D3.2 – E-Learning platform

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1. Introduction

CircVET approach aims to define a set of knowledge and skills to be provided to the learners from the different target groups. This document aims at proposing a conceptual structure for the project's learning platform's infrastructure.

The document presents different perspectives considered for the design and proposal of the e-learning platform's conceptual infrastructure, as well as lays out functional and non-functional requirements for the platform proposal. A conceptual information architecture (the breakdown of information, categories, materialised through a navigation structure) are also presented inside this document.

Last but not least, it presents different steps of benchmarking and identifying different e-learning platforms, as well as the selection of the technical base that will be used as the foundation for the proposal of the project's e-learning platform infrastructure.

2. Glossary of terms, abbreviations, and acronyms

Partner short name	
P1-AIJU	Partner 1 – ASOCIACIÓN DE INVESTIGACIÓN DE LA INDUSTRIA DEL JUGUETE CONEXAS Y AFINES (Spain)
P2-CENTIMFE	Partner 2 – CENTRO TECNOLÓGICO DA INDÚSTRIA DE MOLDES, FERRAMENTAS ESPECIAIS E PLÁSTICOS – CENTIMFE (Portugal)
P3-KIMW-Q	Partner 3 – Gemeinnútzige KIMW-Quaòifizierungs GmbH (Germany)
P4-POLYMERIS	Partner 4 – POLYMERIS (France)
P5-PROPLAST	Partner 5 – Consorzio per la promozione della cultura plastica – PROPLAST (Italy)
P6-LINPRA	Partner 6 – LIETUVOS INZINERINES PRAMONES ASOCIACIJA LINPRA (Lithuania)
P7-ULPGC	Partner 7 – Universidad de las Palmas de Gran Canaria (Spain)
P8-IDL	Partner 8 – Infinitivity Design Labs (France)

P9-APRC	Partner 9 – ALYTAUS PROFESINIO RENGIMO CENTRAS (Lithuania)
P10-UNITR	Partner 10 – Università degli Studi di Trento (Italy)
P11-HIT	Partner 11 – HUB INNOVAZIONE TRENTINO – Fondazione (Italy)
P12-VPM	Partner 12 – VISAGINO TECHNOLOGIJOS IR VERSLO PROFESINIO MOKYMO CENTRAS (Lithuania)

Assessment methods

The whole range of written, oral and practical tests/examinations, projects, performances, presentations and portfolios that are used to evaluate the learner's progress and ascertain the achievement of the learning outcomes of an educational component (unit/module).

Assessment criteria

Descriptions of what the learner is expected to do and at what level, in order to demonstrate the achievement of a learning outcome.

The assessment methods and criteria for an educational component have to be appropriate and consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.

Competence

The European Qualifications Framework (EQF) defines competence as the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF competence is described in terms of responsibility and autonomy.

Fostering competences is the object of all educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

Course unit

A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, defined learning activities consistent with the time allocated within the curriculum, and appropriate assessment criteria.

Credit (ECTS)

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and

associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

European Credit Transfer and Accumulation System (ECTS)

A learner-centred system for credit accumulation and transfer, based on the principle of transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.

European Credit System for Vocational Education and Training (ECVET)

The ECVET system aims at allowing the transfer, recognition and accumulation of learning outcomes to obtain a qualification. It is a decentralised system relying on volunteer participation of Member States and stakeholders of vocational training, respecting national legislations and regulations. It gives a methodological framework for describing qualifications in terms of learning outcomes using units, allowing the allocation of transferable points for Member States with different education and qualification frameworks. ECVET is founded on partner agreements regarding qualification transparency and mutual stakeholder trust (ECVET, 2010).

European Qualifications Framework for Lifelong Learning (EQF)

The European Qualifications Framework for Lifelong Learning is a common European reference framework which enables countries of the European Union to link their qualification systems to one another. It was adopted by the European Parliament and Council on 23 April 2008. The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and competence. It shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. It makes qualifications more readable and understandable across different countries and systems in the European Union.

Learning outcome

Statements of what a learner knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

Workload

An estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements and individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the full-time workload of an academic year to 60 credits is often

formalised by national legal provisions. In most cases, workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the typical workload and that for individual students the actual time to achieve the learning outcomes will vary.

Work placement

A planned period of experience outside the institution (for example, in a workplace) to help students to develop particular skills, knowledge or understanding as part of their programme.

National Qualifications Framework (NQF)

An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society (Council Recommendation 2012/C 398/01).

National qualifications frameworks encompass all education qualifications – or all higher education qualifications, depending on the policy of the country concerned – in an education system. They show what learners may be expected to know, understand and be able to do on the basis of a given qualification (learning outcomes) as well as how qualifications within a system articulate, that is how learners may move between qualifications in an education system.

National qualifications frameworks are developed by the competent public authorities in the country concerned, in cooperation with a broad range of stakeholders – including higher education institutions, students, staff and employers.

Programme (educational)

A set of educational components – based on learning outcomes – that are recognised for the award of a qualification.

Qualification

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognised programme of study.

Student-Centred Learning

A learning approach characterised by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking (ESU, 2010).

Learning Management System

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs.

3. Target audience

Students of higher education, vocational education, training systems in the plastic manufacturing industry.

4. Overview of the platform

The learning platform aims to help learners achieve their educational objectives by creating realistic scenarios and setting learning goals that are tailored to their needs. The platform's learning experiences with realistic stories are designed with the intention to help users gain knowledge and skills. The educational goals are meaningful and motivate users to explore the key topics of the project.

The platform also aims to create a learning environment that encourages exploration of different modalities of learning content.

The platform is committed to helping users achieve their educational goals, and the team works with users every step of the way to ensure that they have the support they need. The team of experts is dedicated to creating high-quality educational content that is relevant and up-to-date. The platform is excited to embark on this journey with users and help them achieve their goals!

[Access the CircVET platform by clicking on this link](#)

5. Information architecture

The platform proposes an information architecture that aims at facilitating quick access to all courses, while also allowing learners to access their own learning content and, hence, learning paths.

More specifically, the platform's information architecture is structured in the following way:
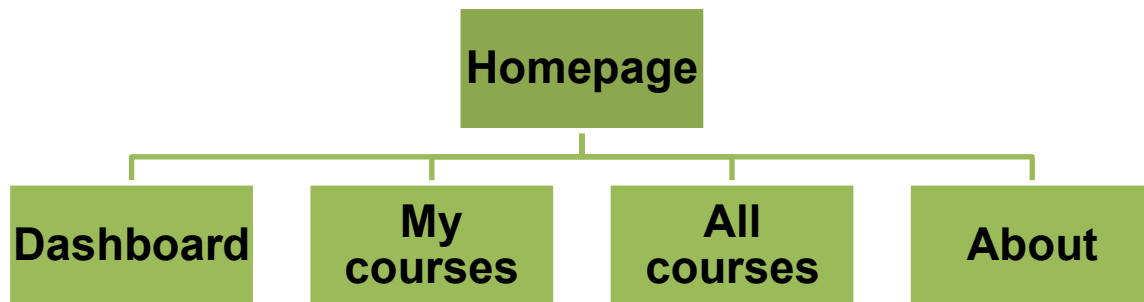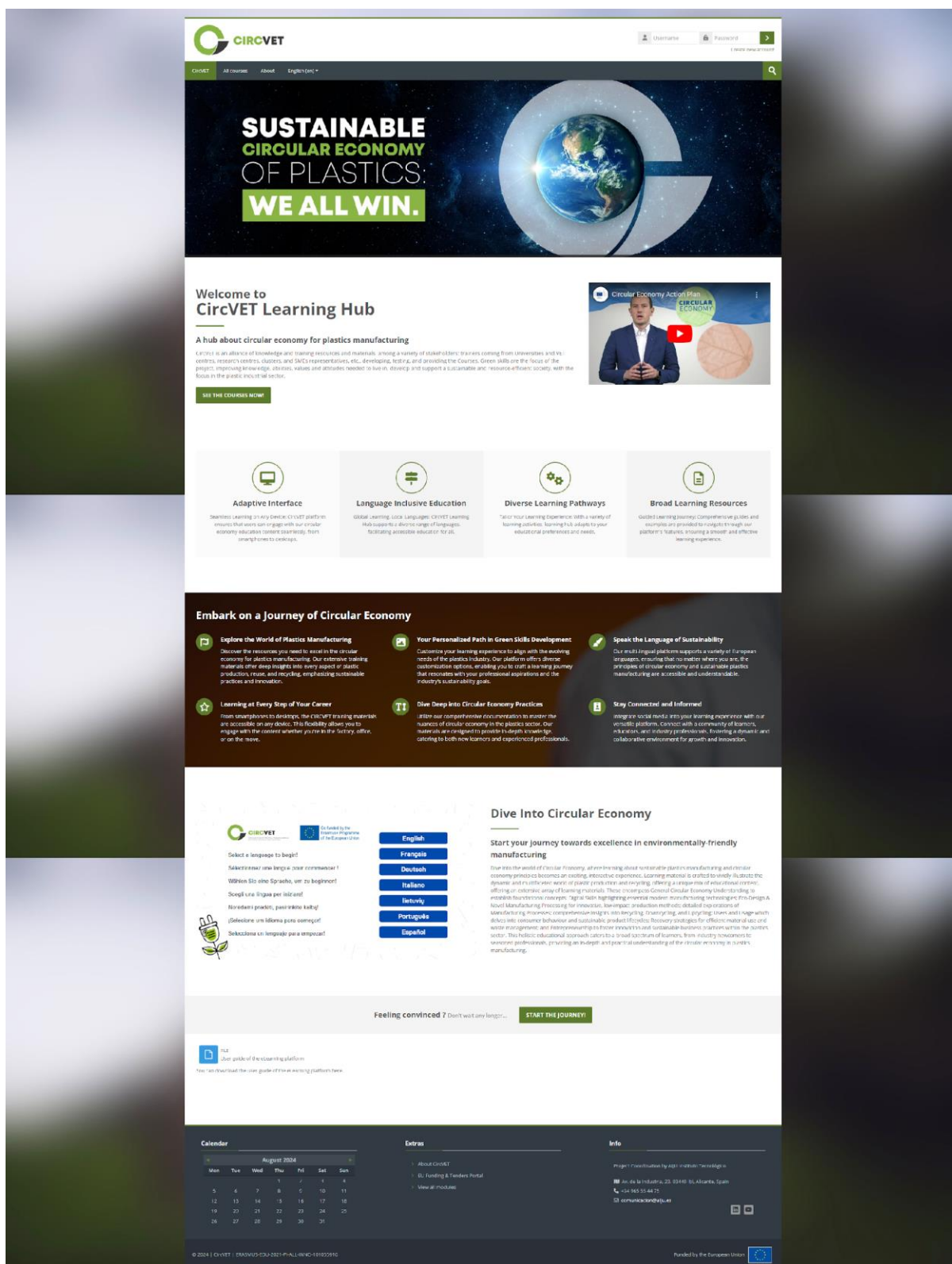
Figure 1 - Information Architecture

6. User Interface and configuration

The platform's design aims at facilitating both usability and accessibility. The platform takes into consideration the WCAG2.0 guidelines and has undergone several iterations, based on both internal usability audits and user feedback, coming from pilots run by partners.

Some of the key screens of the platform follow:
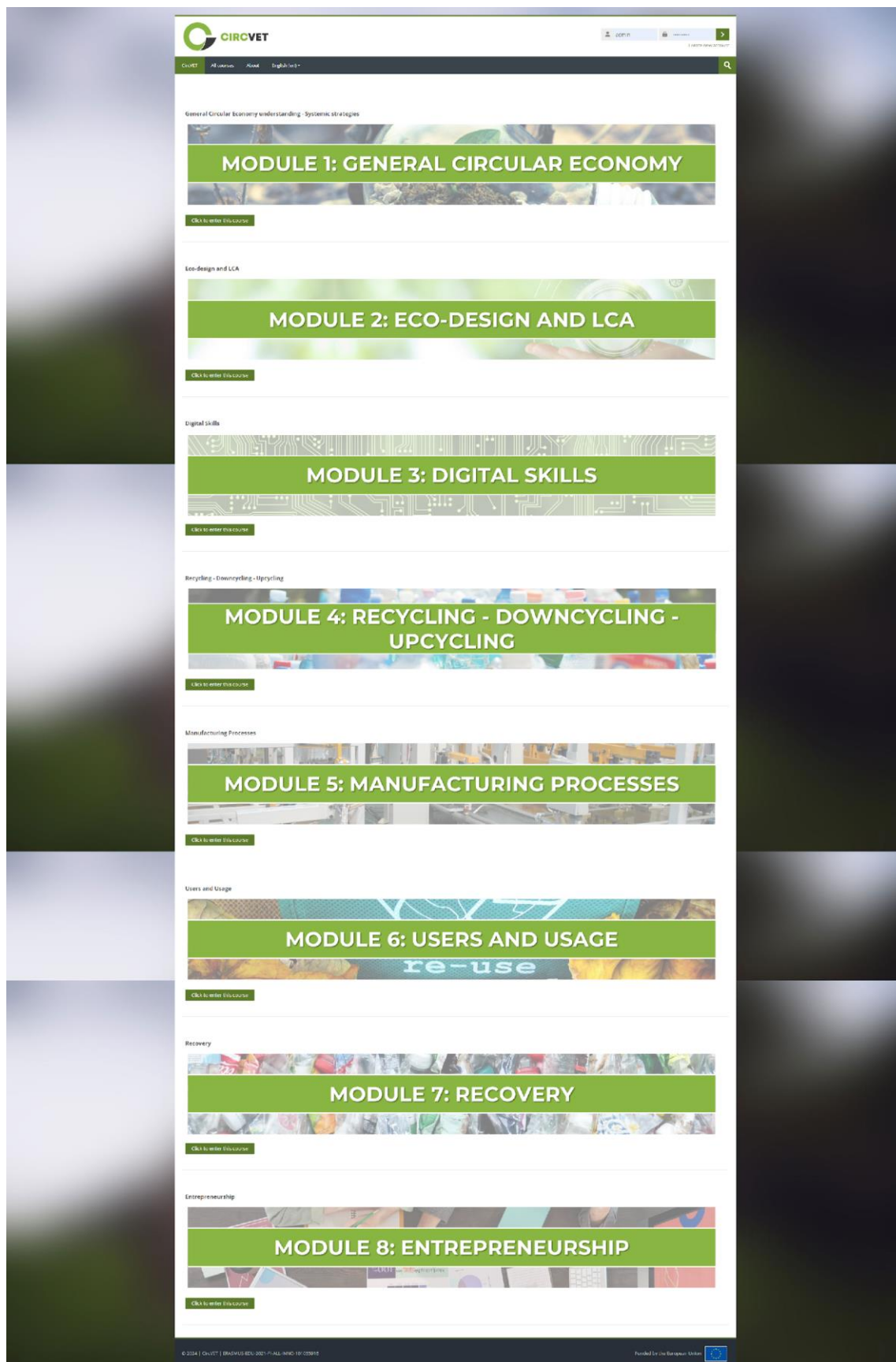
Figure 2 - Homepage
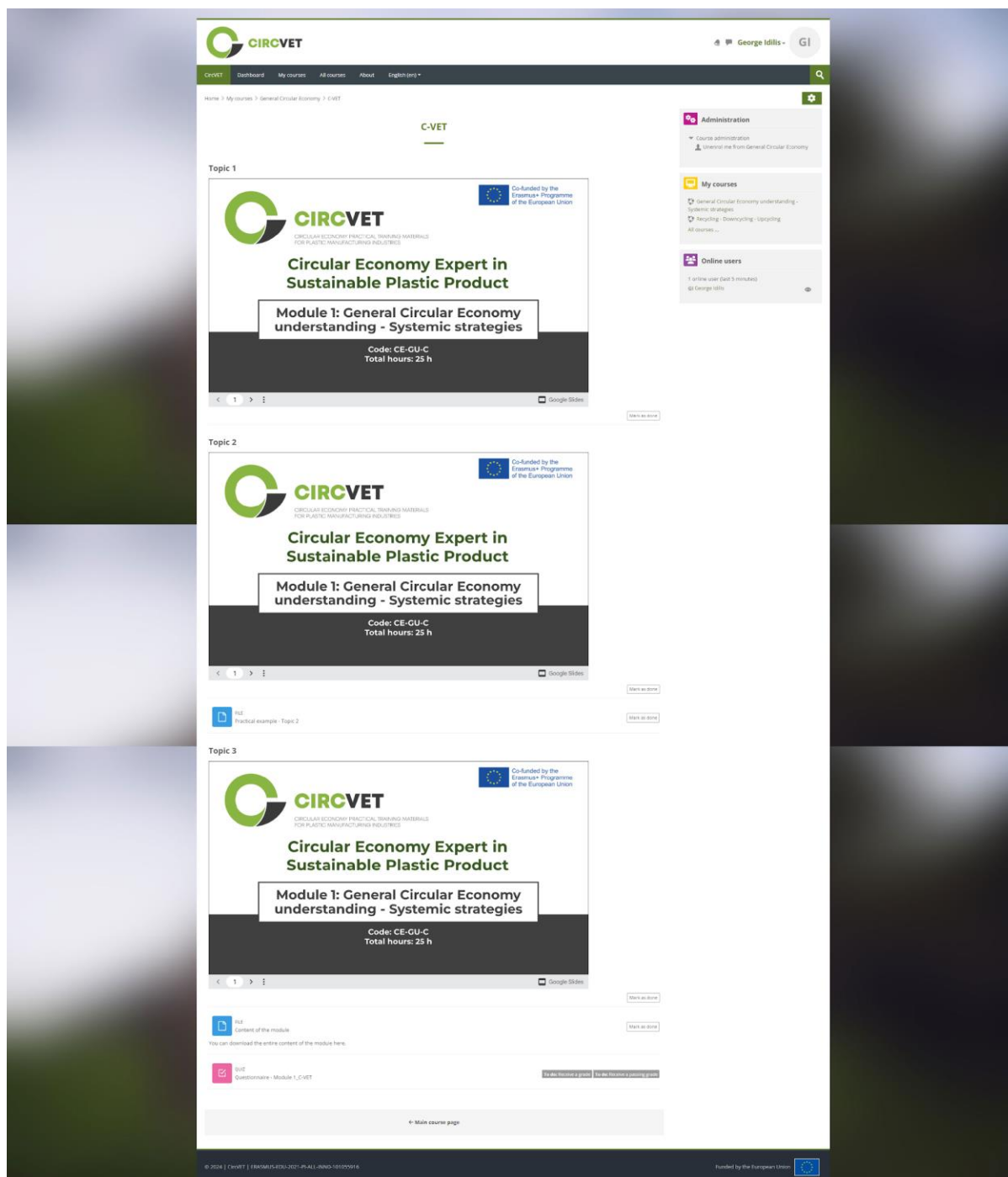
Figure 3 - All courses page

Figure 4 - Course page

7. Next steps

The platform is continuously improved, based on a continuous feedback loop established in the scope of the project. This is broken down into feedback from partners as well as feedback coming during pilots and will continue throughout the duration of the project.

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