



Supporting the validation of competencies acquired by Family Caregivers
in non-formal and informal learning through digital badges and micro-credentials

WP3.A6. FAMILY CARE Training Modules

Work Package 3: FAMILY CARE Virtual CAMPUS and Mobile Assessment App

Elaborated by: All partners

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Introduction

The FAMILY CARE project was developed with the aim of recognising and supporting the competences acquired by Family Caregivers through non-formal and informal learning processes. These caregivers play a fundamental role in society, providing essential support in home and community settings. However, the knowledge and skills they acquire through lived experience often go unrecognised by formal education systems and labour markets. FAMILY CARE addresses this gap by offering digital badges and micro-credentials as innovative tools for the validation and certification of competences, promoting the visibility, employability and personal growth of caregivers across Europe.

One of the key results of the project is the development of the FAMILY CARE Virtual Campus, a digital learning environment that brings together practical tools to support competence recognition, online training, and user-centred guidance. Within this virtual space, the Training Modules stand out as a comprehensive pedagogical resource aimed at adult educators, counsellors, and guidance professionals.

These modules serve a dual purpose: they offer structured training content to guide professionals in implementing the European Competence Framework, and they include practical activities specifically designed to engage with the needs and realities of adult learners — particularly those involved in the care sector.

Each module addresses a specific theme, such as the digital validation of competences, the identification of caregivers' skills, the selection of appropriate technological tools, documentation and certification strategies, and quality assurance mechanisms. The training content includes methodological guidance, suggested learning outcomes, assessment criteria, references, and tips for trainers and counsellors. These elements are designed to support the integration of competence validation into everyday professional practice.

The practical activities that accompany each module offer dynamic, hands-on learning experiences tailored to different contexts. They encourage professionals to experiment, reflect and adapt their strategies, fostering peer-to-peer learning and the co-construction of knowledge. Through role-plays, discussion-based methods, self-assessment tools, and case studies, these activities provide meaningful opportunities to connect theory with practice.

The pedagogical approach of the modules is rooted in experiential learning and adult education principles. It integrates digital tools such as e-portfolios, simulations, blockchain-based certificates and AI-assisted assessment systems, which enable learners to engage actively and independently in the validation process. The methodology also supports accessibility and inclusion, ensuring that users with varying levels of digital competence can fully participate and benefit from the training.

By offering these Training Modules, FAMILY CARE contributes not only to the recognition of competences acquired outside traditional educational pathways, but also to building a more inclusive and digitally prepared Europe. The modules are a key resource for fostering lifelong learning and advancing a culture in which all types of learning are valued, and where caregivers receive the professional and social recognition they deserve.

Aims of the Training Modules

The FAMILY CARE Training Modules aim to serve as a pedagogical tool that supports professionals in the development, implementation, and dissemination of competence validation practices in adult learning environments. Their overarching objective is to bridge the gap between informal learning and formal recognition by equipping professionals with knowledge, resources, and methodologies tailored to the context of Family Caregivers.

Specifically, the Training Modules are designed to:

- **Support the implementation of the European Competence Framework**, particularly in relation to the skills and knowledge that caregivers acquire through non-formal and informal learning.
- **Provide structured and adaptable training content**, including learning outcomes, suggested methodologies, assessment strategies, and practical recommendations for adult educators and guidance professionals.
- **Foster digital literacy and awareness** among professionals and caregivers alike, by introducing key digital tools such as e-portfolios, micro-credentials, blockchain-based certificates, and online assessment platforms.
- **Promote experiential and collaborative learning**, with a strong emphasis on real-life scenarios, case studies, and project-based approaches that can be easily replicated or adapted in diverse educational and social contexts.
- **Empower professionals to design and deliver personalised validation strategies**, enabling caregivers to gain recognition for their competences and to build personalised learning or career development pathways.

Each module follows a clear structure, combining:

- A **Course Plan** with content suggestions, learning objectives, proposed methodologies, tips for trainers, and references.
- A set of **Practical Activities** tailored to support the application of knowledge in context, with a strong focus on interaction, digital engagement, and reflective practice.

Finally, the FAMILY CARE Training Modules seek to contribute to the professionalisation and recognition of caregiving competences, while reinforcing the right of all individuals to have their learning experiences valued, regardless of where, how, or when those competences were acquired.

FAMILY CARE Virtual CAMPUS and Mobile Assessment App (WP3)

TRAINING MODULES

PARTNER: LBP

LEARNING UNIT 1 - Understanding the digital validation of competences of Family Caregivers in the digital era

A. TRAINING CONTENTS

Title of the Learning Unit
Understanding the digital validation of competences of Family Caregivers in the digital era.
Aims of the Learning Unit
<p>This learning unit aims to provide adult educators, counselors, and guidance professionals with the necessary knowledge and skills to understand the fundamental principles of digital validation of competences in the caregiving sector. By exploring key concepts, technological advancements, and best practices, participants will gain insights into how digital validation can enhance the recognition and certification of Family Caregivers' skills. The unit will also emphasize the importance of digital literacy in navigating digital credentialing systems and ensuring that caregivers receive the recognition they deserve for their non-formal and informal learning experiences.</p>
Suggested contents
<p>1. Introduction to Digital Validation of Competences</p> <p>The concept of digital validation of competences has emerged as a crucial development in recognizing the skills and experiences acquired outside traditional educational frameworks. This is particularly relevant for Family Caregivers, who often gain expertise through hands-on experience rather than formal training. The digital era offers numerous tools and strategies that can be leveraged to assess, validate, and certify these competences, ensuring that caregivers receive the professional recognition they deserve.</p> <p>One of the key aspects of digital validation is understanding its foundational principles. Digital validation refers to the process of using technology to document, assess, and certify competences through digital credentials such as e-portfolios, micro-credentials, and blockchain-based certifications. This form of validation provides increased accessibility, transparency, and portability, enabling caregivers to showcase their skills in a way that is easily recognized by employers, training institutions, and policymakers.</p> <p>The evolution of digital validation has been closely linked to broader trends in lifelong learning and digital transformation. Traditional validation methods, such as paper-based certificates and in-person assessments, are increasingly being complemented or replaced by digital alternatives. These alternatives offer greater flexibility and scalability, allowing individuals to obtain recognition for their skills in a more dynamic and verifiable manner. Moreover, digital validation aligns with the European Framework for Competences, which emphasizes the need</p>

to support non-formal and informal learning as essential components of professional development.

2. The Role of Digital Validation in the Caregiving Sector

One of the primary advantages of digital validation for Family Caregivers is its role in career advancement and mobility. Many caregivers provide essential services to their families or communities without formal qualifications, making it difficult for them to access job opportunities or further education. Through digital validation tools such as digital badges, micro-credentials, and blockchain-based certification systems, caregivers can demonstrate their competences in a structured and credible manner. This, in turn, enhances their employability and opens pathways to formal qualifications and professional development.

3. Key Digital Validation Systems

To effectively implement digital validation, it is important to familiarize learners with key digital tools and platforms. E-portfolios, for instance, allow caregivers to document their learning experiences, compile evidence of their skills, and present their competences in a structured digital format. These portfolios can include written reflections, multimedia content, testimonials from care recipients, and certificates of participation in training programs. Digital badges, another crucial tool, serve as micro-credentials that validate specific competences. Platforms such as Open Badges and Credly enable caregivers to receive, store, and share these digital credentials securely.

Blockchain technology is also playing an increasing role in digital validation by ensuring the authenticity and security of digital credentials. Unlike traditional certificates, which can be lost or falsified, blockchain-based credentials are tamper-proof and permanently recorded on a decentralized network. This guarantees the integrity of the certification process and enhances trust in the validity of caregivers' competences. As more institutions adopt blockchain technology, it is expected to become a standard component of digital validation frameworks.

Another essential component of digital validation is the assessment process. Online assessment platforms, including AI-driven evaluation systems, allow caregivers to demonstrate their competences in real-life caregiving scenarios. Through interactive simulations, self-assessments, and competency-based evaluations, caregivers can gain formal recognition for their practical skills. These tools provide personalized feedback, helping caregivers identify areas for improvement and tailor their learning journeys accordingly.

4. Implementing Digital Validation for Family Caregivers

In addition to technological aspects, this unit will emphasize the ethical considerations and challenges associated with digital validation. Issues such as data privacy, accessibility, and digital literacy must be addressed to ensure that all caregivers, regardless of their background, can benefit from digital validation opportunities. It is crucial to select user-friendly platforms and provide adequate training and support to caregivers, particularly those who may have limited experience with digital tools.

In addition, participants will explore best practices and case studies showcasing successful implementations of digital validation systems in the caregiving sector. Real-world examples from European projects and institutions will illustrate how digital credentialing has been used to empower caregivers, enhance their professional recognition, and integrate them into formal training and employment pathways. By examining these case studies, learners will gain

practical insights into how digital validation can be effectively implemented in their own professional contexts.

5. Future trends and innovations in digital validation

At the end of this unit, participants will have a comprehensive understanding of the principles, tools and applications of digital validation, both current realities and future trends. They will thus be equipped with the knowledge and resources to support Family Carers in gaining recognition of their competences in the short, medium and long term, ultimately contributing to their professional growth and integration into the labour market.

Methodology

This unit employs a blended learning approach, integrating online learning resources with interactive, hands-on activities to foster deeper understanding and engagement. Participants will be introduced to case-based learning, where real-world scenarios will illustrate the implementation and benefits of digital validation systems for Family Caregivers.

Additionally, collaborative learning methods such as peer discussions, group projects, and role-playing exercises will be incorporated to encourage shared experiences and knowledge exchange. A project-based approach will also be implemented, where participants will work on developing a digital validation strategy for a hypothetical caregiving organization.

Self-reflection and personal assessment will be key components of the methodology, encouraging learners to evaluate their level of digital literacy and readiness to engage with digital validation tools.

Assessment

Assessment methods will include both theoretical and practical evaluations to measure participants' understanding and application of digital validation principles.

- **Knowledge-Based Assessment:** Online quizzes and multiple-choice questions will be used to assess participants' grasp of key concepts, including the importance of digital validation and its role in the caregiving sector.
- **Practical Assignments:** Participants will be tasked with creating their own e-portfolio or **digital badge** to document caregiving competences.
- **Peer Reviews and Group Discussions:** Collaborative feedback sessions will allow learners to refine their digital validation approaches.
- **Final Presentation:** Learners will present their proposed digital validation strategy for Family Caregivers, demonstrating their ability to integrate digital credentialing systems effectively.

Tips for target users

- **Embrace Digital Tools:** Familiarize yourself with platforms that support digital validation, such as e-portfolios, micro-credentials, and online assessments.
- **Ensure Accessibility:** Choose digital validation systems that are user-friendly and accessible to all caregivers, including those with limited digital skills.
- **Promote Lifelong Learning:** Encourage Family Caregivers to continuously update their skills and seek digital validation as part of their professional growth.

- **Advocate for Recognition:** Work with organizations, institutions, and policymakers to ensure that digital credentials for caregivers are widely recognized and valued.
- **Stay Informed:** Keep up to date with advancements in digital validation technology to maximize its benefits in competence assessment and certification.

References

- European Commission. Digital Education Action Plan 2021-2027
[Digital Education Action Plan \(2021-2027\) - European Education Area \(europa.eu\)](https://ec.europa.eu/education/digital-education-action-plan-2021-2027)
- DigComp Framework. European Digital Competence Framework.
<https://ec.europa.eu/jrc/en/digcomp>
- Open Badges Initiative.
<https://openbadges.org>
- Micro-Credentials in Lifelong Learning. Cedefop.
<https://www.cedefop.europa.eu/en>

B. PRACTICAL ACTIVITIES

Activity 1

Name of the Activity

Exploring Blockchain-Based Competency Certification

Aims of the Activity

This activity aims to introduce participants to the concept of blockchain technology and its application in digital certification. The goal is to help learners understand how blockchain can ensure security, transparency, and reliability in the validation of competences. Participants will explore the core principles of blockchain, analyze its advantages over traditional digital credentials, and engage in practical exercises where they will experiment with blockchain-based certification platforms. By the end of the activity, learners will have a solid grasp of how blockchain enhances trust in digital certification and the broader implications for competence validation in the caregiving sector.

Description of the Activity

- **Duration:** 90 minutes
- **Steps:**
 1. Introduction to blockchain and its role in credential verification.
 2. Exploring case studies of blockchain-based certificates.
 3. Hands-on exercise using Blockcerts or similar blockchain-based certification tools.
 4. Group discussion on the potential benefits and limitations of blockchain for competency validation.

This activity will immerse participants in the world of blockchain technology, providing them with a hands-on understanding of how it can be used to certify competences securely and transparently. The session will begin with an overview of blockchain fundamentals, explaining its decentralized nature and why it is a revolutionary technology for issuing, verifying, and securing digital credentials.

Following this introduction, participants will explore real-world examples of blockchain-based certification platforms, such as Blockcerts and IBM Blockchain for Education. They will analyze the benefits of blockchain-based certification compared to traditional digital credentials, focusing on aspects such as fraud prevention, decentralized verification, and lifelong accessibility of credentials.

After this theoretical foundation, learners will engage in a practical exercise where they will use a blockchain-based certification tool to create, issue, and verify a sample digital credential. This will include registering on a blockchain credentialing platform, inputting sample competency data, generating a verifiable digital certificate, and simulating the verification process as a recipient or employer.

To conclude, participants will discuss the implications of blockchain for lifelong learning, professional mobility, and trust in competence validation. They will reflect on how this technology could be integrated into the Family Care sector, identifying potential challenges such as accessibility, regulatory considerations, and adoption barriers.

By the end of this activity, participants will have a solid understanding of blockchain's role in digital certification, equipping them with the knowledge to advocate for and implement blockchain-based solutions in competence validation frameworks.

Resources

- Internet access, computers.
- Blockchain-based certification platform (e.g., Blockcerts, Learning Machine, IBM Blockchain).
- Video tutorial on issuing and verifying blockchain-based certificates.
<https://youtu.be/pByqIMCx7Bk?si=SKB5Mwd3x23I0eDM>

Additional Resources

- Blockcerts: <https://www.blockcerts.org>
- IBM Blockchain for Education: <https://www.ibm.com/us-en>
- European Commission's Blockchain Report:
https://blockchain-observatory.ec.europa.eu/reports_en

To find out more

Blockchain is increasingly being used in education to create tamper-proof, verifiable credentials that improve trust in digital certifications. Unlike traditional digital badges, blockchain-based certifications cannot be altered or forged, making them highly reliable for competence validation. Additionally, blockchain technology allows for decentralized verification, meaning that employers, institutions, and learners do not have to rely on a single issuing organization to confirm the authenticity of a certificate. This makes blockchain an excellent tool for documenting lifelong learning achievements and cross-border recognition of qualifications. For further reading on blockchain applications in digital validation, visit the Blockchain Education Alliance (<https://blockchaintrainingalliance.com>)

Activity 2

Name of the Activity

Conducting a Digital Competency Self-Assessment

Aims of the Activity

This activity is designed to provide participants with a structured approach to evaluating their digital competences, based on recognized frameworks such as the European DigComp Framework. The session will begin with an introduction to digital competence categories, highlighting their relevance in professional and caregiving contexts. Participants will then complete a self-assessment using an interactive digital tool, rating their abilities in areas such as data literacy, communication, content creation, safety, and problem-solving.

After completing the self-assessment, learners will be guided through a reflective discussion on their results, identifying areas of strength and areas needing improvement. The facilitator will provide insights on how to interpret the results and will introduce personalized learning pathways and digital resources for skill enhancement. To conclude, each participant will create an action plan, setting realistic goals for continuous digital competence development and identifying tools and strategies for self-improvement.

By the end of the activity, participants will have a clear understanding of their digital skill levels, an awareness of the resources available for growth, and a structured plan for further professional development.

Description of the Activity

- **Duration:** 60 minutes
- **Steps:**
 1. Introduction to digital competency frameworks (e.g., DigComp).
 2. Participants complete a structured self-assessment using an online tool.
 3. Group discussion to reflect on strengths and areas for improvement.
 4. Developing an action plan for digital competence enhancement.

Participants will begin by receiving an introduction to the European Digital Competence Framework (DigComp), which categorizes digital skills into five main areas: information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving. Learners will then complete a structured self-assessment using an online tool that aligns with the DigComp framework.

Once the assessment is completed, participants will analyze their results and engage in a guided discussion where they reflect on their strengths and areas for improvement. To conclude, each learner will develop a personalized digital competence improvement plan, setting specific and measurable goals. This plan will serve as a roadmap for their ongoing digital skills development, ensuring continuous learning and adaptation to technological advancements.

Resources

- Internet access, computers.
- DigComp self-assessment tool.
- Guidance document on interpreting self-assessment results.

Additional Resources

- DigComp Self-Assessment Tool: [DigComp: the EU Digital Competence Framework | Digital Skills & Jobs Platform \(europa.eu\)](https://digital-skills.ec.europa.eu/)
- European Digital Skills Framework: <https://digital-strategy.ec.europa.eu/en/policies/digital-skills>
- Online Learning Platforms for Digital Skills: <https://www.coursera.org/courses?query=digital%20skills>

To find out more

Self-assessment is a crucial step in digital competence development. By understanding their skill levels, learners can set realistic goals and tailor their learning journey. Digital competence frameworks like DigComp help individuals identify the skills they need in an evolving digital landscape. Additionally, online courses and tutorials can support learners in addressing identified gaps. For further exploration, organizations like the European Commission and UNESCO offer detailed guidelines and interactive tools for assessing and improving digital competencies.

FAMILY CARE Virtual CAMPUS and Mobile Assessment App (WP3)

TRAINING MODULES

PARTNER: SkA

LEARNING UNIT 2: Identification of Family Caregivers' competences

A. TRAINING CONTENTS

Title of the Learning Unit
Identification of Family Caregivers' competences
Aims of the Learning Unit
<p>Competency-based training is a training method built around specific skills that Family Caregiver needs to learn in order to meet the expectations of their role.</p> <p>Competencies indicate sufficiency of knowledge, skills and autonomy that enable someone to act in a variety of situations. The EU suggests the use of the European Qualifications Framework (EQF) (Council of the European Union, 22 May 2017) (European Commission, 2018) as an assessment initiative able to provide a transparent recognition of competences. Built on an eight-level framework based on learning outcomes and this tool is easy transferable for any learners, graduates, providers and employers.</p> <p>The aims of this Unit are:</p> <ol style="list-style-type: none">1. To strengthen learners' understanding of competencies needed for Family caregivers, the competencies identification process and their benefits.2. To provide an overview of how assessors can upskill in the identification of Family Caregivers' competences, based on defined standards and a competency matrix. <p>Resources needed to identify the Family Caregivers necessary competencies are methods and tools, which could be used; selection of appropriate indicators and necessary steps of the self-assessment procedures.</p> <p>Competency development and lifelong learning go hand in hand. Whether you work with information, operations, it is always important to maintain and improve your skills. Staying up to date with the latest news and developments is key to being able to rely on your competence to perform your job with care and maintain hope for the future – especially in uncertain times. In addition to developing individual competencies, it is also necessary to develop at the organizational level.</p>
Suggested contents
<p>The demand for more personalized learning is increasing, and competency-based training is growing. Competency-based learning is less overwhelming than formal learning, which means that new information used more boldly and more frequently. The benefits of a competency-based training program are broad and often improve the work environment for both the Family Caregiver and the person cared for.</p>

CONTENT OF THE UNIT.

Identification of competencies is the process of identifying the activities and requirements of learners and the technical and environmental factors of the occupation through observation, interview and research. This involves identifying the tasks associated with the occupation, along with the skills, knowledge, abilities and responsibilities that the learner needs to perform the job properly, which facilitates their differentiation from others.

I. RESOURCES FOR DETERMINING THE COMPETENCIES OF FAMILY CAREGIVERS.

I.1. Methods and tools for determine the competences of Family Caregivers.

Any method or tool chosen for assessing FC competences must always be appropriate to the context and purpose for which it is used. A mix of tools will better capture the complexities, both breadth and depth, of individual learning experiences.

I.2. Selection of indicators.

Competencies indicators identify specific aspects of a competency that are transferable across subject areas or contexts. Educators can use one or more indicators to identify situations that develop a particular competency.

I.3. Competencies assessment procedure.

Methods for assessing competencies offer a unique perspective to ensure a comprehensive assessment. The method chosen depends on the role, context and objectives of the assessment.

II. PERSONAL COMPETENCIES AND CAREER MANAGEMENT.

The job of an assessor is to seek, review and check evidence of an individual's learning and assess to what extent the person meets specific standards. Assessors must be familiar with standards and potentially useful assessment methods for referencing evidence against standards. They should be acknowledged as professionals in their sector, leading to trust and credibility in the assessment process itself.

II.1. Building relationships with the Family Caregiver whose competencies are assessing.

Any validation arrangement specifically serves the individual. Only by adequately capturing the knowledge, skills and competence acquired by the individual can validation serve the broader objectives set for the education and training system, the labour market and society in general.

II.2. Reflection and self-assessment methods.

Reflection is a process where learners describe their learning, how it changed, and how it might relate to future learning experiences. Reflection is a very personal process and everyone will work towards it in a different way. Self-assessment is a process that involves establishing strengths, improvements, and insights based on predetermined performance criteria.

II.3. Improvement of personal competences.

Personal competencies improvement is the practice of developing one or several competencies in a specific way and in a particular direction. This means improving existing competencies through targeted training, gaining additional knowledge, changing attitudes.

III. PRACTICAL ACTIVITIES

These are workshops for learners, which using game-based teaching methods to connect the training unit's theoretical material with practical content and activities.

III.1. Practical activity 1. Competencies assessment of Family Caregivers.

III.2. Practical activity 2. Personal competencies and professional development of the Family Caregivers Competencies assessor.

Methodology

Combination theoretical and practical approach. In this unit learners will be presented with new concepts and definitions, therefore a combination of theory with a more practical approach. Learners can be asked to relate the concepts learnt to the reality of their examples from their own life. During the provision of knowledge combine videos and animations about the topics to be covered.

Among the methodologies that can be used suggested some training methods:

Storytelling. This type of training is great for developing critical thinking, problem-solving, and analytical skills. The scenarios can be real or imaginary, but in the context of learner training illustrate situations at work.

Blended Learning. This is online training. Computer-based training delivered from a distance, online. Since the learner does not have an instructor to monitor the level of engagement, this done by other means: quizzes and other interactive activities are perfect for this purpose and allow assessing the learner's progress and the effectiveness of the training.

Video-Based training. This training is easily accessible and repeatable—the learner can watch the video as many times as needed. In addition, it does not require an instructor.

Sharing good practices. This good practice helps to develop critical thinking, which is one of the main features of a person trying to understand and reflect on his/her everyday life activities and make life one long active learning process.

Finding the right training method will help your learners become more skilled and adaptable to their jobs.

Assessment

Assessment provides clarity on what is expected from a learner. It outlines the specific skills, knowledge, learning outcome, and abilities needed for a role or a learning objective. This clarity enables learners to understand exactly what they need to work on and the expected performance level.

Self-analysis. Participants are invited to have a reflection on their own skills and abilities and find ways to improve and implement skills in their day-to-day job.

Questionnaires. To be distributed at the end of the training, aimed at verifying the learning and satisfaction of learners. It's suggested to prepare an entrance test (survey tool) to be administered before the start of the activities, whose function will be to evaluate skills of the learners.

Individualised Learning: Through assessment, each learner can focus on improving their weaknesses and further developing their strengths. This is an approach that takes into account individual capabilities and developmental needs.

Tips for target users

- Encourage learners to relate the information, training content, to their experiences in the workplace.
- Listen actively and be clear, concise and direct.
- Make the training session as practical as possible, linking the topic to possible help by providing real-life examples of cases.
- Ask directly only what is necessary.

References

1. Council Resolution on a new European agenda for adult learning 2021-2030.
<https://data.consilium.europa.eu/doc/document/ST-14485-2021-INIT/en/pdf>
2. Reflective Practice Toolkit:
<https://libguides.cam.ac.uk/reflectivepracticetoolkit/whatisreflectivepractice>
3. <https://familycaregiversonline.net/articles-news/caregiver-stories/>
4. <https://libguides.cam.ac.uk/reflectivepracticetoolkit/whatisreflectivepractice>
5. RTS, 2024. What is competency assessment?
<https://www.youtube.com/watch?v=4x69EuTybNA>
6. RTS, 2024. How Do I Implement the Competency Assessment?
<https://www.youtube.com/watch?v=H9FkW4oBQ14>

B. PRACTICAL ACTIVITIES

Activity 1

Name of the Activity

Competencies assessment of Family Caregivers.

Aims of the Activity

To provide an opportunity to acquire new skills and practically test the methods and tools necessary for assessing the competencies of Family Caregivers.

Description of the Activity

Duration: 1,5 - 2 hours.

1. Activity: "The circle way".

Briefly review the objective of the activity.

Learners sit in a circle in the prepared room to get to know each other. The entire group of learners agrees that everything that happens during this session is confidential and everyone can talk only about the agreed questions/aspect. The moderator announces when the session will end.

The moderator presents 6-7 sentences /or short story, and the learners, while listening to the proposed sentences/or short story, must hear what competencies are mentioned in the sentences; what I as assessor can definitely do with situation mentioned in the sentences/short story; do I have enough knowledge and skills to apply this in my practice; what I personally can initiate or change in my everyday professional work.

Learners can ask several questions for clarification (didn't hear, didn't understand, didn't score...) The moderator repeats sentences/ short story and explains questions asked. The moderator asks each learner sitting in the circle to think about the situation they heard. After a short thought, the moderator asks several questions concerning Family Caregivers competencies and invites learners to a discussion. The results are summarized by the group and announced, participants listen and reflect.

Decision-making circle (a circle drawn on the floor, participants stand behind it). Those learners who agree with one or the other decision go to the middle of the circle and briefly explain why. Here it is also legal to say "I haven't made up my mind, maybe tomorrow or at another time I want to talk to... etc.).

2. Local lector.

Briefly review the objective of the activity.

Organise small groups of three and/or four learners. Distribute the paper were listed 15 various competencies. Give learners about 15 minutes to read and list the 7 competencies listed in the

document that they consider most important in Family caregiver's work. Ask them to justify their choices why they think so. Give other learners a chance to respond to the competencies chosen by their colleague.

When all participants have spoken, those sitting at one table should be asked to summarize all the selected competencies and highlight the 5 most important ones in their family support work area. After the group discussions ask them to present their findings, either verbally or using any other.

Reflection.

Ask learners to reflect on the competencies discussed and to relate their own competence, personal skills, values and attitudes. Learners can be asked to complete a self-assessment test, which should be prepared in advance.

3. A learning diary. is the most suitable for self-evaluation of this learning. At the end of each session, dedicate the collected results to self-evaluation. Answer the questions which parts of the process were the most difficult, what can be done differently to deepen the involvement of the participants, so that people open up more.

What information is needed and where to get it. Record your most successful moments and highlight the things you learned in your learning diary. Who can you share them with and when?

Resources

Spaces suitable for communication, necessary tools for writing, conference board, leaflets, markers, video, computers, internet connection.

To find out more

1. https://www.etctoolkit.org.uk/media/1055/learning_diary-guidance-finland-example.pdf
2. <https://www.teaching-learning.utas.edu.au/learning-activities-and-delivery-modes/planning-learning-activities/examples-of-learning-activities>

Activity 2

Name of the Activity

Personal competencies and professional development of the Family Caregivers Competencies assessor

Aims of the Activity

Identifying and planning professional development for competencies of Family Caregivers Assessor.

Description of the Activity

Duration 2-3 hours.

Activity: "World Café"

Roles - leader, time monitor, results summarization group.

Tasks:

- provide information about the "World Café" method,
- draw up a qualification improvement plan,
- to discuss the possibilities of the method.

During "World Café" small groups are part of a larger conversation. Learners talk about an issue they care about (Family caregivers' competencies, professional development, etc.) or a work they are trying to do together. It is a great way to find out what the learners think about and feel about a certain topic. When applying this method, it is very important to formulate clearly the purpose of the meeting and the determination to achieve that purpose. It will always help advance preparation, appropriate creation and provision of space, compliance with agreements, strong questions formulation.

Sequence of activity:

1. The presenter and the team create a "special" environment (i.e. small round tables covered with a tablecloth or table napkins, colored pens, a vase of flowers). At each table, (optimally) there should be four to five chairs. A team consisting of a presenter, table hosts, and a timekeeper is required. The host begins by welcoming and introducing the World Cafe process, setting the context, sharing cafe etiquette.

2. The process begins with the first round of twenty-minute interviews, with participants sitting at tables. The table host announces the question. Participants discuss, make suggestions, and write them down on a conference sheet, blackboard or IT technology instrument. At the end of twenty minutes, each member of the group moves to a different new table, leaves the same "table host" for the next round, who welcomes the next group and gives a brief introduction of what happened in the previous round.

3. Each table has its own question about the improvement and strengthening of competences, and preparation of personal improvement plans.

4. Questions should be phrased to spark conversation or focus direction.
For each table 20-30 minutes is allocated to discuss the issue.

For example:

–First table. When you think about helping family, what are the issues that need to be addressed in order for all families to be able to make decisions? Where are the opportunities?

–Second table. Society constantly needs to adapt to a constantly changing environment, so the human resource aspect is very important. What competencies Family caregivers need to develop in order the family to be resilient to change and grow stronger through adaptation? When can you say that you have learned something?

–Third table. What personal skills and competencies would you develop for the family resources mobilization process? How could they be assessed and applied?

–Fourth table. When planning, actions are foreseen to avoid problems, to encourage the initiative of family members. Planning allows organized actions and coordination of actions. What elements should be included in a Family Caregiver's development plan?

After all learners' exchanges, leaders of the tables invited to share insights or other results from their conversations with the rest of the group. These results are reflected in various ways on a large board at the front of the room, which is prepared by the presenter and his team from the collected results. The results become the basis of the professional development plan.

A learning diary is the most suitable for self-evaluation of this learning. At the end of the session, dedicate the collected results to self-evaluation. Answer the questions about which parts of the process were the most difficult, what can be done differently to deepen the involvement of the participants, so that people open up more. What information is needed and where to get it. Record your most successful moments and highlight the things you learned in your learning diary. Who can you share them with and when?

Resources

Spaces suitable for communication and equipment needed for a “cosy” environment (tables with tablecloth and napkins, vase with flowers), messages such as conference board, markers, video, computers, internet connection.

To find out more

1. <https://static1.squarespace.com/static/55597e72e4b0f7284bff49e0/t/5e56f39602e7ea3ed1ab2620/1582756758505/Tips+for+participating+in+Zoom+circles.pdf>
2. https://www.etctoolkit.org.uk/media/1055/learning_diary-guidance-finland-example.pdf
3. <https://static1.squarespace.com/static/55597e72e4b0f7284bff49e0/t/56e340a1f8baf38bbe1d00f6/1457733793606/TCW+Guidelines+English.pdf>
4. <https://theworldcafe.com/key-concepts-resources/world-cafe-method/2>

FAMILY CARE Virtual CAMPUS and Mobile Assessment App (WP3)

TRAINING MODULES

PARTNER: DISRUPTIA

LEARNING UNIT 3 - Identifying and selecting the appropriate digital tools and technologies for documenting, assessing, and certifying Family Caregivers' competences.

A. TRAINING CONTENTS

Title of the Learning Unit

Identifying and selecting the appropriate digital tools and technologies for documenting, assessing, and certifying Family Caregivers' competences.

Aims of the Learning Unit

This learning unit aims to provide adult educators, counselors, and guidance professionals with the necessary knowledge and skills to identify, select, and implement digital tools and technologies that facilitate the documentation, assessment, and certification of Family Caregivers' competences. By exploring different digital validation methods, professionals will enhance their ability to support caregivers in obtaining micro-credentials and digital badges for their skills. Furthermore, this unit will explore innovative assessment methods, strategies for digital competence recognition, and the integration of digital tools into learning environments to improve accessibility and inclusivity.

Suggested contents

1. Introduction to Digital Validation of Competences

Digital validation of competences refers to the process of using digital tools and platforms to recognize, assess, and certify the skills and knowledge acquired by individuals, particularly through non-formal and informal learning. This is particularly relevant for Family Caregivers, who often acquire critical competences outside of traditional education settings. The process allows caregivers to receive formal recognition for their abilities, which can be used to enhance career opportunities, professional development, and further learning.

One of the fundamental aspects of digital validation is its alignment with European frameworks such as the European Qualifications Framework (EQF) and the European Digital Competence Framework (DigComp). These frameworks provide structured guidelines on how competences can be assessed and certified, ensuring standardization and recognition across different institutions and employers.

Additionally, digital validation plays a key role in lifelong learning, enabling individuals to continue developing and demonstrating their competences throughout their careers. By leveraging digital tools, Family Caregivers can systematically document their skills, providing credible evidence of their expertise in caregiving roles.

2. Key Digital Tools for Competence Validation

The digital validation of competences relies on various technological solutions designed to document, assess, and certify skills. Some of the most relevant tools include:

- **E-Portfolios:** Online platforms such as Mahara, Pathbrite, and PebblePad allow caregivers to compile and showcase evidence of their competences through a structured digital portfolio. This can include certificates, testimonials, work samples, and multimedia content.
- **Digital Badges and Micro-Credentials:** Systems like Open Badges, Credly, Acclaim, and Badgr enable the issuance of digital credentials that verify specific skills. These badges are secure, shareable, and widely recognized by employers and educational institutions.
- **Online Assessment Platforms:** Platforms like Moodle, Google Forms, and Kahoot facilitate the evaluation of competences through quizzes, surveys, and interactive assessments.
- **Blockchain Technology:** Blockchain-based certification platforms, such as Blockcerts, provide a decentralized and tamper-proof method for issuing and verifying digital credentials. This ensures long-term security and credibility.
- **Artificial Intelligence (AI) in Digital Validation:** AI-driven assessment tools use machine learning algorithms to analyze and evaluate competences, offering personalized feedback and recommendations for further learning.

3. Selecting the Right Digital Tools

Choosing the most appropriate digital validation tools requires careful consideration of various factors:

- **Usability and Accessibility:** The tool should be user-friendly, ensuring that caregivers with limited digital literacy can navigate and use it effectively.
- **Security and Privacy:** Given the sensitive nature of personal information, digital validation platforms should comply with data protection regulations, such as GDPR.
- **Compatibility and Integration:** The selected tools should be compatible with existing learning management systems (LMS) and other digital platforms to ensure seamless implementation.
- **Recognition and Credibility:** Tools that are widely recognized by educational institutions and employers offer greater value to caregivers seeking validation for their competences.
- **Cost and Sustainability:** Free and open-source tools can be more accessible for organizations with limited budgets, while subscription-based platforms may offer advanced features and support.

By evaluating these criteria, educators and trainers can select the most suitable tools to facilitate digital competence validation for Family Caregivers.

4. Implementation Strategies for Digital Competence Validation

Integrating digital validation tools into caregiver training programs requires a structured approach to ensure effectiveness and accessibility. The following steps outline a recommended strategy for implementation:

- **Needs Assessment:** Identify the specific competences that need validation and determine which digital tools align best with these requirements.
- **Training and Support:** Provide workshops and resources to help caregivers understand how to use digital validation platforms, including guidance on creating e-portfolios or earning digital badges.
- **Integration into Learning Pathways:** Embed digital validation within structured training programs, ensuring that caregivers receive recognition for their skills as part of their professional development.
- **Collaboration with Stakeholders:** Work with employers, educational institutions, and certification bodies to promote the acceptance and recognition of digitally validated competences.
- **Continuous Monitoring and Improvement:** Regularly assess the effectiveness of the digital validation process and make necessary adjustments to improve accessibility, engagement, and outcomes.

By following these steps, organizations can ensure that digital validation becomes a valuable and sustainable tool for recognizing the competences of Family Caregivers.

5. Future Trends in Digital Competence Assessment

As technology continues to evolve, new trends are emerging that will shape the future of digital validation. These include:

- **Blockchain-Based Certifications:** The use of blockchain technology for issuing and verifying digital credentials is expected to grow, providing increased security and transparency in competence validation.
- **Gamification in Digital Validation:** The integration of game-like elements, such as achievement levels and interactive challenges, can increase motivation and engagement in digital assessment processes.
- **Augmented Reality (AR) and Virtual Reality (VR) Simulations:** These technologies offer immersive learning experiences, allowing caregivers to demonstrate their competences in realistic, virtual environments.
- **Mobile Learning and Microlearning:** The rise of mobile applications enables real-time documentation and validation of competences, supporting flexible and on-the-go learning.
- **AI-Powered Skill Gap Analysis:** Artificial intelligence can assess individual skill gaps and recommend personalized learning pathways, enhancing continuous competence development.

Methodology

The methodology for this learning unit is designed to provide educators, counselors, and guidance professionals with a dynamic, engaging, and interactive learning experience. A blended learning approach will be used, integrating online learning materials with hands-on practical applications to ensure a comprehensive understanding of digital validation tools and technologies. Participants will engage in case-based learning, where real-life scenarios are analyzed to illustrate how digital validation methods are applied in professional contexts.

Furthermore, collaborative learning will be encouraged through group discussions, peer reviews, and knowledge-sharing activities, promoting an exchange of experiences and best practices. The module will also incorporate project-based learning, requiring participants to develop and implement their own validation strategies using e-portfolios, digital badges, and

online assessment tools. Lastly, self-assessment and reflection will play a critical role, allowing learners to evaluate their digital competence levels, set improvement goals, and track their progress over time.

In brief:

- Blended Learning Approach: Combining online learning with hands-on practice.
- Case-Based Learning: Using real-life scenarios to illustrate the application of digital validation tools.
- Collaborative Activities: Group discussions, peer reviews, and workshops to foster knowledge sharing.
- Project-Based Learning: Assigning real-world projects to apply digital validation concepts.
- Self-Assessment and Reflection: Encouraging learners to reflect on their skills and learning progress.

Assessment

The assessment strategy for this learning unit is structured to evaluate both theoretical understanding and practical application of digital validation tools. Participants will complete online quizzes designed to test their comprehension of key concepts, ensuring they have grasped the foundational principles of digital validation and assessment.

Additionally, learners will be required to complete practical assignments, such as creating their own e-portfolio or designing a digital badge to validate a specific skill or competence. These hands-on tasks will reinforce learning and encourage creative application of digital tools. Peer assessment will also be incorporated, where participants will review and provide feedback on each other's work, fostering a culture of collaborative learning and continuous improvement.

Moreover, group discussions and presentations will be used to assess critical thinking and the ability to apply digital validation strategies in real-world caregiving contexts. Participants will be encouraged to present case studies and propose innovative solutions for digital competence validation, allowing for deeper exploration of the topic and exchange of best practices.

In brief:

- Online quizzes to assess understanding of digital validation tools.
- Practical assignments, including the creation of an e-portfolio or digital badge prototype.
- Peer assessment activities to foster collaborative evaluation.
- Group discussions and presentations on best practices in digital competence validation.

Tips for target users

For educators, counselors, and guidance professionals integrating digital validation tools into their practice, several key strategies can enhance the learning experience and ensure effective implementation. Start small by selecting a single digital validation tool, such as an e-portfolio or a digital badge system, before expanding to a wider range of platforms. This allows for a gradual and manageable integration of digital methodologies.

It is also essential to ensure accessibility by choosing tools that are user-friendly and inclusive for all caregivers, regardless of their technical skills. Providing clear instructions, training

materials, and hands-on practice sessions can help ease the transition to digital validation. Staying updated on emerging trends in digital competence validation is equally important. Continuous professional development through online courses, industry reports, and networking with experts will help maintain relevance and effectiveness in the field.

Moreover, professionals should promote recognition of micro-credentials and digital badges among employers and institutions, advocating for their widespread acceptance as valid indicators of competence. Lastly, fostering peer learning environments will enable caregivers and professionals to share experiences, challenges, and successes in digital validation, creating a supportive and collaborative learning culture. By implementing these strategies, digital validation can be effectively integrated into training programs, enhancing the professional development and recognition of Family Caregivers' competences.

In brief:

- **Start Small:** Begin with a single digital validation tool before expanding to multiple platforms.
- **Ensure Accessibility:** Choose tools that are user-friendly and inclusive for all caregivers.
- **Stay Updated:** Follow the latest trends in digital competence validation.
- **Promote Recognition:** Advocate for micro-credentials to be widely accepted by employers and institutions.
- **Encourage Peer Learning:** Foster collaborative learning environments where caregivers can share their experiences.

References

- Cedefop (2022). Are micro-credentials becoming a big deal?
<https://data.europa.eu/doi/10.2801/017199>
- European Commission. DigComp Framework.
<https://ec.europa.eu/jrc/en/digcomp>
- Open Badges Initiative.
<https://openbadges.org>
- Blockchain in Education. European Commission Report.
[Blockchain in education - Publications Office of the EU \(europa.eu\)](https://publications.ec.europa.eu/publication-detail/-/publication/00000000-0000-0000-0000-000000000000)

B. PRACTICAL ACTIVITIES

Activity 1

Name of the Activity

Analyzing and Comparing Digital Competence Validation Platforms

Aims of the Activity

This activity is designed to provide participants with a comprehensive understanding of various digital competence validation platforms. By critically analyzing different tools, participants will learn how to assess the usability, accessibility, security, and effectiveness of these platforms. The objective is to enable educators, counselors, and professionals working with Family Caregivers to make informed decisions about selecting and implementing the most appropriate digital validation systems in their training programs.

Description of the Activity

The activity will begin with an introduction by the instructor, who will provide an overview of several widely used digital validation platforms, such as Open Badges, Credly, Mahara, Badgr, Moodle, and Blockcerts. Participants will then be divided into small groups and assigned two platforms to analyze in-depth. Using a structured evaluation framework, they will examine various aspects of these tools, including their ease of use, security measures, integration possibilities, and cost-effectiveness.

Each group will conduct research using available resources, test demo versions of the platforms where possible, and document their findings. After completing their analysis, groups will present their results to the larger class, highlighting the strengths and weaknesses of each platform. The session will conclude with a discussion on best practices for selecting a platform that aligns with the needs of Family Caregivers and the institutions that support them. A short reflection exercise will follow, where participants will articulate their key takeaways from the activity.

In brief:

- **Duration:** 90 minutes
- **Group Size:** Small groups (3-5 participants)
- **Steps to be Followed:**
 1. **Introduction** (15 min): The instructor provides an overview of various digital validation platforms (e.g., Open Badges, Credly, Mahara, Badgr, Moodle, and Blockcerts) and explains key criteria for evaluating them.
 2. **Group Research and Analysis** (40 min): Each group selects two platforms to research in detail. They analyze features, strengths, weaknesses, and real-world applications, using a provided evaluation framework.
 3. **Presentation and Discussion** (25 min): Each group presents their findings, discussing usability, accessibility, security, cost, and integration possibilities.
 4. **Final Reflection** (10 min): Participants reflect on which platform would be most effective for their target audience and share final thoughts.

- **Evaluation:** Participants are assessed based on their ability to conduct a critical comparison and articulate their findings effectively during presentations.

Resources

- Computers or tablets with internet access
- Pre-prepared evaluation framework for assessing platforms
- Official documentation and demo access to digital validation tools
- Mahara e-Portfolio: <https://mahara.org>
- Moodle Competency Framework: <https://docs.moodle.org/>
- Blockcerts Open Standard: <https://www.blockcerts.org>
- Open Badges Initiative: <https://openbadges.org>
- Credly Digital Credentials: <https://www.credly.com>

To find out more

To further explore the potential of digital competence validation platforms, professionals and educators can access a range of studies, reports, and practical guides that delve deeper into best practices and real-world applications. One valuable resource is the UNESCO report on The Future of Digital Credentials, which provides insights into global trends in online credentialing and their implications for workforce development:

<https://unesdoc.unesco.org/ark:/48223/pf0000377096>.

Another important reference is the World Economic Forum's Digital Credentialing Initiative, which highlights how digital validation can bridge the skills gap in various sectors, including healthcare and caregiving

[Accelerating the Transition to Digital Credentials for Travel: Lessons from KTDI – a Public-Private Collaboration for Secure and Seamless Travel | World Economic Forum \(weforum.org\)](#)

Additionally, for educators looking to integrate Open Badges into training programs, the Mozilla Foundation's Open Badges Implementation Guide offers a detailed roadmap for institutions and trainers: [Homepage - Mozilla Foundation](#)

For a case-based approach, the JISC Digital Credentials Framework explains how UK-based institutions are successfully implementing micro-credentials for lifelong learning:

[Digital credentials and badges - Jisc](#)

Activity 2

Name of the Activity

Designing a Digital Validation Roadmap for Family Caregivers

Aims of the Activity

This activity aims to provide participants with the opportunity to develop a practical, step-by-step roadmap for implementing a digital validation system tailored to Family Caregivers. By engaging in this structured exercise, participants will gain a clearer understanding of how to integrate digital validation into learning and certification programs effectively. The goal is to ensure that digital validation strategies are accessible, relevant, and sustainable for caregivers.

Description of the Activity

The activity begins with a presentation by the instructor, outlining the challenges faced by Family Caregivers in gaining formal recognition for their competences. Real-world case studies will be shared to illustrate the impact of digital validation on professional mobility and lifelong learning. Participants will then be divided into small teams and asked to brainstorm potential solutions for addressing these challenges using digital tools.

The teams will use structured worksheets to develop a digital validation roadmap, outlining key phases such as identifying training needs, selecting appropriate digital validation platforms, engaging stakeholders, implementing training programs, and evaluating success. Each team will present their roadmap to the class, receiving feedback on feasibility, inclusivity, and potential areas for improvement. The session will conclude with a reflective discussion on the importance of digital validation and its potential to transform the caregiving sector.

In brief:

- **Duration:** 120 minutes
- **Group Size:** Small teams (4-6 participants)
- **Steps to be Followed:**
 1. **Understanding the Need** (20 min): The instructor presents case studies showcasing challenges faced by Family Caregivers in obtaining formal recognition for their competences.
 2. **Brainstorming Solutions** (30 min): Each team discusses and lists digital tools that could address these challenges, such as e-portfolios, digital badges, and online competency assessments.
 3. **Developing the Roadmap** (45 min): Teams create a step-by-step roadmap, outlining key phases (e.g., needs assessment, platform selection, stakeholder engagement, implementation, evaluation, and scaling).
 4. **Presentation and Peer Review** (20 min): Each team presents their roadmap to the group, receiving feedback on feasibility and effectiveness.
 5. **Final Reflection** (5 min): Participants reflect on key takeaways and how their roadmap could be applied in real-world caregiving settings.

- **Evaluation:** Roadmaps are assessed based on clarity, feasibility, inclusion of key digital validation principles, and team collaboration.

Resources

- Flipcharts, markers, and sticky notes for brainstorming sessions
- Online collaboration tools such as Miro or Google Jamboard for digital roadmap creation
- Case studies showcasing successful digital validation implementations
- European Commission on Digital Competence Validation:
<https://ec.europa.eu/jrc/en/digcomp>
- Digital Credentialing Strategies from IMS Global:
<https://www.imsglobal.org/digitalcredentials>
- Case Study: Implementation of Digital Badges for Skills Validation:
<https://www.openbadgefactory.com/>

To find out more

For a deeper understanding of digital validation strategies and their practical applications in the caregiving sector, professionals can refer to several key resources. The European Commission's Report on Micro-Credentials in Lifelong Learning provides an overview of how digital validation is being integrated into national education systems and employment frameworks across Europe: [A European approach to micro-credentials - European Education Area \(europa.eu\)](#)

Another useful resource is the Harvard Kennedy School's Study on the Impact of Digital Badges on Workforce Development, which analyzes how digital badges improve employability and skill recognition in various sectors, including informal caregiving: <https://ash.harvard.edu/>

For those interested in best practices for implementing validation frameworks, the OECD Skills Strategy Report highlights case studies from different countries, emphasizing the role of digital technology in competency validation (<https://www.oecd.org/skills/oecd-skills-strategy/>). Lastly, the World Bank's Digital Skills Framework provides a global perspective on how digital validation can empower informal workers, particularly in caregiving professions.
<https://www.worldbank.org/en/topic/digitaldevelopment>.

Other resources:

- Guide to developing micro-credentialing programs: <https://microcredentials.eu/>
- Digital literacy and competence frameworks:
<https://ec.europa.eu/social/main.jsp?catId=1315&langId=en>
- Real-world applications of blockchain-based certifications:
<https://www.ibm.com/topics/blockchain-for-education>
- Digital Credentialing Strategies: <https://www.imsglobal.org/digitalcredentials>
- Implementing Competency-Based Certification: <https://www.cedefop.europa.eu/en>

FAMILY CARE Virtual CAMPUS and Mobile Assessment App (WP3)

TRAINING MODULES

PARTNER: IASIS

LEARNING UNIT: Unit 4 - Digital Validation and Innovative Competency Assessment Methods for Caregivers

A. TRAINING CONTENTS

Title of the Learning Unit
Digital Validation and Innovative Competency Assessment Methods for Caregivers
Aims of the Learning Unit
Understanding digital validation of competences and its importance in modern education and the professional development of caregivers. Applying innovative assessment methods for effective documentation and validation of skills using digital tools such as e-portfolios and online simulations. Developing skill documentation strategies through new approaches like digital storytelling, video logs, and self-assessment tools. Enhancing the professional growth of caregivers by helping them recognize and certify their skills for better career opportunities. Evaluating and recognizing caregivers' competences through digital technology, enabling continuous learning and the improvement of care services.
Suggested contents
1. Introduction to Digital Validation of Competences This section introduces the concept of digital validation and its significance in recognizing and accrediting the competences of family caregivers. It explores how digital validation differs from traditional methods and highlights the role of digital tools in documenting and assessing skills. The introduction also emphasizes the importance of digital validation in enhancing career development and lifelong learning for caregivers.
2. Digital Validation vs. Traditional Validation A comparative analysis between digital and traditional validation processes is presented. Digital validation utilizes technology such as e-portfolios, online assessments, and digital badges, offering greater accessibility and efficiency. Traditional validation, on the other hand, relies on in-person assessments and paper-based documentation, which can be time-consuming and less flexible. This section outlines the advantages of digital validation, such as remote access, dynamic updates, and broader recognition opportunities.
3. Importance of Digital Validation for Family Caregivers This section explores the benefits of digital validation for family caregivers, including increased accessibility, improved job prospects, and formal recognition of their skills. Digital validation allows caregivers to document their competences flexibly, enhancing their professional

credibility and opening pathways for further education and career growth. Additionally, it supports continuous improvement through regular updates and fosters self-confidence by acknowledging their expertise.

4. Innovative Techniques for Competency Assessment

An overview of modern assessment methodologies highlights innovative tools like e-portfolios, online simulations, and competency-based assessments. These techniques provide a comprehensive evaluation of caregiving skills in real-world contexts. E-portfolios offer a dynamic record of competences, online simulations replicate practical caregiving scenarios, and competency-based assessments measure specific skills against predefined standards. This section also emphasizes the importance of combining multiple methods for a holistic evaluation.

5. Novel Approaches to Competency Documentation

This section presents creative ways to document competences, such as digital storytelling, video logs (vlogs), and self-assessment tools. Digital storytelling allows caregivers to share their experiences through multimedia formats, offering a personalized narrative of their skills. Video logs provide a visual record of their ongoing learning journey, while self-assessment tools enable caregivers to evaluate their strengths and identify areas for growth. These approaches enhance the richness and accuracy of competency documentation.

6. Case Study: The Carer+ Project

A detailed examination of the Carer+ Project illustrates the practical application of digital validation in home care. The project focused on developing digital competences among care workers through a structured framework, including training, online tools, and certification. The case study outlines the project's implementation process, from needs assessment to the development of a certification system, and highlights successful outcomes such as improved service quality and greater digital literacy among caregivers.

7. Steps for Implementing Digital Validation

A step-by-step guide outlines the digital validation process for family caregivers. Key stages include identifying and documenting competences, using digital platforms for evidence collection, conducting assessments through online tools, and issuing digital certifications. This section emphasizes the importance of clear evaluation criteria, continuous updates, and the integration of digital badges with professional networks for increased visibility.

8. Future Directions and Recommendations

This concluding section discusses the future of digital validation and its evolving role in caregiver development. It advocates for the wider adoption of digital validation systems and recommends best practices for implementing effective competency assessment methodologies. Suggestions include ongoing support for caregivers, regular system evaluations, and promoting digital literacy to ensure inclusivity and long-term success.

Methodology

The methodology for assessing and documenting caregiver competencies involves the integration of innovative digital tools and evidence-based approaches to ensure comprehensive and accurate evaluation. This section outlines the key methodologies used to evaluate and document the skills of family caregivers, focusing on digital platforms and interactive techniques.

1. Use of Digital Tools for Competency Documentation

The assessment process utilizes advanced digital tools to capture, organize, and present caregiver competencies. E-portfolios play a central role by allowing caregivers to compile a dynamic and evolving collection of their work, including multimedia evidence such as videos, images, and written reflections. These portfolios provide a holistic view of the caregiver's skills and progress while offering an easily shareable format for professional and educational purposes.

2. Implementation of Online Simulations

Online simulations are incorporated to evaluate the practical application of caregiving skills. These interactive scenarios mirror real-life situations, allowing caregivers to demonstrate their abilities in a controlled, virtual environment. Through simulated emergencies and caregiving tasks, participants are assessed on their technical knowledge, problem-solving capabilities, and decision-making skills. This methodology provides a risk-free environment for skill enhancement and accurate evaluation.

3. Competency-Based Assessments

Competency-based assessments are utilized to evaluate specific knowledge areas relevant to caregiving. These assessments focus on real-world applications and include scenario-based questions, virtual task demonstrations, and reflective prompts. Such an approach ensures that caregivers meet predefined standards and are equipped to deliver quality care.

4. Innovative Documentation Approaches

To enhance the documentation of competencies, novel methodologies such as digital storytelling and video logs (vlogs) are employed. Digital storytelling allows caregivers to narrate their experiences, providing a personal and reflective account of their journey. Vlogs offer ongoing, visual records of their day-to-day activities and skill development. These methods enrich the documentation process by capturing both technical skills and the emotional aspects of caregiving.

5. Self-Assessment Tools

Self-assessment tools are integrated to encourage reflective practice and continuous improvement. These online platforms include checklists, quizzes, and guided prompts that allow caregivers to evaluate their competencies regularly. This method fosters self-awareness, promotes lifelong learning, and empowers caregivers to take an active role in their professional development.

By combining these innovative methodologies, the assessment process provides a comprehensive, evidence-based framework that supports the validation, recognition, and continuous development of caregiver competencies. This integrated approach ensures that caregivers are well-prepared to deliver high-quality care and adapt to evolving professional demands.

Assessment

The assessment of caregivers' competencies involves utilizing innovative digital methodologies to ensure a comprehensive evaluation of their skills and knowledge. This process includes the use of e-portfolios, online simulations, competency-based assessments, digital storytelling, video logs (vlogs), and self-assessment tools. Each method provides a unique approach to capturing and validating the practical and reflective aspects of caregiving.

E-portfolios allow caregivers to systematically document their experiences through multimedia evidence, while online simulations provide a controlled environment to demonstrate decision-making and technical skills. Competency-based assessments focus on measuring specific caregiving abilities against predefined standards. Additionally, digital storytelling and

video logs offer personal and dynamic records of a caregiver's journey, promoting self-reflection. Self-assessment tools further empower caregivers to evaluate and track their progress, fostering continuous improvement. Together, these methodologies ensure a holistic, accurate, and ongoing assessment of caregivers' competencies.

Tips for target users

1. **Utilize Digital Tools Regularly:** Engage consistently with e-portfolios, online simulations, and self-assessment platforms to document and evaluate your caregiving skills. Regular updates provide a comprehensive and evolving record of your competencies.
2. **Be Reflective and Detailed:** When using digital storytelling or video logs, focus on sharing real-life experiences, challenges, and solutions. Reflecting on your practices helps highlight growth and areas for improvement.
3. **Organize and Update Evidence:** Keep your competency documentation organized by categorizing tasks, skills, and achievements. Update your records frequently to reflect new knowledge and experiences.
4. **Engage with Simulations:** Practice using online simulations to enhance your decision-making and technical caregiving skills. These virtual scenarios provide a safe environment to refine techniques and gain confidence.
5. **Self-Evaluate Consistently:** Use self-assessment tools to regularly review your skills and identify gaps. This promotes continuous learning and prepares you for formal competency evaluations.

References

References

Smith, J. (2020). Innovative assessment techniques in digital learning. European Framework of Competences.

EduTech. The benefits of ePortfolios for students and educators.

Educational Technology and Mobile Learning.(2020).Self-assessment in learning: Tips and tools.

Additional Resources

E-Portfolio Platforms

- **Mahara:** mahara.org
- **Pathbrite:** pathbrite.com

Online Simulation Tools:

- **SimulTrain:** simultrain.com
- **SimTutor:** simtutor.com

B. PRACTICAL ACTIVITIES

Activity 1

Name of the Activity

Digital Competency Validation: Methods and Key Processes

Aims of the Activity

The objective of this exercise seems to be the understanding and application of the digital validation process of skills and knowledge, focusing on concepts like technology in certification, documenting skills, and assessment through digital tools. Through these activities, participants will learn how to manage digital competency validation and understand the importance of digital technology in the educational and professional process.

Description of the Activity

This activity is designed to introduce and reinforce the process of digital competency validation. Participants will learn about the various stages involved in verifying, documenting, and certifying skills and knowledge through digital platforms. The activity includes the following components:

1. **Multiple-Choice Question:** The first part tests the participants' understanding of the primary benefits of digital validation of competencies. The focus is on recognizing the accessibility advantages that digital validation offers compared to traditional methods.
2. **Fill-in-the-Blanks Exercise:** This section reinforces the definition of *digital validation* by requiring participants to complete a statement about its purpose and application. This helps solidify their understanding of how digital tools can be used to verify skills, knowledge, or qualifications.
3. **Matching Exercise:** In this step, participants match key concepts of digital competency validation with their corresponding descriptions. This helps connect the stages of the process (digital validation, competence documentation, certification, and assessment) with their practical applications.

The overall goal of the activity is to familiarize participants with the concepts, processes, and benefits of digital validation in assessing and certifying competencies, enhancing their knowledge of digital tools in professional and educational contexts.

Resources

Digital Competency Frameworks:

- **DigComp (Digital Competence Framework for Citizens):**
The DigComp framework helps assess digital skills in various contexts.
[European Commission - DigComp](#)

Digital Validation Platforms:

- **Credly:**
A platform for issuing digital badges and certificates to validate skills. [Credly](#)
- **Badgr:**
A tool for creating and issuing digital badges that validate competencies. [Badgr](#)

Articles and Blogs:

- **"Digital Credentials: The Future of Certification":**
An insightful article about how digital credentials are reshaping certification in education and the workforce.
EdTech Magazine Article

To find out more

https://pmc.ncbi.nlm.nih.gov/articles/PMC11363428/?utm_source=chatgpt.com

https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-022-00330-0?utm_source=chatgpt.com

https://pmc.ncbi.nlm.nih.gov/articles/PMC9752462/?utm_source=chatgpt.com

Activity 2

Name of the Activity

Exploring Digital Methods for Competency Documentation and Assessment

Aims of the Activity

The exercise aims to familiarize participants with modern digital methods for documenting and assessing competencies. By exploring tools like digital storytelling, video logs, and self-assessment tools, participants will learn how these methods can be applied in real-world scenarios. The goal is to enhance their understanding of how digital technologies can improve competency evaluation, focusing on innovative approaches such as online simulations and e-portfolios. Additionally, the exercise encourages participants to practice self-assessment and recognize its importance in the process of skills development and validation.

Description of the Activity

This activity is designed to introduce participants to modern digital methods for competency documentation and assessment. The exercise focuses on the use of digital tools to effectively showcase, evaluate, and validate various competencies. Participants will explore several innovative approaches to competency documentation, such as digital storytelling, video logs, and self-assessment tools. These methods help individuals to reflect on and communicate their skills in a creative and structured way.

The activity is divided into three parts. First, participants will answer a multiple-choice question that highlights a novel approach to documenting competencies. This will allow them to identify the growing importance of digital storytelling in competency documentation, as it enables individuals to present their experiences and skills in a dynamic format.

Next, in the fill-in-the-blanks section, participants will complete a sentence related to effective competency documentation. This task will reinforce the understanding of various tools used for documenting competencies and emphasize their role in creating a well-rounded and accessible record of skills.

Finally, participants will engage in a matching exercise, where they will pair key concepts (such as competency-based assessment, e-portfolios, online simulations, and self-assessment tools) with their respective descriptions. This section will help participants understand how these digital tools can be used in the competency assessment process, fostering a comprehensive understanding of their role in modern education and professional development.

Overall, the activity aims to enhance participants' awareness of the digital tools available for competency documentation and assessment. It also seeks to demonstrate how these tools can improve the accessibility, transparency, and efficiency of skills evaluation, ultimately supporting ongoing personal and professional growth.

Resources

Digital technology has revolutionized competency documentation and assessment by offering tools such as digital storytelling, video logs, e-portfolios, and self-assessment tools. These tools allow individuals to document their skills in a creative and structured way, while also

encouraging self-reflection and personal growth. Through digital storytelling, for example, individuals can present their experiences in a dynamic format, while e-portfolios provide a comprehensive and accessible record of their achievements. Additionally, self-assessment tools and online simulations aid in evaluating skills, enhancing transparency and effectiveness in competency evaluation. Overall, these digital methods support skill development and progress on both personal and professional levels.

To find out more

<https://pubmed.ncbi.nlm.nih.gov/31487361/>

https://research.com/education/digital-storytelling?utm_source=chatgpt.com

FAMILY CARE Virtual CAMPUS and Mobile Assessment App (WP3)

TRAINING MODULES

PARTNER: INQS

LEARNING UNIT 5: Quality Assurance in the digital validation of competences process.

A. TRAINING CONTENTS

Title of the Learning Unit
Quality Assurance in the digital validation of competences process.
Aims of the Learning Unit
<p>The aim of this learning unit is to provide a training programme that can be implemented on target users: Adult Educators, Counsellors and Guidance Counsellors, to enhance their knowledge of the digital validation of caregivers' competences as identified in the Family Care European Framework of Competences. ADD LINK.</p> <p>Activities aim to enhance participants' knowledge and skills of the quality assurance framework EQAVET (recommended by The Council Recommendations of 16 June 2022 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training) and its application in micro-credentials.</p> <p>Additionally, it aims to provide practice of implementing the EQAVET Quality Assurance Cycle (Planning, Implementation, Evaluation, Review) to micro-credential design. Finally, this unit presents two activities to be applied on target users face to face, with the aim of enhancing target users' knowledge of applying quality assurance frameworks in the digital validation of competences process.</p>
Suggested contents
<p>Each activity below suggests content to be used when applying them on target users. They provide the theoretical knowledge for discussions/ creating handouts or worksheets, or other activities decided upon. The trainer is free to adapt the materials as required.</p> <p>Content for Activity 1:</p> <ul style="list-style-type: none">o What's a micro-credential? <p>A micro-credential is a short, focused certification that verifies a learner's specific skills or competencies in a particular area. Unlike traditional degrees or diplomas, micro-credentials are more flexible, targeted, and quicker to complete. They are often designed to meet industry demands and are recognized by employers, professional bodies, or educational institutions.</p> <ul style="list-style-type: none">o What does quality assurance in micro-learning mean? <p>Quality assurance (QA) in micro-learning ensures that short, focused learning experiences—such as micro-credentials—are credible, effective, and valuable for learners, employers, and educational</p>

institutions. It involves setting standards, frameworks, and evaluation processes to maintain consistency, reliability, and recognition of learning outcomes

Key aspects of quality assurance in micro-learning

Clear & Measurable Learning Outcomes

- The skills or competencies must be well-defined using actionable verbs (e.g., "apply," "demonstrate," "analyse").
- Aligns with frameworks like the European Qualifications Framework EQF or EQAVET.

Validity & Reliability of Assessments

- Learners must demonstrate real competency, not just recall information.
- Assessments should be practical, competency-based, or scenario-driven rather than just multiple-choice quizzes.
- The evaluation process should be transparent and standardised.

Recognition & Transferability

- Micro-learning should lead to recognised micro-credentials that are valued by employers, industry bodies, or academic institutions.
- They should ideally be stackable toward larger qualifications or career pathways.

Learner Support & Engagement

- Even in short courses, there should be support mechanisms like peer discussions, coaching, or feedback from instructors.
- The content should be interactive and engaging, not just passive consumption of videos.

Transparency & Trust

- Learners should have clear information about duration, difficulty level, expected outcomes, and certification value.
- Digital credentials should include metadata that shows what was learned, assessed, and by whom.

Continuous Improvement & Feedback

- Data on learner performance, satisfaction, and employer feedback should be used to refine and improve micro-learning content.

The 10 EQAVET quality assurance indicators (recommended to be applied in micro-credentials)

10 EQAVET indicators to assess the quality of vocational education and training

- Indicator 1: Relevance of quality assurance systems for VET providers
- Indicator 2: Investment in training of teachers and trainers
- Indicator 3: Participation rate in VET programmes
- Indicator 4: Completion rate in VET programmes
- Indicator 5: Placement rate of graduates from VET programmes
- Indicator 6: Utilisation of acquired skills at the workplace
- Indicator 7: Unemployment rate in the country
- Indicator 8: Prevalence of vulnerable groups
- Indicator 9: Mechanisms to identify training needs in the labour market
- Indicator 10: Schemes used to promote better access to VET and provide guidance to (potential) VET learners

[EQAVET framework - European Commission](#)

Re-design the poor-quality micro-credential

CATEGORY	ORIGINAL	IMPROVED VERSION (EQAVET APPROVED)
Title	Introduction to Social Media Marketing	
Duration and Hours	2 weeks, 10 hours	
Mode of delivery	Pre-recorded videos only	
Learning outcomes	Understand social media marketing	
Assessment	10 question quiz	
Recognition and Validation	No employer recognition	
Learner support	None	
Quality Assurance measures	Not specified	

Content for Activity 2:

Micro-credential design template

EQAVET STAGE	GUIDING QUESTIONS		YOUR PLAN
PLANNING	<p>What are the learning outcomes?</p> <p>Are they clear and measurable?</p> <p>Are the learning outcomes appropriate? (Does the credential align with industry and employer needs?)</p> <p>Are the learning outcomes aligned with a recognised framework?</p>		
IMPLEMENTATION	<p>What organisation and operational procedures will be put in place to ensure the achievement of goals and objectives? (e.g. to develop partnerships, involve stakeholders, allocate resources, types of learning methods and learner interaction/ delivery mode, types of resources and supports, etc)</p>		

EVALUATION	How will learner achievements and outcomes be monitored and evaluated? What feedback mechanisms will be in place?		
REVIEW	How will the micro-credential be continuously improved? How will quality be monitored long-term? Who will be involved in providing feedback?		

EQAVET CHECKLIST

EQAVET Criteria:	Evaluation Questions:	Yes/ No:	Comment/ Action for improvement:
Planning	Are the learning outcomes clear and measurable?		
	Does the credential align with industry and employer needs? (appropriateness)		
	Is the course content relevant and up-to-date?		
	Is recognition or accreditation clearly stated and recognised?		
Implementation	What type of learning methodology will be used? Is the learning methodology recognised as valid and effective? For example, is it engaging? Interactive? Learner-centred? Is the delivery mode appropriate to the subject matter and learners? Are resources and materials provided?		

Evaluation	Is learner progress tracked, monitored and evaluated?		
	Are feedback mechanisms in place for learners?		
	Are assessments effective?		
	Does the course offer different methods of assessment, including peer review and self-reflection?		
Review	Is learner feedback systematically used to make improvements?		
	Is the micro-credential periodically updated/ improved?		
	Is the monitoring of quality a continuous activity?		
	Are stakeholders (employers/ educators/ learners) used in the review process?		

Trainers can use the tables above or make use of the [full list of indicative descriptors](#) for each phase of the quality cycle at provider level, available here: [download here](#).

Methodology

This Learning Unit is based on active, experiential, and collaborative learning methodologies to ensure engagement, deep understanding and practical application of the EQAVET Quality Assurance Cycle in micro-credentials.

- Engages adult learners in practical application rather than passive theory
- Ensures deep understanding of EQAVET by facilitating its application
- Prepares educators for real-world implementation of micro-credential quality assurance
- Hands-on & practical: Encourages active participation and problem-solving
- Encourages reflection: Helps learners connect EQAVET to their roles

1. Active Learning: Adult educators learn best when they engage with content in a meaningful, hands-on way. Methods Used: Problem-Solving: Participants analyse poor-quality micro-credentials and identify quality gaps, Scenario-Based Learning: Groups work on realistic micro-credential cases, Hands-on Practice: Educators design and evaluate micro-credentials themselves.

2. Experiential Learning (Kolb's Learning Cycle): Learners grasp concepts best when they experience, reflect, conceptualise, and apply. How to integrate it: Concrete Experience: Participants analyse fictional micro-credentials to identify quality issues. Reflective Observation: Small-group discussions encourage reflection on quality gaps and real-world relevance. Abstract Conceptualisation: The trainer introduces EQAVET principles as a framework to address quality issues. Active Experimentation: Groups apply the EQAVET cycle to improve or design a micro-credential.

3. Collaborative Learning (Social Constructivism – Vygotsky): Learning is most effective when done socially, through discussion and knowledge-sharing: Small-Group Work: Each team works on one phase of the EQAVET cycle; Peer Review: Groups evaluate each other's micro-credential designs using a checklist; Group Presentations & Feedback: Collective reflection enhances learning and improves outcomes.

Assessment

Activity 1, Assessment:

A number of assessment options are available:

1/ When learners are working on their analysis of a good and poor-quality micro-credential, the trainer should listen to their feedback and assess their understanding based on this.

2/ A short quiz can be implemented at the end of the activity, testing their knowledge gained, for example: T/F Questions:

1. Quality assurance (QA) in micro-learning ensures that micro-credentials are credible, effective, and valuable for learners, employers, and educational institutions. It involves setting standards, frameworks, and evaluation processes to maintain consistency, reliability, and recognition of learning outcomes

T/ F

2. When designing learning outcomes, it is not necessary to use an action verb, such as 'apply' or 'analyse', it's fine to use more passive verbs like 'understand'.

T/F

etc

3/ Learners can be asked to self-reflect on their own learning:

- What have you learned during the activity? What are the key takeaways?

Activity 2, Assessment:

For activity 2, assessment could be a quiz on the EQAVET Quality Assurance Cycle, with questions such as:

1/ What are the 4 stages in the EQAVET quality assurance cycle?

a/ Create, design, use,

b/ Application, Usability, Feedback

c/ Planning, Implementation, Evaluation, Review

Another method could be setting up pair work where learners should summarise the evaluation questions for each stage of the EQAVET cycle. What should be considered during each stage? The trainer can move around the room and listen to participants and provide feedback on their conversations afterwards: Did they include all the points? Do they appear ready to implement this in their professional lives?

Tips for target users

- Reflect on your organisations' current quality assurance framework for micro-credentials. Does it meet EQAVET indicators?
- Compare your organisation's quality assurance system for micro-credentials with the EQAVET indicators, identify specific areas for improvement and consider practical action that can be taken.
- Consider the EQAVET cycle as a continuous improvement cycle rather than just a compliance requirement.
- When designing learning outcomes, always ensure they are clear and measurable, and appropriate to industry requirements.
- Choose robust assessment methods to track learner progress.
- Collect feedback from your learners and strive to make continuous improvements to your delivery, content and any area identified by your learners.
- Use a variety of different feedback strategies, such as anonymous forms, group meetings with student reps, individual feedback forms, etc.

References

(half page maximum)

[EUR-Lex - 32009H0708\(01\) - EN - EUR-Lex](#)

[EQAVET quality assurance cycle - European Commission](#)

[EQAVET framework - European Commission](#)

[EQAVET at VET system level - European Commission](#)

A full list of EQAVET indicative descriptors for each phase of the quality cycle at provider level, available here: [download here](#)

Find out how Member States are implementing the indicative descriptors and indicators by reading the [case studies](#)

B. PRACTICAL ACTIVITIES

Activity 1

Name of the Activity

Understanding EQAVET and applying it to Micro-credentials

Aims of the Activity

This activity aims to provide Adult Educators, Counsellors and Guidance Counsellors with a better understanding of the quality assurance framework EQAVET (recommended by The Council Recommendations of 16 June 202) and applying it to Micro-credentials.

Description of the Activity

1. Warm up by inviting participants to discuss: *What does quality assurance mean to you? & Have you encountered inconsistencies in training quality? What was the impact?"*
2. Next, learners should brainstorm what a micro-credential is and what quality assurance in micro-learning means in small groups.
3. During feedback mention the points in *Suggested Content*, and finish with a group brainstorm of the key aspects of quality assurance in micro-learning.
4. Come back together and learners call out the key aspects of quality assurance in micro-learning. Trainer puts their answers on the board (See *Suggested Content* for key aspects list) and leads a group discussion on how these aspects relate to real-world training scenarios.
5. Introduce EQAVET, its significance (recommended by the Council of Europe¹ to be used for quality assurance in micro-learning and ask learners if they know any of EQAVET's 10 principles?
6. Use a ppt presentation to introduce the 10 principles.
7. Next, using the same ppt, introduce learners to the EQAVET Quality Assurance Cycle and provide a verbal summary of the information provided here: [EQAVET quality assurance cycle - European Commission](#) (while at the same time projecting the visual- 4 stages)
8. Next, ask learners to discuss what an example of a good and bad micro-credential could look like.
9. Provide the 2 fictional examples (See *annex one*) and ask learners to 1/ compare with the EQAVET checklist, 2/identify gaps and suggest improvements (use the table provided in *Suggested Content* and encourage participants to redesign the poor-quality micro-credential, and 3/ identify examples of good practice
10. Each group summarises their findings and the trainer facilitates a discussion on the risks of issuing micro-credentials without quality assurance.
11. Reflection: Participants note down 1 key takeaway from today's session and share it with the group.

¹ [EUR-Lex - 32009H0708\(01\) - EN - EUR-Lex](#)

Resources	<i>(half page maximum)</i>
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- Handout of two fictional micro-credentials, one of good quality and one of poor quality (see annex 1)
- Use the content provided in *Suggested Content* to create handouts, presentations or digital copies to email to consider green practices.
- Powerpoint showing the 10 principles and the EQAVET quality assurance cycle

To find out more	<i>(half page maximum)</i>
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Useful Websites:

[EUR-Lex - 32009H0708\(01\) - EN - EUR-Lex](#)

[EQAVET quality assurance cycle - European Commission](#)

[EQAVET framework - European Commission](#)

[EQAVET at VET system level - European Commission](#)

A full list of EQAVET indicative descriptors for each phase of the quality cycle at provider level, available here: [download here](#)

Find out how Member States are implementing the indicative descriptors and indicators by reading the [case studies](#)

Activity 2

Name of the Activity

Designing a Quality Micro-credential with the EQAVET Framework

Aims of the Activity

The aim of this activity is to look deeper into the EQAVET framework and explore the EQAVET Quality Assurance Cycle: a 4 stage process designed to support continuous improvement.

Additionally, this activity aims to train adult educators to apply the EQAVET Quality Assurance Cycle (Planning, Implementation, Evaluation, Review) to micro-credentials.

Participants will work in teams to design, assess, and refine a micro-credential based on EQAVET principles.

By the end of the activity, learners will be able to apply the EQAVET quality assurance common principles, indicative descriptors to design, assess and refine a quality micro-credential.

Description of the Activity

Introduction:

Recap the following information to participants (perhaps using a powerpoint presentation):

- The EQAVET framework was developed as a result of the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training.
- In the Council Recommendations of 16 June 2022 on a European approach to micro-credentials for lifelong learning, Member States are advised of the importance of a quality assurance system being in place which is in line with the EQAVET framework.
- The EQAVET indicative descriptors help Member States analyse their quality assurance system(s) and decipher progress made. There are specific indicative descriptors associated with each of the four phases of the EQAVET Quality Assurance Cycle.

Procedure:

1. Applying the EQAVET cycle: Ask participants to recap what they learned in activity 1 about the EQAVET Quality Assurance Cycle. Group discussion.
2. Explain, next they will work in small groups and will apply the EQAVET cycle to design a good quality micro-credential: They can choose their micro-credential and field, eg, digital skills)
3. Provide the micro-credential design template. *See Suggested Content*.
4. Group work: Each group creates their micro-credential ensuring it meets EQAVET's quality standards.
5. Peer review & feedback: Groups exchange their micro-credential with another group and use the EQAVET checklist (*Suggested Content*) to give constructive feedback.

6. Conclusion: Group discussion: What did you find challenging about designing a micro-credential that met quality standards? How will you apply EQAVET in your work from now on?

Resources

- Powerpoint presentation (using content provided above – Introduction)
- Handout or projected on screen: Micro-credential design template
- Handout: EQAVET Checklist
- (Full list of EQAVET indicators for each phase of the quality cycle at provider level, available here: [download here.](#))

To find out more

[EUR-Lex - 32009H0708\(01\) - EN - EUR-Lex](#)

[EQAVET quality assurance cycle - European Commission](#)

[EQAVET framework - European Commission](#)

[EQAVET at VET system level - European Commission](#)

Annex 1

Good and bad example of fictional micro credential:

Good example: Micro-credential 1: Digital Skills in the Workplace – Career Advancement

Provider: FutureTech Institute

Duration: 6 weeks (self-paced)

Mode of Delivery: Online with interactive workshops

Level: EQF Level 5

Learning Hours: 80 hours (including assessments)

Assessment: Competency-based (portfolio + practical project)

Certification: Verified digital badge with employer recognition

Target Audience: Adult learners, professionals needing digital skills

Learning Outcomes:

Upon successful completion, learners will be able to:

Use productivity tools (e.g., Excel, Google Drive) to optimise workflow.

Implement basic cybersecurity measures to protect personal and workplace data.

Apply data visualisation techniques for business decision-making.

Demonstrate proficiency in digital communication tools for remote work.

Assessment & Validation:

- Portfolio showcasing applied digital skills.
- Practical project assessed by industry professionals.
- Verified digital badge with metadata (skills, assessments, issuer, issue date)

Recognition & Progression:

- ✓ Recognized by tech companies and integrated into a stackable credential pathway.
- ✓ Can be converted into ECTS credits in some universities.
- ✓ Aligns with EU Digital Competence Framework (DigComp).

Transparency & Quality Assurance:

- Developed in collaboration with industry experts.
- Clearly outlined skills & competencies aligned with job market needs.
- Learner support provided through coaching and mentoring.

Poor example: Micro-Credential 2: Introduction to Social Media Marketing

Provider: OnlineBizz Academy

Duration: 2 weeks

Mode of Delivery: Pre-recorded videos only

Level: Unspecified

Learning Hours: 10 hours

Assessment: Quiz only (no practical work)

Certification: Downloadable PDF certificate

Target Audience: Anyone interested in social media marketing

Learning Outcomes:

Upon completion, learners will:

Understand social media marketing.

Be able to use social media platforms for marketing.

Know about advertising on social media.

Assessment & Validation:

- 10 multiple-choice quiz questions, with unlimited retries.
- No practical demonstration of skills.

Recognition & Progression:

No employer endorsements or links to industry frameworks.

Cannot be used for credit transfer.

No indication of how skills align with EQAVET or EQF levels.

Transparency & Quality Assurance:

- No mention of who developed the course.
- No verification of learning (anyone can download the certificate).
- No learner support, feedback, or quality control measures.

FAMILY CARE Virtual CAMPUS and Mobile Assessment App (WP3)

TRAINING MODULES

PARTNER: BASLANGIC

LEARNING UNIT 6 - Promoting digital competences among family caregivers

A. TRAINING CONTENTS

Title of the Learning Unit
Promoting digital competences among family caregivers
Aims of the Learning Unit
<p>The aim of this Learning Unit is to equip family caregivers with essential digital skills to improve caregiving efficiency, reduce stress, and enhance the quality of care. By developing digital competencies, caregivers can better access reliable health information, utilize telehealth and remote monitoring tools, and communicate effectively with healthcare professionals and support networks. Additionally, the unit focuses on practical digital skills such as navigating online health portals, managing medical records, ensuring data privacy, and using digital tools for medication management and emergency response. By fostering digital literacy, caregivers can confidently integrate technology into their caregiving routines, ultimately leading to improved well-being for both themselves and their care recipients.</p>
Suggested contents
<p>Topic 1: The Role of Digital Competencies in Family Caregiving</p> <p>In the modern era, digital skills have become essential for caregivers, enabling them to manage care efficiently, access crucial health information, and communicate effectively with healthcare providers, family members, and support networks. Family caregivers often face significant responsibilities, including medication management, scheduling medical appointments, and responding to emergencies. Developing digital competencies empowers caregivers to navigate these challenges more effectively, reducing stress and enhancing the quality of care provided to their loved ones.</p> <p>Key Aspects of Digital Competency in Caregiving:</p> <ul style="list-style-type: none">• <i>Accessing health information:</i> Caregivers need to know how to find credible health resources online, evaluate the reliability of sources, and avoid misinformation. With access to trustworthy medical information, caregivers can make informed decisions about treatments, care options, and available support services.• <i>Telehealth and remote care management:</i> The rise of telehealth services and remote monitoring technologies allows caregivers to conduct virtual consultations, track health metrics, and manage long-term conditions efficiently. Understanding how to use telehealth platforms, wearable health monitors, and mobile health applications can significantly improve the caregiver's ability to respond promptly to health concerns.

- *Digital communication for support:* Caregiving can be an isolating experience, but digital tools such as messaging apps, video conferencing platforms, and online caregiver networks provide vital support. These tools help caregivers coordinate with family members, connect with medical professionals, and share experiences with others facing similar challenges, fostering emotional well-being and reducing burnout.

Topic 2: Essential Digital Skills and Tools for Caregiving

Equipping caregivers with practical digital competencies is crucial to navigating modern caregiving challenges. This topic focuses on ensuring that caregivers develop the necessary skills to effectively utilize technology for care management.

Core Digital Skills for Caregivers:

- *Basic digital literacy:* Many caregivers may have limited experience with technology, making it essential to provide foundational training in using smartphones, tablets, and computers. Key skills include navigating the internet, using email, managing calendars, and accessing online health portals.
- *Data privacy and security:* Protecting sensitive health information is crucial. Caregivers must be able to recognize online security threats, set strong passwords, use encrypted communication tools, and comply with data protection laws such as GDPR or HIPAA to ensure confidentiality and privacy.
- *Technological solutions for care management:* A variety of digital tools are available to assist caregivers in managing their responsibilities efficiently. These include:
 - Medication Management Apps (e.g., Medisafe): Help track medication schedules and send reminders for dosages.
 - Personal Health Record (PHR) Systems (e.g., MyChart): Enable caregivers to store and access medical records, doctor's notes, and test results in one place.
 - Home Monitoring Devices (e.g., Nest Cam, smart sensors): Provide real-time surveillance to ensure safety at home, particularly for elderly individuals at risk of falls.
 - Emergency Alert Systems (e.g., Life Alert, GPS trackers): Allow caregivers to respond quickly in case of emergencies, offering reassurance and immediate assistance.

Case Study: Enhancing Caregiving through Digital Competence

Lisa, a 52-year-old graphic designer, became the primary caregiver for her father, Tom, who was diagnosed with Parkinson's disease. She struggled with managing his medical appointments, medication schedule, and overall well-being. Feeling overwhelmed, Lisa turned to digital tools to improve her caregiving efficiency:

- **Health Information Management:** She adopted MyChart, a personal health record system, to store Tom's medical data, allowing seamless access to doctor's notes and test results.
- **Medication Management:** Using the Medisafe app, Lisa ensured Tom received his medications on time with automated reminders.
- **Coordination of Care:** Telehealth platforms like Teladoc enabled Lisa to schedule virtual appointments, reducing the need for in-person visits and improving communication with healthcare providers.
- **Safety and Emergency Response:** Installing Nest Cam and using an emergency alert system provided Lisa peace of mind, knowing she could monitor Tom's safety and respond quickly if needed.

By leveraging digital tools, Lisa significantly improved her caregiving experience, reduced stress, and enhanced Tom's quality of life. This case underscores the importance of digital competencies in modern caregiving.

By covering these topics, teachers, counselors, and guidance professionals can equip family caregivers with the necessary digital skills to enhance caregiving efficiency, ensure better health outcomes, and improve the well-being of both caregivers and care recipients.

Methodology

To effectively develop and implement digital competencies for family caregivers in training courses and activities, a blended learning approach that integrates both theoretical and practical components is essential. Teachers, counselors, and guidance professionals should adopt an interactive, hands-on methodology that accommodates different levels of digital literacy and ensures caregivers gain confidence in using digital tools.

A structured approach can be implemented in phases:

1. **Introductory sessions:** These sessions should begin with an assessment of caregivers' existing digital skills to tailor the learning experience accordingly. A mix of instructor-led discussions and multimedia resources (videos, interactive presentations) can introduce key digital concepts, such as navigating online health resources, understanding telehealth, and using mobile applications for caregiving.
2. **Practical demonstrations and hands-on training:** Live demonstrations of digital caregiving tools, including telehealth platforms, medication management apps, and online support networks, allow caregivers to familiarize themselves with technology in a guided setting. Trainers should provide step-by-step instructions and allow participants to practice using devices such as smartphones, tablets, and health monitoring systems. Role-playing exercises, where caregivers simulate real-life caregiving scenarios using digital solutions, can further reinforce learning.
3. **Peer learning and group discussions:** Facilitating peer-to-peer interactions enables caregivers to share their experiences, discuss challenges, and exchange best practices. Small group discussions and case studies encourage collaborative problem-solving and reinforce the practical applications of digital tools in caregiving.
4. **Personalized support and troubleshooting:** Recognizing that caregivers may have varying levels of digital proficiency, personalized coaching sessions should be included to address individual difficulties. Trainers should provide one-on-one guidance, assist with troubleshooting common issues, and ensure that all caregivers feel comfortable navigating digital tools independently.
5. **Ongoing support and follow-up:** Training should not be a one-time event; rather, it should include follow-up sessions, refresher courses, and access to online resources where caregivers can continue learning at their own pace. Establishing digital forums or support groups can help caregivers stay engaged, ask questions, and receive ongoing guidance.

By implementing these methodologies, educators and trainers can ensure that caregivers develop the necessary digital competencies to improve caregiving efficiency, enhance communication with healthcare professionals, and provide better support to their loved ones.

Assessment

To evaluate the impact of training courses, a combination of formative and summative assessment methods should be utilized. These procedures should assess both knowledge acquisition and the practical application of digital competencies in caregiving contexts.

1. **Pre-assessment (Diagnostic Evaluation):** Before training begins, an initial self-assessment or diagnostic test can be conducted to determine caregivers' baseline digital skills, familiarity with caregiving technologies, and confidence in using digital tools. This can be done through online surveys, self-reflection questionnaires, or brief practical exercises.
2. **Ongoing formative assessment:** Throughout the training, interactive quizzes, real-time feedback, and guided discussions should be used to gauge participants' understanding and engagement. Trainers can assess progress through hands-on activities such as using telehealth platforms, managing electronic health records, or troubleshooting security concerns in digital caregiving. Peer assessments and group reflections can further reinforce learning by encouraging participants to apply their skills in collaborative settings.
3. **Practical demonstrations and case studies:** To measure real-world application, caregivers should complete scenario-based tasks where they demonstrate their ability to use digital tools effectively. For instance, they may be asked to set up a telehealth appointment, manage medication schedules using an app, or evaluate the credibility of online health information. Trainers can assess performance based on predefined criteria, such as accuracy, efficiency, and confidence in using the tools.
4. **Summative assessment (Final Evaluation):** At the end of the training, caregivers should complete a structured evaluation that includes a combination of multiple-choice tests, practical demonstrations, and reflective self-assessments. Digital badges or certificates of completion can be awarded to participants who successfully demonstrate proficiency in key digital competencies.
5. **Post-training follow-up:** To ensure long-term effectiveness, follow-up assessments should be conducted after a few months to track skill retention and practical application in daily caregiving. Feedback from caregivers, healthcare professionals, and family members can provide valuable insights into how well digital competencies are integrated into caregiving routines.

By employing these assessment methods, educators and trainers can effectively measure the impact of training courses and ensure that caregivers are equipped with the necessary digital competencies to enhance their caregiving roles.

Tips for target users

Key considerations for teachers, counselors, and guidance professionals

- **Prioritize hands-on training:** Ensure caregivers engage in practical exercises using digital tools such as telehealth platforms, health apps, and online support networks to build confidence and competence.

- Adapt to different digital skill levels: Offer personalized support and step-by-step guidance to caregivers with varying levels of digital literacy, ensuring inclusivity and accessibility in training.
- Emphasize data security and privacy: Educate caregivers on protecting sensitive health information, recognizing cybersecurity threats, and adhering to data protection regulations like GDPR or HIPAA.
- Encourage continuous learning and support: Provide access to ongoing resources, peer support groups, and follow-up training sessions to reinforce digital skills and adapt to evolving caregiving technologies.

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B. PRACTICAL ACTIVITIES

Activity 1

Name of the Activity

Digital Tools for Caregiving: Hands-on Workshop

Aims of the Activity

This activity aims to familiarize family caregivers with essential digital tools that can support their caregiving responsibilities, such as telehealth platforms, medication management apps, and personal health record systems. By engaging in hands-on practice, caregivers will develop confidence in using technology to improve their efficiency and communication while ensuring the safety and well-being of their care recipients.

Description of the Activity

Duration: 2 hours

Group Size: 8-12 participants

Steps to be followed:

1. Introduction (20 minutes)
 - The trainer introduces the importance of digital tools in caregiving, outlining their benefits for managing care tasks, scheduling appointments, and ensuring safety.
 - Participants share their current experiences with digital tools and any challenges they face.
2. Hands-on demonstration (40 minutes)
 - The trainer provides a live demonstration of key caregiving apps and platforms:
 - Telehealth services (e.g., Teladoc, Zoom for virtual medical appointments).
 - Medication management apps (e.g., Medisafe).
 - Personal Health Record (PHR) systems (e.g., MyChart).
 - Safety monitoring tools (e.g., GPS tracking apps, emergency alert systems).
 - Participants are guided through downloading, setting up, and navigating these tools on their devices.
3. Practical exercise (40 minutes)
 - Participants work in small groups to simulate real-life caregiving scenarios using the introduced tools.
 - Each group is assigned a case study (e.g., scheduling a virtual doctor's appointment, setting medication reminders).

- They complete the assigned task and present their experiences, highlighting ease of use, potential challenges, and benefits.
- 4. Discussion and reflection (20 minutes)
 - Participants discuss their learning experiences, sharing how these tools could support their caregiving roles.
 - The trainer addresses any concerns and provides additional tips for integrating digital tools into daily caregiving.

Evaluation:

- A short quiz assessing participants' ability to navigate key digital tools.
- Group reflection on the perceived usefulness and challenges of using digital caregiving technology.

Resources

- Smartphones, tablets, or computers with internet access.
- Printed guides on using caregiving apps.
- A projector for live demonstrations.

To find out more

- 🔗 [Digital Health Resources for Caregivers](#)
- 🔗 [How to Use Telehealth for Caregiving](#)
- 🔗 [Best Medication Reminder Apps](#)

Activity 2

Name of the Activity

Cybersecurity Awareness for Caregivers

Aims of the Activity

This activity aims to educate caregivers on cybersecurity best practices to protect sensitive health information when using digital caregiving tools. Participants will learn to recognize online security threats, set up secure passwords, and ensure the privacy of medical data.

Description of the Activity

Duration: 1.5 hours

Group Size: 10-15 participants

Steps to be followed:

1. Introduction to Cybersecurity (20 minutes)
 - The trainer explains key cybersecurity risks in caregiving, including phishing scams, data breaches, and weak passwords.
 - Participants discuss any cybersecurity concerns they have encountered.
2. Interactive Demonstration (30 minutes)
 - The trainer demonstrates common online threats (e.g., fake emails, scam websites).
 - Participants work in pairs to identify phishing attempts from provided email samples.
 - Secure password creation exercise: Participants create and test strong passwords using password managers.
3. Case Study Discussion (30 minutes)
 - Small groups analyze real-life cybersecurity incidents affecting caregivers.
 - They propose solutions and share strategies to avoid similar risks.
4. Wrap-up and Best Practices (10 minutes)
 - The trainer provides a cybersecurity checklist for caregivers.
 - Participants commit to implementing at least one cybersecurity improvement in their caregiving routine.




Evaluation:

- Participants complete a short cybersecurity risk assessment quiz.
- Group discussion on how they will implement learned strategies.

Resources

- Internet-enabled devices for practical exercises.
- Printed cybersecurity checklists.
- Sample phishing emails for identification exercises.

To find out more

-  [Stay Safe Online: Caregiver Edition](#)
-  [Cybersecurity for Caregivers: A Guide](#)
-  [How to Protect Medical Data Online](#)

FAMILY CARE virtual campus and mobile app for assessment (WP3)

TRAINING MODULES

PARTNER: FASS

LEARNING UNIT 7: Promoting digital validation of competences among stakeholders

A. CONTENT OF THE TRAINING

Title of learning unit
Promoting digital validation of competences among stakeholders
Objectives of the learning unit
Identification of stakeholders in promoting the digital validation of family carers' competences. As part of this competency, create a stakeholder map and, based on this map, identify the involvement of each stakeholder in promoting digital competence validation of family carers. Analyse the impact and interest of stakeholders in promoting digital competence validation. To effectively manage stakeholder relationships with identifying the types and complexity of relationships, describing the relationship building process and the role of the leader in shaping stakeholder relationships.
Suggested content
STAKEHOLDER MAPPING TO PROMOTE THE DIGITAL VALIDATION OF FAMILY CARERS' COMPETENCES. Effective promotion of the digital validation of the competences of family carers requires the identification of relevant stakeholders. Therefore, a stakeholder map should be created to manage them well. Creating a stakeholder map will increase the effectiveness of promoting the digital validation of family carers' competences. The stakeholder map is a tool to identify their involvement in promoting the digital validation of family carers' competences. The stakeholder map will also help to understand which stakeholders may have more or less influence and which are more or less interested in promoting the digital validation of family carers' competences. This approach allows for good communication with all stakeholders. <u>Theme 1:</u> Identifying stakeholders to promote digital competence validation. Stakeholder identification and management is the way to ensure success in promoting the digital validation of family carers' competencies. The participation of key stakeholders provides support throughout the cycle of promoting the digital validation of family carers' competencies. In order to know the expectations of stakeholders, it is first necessary to know who they are. Be sure to involve both internal and external stakeholders. Use the following tools to identify stakeholders: brainstorming, mind maps, media, organisations, benchmarking, organisational reports, your own and others' experiences.

Theme 2 Identifying levels of impact and stakeholder interest in promoting digital competence validation

Stakeholder analysis assesses stakeholders in terms of their impact and interest in promoting digital validation of family carers' competences. Stakeholder categorisation helps to decide which stakeholders are more useful.

The greater the involvement of stakeholders, the better the promotion of digital validation of the competences of family carers.

It is worth asking how the identification of stakeholders will affect the success of promoting the digital validation of family carers' competencies?

MANAGING RELATIONSHIPS WITH STAKEHOLDERS TO PROMOTE THE DIGITAL VALIDATION OF THE COMPETENCES OF FAMILY CARERS

Several aspects are relevant in stakeholder relationship management. Promoting the digital validation of family carers' competencies is facilitated by outlining the types and complexity of relationships, describing the process of building and managing relationships, the role of the promotion process leader in shaping relationships with stakeholders, generating value from relationships and building relationship capital.

Theme 1 Stages of stakeholder relationship management.

Achieving the goals of promoting the digital validation of family carers' competences requires establishing relationships with internal and external stakeholders. Relationships are built gradually over an extended period of time, with stages of initiation, formalisation, development, evaluation, refinement and termination.

Relationships are distinguished according to their source, as relational resources can be internal and external. Good relationships are crucial to the functioning of a system for promoting digital competence validation.

Theme 2: The role of leadership in developing stakeholder relationships.

A key role in the process of managing digital competence validation is played by the leader, who shapes relationships with both internal and external stakeholders. The leader identifies and engages such stakeholders whose competences and skills will contribute to achieving the objectives planned throughout the process cycle of promoting digital competence validation.

The leader formalises relationships with stakeholders, develops and improves them. Such relationships are key in the context of building valuable contacts with stakeholders involved in the process of promoting digital competence validation.

In assessing these relationships, it is worth bearing in mind the stages of stakeholder relationship building.

COMPLETION OF THE ENTIRE UNIT MAKES IT POSSIBLE:

- Gain the knowledge needed to define and identify the different stakeholders involved in promoting the digital validation of family carers' competences.
- Build effective promotion of digital validation of family carers' competencies.

- Manage activities to promote digital validation of family carers' competencies among stakeholders.
- Identify forms of stakeholder communication management to effectively promote the digital validation of family carers' competencies.
- Create and share information with stakeholders on the benefits of digital validation of family carers' competencies.
- Lead communication with stakeholders to promote digital validation of family carers' competencies.

Methodology

In this Unit, a practical approach in combination with a theoretical one is required. This Unit enables you to learn about concepts and definitions that function in practice in juxtaposition with theoretical content. It is therefore a combination of theory and practice.

Consideration should be given to relating the concepts learnt to real-life examples operating in a social environment. The transfer of knowledge should be theoretical and virtual.

Among the training methods, various techniques can be used to develop critical thinking, teach problem solving and shape analytical skills. For example, scenario drawing will illustrate stakeholder acquisition situations. Online training on a media system (computers, smartphones) will be useful, thus delivered remotely. In view of self-learning, it will be necessary to monitor the level of engagement and the knowledge acquired through interactive means, so that learning progress and outcomes can be assessed. Easily accessible and repeatable video training should also be kept in mind.

It is extremely important to share good practice, which helps to develop critical thinking about one's learning outcomes.

To summarise the training methodology, it is important to say that finding the right training technique helps you to gain more skills and be better prepared for your job.

Evaluation

Training outcome assessment provides clear expectations for the learner. It identifies his or her knowledge, skills and abilities needed to achieve the learning objective. This clarity allows learners to understand exactly what they need to work on and what the expected educational level is.

Reflecting on one's own abilities and knowledge or implementing skills in daily work enables self-assessment.

Verification of participants' learning and satisfaction with the training is provided by a questionnaire survey. It is advisable to start the training with a pre-test before the start of the class, assessing the knowledge and skills of the learners.

The personalised learning process needs to be emphasised. This enables each learner to focus on improving their weaknesses and then developing their strengths. This approach takes into account the learner's individual abilities and developmental needs.

Guidelines for target users

(maximum half page)

- Encourage learners to compare the training content provided to their experiences in the workplace.
- Active listening and concise, clear expression of thoughts.
- A more practical training, combining the topics communicated with real-life examples.
- Questions as a necessity in learning, not a habit.

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B. PRACTICAL ACTIVITIES

Activity 1

Name of the action

Creation of a stakeholder map to promote the digital validation of the competences of family carers

Objectives of the action

The stakeholder map is used to identify stakeholders and determine their involvement in promoting the digital validation of family carers' competencies based on two key factors: influence and interest.

The identification of stakeholders makes it possible to determine the level of influence and interest of stakeholders in promoting the digital validation of the competences of family carers.

Description of operation

Identifying and managing stakeholders is the way to ensure success in promoting digital validation of family carers. By getting the right endorsement from key stakeholders, you can count on their support throughout the cycle of promoting digital validation.

To help identify stakeholders, create an accountability matrix or stakeholder register to understand who they are, why they are important and what impact they can have on promoting the digital validation of family carers' competencies.

The stakeholder analysis allows you to assess their impact and interest in promoting the digital validation of family carers' competences. Stakeholder categorisation will help you decide which stakeholders deserve more and which deserve less attention. The most commonly used technique in stakeholder analysis is the 'Project Impact and Interest Matrix'. This tool helps you determine what and how often to communicate with the stakeholders selected to promote the digital validation of family carers' competences.

High stakeholder involvement can take the promotion of digital validation of family carers' competencies to the next level. The best way to ensure high engagement is to create a clear stakeholder 'matrix', defining their level of influence and interest. This approach is the best way to illustrate the four main stakeholder groups involved in promoting digital competence validation of family carers.

Resources

Resources needed to carry out the activity, e.g. internet, smartphone, whiteboard, markers, handouts, questionnaires, organisational reports, etc.

To find out more

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Activity 2

Name of the action

Managing relationships with stakeholders to promote the digital validation of the competences of family carers

Objectives of the action

Promoting the digital validation of family carers' competencies requires establishing different types of relationships with both internal and external stakeholders. These relationships need to be built in a sequential, gradual process over an extended period of time, with stages of initiation, formalisation, development, evaluation, refinement and termination.

Developing relationships with stakeholders therefore requires leadership to effectively promote the digital validation of family carers' competencies.

Description of operation

At the relationship initiation stage, stakeholder needs and expectations are identified. Each relationship is subject to a process of formalisation through contractual and non-contractual arrangements. Contracts provide a formal mechanism for securing the interests of the parties. As the frequency of interaction and communication increases, the relationship becomes stronger. Each stakeholder makes a specific contribution and periodically assesses the quality and value of the relationship. The results obtained should support efforts to develop and strengthen stakeholder relationships. Relationships can be managed even without a physical form. In order for the management process to be effective, it is necessary to plan, organise, motivate and control the personnel responsible for forming relationships.

A key role in managing the digital validation of family carers' competencies is played by the leader, who shapes relationships with internal and external stakeholders.

The leader defines requirements and influences stakeholder attitudes. He or she formalises relationships with them, develops them and improves them. The leader should establish close relationships with the stakeholders, as these relationships are key in the context of building valuable relationships with the stakeholders involved in the process of promoting the digital validation of the competences of family carers.

Resources

Resources needed to carry out the activity, e.g. internet, smartphone, whiteboard, markers, handouts, questionnaires, organisational reports, etc.

To find out more

Wiesław Danielak, Managing stakeholder relations in a project environment, *Quarterly* - No. 1/2018 (24), pp. 47-60,

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