through different tasks or roles within the organization, exposing them to varied skills and knowledge areas relevant to their career. • Field Observations: Arrange opportunities for learners to observe best practices and operational workflows in the field, helping them understand how course concepts are applied in real-world settings.
<p>DELIVERY MODE</p>	<p>Choice between:</p> <ul style="list-style-type: none"> • Online/ Self-directed • Face-to-face • Work-Based



Within the **PICTURES** project, each of the competences that will be chosen to be included within the **two (2) competence-based courses**, will constitute a unit/ module, including all the details described in Table 3.

1.2.3.1 Pedagogical Strategies & Instructional Methods

This unit provides a comprehensive guide to pedagogical strategies and instructional methods suited for a range of learning environments: **Online/Self-directed**, **Face-to-face**, and **Work-Based**. These strategies ensure that the curriculum is **adaptable** to various delivery modes, while maintaining a **learner-**

centered approach that supports both **knowledge** acquisition and **practical** application.

Pedagogical methods refer to overarching **theories, principles, and strategies** that guide the approach to teaching and learning. These methods focus on the **philosophy and goals** behind the learning process, answering questions like:

- *How should knowledge be structured and presented to maximize understanding?*
- *What principles of human learning should inform our teaching approach?*
- *How do we foster critical thinking, collaboration, or self-reflection?*

Pedagogical methods are often drawn from educational psychology, cognitive science, and learning theories. Examples include:

- **Constructivism:** Encourages learners to build knowledge through self-exploration and active engagement with content. Online learning environments provide diverse resources (text, video, interactive media) to support this self-constructed knowledge (Means et al., 2013).
- **Socratic Method:** A strategy where instructors use questioning to guide learners toward deeper understanding, encouraging critical thinking and dialogue (Paul & Elder, 2019).
- **Collaborative Learning:** Builds on Vygotsky's social constructivism, emphasizing peer interaction and teamwork. Learners co-construct knowledge through group work, fostering interdependence and collaboration (Vygotsky, 1978).
- **Experiential Learning:** Based on Kolb's experiential learning cycle, which involves concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2014). This approach is ideal for on-the-job training and applying classroom knowledge in a real-world context.
- **Situated Learning:** Learners acquire skills in authentic contexts, promoting relevance and practical application. Situated learning highlights the importance of social interactions and community participation in skill acquisition (Lave, 1991).

In essence, pedagogical methods frame the **“why”** and **“what”** of teaching: why certain approaches are beneficial for learning and what strategies can foster effective, long-lasting understanding.

Instructional methods, on the other hand, are the **practical tools and techniques** used to implement pedagogical goals. They focus on **how** learning activities are designed and delivered in the classroom or training environment. Instructional methods answer questions like:

- *What activities or exercises will help learners understand a specific topic?*
- *How will we structure lessons to ensure active participation?*
- *What tools or resources will support skill acquisition?*

Instructional methods are more concrete and specific than pedagogical methods. Examples include:

- **Lectures and Presentations:** Used to introduce foundational knowledge.
- **Role-Playing:** Allows learners to practice interpersonal skills in a controlled setting.
- **Self-Study:** Encourages independent exploration of course material.

These methods reflect the **“how”** of teaching: the specific actions and exercises that make pedagogical principles come to life in the classroom or workplace.



*Within the **PICTURES** project, when detailing the units/ modules of each course, we will emphasize **instructional methods** - the **“how”** of teaching within educational and training contexts. **Multiple instructional methods** may be applied within each unit/ module to enhance learning effectiveness and engagement.*

The following is a comprehensive list of instructional methods for all delivery modes, designed to support the detailed description of methods used in each unit/ module. While this list provides **suggested approaches**, it is **not exhaustive; modules’ designers/ creators are encouraged to select and adapt any instructional methods that best meet the specific needs of their learners and course objectives.**

General Instructional Strategies for All Modes

1. **Lectures and Presentations:** Introduce foundational concepts and frameworks through structured presentations to help learners understand key theories and ideas. Lectures provide foundational knowledge and can be adapted across multiple formats (Biggs et al., 2022).
2. **Interactive Discussions:** Facilitate group discussions and peer-to-peer interaction to promote critical thinking and communication. Interactive discussions enhance collaborative learning and knowledge co-construction among learners (Boud et al., 2001).
3. **Case Studies:** Present real-life or simulated scenarios to explore practical applications, encouraging learners to analyze, discuss, and apply theoretical knowledge to real-world challenges. Case studies are especially effective for promoting problem-solving skills (Van Gog & Rummel, 2010).
4. **Role-Playing:** Engage learners in role-playing exercises to practice interpersonal, communication, and decision-making skills. Role-playing methods are valuable for practicing complex, real-world situations in a controlled environment (Merrill, 2013).
5. **Self-Study:** Assign independent study materials, such as readings, instructional videos, and quizzes, allowing learners to explore topics at their own pace and deepen understanding. Self-directed learning has been shown to enhance motivation and self-efficacy in learners (Wibrowski et al., 2017).
6. **Projects:** Assign individual or group projects where learners apply course concepts to complete a practical task or solve a problem. Projects can vary from research papers to creating presentations, promoting both active learning and practical application. Projects encourage engagement and offer valuable opportunities for active learning and real-world application (Biggs et al., 2022).
7. **Reflective Exercises:** Encourage reflective practice through journaling, self-assessment, and group reflections, helping learners critically evaluate their personal growth and internalize their learning experiences. Reflective practice promotes sustained learning and self-awareness, critical for lifelong learning (McCormack et al., 2009).

8. **Workshops:** Conduct interactive workshops focused on hands-on skill development, using practical exercises and collaborative activities. Workshops are essential for experiential learning, offering immediate feedback and skill application (Merrill, 2013).
9. **Digital Interactive Simulations through Virtual Reality (VR) and Augmented Reality (AR):** Provide virtual simulations that allow learners to practice scenarios in an online setting, such as virtual labs or interactive problem-solving simulations. Simulations provide authentic practice and allow learners to test skills in a safe environment (Merrill, 2013; Pitsikalis et al., 2022).

Online/ Self-Directed Learning-Specific Strategies

1. **Discussion Forums and Online Peer Interaction:** Create discussion boards and online chatrooms where learners can discuss topics asynchronously, ask questions, and engage with peers and instructors. Discussion forums support community-building and collaborative engagement in online environments (Bond et al., 2020).
2. **Flipped Classroom Model:** Assign preparatory learning materials (videos, readings) before online sessions, reserving synchronous meetings for discussion, application, and problem-solving. Flipped learning has been shown to enhance engagement and application in online courses (Yildirim & Kiray, 2016).
3. **Automated Quizzes and Immediate Feedback:** Use online quizzes that provide instant feedback to learners, helping them assess their comprehension and identify areas for improvement in real-time. Automated quizzes support immediate self-assessment and reinforce retention (Enders et al., 2021).
4. **Gamified Learning:** Incorporate gamification elements such as badges, points, or progress tracking to increase motivation and engagement in online modules. Gamification is linked to enhanced motivation and sustained engagement in self-directed learning (Bond et al., 2020).
5. **Self-Paced Modules:** Structure courses as modular units that learners can complete on their own time, enabling flexible learning paths that suit individual schedules and learning speeds. Self-paced modules support autonomy and allow learners to progress based on their own needs and goals (Wibrowski et al., 2017).

Face-to-Face Learning-Specific Strategies

1. **Guided Inquiry:** Encourage critical thinking by using open-ended questions and guided inquiry, where instructors facilitate rather than direct discussions, prompting learners to explore and analyze topics deeply. Guided inquiry encourages critical thinking and in-depth analysis (Kuhlthau et al., 2015).
2. **Team-Based Learning (TBL):** Divide learners into teams to work on tasks collaboratively, with each team member contributing to the solution. TBL encourages accountability, peer interaction, and shared learning. Team-based learning is effective for fostering collaborative skills and shared responsibility (Biggs et al., 2022).
3. **Debates and Persuasive Arguments:** Facilitate debates on key topics to build critical thinking, persuasive communication, and the ability to construct and defend arguments. Debates support the development of analytical skills and effective communication (Boud et al., 2001).
4. **Think-Pair-Share:** Prompt learners to think individually, discuss with a partner, and then share insights with the larger group, allowing a gradual build-up of ideas and encouraging all learners to participate. Think-Pair-Share encourages reflection and active engagement in discussions (Garrison, 2016).
5. **Hands-On Laboratories and Practical Skills Labs:** Use labs for practical skills that require physical resources, where learners can experiment, practice, and get hands-on experience. Laboratories provide essential hands-on practice and skill development in technical subjects (Biggs et al., 2022).

Work-Based Learning-Specific Strategies

1. **On-the-Job Training (OJT):** Engage learners in practical work tasks under the supervision of experienced staff, allowing them to gain hands-on experience and apply theoretical knowledge in authentic settings, while enabling immediate application of skills in real-time work settings. On-the-job training is essential for direct skill transfer and practical application in work-based learning (Salas et al., 2012).
2. **Mentorship and Coaching:** Pair learners with mentors or coaches who provide guidance, answer questions, and offer continuous feedback,

supporting learners' professional growth and skill development. Mentorship is highly effective for supporting skill development and learner confidence (Kram, 1988).

3. **Task Rotation and Cross-Training:** Encourage learners to rotate through different roles or tasks within the organization, broadening their exposure to various functions and competencies relevant to their career path. Task rotation develops versatile skills and enhances understanding of the broader organizational context (Jacobs, 2003).
4. **Field Observations:** Arrange for learners to observe experienced professionals in action, giving them insight into best practices, workflows, and decision-making processes. Field observations provide insight into real-world operations and enhance contextual understanding (Jacobs, 2003; McCormack et al., 2009).
5. **Action Learning:** Learners work in small groups to address real issues in the workplace, analyze the problem, propose solutions, and implement changes. Action learning fosters teamwork, problem-solving skills, and active engagement with workplace challenges. Action learning has been shown to support practical problem-solving and teamwork in organizational settings (Salas et al., 2012).
6. **Field-Based Assessments and Feedback:** Provide on-site assessments where learners are evaluated on specific tasks or competencies, followed by constructive feedback from supervisors or mentors. Field-based assessments are effective for evaluating real-world competency and performance (Salas et al., 2012).
7. **Skill Demonstrations and Performance Reviews through emerging technologies, such as VR and AR:** Learners are given opportunities to demonstrate their skills and competencies in practical work scenarios, supported with VR and AR technologies. Supervisors review and evaluate their performance, offering targeted feedback to promote skill enhancement. Skill demonstrations are essential for assessing applied learning and real-world readiness (Pitsikalis et al., 2022; Salas et al., 2012).

1.2.3.2 Delivery Mode

The curriculum is suggested to follow a **blended learning model**, combining online self-directed learning, face-to-face instruction, and work-based learning,

which aligns with adult learning principles and supports diverse learning preferences.

Online, Self-Directed Learning:

- Modules include **e-learning resources**, such as video lectures, digital texts, and interactive content accessible on a Moodle or similar platform.
- Learners progress at their own pace, allowing for flexibility, which is ideal given the varied availability and schedules of practitioners.

Face-to-Face Instruction:

- Synchronous sessions, including **seminars, group discussions, and role-play exercises**, provide opportunities for interactive learning, discussion, and feedback from peers and instructors.
- In-person sessions cover complex topics like trauma-informed practices, crisis management, and behavior management, where face-to-face interaction enhances comprehension and skill application.

Work-Based Learning

- Practitioners apply learned concepts in their work environments, gaining real-world experience in correctional settings.
- Modules integrate **reflective assignments** and **on-the-job projects** to reinforce the application of skills such as crisis management, conflict resolution, and desistance strategies.

1.2.4 Principles and Frameworks

This unit outlines key **principles** and **frameworks** that provide a foundation for the PICTURES curriculum, ensuring alignment with best practices in adult education, digital competencies, sustainability, and quality assurance. These principles and frameworks guide the curriculum design to create meaningful, practical, and relevant learning experiences for practitioners working with emerging adults in correctional settings. More specifically:

- **Module-Level Integration:** Each module applies adult learning principles, integrates DigiComp 2.0 standards for digital literacy, incorporates

relevant Sustainable Development Goals (SDGs) to emphasize social responsibility, and utilizes European Skills, Competences, Qualifications, and Occupations (ESCO) to map skills and competencies to real-world occupational requirements. This comprehensive approach ensures that practitioners acquire both theoretical knowledge and practical skills directly applicable in correctional settings.

- **Continuous Assessment and Quality Assurance:** Regular assessments aligned with the European Quality Assurance in Vocational Education and Training (EQAVET) indicators ensure that the PICTURES curriculum maintains high quality and relevance. Feedback mechanisms provide learners with constructive input on their progress and skills development, ensuring learning outcomes are met and practical competencies are strengthened.
- **Alignment with European Labor Market Standards:** By incorporating ESCO classifications, the PICTURES curriculum aligns with the skills and competencies recognized across the European labor market. This alignment ensures that the skills acquired are portable and recognized, supporting career mobility and professionalization of correctional staff throughout Europe.
- **Flexible and Blended Learning:** The PICTURES curriculum offers a blend of online, face-to-face, and work-based learning options, making it adaptable to diverse learning environments and accessible to practitioners with varying schedules. DigiComp2.0-aligned online components build digital competencies, while ESCO-informed modules ensure that the skills taught meet current occupational standards. Face-to-face and work-based settings emphasize experiential and reflective practices, reinforcing the practical application of competencies.

1.2.4.1 Adult Learning Principles

PICTURES curriculum is rooted in **adult learning theories**, which recognize the unique needs and motivations of adult learners. This aligns with **Knowles' Andragogy** (Knowles, 1980) and **Kolb's Experiential Learning Theory** (Kolb, 2014), both of which emphasize self-directed, practical, and experience-based learning.

- **Self-Reflection and Practical Application:** Knowles' principles suggest that adults are self-motivated and goal-oriented, thriving when they see

the direct relevance of learning to their roles. PICTURES curriculum suggests reflective exercises, practical activities, and scenario-based learning that allows practitioners to connect theory with practice in real correctional settings (Knowles, 1980).

- **Kolb’s Experiential Learning Cycle:** Following Kolb’s model, PICTURES curriculum is designed to guide learners through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2014). This approach enables practitioners to apply what they’ve learned to actual scenarios, test out strategies, and reflect on outcomes, thereby deepening their understanding and fostering adaptive learning in the workplace.
- **Engagement Through Problem-Solving and Real-Life Contexts:** Adult learners benefit from problem-based learning, where they address authentic challenges. By embedding real-life scenarios within PICTURES curriculum, practitioners can engage in meaningful problem-solving, supporting skills development and reinforcing learning outcomes in a relevant context.

1.2.4.2 DigiComp 2.0: Digital Competencies Framework

Incorporating DigiComp 2.0 (European Commission, 2018) ensures that the PICTURES curriculum equips practitioners with essential digital skills, a critical need for today’s workplace, including correctional education and social services.

- **Digital Literacy and Communication:** PICTURES curriculum integrates modules on digital tools and communication platforms, allowing practitioners to improve their skills in information literacy, digital content creation, and online communication. This focus prepares them to work with emerging adults who may also benefit from enhanced digital literacy.
- **Digital Safety and Problem-Solving:** Ensuring digital safety and ethical considerations in technology use is essential, especially within the sensitive context of corrections. DigiComp2.0’s emphasis on safe, responsible technology use is embedded in the curriculum, promoting best practices and risk management in digital environments. Practitioners learn how to navigate digital challenges responsibly, fostering safe, tech-enabled learning and communication.

- **Flexibility for Self-Directed, Tech-Based Learning:** Recognizing adult learners' need for flexibility, PICTURES curriculum incorporates self-paced, online modules supported by DigiComp2.0-aligned digital resources, allowing learners to engage with material independently while advancing their digital competencies.

1.2.4.3 17 Sustainable Development Goals (SDGs)

The PICTURES curriculum aligns with the **17 Sustainable Development Goals (SDGs)** (United Nations, 2015), while emphasizing sustainability, ethical practices, and social responsibility, encouraging practitioners to adopt values that extend beyond the correctional context and positively impact society. Below, the way specific SDGs relate to the curriculum is described:

- **SDG 4 – Quality Education:** The curriculum contributes to inclusive and equitable education by focusing on skills, ethical awareness, and professional standards. It also promotes lifelong learning for correctional practitioners, preparing them to educate and support incarcerated individuals effectively.
- **SDG 8 – Decent Work and Economic Growth:** By equipping practitioners with relevant skills, the curriculum enhances their professional development and contributes to a positive work environment. Practitioners are better prepared to support rehabilitation, skill-building, and future employability for incarcerated individuals, aligning with SDG 8's goal of promoting productive employment.
- **SDG 10 – Reduced Inequalities:** Addressing inequality is critical in correctional settings. The curriculum includes modules on cultural competence, human rights, and ethical practices, aiming to reduce biases and promote fair treatment for incarcerated youth from diverse backgrounds.
- **SDG 16 – Peace, Justice, and Strong Institutions:** The curriculum prepares practitioners to contribute to peaceful and just correctional environments by equipping them with skills in conflict resolution, trauma-informed care, and ethical decision-making. Through these practices, they contribute to stronger, more supportive institutional frameworks.
- **SDG 17 – Partnerships for the Goals:** The project fosters cross-border collaboration, integrating insights from various European institutions to

create a unified curriculum. This collaboration supports SDG 17 by building partnerships that enhance the quality of correctional education and promote a standardized approach across Europe.

1.2.4.4 Quality Assurance Frameworks: EQAVET and VET/HE Requirements

PICTURES curriculum aligns with the European Quality Assurance in Vocational Education and Training (EQAVET) framework (CEDEFOP, 2009) and standards in Vocational Education and Training (VET) and Higher Education (HE) to ensure educational quality and relevance.

- **Alignment with EQAVET Indicators:** The PICTURES curriculum aligns with EQAVET standards by incorporating a well-structured approach that integrates stakeholder input, maps skills to labor market needs, promotes lifelong learning, and emphasizes outcome-based assessment. This alignment enhances the quality of vocational education, ensuring that practitioners acquire recognized, transferable skills supporting professional growth and European labor market demands. With a focus on relevance, effectiveness, and continuous improvement (CEDEFOP, 2009), the curriculum includes assessments and evaluation mechanisms that confirm learning outcomes are achieved and maintained.
- **Competency-Based Learning and Assessment:** This curriculum follows a competency-based approach, which is central to VET and HE standards, ensuring that practitioners can demonstrate the skills needed in correctional settings. Assessments are practical and directly tied to professional competencies, supporting skill transfer and meaningful application.
- **Lifelong Learning and Professional Development:** VET and HE standards promote lifelong learning. Modules within PICTURES curriculum are designed to support continuous growth, with updates on best practices, emerging trends, and interdisciplinary approaches in correctional work.

1.2.4.5 ESCO (European Skills, Competences, Qualifications, and Occupations)

The ESCO framework (European Commission, 2017) enhances PICTURES curriculum by providing a standardized approach to identifying and categorizing

relevant skills and competencies. This alignment ensures that the curriculum addresses specific skill sets recognized across Europe, facilitating career mobility and professional recognition.

- **Occupational Relevance:** ESCO classifies a broad range of occupations, making it easier to align curriculum modules with the roles practitioners play in correctional settings. This relevance ensures that the training aligns with real job demands, enhancing employability and recognition of skills.
- **Skills and Competency Mapping:** ESCO provides a list of skills and competencies related to each occupation, helping modules' designers/creators ensure that each module includes practical, job-related skills. Modules such as conflict resolution, trauma-informed care, and intercultural competence can be directly mapped to ESCO skills for enhanced alignment.
- **European Labor Market Alignment:** By using ESCO as a reference, the curriculum aligns with European labor market standards, increasing the portability of the skills and qualifications acquired. Practitioners who complete the curriculum will have a skill set recognized across European countries, supporting both mobility and consistent professional standards.

2 Assessment Methodology & Quiz Bank

This section outlines the **assessment methodology** and **quiz bank** (D4.1b) structure for the PICTURES curricula. This assessment methodology supports a comprehensive evaluation of learners' progress and skill development, aligning with the PICTURES curriculum's focus on real-world application and professional competencies. By integrating formative and summative assessments, a robust quiz bank, and detailed rubrics, this methodology ensures that practitioners gain both the theoretical understanding and practical skills necessary for effective, ethical practice in correctional settings.

2.1 Assessment Framework

Assessment refers to the process of gathering information on learners' knowledge, skills, attitudes, or performance. The goal of assessment is to understand what learners know and can do, often with the intention of guiding further learning and providing feedback. **Evaluation** refers to the process of judging the quality, effectiveness, or value of an educational program, course, or instructional method. Evaluation often looks at the program or curriculum as a whole and determines if it meets the desired objectives or standards.



***IMPORTANT:** In the context of this report, we focus on the **assessment**, thus, **what the learners completing the PICTURES courses will know and be able to do**. The evaluation of the curricula and the assessment methodology is part of the Q&A report.*

There are many kinds of assessment applied in education and training (Guba & Lincoln, 1989; Kirkpatrick & Kirkpatrick, 2006; Rossi et al., 2003). Each assessment type plays a unique role in the educational process, contributing to a well-rounded approach to evaluating knowledge, skills, and growth. By combining different assessment types, educators and trainers can create a comprehensive evaluation framework that supports learning at various stages and levels. The most common assessment types are as follows:

1. Diagnostic Assessment

Diagnostic assessment is typically administered before instruction begins, helping educators understand learners' prior knowledge, skills, and any potential learning challenges. By identifying learners' starting points, instructors can tailor content and activities to meet specific needs, setting a foundation for personalized learning.

- **Examples:** Pre-tests, initial skill assessments, questionnaires, and entry-level surveys.
- **Benefits:** Helps in customizing instruction, filling knowledge gaps, and setting realistic learning goals based on learners' existing competencies.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Pre-Course Questionnaire:** A questionnaire asks learners about their familiarity with trauma-informed care, their experiences with trauma-responsive practices, and their confidence in applying these concepts in correctional settings. Questions might include:
 - *"How familiar are you with trauma-informed practices in a professional setting?"*
 - *"Have you received previous training in trauma care? If yes, describe briefly."*

2. Formative Assessment

Formative assessment refers to ongoing evaluations conducted during the learning process. These assessments provide immediate feedback to both learners and instructors, helping to identify areas of strength and those needing improvement. The primary aim of formative assessment is to support learning and promote growth by guiding instructional adjustments and helping learners refine their understanding over time.

- **Examples:** Quizzes, reflection exercises, in-class discussions, peer reviews, and feedback on drafts.
- **Benefits:** Encourages self-assessment, fosters engagement, and allows for timely intervention to address learning gaps.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Frequent Quizzes:** After completing the module on trauma-informed care, include a quiz with questions such as:
 - *"What are the core principles of trauma-informed care?"*
 - *"Which actions support trauma-informed practices in correctional settings?"*
 - *"Identify behaviors in a scenario that suggest a trauma response."*

- These questions provide immediate feedback, reinforcing knowledge while helping learners identify areas that may need further study.

3. Summative Assessment

Summative assessment occurs at the end of a learning period, such as the conclusion of a unit, course, or training program. These assessments measure overall achievement and proficiency, providing a comprehensive evaluation of learners' mastery of course content. Summative assessments are often used to determine final grades or certifications.

- **Examples:** Final exams, project presentations, case studies, and comprehensive reports.
- **Benefits:** Provides an overview of learners' acquired knowledge and skills, establishing benchmarks for competence.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Case-Based Assessments:** Present learners with a scenario that includes an ethical dilemma in a correctional setting, such as:
 - *Scenario: "A young offender has repeatedly been disruptive in group sessions, which impacts the learning of others. They often react strongly to authority figures and show signs of agitation when given direct instructions."*
 - *Assessment Questions:*
 - *"Identify the possible trauma responses exhibited by the young offender."*
 - *"Propose a course of action that reflects trauma-informed care principles."*
 - *"Discuss how desistance theories could influence your response to this situation."*
- This case-based approach allows learners to demonstrate their understanding of key concepts, ethical judgment, and application of trauma-informed practices.

4. Competency-Based Assessment

Competency-based assessment focuses on evaluating specific skills and competencies relevant to real-world tasks. This type of assessment is common in vocational training and professional education, where learners must demonstrate practical application of knowledge rather than just theoretical understanding. Competency-based assessments often align with industry standards or frameworks, such as ESCO or EQF, ensuring learners meet specific occupational requirements.

- **Examples:** Skills demonstrations, practical tasks, competency checklists, and simulations.
- **Benefits:** Ensures learners are job-ready by emphasizing real-world applications, allowing them to demonstrate mastery of essential skills.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Skills Assessment Checklist:** Develop a checklist for the skills related to behavior management, with specific criteria such as:
 - *Empathy: "Displays understanding and compassion when communicating with youth." (scale from 1-4)*
 - *Conflict Resolution: "Applies appropriate strategies to de-escalate situations." (scale from 1-4)*
 - *Trauma-Informed Response: "Identifies signs of trauma responses and adjusts approach accordingly." (scale from 1-4)*
- This checklist enables instructors to evaluate practical skills aligned with core competencies and helps learners self-assess their performance in these key areas.

5. Self-Assessment

Self-assessment encourages learners to evaluate their own performance, often reflecting on their strengths, areas for improvement, and learning progress. This type of assessment builds self-awareness, promotes metacognition, and fosters responsibility for personal development.

- **Examples:** Reflection journals, self-rating checklists, and personal goal-setting activities.

- **Benefits:** Enhances critical thinking, self-regulation, and ownership of learning, supporting long-term professional growth.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Reflection Exercises:** At the end of each module, prompt learners to complete a reflection exercise with questions like:
 - *"How would you apply trauma-informed care in your current role?"*
 - *"Describe an experience where understanding neurodiversity could have changed your approach."*
 - *"What challenges do you foresee in applying restorative justice practices, and how might you overcome them?"*
 - *"Rate your current confidence in using distance-based approaches and identify areas where you want to improve."*
- This type of exercise encourages self-assessment, helping learners connect content with real-life application in a meaningful way.

6. Peer Assessment

In peer assessment, learners assess each other's work or performance. This type of assessment promotes collaborative learning, as learners provide constructive feedback, which can enhance their understanding of the content and develop evaluative skills.

- **Examples:** Peer reviews, group evaluations, and feedback sessions.
- **Benefits:** Encourages active learning, improves communication skills, and helps learners gain diverse perspectives on their work.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Peer Feedback on Role-Play Exercises:** Learners participate in role-playing scenarios to practice behavior management techniques, such as de-escalating a conflict or communicating with empathy. After each role-play, peers provide feedback based on specific criteria, such as:
 - *"Did the learner use effective language to de-escalate the situation?"*
 - *"How well did the learner show empathy and maintain professional boundaries?"*

- This type of exercise helps learners receive diverse perspectives on their approaches, encouraging self-reflection and improving their interpersonal and communication skills.



Within the **PICTURES project**, the two courses that will be developed will use **summative assessment** to evaluate **overall mastery** at the end of each course, ensuring that learners have achieved the core competencies and learning objectives established by the consortium.

Additionally, within each unit/ module, **formative assessments** will be applied to provide ongoing feedback, supporting learners' progress and engagement. Partners developing specific content can also incorporate **self-assessment** and **peer assessment** opportunities, fostering reflection, collaboration, and deeper understanding throughout the learning process.

2.2 Quiz Bank Structure & Assessment Rubrics

The **PICTURES Quiz Bank** will be organized to support targeted learning assessments, with question types that encourage critical thinking, practical application, and self-reflection. Specifically:

- **Content-Specific Questions:** Each quiz covers content from specific modules, allowing for precise assessment of knowledge areas such as trauma-informed care, desistance theories, and behavior management. Questions are designed to reinforce key concepts and ensure that learners have retained essential information for each module.



PICTURES / Example of Module-Specific Quiz for Behavior Management

- "Which behavior management techniques are most effective for de-escalating conflict in group settings?"
 - "List three proactive behavior management strategies that prevent disruptive behavior."
 - "Explain how neurodiversity might impact behavioral responses in correctional settings."
- **Scenario-Based Questions:** Scenario-based questions simulate real-life situations where practitioners must apply curriculum principles. For example, case studies may involve ethical dilemmas or behavior

management challenges, requiring learners to apply principles of desistance or restorative justice. These questions develop problem-solving skills and help learners practice responses in safe, structured settings.



PICTURES / Example of Scenario-Based Quiz Question for Ethical Decision-Making

- **Scenario:** “A practitioner overhears a young person in detention expressing distrust in the staff and discussing plans to resist any efforts to engage them in educational programs.”
 - *Quiz Question: “How would you approach this situation using principles of desistance and restorative justice?”*
 - *a) Ignore the comment and continue with the planned program.*
 - *b) Confront the young person directly to address their resistance.*
 - *c) Engage the young person in a one-on-one conversation, using empathy and active listening to understand their perspective.*
- **Reflective Questions:** Reflective questions encourage learners to consider their professional growth and how curriculum themes relate to their work. These questions ask learners to analyze their approach to correctional education, consider areas for improvement, and reflect on their ethical and practical responsibilities. Reflective questions support deeper learning and self-awareness, reinforcing the curriculum’s goals.



PICTURES / Example of Reflective Quiz Questions for Self-Assessment

- *“Reflect on a time when you experienced or observed conflict in a correctional setting. How would you handle it differently now, based on what you’ve learned in this course?”*
- *“What impact does understanding neurodiversity have on your approach to behavior management?”*

PICTURES Assessment Rubrics provide clear criteria for evaluating both knowledge and skills, aligning assessments with the curriculum’s core learning objectives. Each rubric includes specific metrics that measure competencies essential to correctional education.

- **Behavioral and Skill-Based Metrics:** Rubrics assess competencies such as empathy, ethical decision-making, collaboration, and trauma-informed responses. For example:
 - **Empathy:** Rubrics assess learners' ability to show empathy in scenario-based or case assessments, evaluating their understanding of emotional impact and supportive communication.
 - **Ethical Decision-Making:** Learners are evaluated on their capacity to make thoughtful, ethical decisions in simulated correctional scenarios, particularly when addressing challenging behavior.
 - **Collaboration:** Rubrics measure learners' ability to work effectively in team-based scenarios, emphasizing skills needed to coordinate with multidisciplinary teams within correctional settings.
 - **Understanding of Desistance:** Rubrics assess learners' grasp of desistance principles and their ability to apply these concepts to support positive identity transformation in correctional contexts.
 - **Social Influence and Restorative Justice:** Learners are evaluated on their knowledge of social factors impacting behavior and their ability to apply restorative practices, such as conflict resolution, in case scenarios.



PICTURES / Example of a Rubric for Empathy & Communication Skills

- *4 - Exemplary: Consistently displays empathy and compassion, acknowledges others' perspectives, and adapts communication based on emotional cues.*
- *3 - Proficient: Shows empathy most of the time, with occasional lapses in adjusting to others' emotional states.*
- *2 - Developing: Displays limited empathy and occasionally overlooks others' feelings or cues.*
- *1 - Needs Improvement: Rarely demonstrates empathy; struggles to adapt communication to emotional needs.*



PICTURES / Example of a Rubric for Desistance Application

- *4 - Exemplary: Thoroughly understands desistance principles and consistently applies them to case scenarios, showing insight into identity transformation and long-term support.*
- *3 - Proficient: Understands desistance concepts and applies them in most cases but may miss some nuanced aspects of identity support.*
- *2 - Developing: Demonstrates basic knowledge of desistance but struggles to apply principles consistently in practical scenarios.*
- *1 - Needs Improvement: Limited understanding of desistance theories, rarely applies principles effectively.*



PICTURES / Example of a Rubric for Restorative Justice Application

- *4 - Exemplary: Effectively implements restorative justice practices, mediates conflicts, and builds positive relationships with incarcerated individuals.*
- *3 - Proficient: Demonstrates a solid understanding of restorative justice and applies it effectively in most situations.*
- *2 - Developing: Basic understanding of restorative justice but limited ability to mediate conflicts constructively.*
- *1 - Needs Improvement: Minimal application of restorative justice practices, struggles with conflict mediation and relationship-building.*

3 Step-by-Step Guide for Suggested Syllabus

Define Learning Outcomes

- Identify specific outcomes for each module, clearly stating what learners will know and be able to do upon completion. For example, in "Trauma-Informed Pedagogical Practices," outcomes might include recognizing signs of trauma and applying supportive techniques.

Organize Content into Modules

- Group related content into modules, each focusing on a particular skill or knowledge area, such as ethics, behavior management, or technology integration.
- Ensure each module is standalone to allow for flexibility and adaptability in course delivery.

Develop Instructional Materials

- Create a mix of digital resources (videos, readings, and quizzes), in-person activities (discussions, role-play), and reflective assignments.
- Provide hands-on examples, such as case studies and problem-solving exercises relevant to correctional education.

Incorporate Challenge- and Problem-Based Activities

- Each module should include activities that present real-world problems, encouraging learners to engage in critical thinking and collaborative problem-solving.
- For instance, in "Restorative Justice," learners could work through a case study involving conflict resolution, practicing mediation techniques.

Embed Reflective and Professional Development Components

- Include reflective journaling and continuous assessment exercises within each module, allowing learners to self-assess their progress.
- Use portfolios to track development, enabling practitioners to identify strengths, areas for improvement, and plan for further professional growth.

Integrate Assessment Strategies

- Use varied assessment methods, such as quizzes, scenario-based evaluations, and practical projects to evaluate comprehension and skill application.
- Each assessment should align with the specific learning outcomes of the module, such as a role-play exercise in the "Behavior Management" module.

Utilize Technology to Support Learning

- Leverage a learning management system like Moodle to host digital content, provide announcements, and facilitate discussions.
- Integrate online tools (e.g., BigBlueButton for synchronous sessions) to enable interactive learning and maintain consistent communication with learners.

APPENDIX: COURSE STRUCTURE (SYLLABUS)

<p>LEVEL OF STUDIES</p>	<p>Choice between:</p> <ul style="list-style-type: none"> • Vocational Education and Training (Levels 4 OR 5 EQF) • Undergraduate Studies (Level 6 EQF) • Postgraduate Studies (Level 7 EQF) • Non-formal education / Lifelong Learning
<p>COURSE TYPE</p>	<p>Choice between:</p> <ul style="list-style-type: none"> • General background / Soft Skills • Specialized field knowledge • Skills development
<p>TARGET GROUP</p>	<p>Educators/ Trainers, Healthcare Professionals, Legal Professionals, Prison Staff, Psychologists, Social Workers, Socio-cultural Facilitators, Technicians, Other</p>
<p>COURSE TITLE</p>	<p>Provide a short and clear title of the course</p>
<p>COURSE DESCRIPTION</p>	<p>A concise overview of the course content, learning outcomes, and potential applications, detailing how it fits within broader professional or academic paths. This section should summarize the main themes, and skills that will be covered, giving learners a clear understanding of what to expect and how it aligns with their goals and interests.</p>
<p>DURATION</p>	<p>## (provide the total hours/ days/ months needed by a learner to attend the course)</p>
<p>CREDITS</p>	<p>Credits in the context of a course represent a standardized measurement of the workload required to complete it, including time spent in lectures, assignments, and independent study. Credits reflect the amount of time and effort a student is expected to invest in a particular course.</p>

<p>PREREQUISITES (if applicable)</p>	<p><i>Description of any prior knowledge, skills, or qualifications that learners should possess to successfully engage with and complete the course. Prerequisites may include specific academic backgrounds, professional experience, foundational knowledge in relevant subject areas, or completion of preceding modules or courses. Clearly defined prerequisites help ensure that learners are prepared and able to achieve the course learning outcomes effectively.</i></p>
<p>LANGUAGE</p>	<p><i>Bosnian/ Bulgarian/ Croatian/ English/ Greek/ Italian/ Montenegrin/ North Macedonian/ Portuguese/ Romanian/ Serbian</i></p>
<p>DELIVERY MODE</p>	<p><i>Choice between:</i></p> <ul style="list-style-type: none"> • <i>Online/ Self-directed</i> • <i>Face-to-face</i> • <i>Work-Based</i>
<p>LEARNING OUTCOMES</p>	<p><i>Include the learning outcomes for this educational scenario, based on Bloom’s revised Taxonomy, defining the level (Remember, Understand, Apply, Analyze, Evaluate, Create) and category they belong to. For categories use Lower-Order Thinking Skill (LOTS) for the first 3 levels and Higher-Order Thinking Skill (HOTS) for the next three.</i></p> <ul style="list-style-type: none"> • <i>e.g. [Insert learning outcome 1: e.g., Recall and describe the key concepts of the lesson topic. / Level: Remember, Category: LOTS]</i> • <i>[Insert learning outcome 2: e.g., Apply knowledge to real-world scenarios. / Level: Apply, Category: LOTS]</i> • <i>[Insert learning outcome 3: e.g., Analyze and evaluate the impact of specific actions. / Level: Analyze, Category: HOTS]</i>

ASSESSMENT METHODS (summative assessment for the course in total, if applicable)	<p><i>Describe the tools and strategies used to measure learners' understanding and skill development.</i></p> <p><i>Include summative assessments (e.g., final exams, case-based assessments) here to evaluate overall mastery of the module.</i></p>
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FOR EACH OF THE SUGGESTED COURSE UNITS/ MODULES

LEARNING OUTCOMES	<p><i>Identify the learning outcomes for this unit/ module, based on the total outcomes already described for the course.</i></p>												
LEARNING ACTIVITIES	<p><i>Provide a list with the activities of the unit/ module, including their title, number (if they should be implemented in row) and suggested duration, keeping in mind the total duration of the unit/ module.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left; padding: 5px;">Activity's Title</td> <td style="text-align: left; padding: 5px;">Activity 1</td> <td style="text-align: left; padding: 5px;"># minutes</td> </tr> <tr> <td style="text-align: left; padding: 5px;">Activity's Title</td> <td style="text-align: left; padding: 5px;">Activity 2</td> <td style="text-align: left; padding: 5px;"># minutes</td> </tr> <tr> <td style="text-align: left; padding: 5px;">Activity's Title</td> <td style="text-align: left; padding: 5px;">Activity n</td> <td style="text-align: left; padding: 5px;"># minutes</td> </tr> <tr> <td style="text-align: left; padding: 5px;">Activity's Title</td> <td style="text-align: left; padding: 5px;">Out of sequence</td> <td style="text-align: left; padding: 5px;"># minutes</td> </tr> </table> <p><i>Then, for each of the above-mentioned activities, provide a short description, distinguishing the roles involved (instructor's actions and learners' actions).</i></p>	Activity's Title	Activity 1	# minutes	Activity's Title	Activity 2	# minutes	Activity's Title	Activity n	# minutes	Activity's Title	Out of sequence	# minutes
Activity's Title	Activity 1	# minutes											
Activity's Title	Activity 2	# minutes											
Activity's Title	Activity n	# minutes											
Activity's Title	Out of sequence	# minutes											
EDUCATIONAL CONTENT/ RESOURCES	<ul style="list-style-type: none"> • List core materials: <i>Specify essential resources, including texts, articles, case studies, and instructional guides.</i> • Supplemental readings: <i>Identify additional resources that deepen understanding of the topic, such as academic papers, e-books, or handouts.</i> 												

<p>UTILIZATION OF ICT</p>	<ul style="list-style-type: none"> • LMS Integration: Ensure all materials and activities are hosted on our central PICTURES Learning Management System (e.g., Moodle). Even for f-2-f modules, we should keep our Moodle platform as a “reference point”, where the total educational material is available. • Provide multimedia resources: Include videos, podcasts, and/or infographics to engage different learning styles. Mention tools for online quizzes, polls, or interactive exercises to support learner engagement. Include virtual labs or simulation tools if relevant to the unit’s objectives. • Practical tools: List any software or practical tools required for hands-on activities within the unit, specifically for f-2-f and work-based delivery. • Video conferencing: Specify platforms for live, synchronous sessions (e.g., Zoom, BigBlueButton) if needed, specifically for online courses.
<p>INSTRUCTIONAL METHODS <i>(find details in unit 1.2.3.1)</i></p>	<ul style="list-style-type: none"> • Lectures and Presentations: Brief introduction to foundational concepts and frameworks through structured presentations, helping learners grasp core ideas. • Interactive Discussions: Encourage group discussions or peer-to-peer activities to apply concepts collaboratively, fostering critical thinking and communication. • Case Studies: Use real-life or simulated scenarios to explore practical applications, allowing learners to analyze and solve problems based on real-world situations. • Role-Playing and Simulations: Integrate hands-on activities where learners practice

scenarios in a controlled setting, building relevant skills in a safe environment.

- **Self-Study:** Provide resources for independent study, including reading materials, videos, and practice exercises. Self-study allows learners to explore topics at their own pace, reinforcing their understanding.
- **Projects:** Assign individual or group projects where learners apply course concepts to complete a practical task or solve a problem. Projects promote active learning and give learners the opportunity to demonstrate their skills.
- **Reflective Exercises:** Encourage reflective practice through journaling or self-assessment activities, enabling learners to critically evaluate their learning and personal growth.

Focusing on work-based methods:

- **On-the-Job Training:** Provide hands-on learning experiences in the actual work environment, where learners can observe and practice skills under supervision.
- **Mentorship and Coaching:** Pair learners with experienced mentors or coaches who can guide them, answer questions, and provide feedback as they apply new skills on the job.
- **Work-Based Projects:** Assign real work-related projects that align with the learner's role, allowing them to contribute meaningfully while gaining practical experience.
- **Task Rotation:** Allow learners to rotate through different tasks or roles within the organization, exposing them to varied skills and knowledge areas relevant to their career.

	<ul style="list-style-type: none"> • Field Observations: Arrange opportunities for learners to observe best practices and operational workflows in the field, helping them understand how course concepts are applied in real-world settings.
<p>DELIVERY MODE</p>	<p>Choice between:</p> <ul style="list-style-type: none"> • Online/ Self-directed • Face-to-face • Work-Based
<p>ASSESSMENT METHODS (formative and/or other assessments for each unit/ module, if applicable)</p>	<p>Describe the tools and strategies used to measure learners' understanding and skill development.</p> <p>Include formative assessments (e.g., quizzes, reflection exercises) to provide ongoing feedback and/ or other types (e.g. self-assessment, peer-assessment).</p> <p>Specify any competency-based assessments and practical tasks relevant to the course content to ensure learners can apply knowledge in real-world scenarios.</p>

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