European VET curriculum
WP 3 – Del 9

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Executive summary

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

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

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

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

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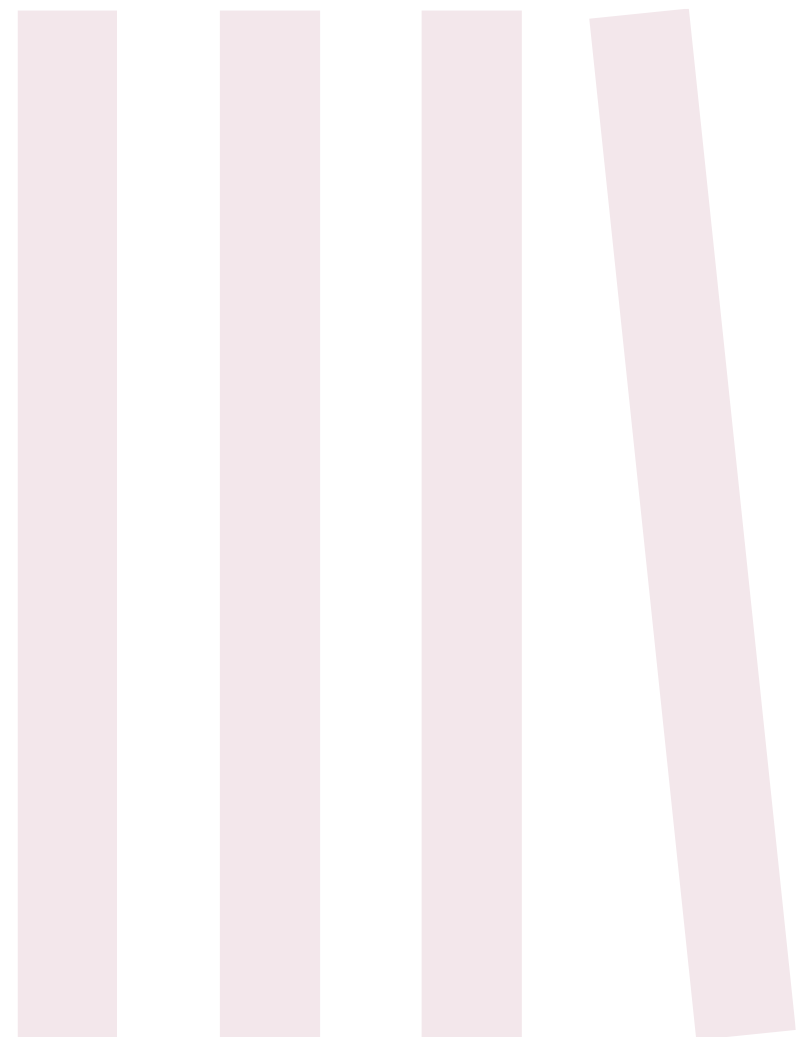 - o Work-based learning – in total 165 hours (5h assessment)

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

Profile 1: Community engagement and communication officer

Name of the curriculum	Community engagement and communication officer		
Amount (hours)	MOOC – 80	Specialization course (Blended training) - 240	Work based learning - 165
Aim and outcomes of the curriculum	VET curriculum covers basic technical skills but also addresses modern (digital and soft) skills that librarians increasingly need but that are not covered by traditional training.		
Modules	**Digital competences** 1. Introduction to digitization 2. Browsing, valuing, searching, and filtering trusted data, information, and digital content 3. Identifying and evaluating fake data, information, and digital content 4. Managing data, information, and digital content 5. Interacting through digital technologies (online meetings)p 6. Collaboration and sharing through digital technologies 7. Digital citizenship 8. Netiquette 9. Managing digital identity 10. Digital tools and digital content development 11. Copyright legislation 12. Basic principles of data safety and security 13. Protecting data and content 14. Protecting personal data and privacy 15. User support (Identifying needs and responses) 16. Problem/ crisis management 17. Competency management	**Entrepreneurial and transversal competences** 1. Spotting opportunities 2. Valuing ideas 3. Development of sustainable digital services 4. Design thinking 5. Motivation & perseverance (mobilizing others) 6. Mobilizing resources 7. Marketing and promotion 8. Advocacy 9. Sales development 10. Fundraising and Crowdsourcing 11. Project management 12. Strategic thinking (Business plan development) 13. Relationship management 14. Change management (Change support) 15. Time management 16. Taking the initiative 17. Learning through experience 18. Risk management	

Requirements to start the study	
Requirements to complete the study	

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

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

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

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

- knowledge of different digitized and born-digital cultural artifacts
- basic skills for evaluation of digital library architecture software
- managing XML descriptive languages for metadata standards
- design of user interfaces for browsing data
- tools interface for fostering User experience (UX)

Requirements to start the module:
Some basic knowledge of digital technologies for digitization
Core digital competences
Readiness to learn digital transformation processes
B2 English language level

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Manage and communicate different types of digitized and born-digital artefacts	• Digitization and born-digital creation	2 h online training (OER 1 and OER 2) + 2h of MOOC (OER 3 and OER 4)	Successful and active participation at Online Workshop	Interactive online workshop
2. Use correct storytelling for description of different digital objects	• XML description language for metadata standard	1h 30 online training and self-study (OER 5 and OER 6) + 5h Project based learning	80 % correct answers to online test Project submitted and evaluated	Online Test create a convincing project in which storytelling related to digital objects is integrated, and alongside, prepare the metadata standard suitable for the chosen object.
Basic knowledge of digital libraries management	• Processes and methodologies	2 h 30 online training and self-study (OER 7)	80 % correct answers to online test	Online Test

Requirements to complete the module:

MOOC - completed
Online learning - all assessments completed and 80 % of all online tests
Project based learning- project submitted and received positive evaluation from tutor

Learning resources (OERs):

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

No	Modul name	Learning methods		Amount (hours)
2	**Browsing, valuing, searching and filtering trusted data, information and digital content**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	Methods of Browsing, valuing, searching and filtering trusted data, information and digital content
			Work based learning	

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

Aim: provide with the knowledge about search engine tools, platforms, sources

Learning objectives:

- Provide learners with knowledge on how to browse, value, search and filter data
- Develop skills to identify the sources
- Develop skills to examine the information and the digital content

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

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of the importance, about finding the right	• What are the search engines and underlying	MOOC; Online learning	75% correct answers to online test	Online test

information on the right source	different ways of browse and search • Examining different types of data based of information			
2. Learn how to identify the right information. What are the characteristics	• Examine the information • Evaluating the information • Confirm the information • Documented the process for future use	MOOC; Online learning	Project submitted and evaluated	Free Project indicating the core concepts of the course

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests
Project based learning – project submitted and received positive evaluation from tutor

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

Learning resources (OERs):

Teaching materials:

No	Modul name		Learning methods	Amount (hours)
3	**Identifying and evaluating fake data, information, and digital content**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	Project of presentation of examples of fake news detected in the social media 2h
			Work based learning	

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

Aim: to provide the capacity to trainees to review sources and content for disinformation, fake or biases before sharing it online to users or colleagues

Learning objectives:
• Provide learners with knowledge about methods and technologies for organizing information
• Develop practical skills for assessing the quality of content
• Develop technical skills for sharing warning fake data, trusted data and information

Requirements to start the module:

Core digital competences

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

1. Identify ways and technologies for organizing information	• Which tools are available for information organisation? • How can we create an account and set our accounts?	MOOC; Online learning	Successful participation at online workshop	Interactive online workshop
2. List the criteria for assessing the quality of content	• Criteria for assessing the quality of content	MOOC; Online learning	75% correct answers to online test	Online test
3. Analyze, review and spot sources and content for warning	• How to analyze, review and spot disinformation, fake news or biases? • Trusted data and the future of information sharing	MOOC; Online learning ; Project based learning	Project submitted and evaluated	Project of presentation of examples of fake news detected in the social media

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests
Project based learning – project submitted and received positive evaluation from tutor

Learning resources (OERs):

Teaching materials:

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

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial	x	Transversal	x

Aim: Training module on ability to use various tools to store information and retrieve it when needed to solve local issues.

Learning objectives:

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

• Effective methods of managing and preservation of digital content;

• Technologies regarding data, information and digital content management;

• Risk of data loss or corruption.

Requirements to start the module:

Intermediate digital competencies

B2 English language level

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

1. Explore effective methods of managing and preservation of digital content	• Digital content management and preservation	1h MOOC (OER1) + 1 h online training (OER2) + 1h self-study	Successful and active participation at Online Workshop 80% correct answers to online test	Interactive workshop Online workshop
2. Use digital tools regarding data, information and digital content management	• Digital tools to store information and retrieve it	1 h Classroom training + 1 h online training (OER 3 and OER 4)	Successful and active participation in the classroom training 80% correct answers to online test	Online test
3. Estimate the risks of data loss or corruption	• Risk of data loss and IT systems failures (good practices to prevent it)	1 h online training (OER 5and OER 6) + 5h Project based learning	80 % correct answers to online test Project submitted and evaluated	Describe some of good practices identified to prevent the risk of data loss and IT systems failures
4. Apply effective management of data, information and digital content of library sector	• User interaction with different databases: standard digitization, open data (OD), linked open data (LOD)	1h MOOC (OER 7) + 1 h online training (OER 8) + 5 hours of work-based learning	Evaluate the management of a digital collection of Europeana	Write an essay of 1500 words on the evaluation

Requirements to complete the modu
MOOC – completed
Online learning – all assessments completed and 80% of all online tests
Project based learning – project submitted and received positive evaluation from tutor
Work based learning: Write an essay of 1500 words on the evaluation

Learning resources (OERs):

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

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

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: To provide knowledge and opportunities for full interaction with digital technologies in various fields and areas of activities related to libraries and their employees.

Learning objectives:

To develop practical skills and competencies related to digital technologies and their application for:

- Ability to confidently, critically and responsibly use digital technologies for learning, in the workplace and for participation in society; information literacy, media literacy and data and communication literacy, digital content creation, compliance with security requirements, respect for intellectual property, problem solving and critical thinking;
- Understanding how digital technologies support communication, creativity and innovation;
- Ability to use digital technologies for active citizenship and social inclusion
- Ability to use different types of platforms and apps for online meetings;
- The cooperation with others and creativity, access, use, filtering, evaluating, creating and sharing digital content;
- Attitude for judiciously and critically, but curious, open-minded and forward to the development of digital technology and ethical, safe and responsible approach to the use of digital tools.

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

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of digital technologies	• Surfing, searching and filtering data, information and digital content; • Evaluation of data, information and digital content; • Data, information and digital content management.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
2. Interaction through digital technologies	• Share through digital technologies; • Participation in the public space through digital technologies; • Cooperation through digital technologies; • Online etiquette; • Digital identity management.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
3. Online meetings	• What is online meeting;	MOOC; Online learning	Project submitted and evaluated;	Course project; Case study

			Qualitative evaluation criteria	
	• Planning and organizing an online meeting; • Tools for online meetings (apps and platforms); • Useful tips for online meetings.			
4. Creating digital content	• Development of digital content; • Integration and processing of digital content; • Copyright and licenses; • Planning and development of instructions for a computer system to solve a problem or to perform a specific task	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
5. Safety when working with digital content and technologies	• Device protection; • Protection of personal data and confidentiality; • Protection of health and well-being;	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

	• Environmental protection.			
6. Solving problems when working in a digital environment	• Solving technical problems; • Identification of needs and technological answers; • Creative use of digital technologies; • Identification of gaps in digital competence.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

Requirements to complete the module:
MOOC - completed with 75% of the final exam
Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale
Project based learning – project submitted and received positive evaluation from tutor
Work based learning (optional): Project for the use of digital content and / or technology in a specific work situation

Learning resources (OERs):

Teaching materials:

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

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

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

Learning objectives:

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

Requirements to start the module:

Core digital competences;

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

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

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

Learning resources (OERs):

Teaching materials:

No	Module name	Learning methods		Amount (hours)
7	**Digital citizenship**		MOOC	2 h
		Blended training	Classroom training	5 h
			Online learning	4 h
			Project based learning	2 h
			Work based learning	8 h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: The module will provide learners with knowledge and skills for conscious digital "engagement" achieved through the competent use of digital technologies. Learners will develop skills related to a confident and positive attitude to active and effective participation in society, creating and consuming digital content.

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

- Free to combine digital skills, knowledge and attitudes through which to participate in society as an active link
- Acquisition of an active civil position for participation and responsibility, as well as an opportunity to contribute to the construction of the digital world
- Confident, critical and creative use of ICT to achieve goals related to work, inclusion and / or participation in the digital society
- Acquiring a high level of digital literacy includes the personal, technological and intellectual skills needed to live in a digital society

Learning objectives:

- Providing learners with knowledge of online collaboration concepts
- Developing practical skills of learners using online collaboration tools

- Acquisition of critical skills for media literacy of analysis, evaluation, understanding and creation, as well as for creation, participation, cultural transformation, commitment to diversity, listening and intercultural research.
  - Accumulation and upgrading of knowledge in the concept of the "new literate structure" (media, informational and digital) literacy to help communities participate and contribute to the development of the global knowledge society

Requirements to start the module:

Basic digital competencies;

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

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of key concepts for online and mobile collaboration	• Concepts for online collaboration • Encouraging and developing opportunities for developing online skills, commitment and creativity for effective and appropriate use of digital media • Defining and recognizing common goals, needs, behavioural choices and strategies • Teamwork and leadership skills • Communication and feedback	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
2. Introduction to good practices in cloud technologies and how this facilitates cooperation	• Preparing for online collaboration: General setup features • Entering global citizenship into the educational context through knowledge, skills, values and attitudes promoted through the teaching and learning of global citizenship	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

3. Identification of tools suitable for online collaboration, such as productivity apps, social media, cultural calendars, meetings and educational environments	• Using online collaboration tools • Mobile cooperation • Online surveys and polls	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
4. Practices for building new skills, building on core competencies such as listening, monitoring and assessing human dignity and human rights	• Development of critical assessment, meaning and understanding of cultural diversity • Skills to build and master a full set of competencies for digital citizenship • Building self-awareness and a sense of identity • Development of critical and creative thinking, motivation and perseverance • Study of established systems for shaping practices for digital literacy and so-called "civic technologies" to deal with various aspects of digital citizenship	MOOC; Online learning	Qualitative evaluation criteria	Case study

Requirements to complete the module:
MOOC - completed with 75% of the final exam
Classroom training – differentiation of the class of teams and collective assessment / self-assessment
Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale
Project based learning – project submitted and received positive evaluation from tutor
Work training (optional): Project for access to information under the program "On Media Literacy and Ethical Digital Citizenship"

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods			Amount (hours)
8	Netiquette			MOOC	1h
		Blended training		Classroom training	NA
				Online learning	4h
				Project based learning	Illustrated description of guidelines for good and bad etiquette, including at least three instances of bad online behaviour 3h
			Work based learning		

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	X

Aim: Training module on developing knowledge to contribute to professional practice and guide others in practicing good netiquette.

Learning objectives:
The aim of the training is to develop understanding and practical skills of:
- Distinguishing between good and poor netiquette practices
- Managing frustrating or rude online interactions in a professional way
- Taking actions if there are constant issues with specific online users

Requirements to start the module:
- Core digital competences
- Knowledge of the basic rules of netiquette

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Understand the core rules of good and bad netiquette	• What is netiquette? • Core rules of good and bad netiquette • Types of netiquette • Examples of good and bad netiquette	MOOC; Online learning;	75% correct answers to online test	Online test
2. Choose an effective communication strategy considering the context and regarding the audience and the digital environment	• Effective skills for online communication in a professional way • Effective communication strategies at library	MOOC; Online learning;	75% correct answers to online test	Online test
3. Guide others in practicing good netiquette	• The importance of practicing good netiquette and leading others by example	MOOC; Online learning; Project based learning	Project submitted and evaluated	Project description of guidelines for good and bad etiquette

Requirements to complete the module:
MOOC – completed with 75% of final online test
Online learning – all assessments completed and 75% of all online tests
Project based learning – project submitted and received positive evaluation from tutor

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
9	**Managing digital identity**		MOOC	2h
		Blended training	Classroom training	
			Online learning	4h
			Project based learning	2h
		Work based learning		Scenario: Analysis and report of Libraries digital account 14h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	X

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

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

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

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1.Able to manage and use a variety of digital identities	• Introduction to different Digital	MOOC; Online learning	75% correct answers to online test	Online test; Online exercises

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

	• Protecting legal digital identity of organizations and users			

Requirements to complete the module:

MOOC – completed with 75 % of final online test

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

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

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

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
10	**Digital tools and digital content**		MOOC	1h
		Blended training	Classroom training	1h
			Online learning	4h
			Project based learning	2h
			Work based learning	5h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: Training module on developing, editing and managing digital content to use in the library's communication activities.

Learning objectives:

- The aim of the training is to develop understanding and aware practical skills of:
- Developing digital content (posters, flyers, online images and videos);
- Editing and managing and interpreting online surveys and polls in order to collect community opinions;
- Learning the basics for digitizing the cultural heritage;
- Publishing, storing and sharing digital content;
- Basic programming languages to solve minor issues.

Requirements to start the module:

Intermediate digital competencies

B2 English language level

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

1. Develop digital content in different formats	• Developing, editing and managing simple digital content	1 h Online Learning (OER 1) + 1 h self-study (OER2) + 5 h Project based learning	80% correct answers to the online test Project submitted and evaluated	Design effective digital contents in different formats
2. Edit and manage digital content in different formats	• Tips and tricks for publishing, storing, and sharing digital content	1 h Classroom Training	Successful and active participation in the classroom training	Discussion on the topics debated
3. Have basic skills to modify, refine, improve and integrate existing information and content in several formats	• Creative ways to reuse, editing and sharing existing digital content	1 h Online Learning (OER 3)+ 5 h of work-based learning	Complete and evaluated exercise	Creative reuse of digital contents for editing digital communication
4. Have basic knowledge of processes and tools for digitizing cultural heritage	• Introduction to principles and tools for digitizing cultural heritage	30 min Online Learning (OER 4)	80 % correct answers to online test	Online test
5. Publish, store and share digital content	• Introduction to principles and tools for web page development	MOOC 1 h (OER 6)	Successful and active participation at Online Workshop	Interactive online workshop
6. Solve minor issues on their library's website	• Managing digital library architecture and user interface	30 min Online Learning (OER 7)	80 % correct answers to online test	Online Test

Requirements to complete the module:

MOOC - completed
Online learning - all assessments completed and 80 % of all online tests
Project based learning- project submitted and received positive evaluation from tutor
Work based learning: Creative reuse of digital contents for editing digital communication

Learning resources (OERs):

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

No	Modul name	Learning methods		Amount (hours)
11	**Copyright legislation**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	4h
			Project based learning	Design a creative workshop using Europeana database 2h
			Work based learning	Scenario: implement the activity designed with the project based learning 12h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

Aim: to manage, reuse and integrate digital content in accordance with copyright legislation to use in the library activities.

Learning objectives:

- Develop understanding and practical skills of copyrights and Creative Commons
- Reuse copyrights-free content to new contexts of needs
- Search copyright-free images

Requirements to start the module:

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Manage and share digital content in	• Copyrights and Creative Commons	MOOC; Online learning	75% correct answers to online test	Online test

accordance with copyright legislation	licenses for managing, integrating, reusing, and sharing digital content			
2. Search and reuse copyright-free images	• Free database of digital photos and other digital content	MOOC; Online learning	Successful participation at online workshop	Interactive online workshop
3. Reuse copyright-free content to new contexts or needs	• Europeana learning scenarios	Project based learning	Project submitted and evaluated	Creative workshop based on the copyright-free content available in Europeana

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests
Project based learning – project submitted and received positive evaluation from tutor
<u>Work based learning (optional):</u> Scenario X – Carry out a creative workshop for children (or seniors) by following one of the scenarios available at Europeana

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
13	**Basic principles of data safety and security**		MOOC	1h
		Blended training	Classroom training	1h
			Online learning/self study	5h
			Project based learning	2h
			Work based learning	/

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial		Transversal	x

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

Learning objectives:

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

Requirements to start the module:

Intermediate digital competencies

B2 English language level

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

2. Ability to analyze and identify security risks at their work and implications that they might cause.	• Risks connected with use of Internet and online resources • Risks connected with integrity and loss data	1h Classroom Training (OER 1) + 1h self-study on the topics proposed	Successful and active participation in the classroom training	Draft a report analysis report of data risk assessment
3. Able to analyze and/or develop security strategies and plans to librarians everyday	• Main steps of security evaluation and strategy design for organization • Main approaches and tools to ensure safety of information and security data	2h Online Training (OER 1 and OER 2) + 5h Project based learning	Completed and evaluated exercise.	Identify the best strategy in the security field useful for libraries: Draft detailed process and different steps.

Requirements to complete the module:

MOOC - completed

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

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

Learning resources (OERs):

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

No	Modul name	Learning methods		Amount (hours)
16	**Protecting personal data and privacy**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	Description of personal data register for a library 2h
			Work based learning	Scenario: Creating personal data register and privacy protection policy for library 12h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

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

Learning objectives:

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

Requirements to start the module:
Core digital competences;

Knowledge of data sources and data flows at libraries

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

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

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests
Project based learning – project submitted and received positive evaluation from tutor
Work based learning (optional): Scenario X – Creating personal data register and privacy protection policy for library.

Learning resources (OERs):

Teaching materials:

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

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial		Transversal	

Aim: Identification of user needs and communication of possible solutions to these via the library's communication channels

Learning objectives:

- Identifying and describing user needs
- Communication of possible solutions using digital tools and library's communication channels
- Identifying simple technical issues and solve them without depending on a specialist where possible
- Developing training materials and procedures for user support

Requirements to start the module: Core digital competencies

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

2. Identify the typical technical problems	• Most common technical problem • Basic troubleshooting techniques	MOOC; Online learning	75% correct answers to online test	Online test
3. Communicate between the parties involved in providing the possible solution	• Types of online communication tools and communication channels	MOOC; Online learning	75% correct answers to online test	Online test
4. Train users in the proper use of hardware or software	• How to develop training materials for user support	MOOC; Online learning	75% correct answers to online test	Online test
5. Measure customer/user satisfaction on services	• Basics for measuring customer/user satisfaction on services	MOOC; Online learning	75% correct answers to online test	Online test

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

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods	Amount (hours)

18	Problem/Crisis Management	Blended training	MOOC	2h
			Classroom training	1h
			Online learning	6h
			Project based learning	Analysis of a crisis management and communication plan. 2h
			Work based learning	Scenario: Creation of a crisis management plan 10h

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	X	Transversal	X

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

Learning objectives:

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

Requirements to start the module:

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

1. Describe principles and methods of problem solving	• Problem solving steps • Problem solving strategies and processes • Roadblocks to effective problem solving • Problem solving games: examples • Why is problem solving important? • Problem Solving and Decision Making in Groups • Introduction to Systems Thinking and Wicked Problem Solving™ • Creative problem solving	MOOC Online learning	75% correct answers to online test	Online test
2. Identify potential critical component failures and take action to mitigate effects of failure	• SWOT analysis • Problem diagnostic tools • SWOT analysis examples • Troubleshooting	Online learning Classroom training	Successful participation at group workshop	Group workshop
3. Monitor progress of issues throughout lifecycle and	• Effective communication • Crisis management plan	Online learning Classroom training Project based learning	Project submission and evaluation	Group project

communicate effectively	• Tips and techniques for troubleshooting • Crisis communication • Monitoring and evaluation			
Allocate appropriate resources to maintenance activities, balancing cost and risk	• Risk management planning • Resources allocation and management	Online learning	75% correct answers to online test	Online test

Requirements to complete the module:

MOOC – completed with 75 % of final online test

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

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

Work based learning (optional): Scenario X – Creation of a crisis management plan for library.

Learning resources (OERs):

Teaching materials:

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

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial	x	Transversal	x

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

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

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

Requirements to start the module:

Digital competences; Knowledge and Experience of training course for libraries

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

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

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

Learning resources (OERs):

Teaching materials:

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

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	X	Transversal	X

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

Learning objectives:

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

Requirements to start the module:

Core digital competences;

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

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

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

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
22	**Valuing ideas**		MOOC	1 h
		Blended training	Classroom training	
			Online learning	6h
			Project based learning	Combine with another module, e.g. 31 Project Management
			Work based learning	

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	x	Transversal	x

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

Learning objectives:

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

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

Requirements to start the module:

B2 English language level

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Search for new solutions that improve	• Value creation channels	1h MOOC (OER 1) +	Successful and active participation at Online Workshop	Interactive online workshop Online Test

the value creating processes		2 h Online learning and self-study (OER 2 and OER3)	80 % correct answers to the online test	
2. Describe different techniques to test innovative ideas with end users	• Competition and SWOT analysis techniques	2 h Online learning and self-study (OER 4 and OER 5)	80 % correct answers to the online test	Online Test
3. Outline a dissemination and exploitation activities that benefits all partners involved.	• Value creation channel	2 h Online learning and self-study (OER 6) + 5 h Project based learning (Combine with another module, e.g. 31 Project Management)	Project submitted and evaluated	Write a report of 500 words about the creation of a channel, considering the management and the approach with hypothetical involved partners

Requirements to complete the module:

Online learning - all assessments completed and 80 % of all online tests
Project based learning- project submitted and received positive evaluation from tutor

Learning resources (OERs):

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

No	Modul name	Learning methods		Amount (hours)
23	**Development of sustainable digital services**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	4h
			Project based learning	2h
			Work based learning	NA

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: To define the strategy of development of sustainable digital services and provide input into the business strategy to ensure that sustainability is considered and incorporated.

Learning objectives:

- Assessing the consequences of ideas that bring value on the target community, society and the environment
- Choosing the course of action for sustainable long term social, cultural and economic goals
- Analysing the prospects and impacts in social and financial sustainability of ICT projects, developments, services and operations.

Requirements to start the module: Core digital competences

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Participants will learn how to take responsibility for promoting ethical	• Social and financial sustainability analysis methods	MOOC; Online learning	75% correct answers to online test;	Online test;

behaviour in my area of influence				
3. Discuss the relationship between society and technical developments, relating to their implications to the environment	• Regulatory constraints and international standards related to ICT sustainability	MOOC; Online learning; Project-based learning	75% correct answers to online test; Project submitted and evaluated	Online test; Course project
4. Analyse social and financial sustainability implications of ICT developments and operations.	• Indicators related to sustainable ICT operation and development	MOOC; Online learning; Project-based learning	75% correct answers to online test; Project submitted and evaluated	Online test; Course project

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests
Project based learning – project submitted and evaluated from tutor

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
			MOOC	1h
		Blended training	Classroom training	/
24	**Design Thinking**		Online learning	4h
			Project based learning	/
			Work based learning	5h

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	x	Transversal	x

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

Learning objectives:

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

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

Requirements to start the module:

B2 English language level

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

thinking theories, concepts and processes	contextual thinking, visual thinking etc.)			
2. Identify the steps of design thinking process for innovations in libraries	• Product concept generation	1h Online Learning (OER3)	80 % correct answers to online test	Online test
3. Use design thinking tools and methods	• Design thinking tools and methods (digital data visualization tools)	5h Work-based learning	Completed and evaluated exercise	Use the tools and methods offered to create your own offer
4. Use approach that reaches for more engaging, open-minded, expansive and human-centric solutions	• Understanding stakeholders and users	1h Online Learning (OER 4)	80 % correct answers to online test	Online test

Requirements to complete the module:

MOOC - completed
Online learning - all assessments completed and 80 % of all online tests
Work based learning: Use the tools and methods offered to create your own offer

Learning resources (OERs):

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

No	Module name	Learning methods		Amount (hours)
25	**Motivation & perseverance**		MOOC	2 h
		Blended training	Classroom training	2 h
			Online learning	6 h
			Project based learning	2 h
			Work based learning	8 h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: To present knowledge about the nature and process of motivation, commitment and perseverance in work and learning. The module covers the basic understanding of the nature of motivation and perseverance and the practices and approaches for developing skills for sustainable self-efficacy, setting appropriate goals, adapting to success and failure, self-assessment and self-regulation, inspiring and engaging others in professional and learning environment. The practical purpose of the training is to develop understanding and practical skills for:

- Building internal motivation and determination to act and inspire different stakeholders to cooperate;
- Patience and perseverance in seeking support to achieve long-term individual and group goals;
- Demonstrate effective communication, persuasion methods, negotiation and leadership;
- Implement effective strategies to promote and maintain a positive attitude in yourself and others.

Learning objectives:

- Providing learners with knowledge about the nature, principles and features of the motivational process and the psychology of human behaviour and perseverance in work and learning;
- Developing practical skills for creating a plan for engaging and accepting change in the community and managing intrinsic motivation, social interactions, the way of thinking about change and creating habits for perseverance, regardless of the results achieved;
- Using effective strategies to motivate employees and stakeholders to create value and manage stress and emotions, positive motivation and perseverance, healthy relationships, critical and creative thinking and identity, responsibility and perseverance;
- Designing effective social media campaigns to mobilize people for different values and value-added causes.

Requirements to start the module:

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

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of the nature of the motivation process - motivational methods and techniques - basic human resource management skills	• Motivators, factors, incentives, encourage, motivational practices and approaches; • Defining and recognizing common goals, needs, behavioural choices and strategies • Building abilities for self-esteem and satisfaction • Teamwork and leadership skills • Communication and feedback	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
2. Basic understanding of the psychology of perseverance in work and learning - identification of common goals and priorities - brainstorming, emotional portraits and other techniques	• Difference between attitudes towards Fixed Thinking and Thinking about change and growth • Influence of beliefs, values, interests, modelling environment • Skills for positive perception of change • Methods for assessing motivation and perseverance in different social groups	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
3. Basic understanding of intrinsic motivation and social resilience and adaptability - psychology of human behavior	• Management of motivation in professional and educational structures • Management of cultural, generational and linguistic differences	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

	• Management of social relationships and interactions • Overcoming the negative effects of the stereotype			
4. Practices for building new skills for self-efficacy, setting appropriate goals, adapting to success and failure, self-assessment and self-regulation, inspiring others	• Practices for stress management, identification and emotion management • Practices for positive motivation and perseverance • Skills to build and maintain healthy relationships • Building self-awareness and a sense of identity • Development of critical and creative thinking, motivation and perseverance	MOOC; Online learning	75% correct answers to online test Qualitative evaluation criteria	Online test; Case study
5. Turning ideas into action through effective internal and external and online communication	• Engaging, involving employees in decision-making, requesting opinions, sharing information and knowledge • Advocacy and lobbying practices and message delivery skills • Leadership skills and effective internal communications for the perception of organizational values • Capacity building for communication, discussion and media techniques • Accepting challenges, managing conflicts and consistent goals and behaviours	MOOC; Online learning; Project based learning; Work based learning	Project submitted and evaluated; Qualitative evaluation criteria	Project to create an advocacy online campaign Creating a draft conflict management plan

Requirements to complete the module:

MOOC – completed with 75 % of final online test

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

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

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

Work based learning (optional): Project to create an advocacy online campaign; Creating a draft conflict management plan

Learning resources (OERs):

Teaching materials:

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

Competences					
Digital		Entrepreneurial	X	Transversal	X

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

Learning objectives:

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

• Making the most of limited resources.

• Getting and managing the competences needed at any stage.

Requirements to start the module:

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Get together the necessary resources to develop my value creating activity.	• Introduction to manage resources (1); • Optimization of resources (3); • How to create a budget (1); • How to complete a SWOT analysis in order to assess your business performance (1).	MOOC; Online learning	75% correct answers to online test	Online test
2. Develop a plan for dealing with limited resources.	• How to increase the productivity when confronted with limited resources (3); • How to create an action plan (1).	MOOC; Online learning	Successful participation at online workshop	Interactive online workshop
3. Manage my time effectively, using techniques and tools that help make me (or my team) productive.	• Teamwork in business (1); • The search for efficiency and effectiveness (3).	MOOC; Project based learning	Project submitted and evaluated	Project of description of personal data register at the library

Requirements to complete the module:

MOOC – completed with 75 % of final online test

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

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

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

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
27	**Marketing and promotion**		MOOC	2h
		Blended training	Classroom training	1h
			Online learning	6 h
			Project based learning	Description of the most effective marketing communication channels and tools for a library 2h
			Work based learning	Scenario: Develop communication and promotion strategies for the library's marketing plan that effectively promote library services and match the library's strategic goals 12h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: Training module how to build a marketing strategy and develop clear meaningful objectives for the marketing plan. Select appropriate tools and set budget targets for the channels adopted. Monitor, analyse and enhance the marketing activities in an ongoing manner.

Learning objectives:
The aim of the training is to develop understanding and practical skills of:
- Defining marketing and its basic components
- Assessing the effectiveness of the various marketing and promotion approaches
- Identifying types of data useful in making marketing and promotion choices
- Planning a coherent strategy using the most effective means available

- Data protection and privacy issues involved in the implementation of the marketing strategy

Requirements to start the module:
Core digital competences
Basic knowledge of marketing and promotion

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Building a marketing strategy and plan	• 8Ps of marketing (Product, Price, Place, Promotion, People, Process and Physical evidence. Productivity and Quality) • Marketing strategy and plan. What is the difference? • Types of marketing strategies • How to write an effective marketing plan?	MOOC; Online learning	75% correct answers to online test	Online test
2. Understand digital marketing tactics and techniques	• Digital marketing tactics and techniques (content marketing; search marketing; email marketing; marketing automation; search engine optimization (SEO); pay-per-click advertising (PPC); web design; online PR; social media marketing – Facebook, Twitter, Instagram, LinkedIn, YouTube, Pinterest etc.)	MOOC; Classroom training; Online learning	Successful participation at classroom and online workshops	Interactive classroom and online workshops
3. Identify most effective marketing communication channels and tools, being able to apply them in practice	• What is effective communication? • Marketing communication channels (traditional and digital): Functions, Types, Factors and Importance	MOOC; Online learning; Project based learning	Project submitted and evaluated	Project of description of the most effective marketing communication channels for a library

	• Social media marketing tools (scheduling tools; analytics tools; engagement tools; listening tools; monitoring tools; automation tools) • Customer feedback tools: set goal; collect feedback (email survey; online questionnaires, feedback widget, embed surveys, social share); analyze data and take action.			
4. Identify and comply with legal requirements	Legal issues/ requirements for libraries	MOOC; Online learning	75% correct answers to online test	Online test

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Classroom training – participation in a 1-hour face-to-face training
Online learning – all assessments completed and 75% of all online tests
Project based learning – project submitted and received positive evaluation from tutor
<u>Work based learning (optional):</u> Scenario X – Develop communication and promotion strategies for the library's marketing plan

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
28	**Advocacy**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	5h
			Project based learning	Advocacy action plan with description of digital tools and resources that can be used for ongoing advocacy work 2h
			Work based learning	

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: Training module on what advocacy is and why it is important. How to develop and execute an advocacy plan on behalf of a public library.

Learning objectives:
The aim of the training is to develop understanding and practical skills of:
- Defining advocacy and lobbying and gaining basic knowledge of their possible strategies
- Influencing the decision-making process
- Using of tools and strategies for conducting advocacy on behalf of their libraries

Requirements to start the module:
Core digital competences
Fundamental knowledge of advocacy for public libraries.

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Understand the meaning of advocacy and lobbying and be	• What advocacy is, why it is an important part of library work,	MOOC; Online learning	75% correct answers to online test	Online test

able to define a lobbying strategy	and what advocacy could look like in a specific community? • Advocacy strategies and approaches and strategic thinking for advocacy • Advocacy Action Plan			
2. Define the most effective features of advocacy and lobbying strategies, having in mind a clear idea of what to promote and the objective of the project and identify the influencers/ policymakers to engage with	• Library Advocacy Strategy and practices • Lobbying strategies and success • Concept of a target audience and why it is important to identify one	MOOC; Online learning	Successful participation at online workshop	Interactive online workshop
3. Implement the advocacy strategy through the use of digital tools of own choice	• How to make an advocacy action plan a reality and how to effectively build an advocacy team • Digital tools and resources for conducting advocacy on behalf of public libraries	Online learning; Project based learning	Project submitted and evaluated	Project of advocacy action plan with description of digital tools and resources that can be used for ongoing advocacy work

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests
Project based learning – project submitted and received positive evaluation from tutor

Learning resources (OERs):

Teaching materials:

Title:	**European VET curriculum**
Authors:	Mara Jakobsone and Antra Skinca/ DMG, EGInA, HOU, UNIBA, ULSIT

WP:	3	Deliverable:	3.1		
Date	03/12/2020	Version:	0.2	Page:	66

No	Modul name	Learning methods		Amount (hours)
29	**Sales development**	Blended training	MOOC	
			Classroom training	
			Online learning	6h
			Project based learning	2h
			Work based learning	

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	x	Transversal	x

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

Learning objectives:

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

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

Requirements to start the module:

B2 English language level

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

1. Build a successful sales strategy	• Planning and developing strategy • Customer needs and competitive pressures analysis	2 h online learning (OER 1, 2 and 3)	80% correct answers to online test	Online test
2. Enable and maintain sustainable customer relationships	• Analysing and prioritizing sales channels • Sales results analysis and KPIs	2 h Online learning (OER 4) + 5 h project based learning	Project submitted and evaluated	Create a sustainable sales plan taking into account how to build customer loyalty
3. Comply with the legal, financial and contractual regulations	• Legal, financial and contractual regulation	2h Online Learning (OER5)	80% correct answers to online test	Online test

Requirements to complete the module:

MOOC - completed
Online learning - all assessments completed and 80 % of all online tests
Project based learning- project submitted and received positive evaluation from tutor

Learning resources (OERs):

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

No	Modul name	Learning methods		Amount (hours)
30	**Fundraising and crowdsourcing**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	6h
			Project based learning	Underlying importance and finding ways on fundraising and crowdsourcing
			Work based learning	

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: provide with the knowledge about the ways and opportunities for Fundraising and crowdsourcing

Learning objectives:

- Provide learners with knowledge on opportunities for Fundraising and crowdsourcing
- Develop skills to identify new resources

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

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of the importance of the Fundraising and	• Why Fundraising and crowdsourcing	MOOC; Online learning	75% correct answers to online test	Online test

crowdsourcing for the Library or the organization	• Examining the context and having a future program			
2. Learn how to identify new resources.	• Find opportunities of Fundraising and crowdsourcing • Find ways of Fundraising and crowdsourcing	MOOC; Online learning	Project submitted and evaluated	Work on a case about their library

Requirements to complete the module:

MOOC – completed with 75 % of final online test

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

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

Work based learning (optional): Scenario X – Creating a hypothetical scenario of Fundraising and crowdsourcing

Learning resources (OERs):

Teaching materials:

No	Modul name		Learning methods	Amount (hours)
31	**Project Management**		MOOC	2h
		Blended training	Classroom training	
			Online learning	4h
			Project based learning	Combine with another module, e.g. 22 Valuing Ideas
			Work based learning	

Competences (please mark with an X if applicable):

Digital	x	Entrepreneurial	x	Transversal	x

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

Learning objectives:

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

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

Requirements to start the module:

B2 English language level

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

1. Able to describe and prepare structurized project goals activities	• Principles of project management: Project idea creation and validation	2h MOOC and discussion on the topics on the topics proposed (OER 1)	Successful and active participation at Online Workshop	Interactive online workshop
2. Able to set up project priorities, timeline and available resources	• Project priorities and resources evaluation • Project team and team management	3h online learning and self-study (OER 2 and OER 3)	80 %correct answers to online test	Online test
3. Able to evaluate and manage projects risks	• Project risks and risks management	1h online learning and self-study on the topics proposed (OER 4)	80 %correct answers to online test	Online test
4. Knowledge to apply common project management digital tools	• Digital tools for project management	5h Project based learning	Project submitted and evaluated	Write a report of 500 words about the creation of a channel, considering: the management and the approach with hypothetical involved partners

Requirements to complete the module:

MOOC - completed

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

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

Learning resources (OERs):

Title:	**European VET curriculum**	
Authors:	Mara Jakobsone and Antra Skinca/ DMG, EGInA, HOU, UNIBA, ULSIT	

WP:	3	Deliverable:	3.1		
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Teaching materials: video, slides (others materials to be defined)

No	Module name	Learning methods		Amount (hours)
32	**Strategic thinking. Business plan development**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	4h
			Project based learning	Defining priorities after a SWOT of the library services 2h
			Work based learning	Scenario: Creating a simple business plan, incl. Marketing 12h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

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

Learning objectives:
- Provide learners with knowledge to define strategic goals and to create a business plan
- Develop practical skills to make winning business plans for online communication policy with customers in the library and with the community
- Develop technical skills for use of new IT facilities for online communication policy with customers in the library and with the community

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

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

2. How to choose a strategic goal	• Analyzing the library services, customer and competitor trends • Performing a SWOT Crafting your mission statement • Creating a vision statement • Defining your long- and short-term goals • Creating core values and objectives • Analyzing the capabilities of technologies to improve • Defining budget, finance and staffing needs	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

3. Strategic goals development tips	• Making your goals SMART - specific, measurable, achievable, relevant and time-based • Making your goal as clear and detailed Defining how you will measure success • Checking whether your goals are achievable • and relevant • eother tips	MOOC; Online learning	Successful participation at online workshop	Interactive online workshop
Business plan development 1. What is a difference between a business plan and a strategic plan?	• The strategic plan sets the priorities for a long time (5-10 years) • The business plan is an action plan after we choose priorities	MOOC; Online learning	75% correct answers to online test	Online test
2. How to prepare a business plan for the services in the library	• Writing a Mission Statement (a business idea) • Collecting and evaluate the Data, information and digital content	MOOC; Online learning Project based learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

	• Identifying needs and technological responses • Market Analyzing /target group/s; products/services/ programs etc. • Analyzing the capabilities of technologies to improve or transform the business • Identifying the risks and opportunities			
3. Elements of the Business Plan	• Executive Summary • Mission Statement • Business Environmental Analyze, incl. analyze of competitor • SWOT (evaluation of Library's strengths, weaknesses, opportunities and threats and ability for new services) • Marketing Strategy and Plan (Place/	MOOC; Online learning	75% correct answers to online test	Online test

	Price Products/Promotion, incl. an Action Plan • Evaluation of the Risk • Finance Plan			

Requirements to complete the module: MOOC – completed with 75 % of final online test
Online learning – all assessments completed and 75% of all online tests or case studies submitted
Project based learning – Defining priorities after a SWOT of the library services -project submitted and received positive evaluation from tutor

Work based learning (optional): Scenario X – Creating an business plan for online communication policy with customers in the library and with the community - received positive evaluation from tutor

Learning resources (OERs):

Teaching materials:

No	Module name	Learning methods		Amount (hours)
33	**Relationship Management**		MOOC	2h
		Blended training	Classroom training	5h
			Online learning	4h
			Project based learning	2h
			Work based learning	8h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: To present knowledge about the essence of relationship management in work and study. The training module aims to create skills on how to achieve leadership in a complex relationship with many stakeholders, incl. and with authorizing investments where necessary, and how to create organizational awareness on all important library topics and causes through a multidisciplinary approach.

The main practical goal of the training is to develop understanding and practical skills for:
- Creating positive business relationships in a diverse environment, according to all stakeholders, to develop the multidisciplinary cooperation of the team.
- Maintaining effective communication with colleagues, consumers, local communities, suppliers, partners, management structures and competitors, demonstrating empathy for their different contexts and perspectives.
- Demonstrating guarantees to meet and respond to the various needs, concerns or complaints of stakeholders in accordance with organizational policy.

Learning objectives:
In the training the participants learn how to:
- turn contacts into users and partners, and stakeholders into corporate citizenship and library mission ambassadors through strong communication and coordination skills;
- send the right messages to the right customers and win loyal customers by creating unique user experiences and building long-term relationships of trust and value
- sell more, faster and more successfully services and reputation, offering realistic expectations in support of the development of mutual trust, incl. by organizing training of users and staff;

- manage communication through an effective multidisciplinary team, analytical and technological skills in order to transform, integrate and engage with corporate social responsibility policy;
- communicate good and bad news to avoid surprises and develop empathy in an environment with many stakeholders, incl. local municipalities, NGOs, etc.

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

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Basic understanding of the essence of relationship management - marketing analysis of the environment, mapping of key stakeholders, SWOT analysis of the internal organizational environment, etc.	• Goals, objectives and principles of library marketing and relationship management • Marketing concept - analytical and management function of the Information Marketing - environmental, socio-economic profile of the region, consumer satisfaction, satisfaction of unmet needs, the need for new products and services available resources, incl. human and technological, costs, opportunities, etc. • Coordination of management indicators - planning, placement, information infrastructure, promotion, corrective marketing activities, integration (coordination and cooperation) • Study of the consumer requirements to the information products and services (to the information content, the manufacturer / supplier, the technologies and the equipment, the conditions for access to the services) • Development of a marketing model of the relationship - strategy; programs for	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study

	promotions, production technological processes and provision of services, partnerships, advertising, events; effective awareness through PR, social marketing, digital communications.			
2. Basic understanding of team and teamwork. Creating multidisciplinary teams. Coordination, integration and communication of business relations with staff, consumers, partners	• Team and teamwork, organizational culture, subcultures • Good relationship management through proactive communication, timely management of conflicts and people's skills, the technical aspects of library activities • Basic skills for external and internal communication and coordination to facilitate relationships with colleagues, users, partners and others. stakeholders and increase the motivation to adhere to high standards • Strong analytical skills to develop an in-depth understanding of the products and services provided, the technical aspects of work and customer satisfaction for better and more effective communication with users, partners and staff	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
3. Communications in everyday work and conflict situations - techniques for mediation and conflict resolution. Basic principles and	• Types of relationship managers - for customer relations (customer management) and business relations. • Basic skills for: communication, mediation, cooperation, emotional intelligence, balance, empathy, understanding and solving organizational problems, influencing others, leadership, building trust, insight, analytics, data and	MOOC; Online learning; Project based learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Creating a draft conflict management plan

techniques for negotiations	information management, administration, negotiation, etc. . • Techniques for dealing with stress, contradictions and conflicts in the work environment and with stakeholders • Negotiation techniques • Skills to promote activities, services and events			
4. Roles and competencies of the relationship manager	• Utilitarianism - a theory of morality to promote satisfaction and counteract dissatisfaction and harm through the principle: "the greatest good for the greatest number of people" • Social corporate responsibility and corporate citizenship - skills for social and ethical marketing; • Core competencies of relationship management: inspiration, influence, development, change initiative, conflict management, teamwork and cooperation • Main roles of the relationship manager: clear vision, relationship strategy, team leadership and customer leadership, representation and entrepreneurship, sales acumen and quality control • Basic skills: communication with strangers, ambition and motivation, awareness and knowledge, strategic thinking, technological literacy, personal attitude, research skills, symmetry, mutual benefits, long-term perspective, trust, dialogue and justice, mutual learning	MOOC; Online learning; Work based learning	75% correct answers to online test Qualitative evaluation criteria	Online test; Creating a draft public relations plan with the help of social media

Requirements to complete the module:

MOOC – completed with 75 % of final online test
Classroom training – differentiation of the class of teams and collective assessment / self-assessment
Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale
Project based learning – project submitted and received positive evaluation from tutor – Creating a draft conflict management plan
Work based learning (optional): Creating a draft public relations plan with the help of social media

Learning resources (OERs):

Teaching materials:

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

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	x	Transversal	x

Aim:

Learning objectives:
- Understanding the change support process
- Analyzing the change support level based on the needs of the organization and the customer
- Using change management tools and techniques

Requirements to start the module:

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

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

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

Learning resources (OERs):

Teaching materials:

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

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

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

Learning objectives:
The aim of the training is to develop understanding and practical skills of:
- Methods that can be used to increase your motivation, your concentration and focus ability, as well as how to stimulate your brain properly to get maximum results out of the tasks in hand
- Organizing each day to complete work on time. Be able to collaborate with colleagues using time management (project management) tools and techniques

Requirements to start the module:
Core digital competences;
An open mind and readiness to learn new ways of thinking
Core time management principles

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Use the principles of time management and productivity	• Definition, guide and importance of time	MOOC; Online learning	75% correct answers to online test	Online test

	management (project management) and productivity • Managing your physical work environment and creating modern digital workplace			
2. Explore goal setting, planning and proper execution	• Setting SMART goals (with examples) • Effective planning • Stress management • Proper task delegation • Avoiding distractions • Single-tasking • Saying "No" • Setting priorities • Beating procrastination	MOOC; Classroom training	Successful participation at classroom workshop	Interactive classroom workshop
3. Use digital tools for time management and event planning	• Using planning, scheduling and time management techniques and tools: • Online communication tools (video conferencing, chats, whiteboards, forums, email) • Cloud storages and file-sharing services (DropBox, OneDrive, ICloud) • Shared calendars (Google Calendar, Microsoft's Outlook Calendar, Apple's iCloud Calendar)	MOOC; Online learning	Successful participation at online workshop	Interactive online workshop

	• Meeting scheduling tools (Doodle, Calendar.com, Calendly.com) • Online survey tools (Google Forms, MS Forms, Survey Monkey, Jotform) • To Do List Tools (Trello, Monday.com)				

Requirements to complete the module:
MOOC – completed with 75 % of final online test
Classroom training – participation in a 1-hour face-to-face training
Online learning – all assessments completed and 75% of all online tests
Project based learning – done in the related module and received positive evaluation from tutor

Learning resources (OERs):

Teaching materials:

No	Module name	Learning methods		Amount (hours)
36	**Taking the Initiative**		MOOC	2h
		Blended training	Classroom training	2h
			Online learning	4h
			Project based learning	2h
			Work based learning	8h

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

Aim: The training module aims to provide knowledge and skills to take action on new ideas and opportunities that add value to new or existing endeavors. The main goal of the training is to develop understanding and practical skills for:
- initiating processes that create value;
- taking on challenges and habits of initiative;
- independent actions for setting and achieving goals, innovations and optimizations, within the implementation of planned and new tasks.

Learning objectives:

In the training process, participants are expected to learn how to:
- effectively delegate tasks and responsibilities
- initiate value creation activities - alone and with a team
- motivate others to take the initiative in solving problems and creating value

Requirements to start the module:

Basic digital competencies;
Skills to work with different sources of information in libraries and in the digital environment.

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

1.	Basic understanding of the essence of initiative. Knowing the work in detail and finding effective ways to work. Looking for opportunities in problems. Initiative vs reaction	• Building work behaviour of self-drive, proactivity and perseverance in overcoming the difficulties arising in the pursuit of specific goals; • Independence, self-initiative analysis of knowledge, skills and abilities to deal with difficulties and problems; seizing opportunities; • Action, instead of reaction - offering ideas, plan, solutions; flexibility and courage, sharing, flexibility and balance	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
2.	Methods for taking initiative in the work. Ability to independently assess problems and initiate solutions. Delegation and self-delegation of obligations	• Constantly on the move - proactivity, teamwork and sharing ideas and opinions • Simplex approach and process, verification of ideas (costs-benefits, SWOT analysis); • More than required, creativity, search for opportunities and problems to solve; • Always ready and knowledgeable or learning step by step; • Balance between initiative, ethics and restraint.	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
3.	Development of skills, qualities and competencies for taking a	• Skills and building habits for initiative • Skills and building habits for teamwork, proactive feedback,	MOOC; Online learning	75% correct answers to online test; Qualitative evaluation criteria	Online test; Case study

strategic initiative. Communicating initiative	positive attitude, readiness at every opportunity; • Skills and building habits for forecasting and anticipating problems and opportunities, discussion and communication, analytical and heuristic thinking, acquired decision-making techniques, building a reputation for initiative and good judgment; • Thinking as an owner, listening skills and asking good and clarifying questions (overcoming "language" barriers and different ways of thinking in the team, sharing ideas for improvement); • Assuming different roles, motivation and ambition, self-confidence and self-promotion; • Balance and emotional intelligence, work on trust, maintaining enthusiasm at work and rational perseverance.			
4. Benefits, rules and motivation for taking the initiative - individually and in a team. It hurts from the lack of initiative. Perspectives and added value	• Effective goal setting and achievement, delegation of tasks and responsibilities and motivation to create value for yourself and others; • Benefits of initiative (visibility in the workplace, increasing potential, saving time and resources, efficiency	MOOC; Online learning; Project based learning; Work based learning	Project submitted and evaluated	Project for creating a strategic library initiative

of work processes and elimination of duplication of work, strengthening mutual relations, improving critical and creative thinking, high morale and collegiality, independence , synergy, self-confidence and satisfaction);

- Barriers and bad aspects of the initiative (fulfillment of the main tasks before the new ones, knowledge of the limits of authority, observance of subordination, taking risks and responsibility for mistakes (as part of the learning process), balance between desires, goals and opportunities, sustainable trust, disciplining the ego, accepting help and teamwork, dealing with negative attitudes, envy and resentment, patience, keeping "hidden cards up one's sleeve", self-preservation and good health instead of over-ambition);

- Lack of initiative (fear, insecurity, lack of faith and motivation, traditionalism, role of victim, lack of interest, inertia, distrust and resistance to change, negativism and burnout, old laurels of past successes, short-term thinking, fear of subordinates , low morale, double

	standard, foreboding end, bad team spirit); • Creating a culture of initiative (gathering ideas, stimulating, forms of formal and informal communication, highlighting talents, brainstorming, feedback, taking intelligent risks, creating challenges and actively seeking proposals, creating an atmosphere for flexible teamwork, hiring enterprising people).			

Requirements to complete the module:

MOOC – completed with 75 % of final online test
Classroom training – differentiation of the class of teams and collective assessment / self-assessment
Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale
Project based learning – project submitted and received positive evaluation from tutor

Work based learning (optional): Project for creating a strategic library initiative

Learning resources (OERs):

Teaching materials:

No	Modul name	Learning methods		Amount (hours)
37	**Learning through experience**		MOOC	2h
		Blended training	Classroom training	NA
			Online learning	4h
			Project based learning	2h
			Work based learning	8h

Competences (please mark with an X if applicable):

Digital		Entrepreneurial	X	Transversal	X

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

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

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

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

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

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

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

Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale
Project based learning – project submitted and received positive evaluation from tutor
Work based learning (optional): Project for the use of digital content and / or technology in a specific work situation

Learning resources (OERs):

Teaching materials:

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

Competences (please mark with an X if applicable):

Digital	X	Entrepreneurial	X	Transversal	X

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

The module covers the basic understanding of the essence of theoretical and practical knowledge and skills such as:

- Basic theories of risk management;
- Acquaintance with the peculiarities of this type of risk management;
- Skills for choosing an appropriate management style, corresponding to the situation in the library;
- Forming in students an understanding of the nature and principles of risk management;
- Mastering the ways to effectively resolve conflict situations.

Learning objectives:
- Applying risk analysis, taking into account corporate values and interests
- Making decisions when the outcome of that decision is uncertain, when available information is partial or unclear, or when there is a risk of unintended results
- Outlining a risk management plan to deal quickly and flexibly with rapidly changing situations.

Requirements to start the module:

Basic digital competencies;

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

Learning outcome	Learning contents (themes, issues, topics)	Learning methods	Assessment criteria	Assessment methods and tasks
1. Developing a risk management plan to identify required preventative actions.	• The concept of "risk" - nature, occurrence, semantic load. Risk as a factor for economic and social development. • Concepts of risk management • Risk planning and management process	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
2. Communication and promotion of the organisation's risk analysis outcomes and risk management processes	• Risk management in libraries - nature, prevention, risk management. • Risk registers and evaluation of risks • Creating an information environment for risk communication and creating public attitudes • Advocacy for risk-related causes	MOOC; Online learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Case study
3. Design and document the processes for risk analysis and management.	• Application of the methods of analysis and planning in the conditions of risk • Risk management as an element of strategic planning in libraries • Creating teams to work on risk problems and situations	MOOC; Online learning Work based learning	Project submitted and evaluated; Qualitative evaluation criteria	Course project; Creating a risk management plan in the library

4. Developing the capacity to manage risk.	• Principles, models, methods and techniques of risk management and mitigation" • Risk management policy and organizational culture. Types of risks in library and other related cultural institutions. • Models of library management in the context of the challenges of the global information environment	MOOC; Online learning	Qualitative evaluation criteria	Case study

Requirements to complete the module:

MOOC – completed with 75% of the final exam
Classroom training – differentiation of the class of teams and collective assessment / self-assessment
Online learning – all case studies and course projects are completed and evaluated with at least "Good 4" on a six-point scale
Project based learning – project submitted and received positive evaluation from tutor
Work based learning (optional): A case with a practical focus. Preparation of a risk register

Learning resources (OERs):

Teaching materials:

Job role profile modules

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

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

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