DECIDE PROJECT
SECOND YEAR REPORT

PRINCIPAL OUTCOMES AND OUTPUTS INCORPORATE

English for Specific Purposes (Special Needs and Disability) training for all target groups, DECIDE ECTS training, a complete DECIDE Curriculum for all PC institutions (developed with EU-TUNING), a piloting of 8 DECIDE Introductory and Advanced Modules (see Project Content) through Piloting during 2 semesters.

The Quality Plan aspects focus on monitoring and evaluation of the 8 module Curricula, and of both the dissemination/sustainability friendly "Action Group" (who will create the 10 year National Awareness Day in both countries) and the "Access Liasion Officer" (helping students with special needs issues in each tertiary organisation)
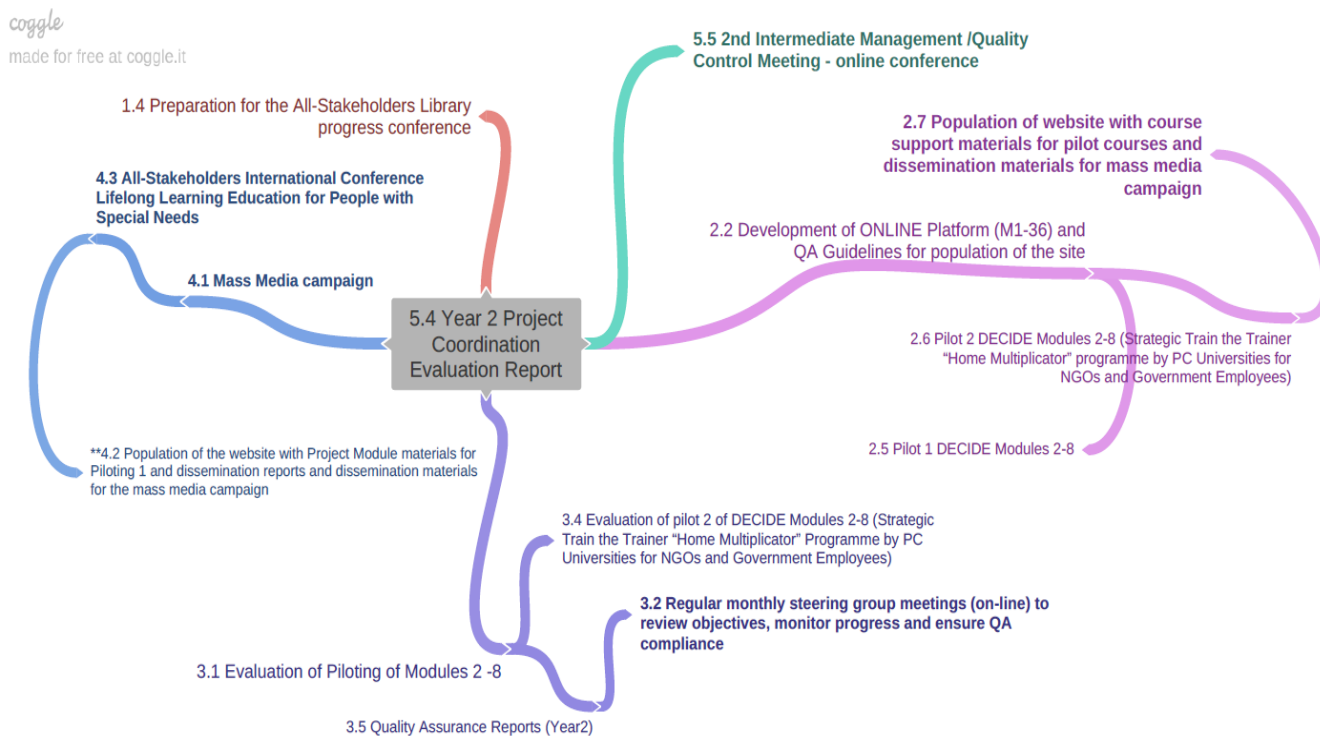
Strategic Review and the Integration Process of National Students Union Participation. This is all overseen by a total quality management via project structures and meetings and daily project management.

OBJECTIVES PLANNED FOR YEAR 2:

Activities		MADE OR NOT
Ref.nr/ Sub-ref nr	Title	
4.1	Mass Media campaign	**YES**

3.1	Evaluation of Piloting of Modules 2-8	PARTIAL
5.3	Intermediate Management/Quality Control Meeting	YES
2.6	Pilot 2 DECIDE Modules 2-8 (Strategic Train the Trainer "Home Multiplicator" programme By PC Universities for NGOs and Government Employees)	NO
3.4	Evaluation of pilot 2 of DECIDE Modules 2-8 (Strategic Train the Trainer "Home Multiplicator" Programme by PC Universities for NGOs and Government Employees)	NO
1.4	Preparation for the All-Stakeholders Library progress conference	YES
4.3	All-Stakeholders International Conference "Lifelong Learning Education for Special Needs people	YES
3.5	Quality Assurance Reports (Year2)	YES
5.4	Year 2 Project Coordination Evaluation Report	YES
4.2	Population of website with Project Module materials for Piloting 1 and dissemination reports and dissemination materials for mass media campaign	YES
3.2	Regular monthly steering group meetings (on-line) to review objectives, monitor progress and ensure QA compliance	YES

OBJECTIVES PLANNED FOR YEAR 2:

coggle
made for free at coggle.it

5.5 2nd Intermediate Management /Quality Control Meeting - online conference

1.4 Preparation for the All-Stakeholders Library progress conference

2.7 Population of website with course support materials for pilot courses and dissemination materials for mass media campaign

4.3 All-Stakeholders International Conference Lifelong Learning Education for People with Special Needs

2.2 Development of ONLINE Platform (M1-36) and QA Guidelines for population of the site

4.1 Mass Media campaign

5.4 Year 2 Project Coordination Evaluation Report

2.6 Pilot 2 DECIDE Modules 2-8 (Strategic Train the Trainer "Home Multiplicator" programme by PC Universities for NGOs and Government Employees)

2.5 Pilot 1 DECIDE Modules 2-8

**4.2 Population of the website with Project Module materials for Piloting 1 and dissemination reports and dissemination materials for the mass media campaign

3.4 Evaluation of pilot 2 of DECIDE Modules 2-8 (Strategic Train the Trainer "Home Multiplicator" Programme by PC Universities for NGOs and Government Employees)

3.2 Regular monthly steering group meetings (on-line) to review objectives, monitor progress and ensure QA compliance

3.1 Evaluation of Piloting of Modules 2 -8

3.5 Quality Assurance Reports (Year2)

QUALITY ASSURANCE ACTIONS

PILOTING 1, EVALUATION OF PILOTING 1

Due to the pandemic, pilot 1 was carried out only in Kazakhstan:

MDX proposed prompts or probes to be used to review the operation of the Decide Project, Piloting of the Modules. This document will be used to review the content and approach of the modules by the reviewer.

The same list of prompts are to be used for both Pilot Stage One and Pilot Stage Two to ensure consistency.

Please have a look at them and get back to me if you have questions about how to use them or their content.

Piloting reports are here:
https://drive.google.com/drive/folders/18vIfkCXWePzJ9e9Hgw5f3HDopYX1yQaf

All modules have been completed and uploaded to the site.

http://www.decideproject.ie/modules/

About ∨   Partners   Activities   Dissemination

+   Module 1: English for Specific Purposes - Special Needs and Disability

+   Module 1 - Materials - Special Needs and Disability

+   Module 2 : Marketing - Introduction to Theory and Practice

+   Module 2 - Materials

+   Module 3 : Use the Library

+   Module 4 : Access Liaison Officer Trainee Programme Module

+   Module 5 Meeting Needs - Cognition and Learning

+   Module 6 - Meeting Needs - Communication and Interaction

+   Module 7 - Meeting Needs - Physical and Sensory Needs

+   Module 8 - Meeting Needs - Social, Emotional and Behavioural Difficulties

QUALITY MEASURE OF MODULE

Action to ensure the quality of the material you have created for your module and that the approach and aims are consistent across the project. To do this I need you to confirm the level of the EQF (European Quality Framework) that you are working at and how the material you have created meets that level. Please provide me with your answers by the 1st September 2020.

For more information on the EQF see https://europa.eu/europass/en/european-qualifications-framework-eqf

This email is being sent based on the assumption that the module materials are complete and finalised. It is not be an investigation of the delivery of the content but will you to confirm how your material fits in with the European EQF level.

Question 1) EQF Level

Please see https://europa.eu/europass/en/implementation-european-qualifications-framework-eqf on how the levels are determined across Europe.

For example in the UK:

- Level 8 is equivalent to a Doctoral Degrees (PhD etc)
- Level 7 is equivalent to a Masters Degree (MSc, MA etc)

- Level 6 is equivalent to a Honours/ Bachelors/ Ordinary Degree (BSc, BSc Hons etc.)
- Level 5 is equivalent to a second-year course of a three year Honours/ Bachelors/ Ordinary Degree
- Level 4 is equivalent to a first-year course of a three year Honours/ Bachelors/ Ordinary Degree

As the modules you have created are for the teaching staff in a University of Institute of Higher education, they are most likely to be at level 6 or 7 (or possibly 4 or 5 if you assume that they are for non-experts in this field).

Questions

1) What is the EQF level of the module?

2) What factors did you select to choose that level?

Question 2 How does your module meet the requirements of this level.

Please see the following table and tell me how your module meets the requirements for Knowledge, Skills and Responsibility and autonomy. Please use the structure of the table and the terminology of the table to write your answers.

For Example, If you said your module was at level 5 when considering skills (a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems), you can provide a list of suitable skills required to enable a student with the disability specified to carry out the tasks required to study. So, your answer would list both the skills to be gained by the student on your module and the approaches and tools they need to be able to use or provide to support the student.

Question

1) Select the correct line of this table

2) Edit that line to provide information on the content of the module

Level	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

		instruments).	
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the

	thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields		strategic performance of teams

REGULAR MONTHLY STEERING GROUP MEETINGS (ON-LINE) TO REVIEW OBJECTIVES, MONITOR PROGRESS AND ENSURE

https://drive.google.com/drive/folders/1hNUmpt76bjWdJjH-5lEgxFJgYVNZyvm4