



## D.2.12 Adaptation Workshop

WP2: Design or improvement of a Joint Qualification in VET



## PROJECT INFORMATION

Project Acronym	DataPRO
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## PREPARED BY

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This document provides concrete guidelines for the implementation of the national Adaptation Workshops whose main purpose is to assess the developed Data Pro Curricula against specific criteria. This process will enable the partnership to improve, adapt or change these features of the courses that are outdated, out of the context or irrelevant at national level, for a more suitable integration of the developed Curricula in the VET sector of the participating countries.

Partners have established and activated a National Stakeholders Committee which is composed of VET and business experts whose role is to meet, review and discuss about the developed Curricula in an effort to test them from different angles for their usefulness, relevance and applicability in the national context. The findings of the Workshops will be combined and feed the finetuning of the Curricula, leading to the final version of our joint endeavor and offering to future learners courses of higher quality, training value and professional orientation.



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## Need for adaptation

Any curriculum that is developed by a consortium of different countries – even if these are only three- would call for adaptation in order to suit the context and requirements of each particular country. This adaptation will allow keeping in view several parameters which will be covered in the subsequent sections. The modifications in the curriculum would, also, be necessitated by periodic changes that take place in any country, while the curriculum is under implementation.

## Management of Curricula Adaptation

The development of effective curricula in the Data Protection Sector requires careful management at every stage. This includes the selection of reference material and the allocation of both financial and human resources to ensure that each process could be successfully completed. It also requires the engagement of qualified and experienced personnel. Thirdly, it entails the introduction of a solid and comprehensive methodology, responding to the actual needs of the market and upgrading the quality of the VET education provided. Lastly, it necessitates the identification of a process in order to review the progress and evaluation of learning outcomes in connection with the labour market through a Work-Based Learning Scheme where the newly created curricula are pilot tested for their effectiveness.

## Design and Development

### *Purpose of DataPro Joint Curricula*

DataPro project is addressed to businesses and professionals who are interested to or currently work in the field of Data Protection (DPO Officers). Its purpose is to upgrade the skills needed in the sector after the entry of GDPR 2016/679 into force and respond to the fragmented certification system of the participating countries, reinforcing, thus, staff mobility within Europe.

DataPro main innovation is that it has developed training programs, which take into consideration the demands/ needs of the businesses and the gaps in professionals' current skillset, in order to reduce the mismatch between the supply and demand forces in the employment market. To this end, the partnership conducted, in the first place, a comparative analysis in the participating countries which the development of training materials was based on.

Even at the drafting stage of the application, the partnership made a crucial decision on dividing the end users into two main categories: (a) current and future Data Protection Officers who were in great need of a comprehensive training scheme in order to develop the requested qualifications for their job and (b) a broader audience who, even though not having a DPO position, were involved in some level of collecting, storing or processing personal data. As a result, we designed two Curricula: (a) a more specialized – and detailed- one, the Joint

DPO VET Curriculum and (b) a Data Protection employees Awareness-Raising Training Programme that focused on giving an overall insight in the obligations born by GDPR 2016/679.

### *Target groups/Stakeholders*

When developing the curricula, researchers/experts should keep in mind that they address to a diverse audience; individual learners and their trainers come from different backgrounds and they have different skills and expectations. Thus, the curricula must incorporate the key competencies and correspond to diversified learning needs. Taking this principle into consideration, DataPro Curricula have served the short and long-term needs of learners, aiming to assist learning through development of simple to advanced skills, low factual recall to intellectual skills, and through acquiring appropriate attitudes.

### *Employers/ Market Users*

DataPro Curricula have been designed to meet the needs of modern businesses, albeit their size, to adhere to the new requirements as introduced by the GDPR 2016/679. It is, therefore, necessary to engage the local market representatives, namely lawyers, business' owners, Directors, IT experts, authorities, members of trade unions/associations, in the curriculum development process as well as include them in the adaptation of the learning resources. During the research phase of the project, the partnership organized in-country focus groups and in-depth interviews where representatives of the aforementioned target groups were invited to participate. Their role is equally important now that the courses have been finalized as our aim is that the Curricula are demand-driven.

### *Teachers /Trainers*

Effective involvement of teachers/trainers is a key prerequisite for the success of curriculum development. The teaching community needs to be fully aware of the rationale and objectives of curriculum development and provide necessary inputs during its development. This was again achieved during the research phase when teachers/trainers' views were requested for the identification of learning – teaching needs. The Curricula were also developed to address these needs. Currently, trainers need to be aware of new curricula initiatives so that they can identify strategies for teaching - learning processes as well as respective needs and resources.

### *Learners*

According to the most modern learning-teaching methodologies, learners' needs and preferences must be considered early in the development process of curricula. Some needs of the learners to be considered are: entry requirements, aptitude and preferred learning style, employment opportunities, access to training, attitude of society towards training, status of graduates, cost effectiveness, multiskilling and opportunities for retraining. The researchers/experts in curricula development must address themselves to the learners' needs in order to produce a successful and viable vocational curriculum.

### *Career Pathways*

In the initial stages, the curriculum developers need to consider the options available to vocational learners for career opportunities and vertical mobility. Alternative pathways and articulation possibilities/ opportunities are key elements of successful vocational curriculum. Recognition of prior learning as practiced in some countries may provide an incentive for career pathways in vocational education.

### **Transnational understanding**

Curricula adaptation aims to promote the international understanding of learning outcomes. Countries have their own distinctive methods of forming curricula, which follow different formats, terminologies and modalities of implementation.

### *Alignment with EQF/NQF Level*

To further elaborate the relevance of the DataPro Curricula to the national VET systems and labour markets of the three participating countries, a reference to EQF/NQF level is of utmost importance. This is a process which demonstrates “what a learner knows, understands and is able to do on completion of a learning process, which is defined in terms of knowledge, skills and competence<sup>1</sup>”.

Even if **EQF cannot be defined as a framework which leads to the harmonization of qualifications or qualification standards** between EU and Member States, nor it introduces the automatic recognition of qualifications among Member States, it may inspire the convergence of qualifications between two or more countries. Among the key objectives of the designed Curricula is to ensure that the learning outcomes and the knowledge, the skills and competences which will be acquired through them are **comparable**, meeting the requirements of EQF level. Therefore, an in-depth analysis of this matter is required.

### *Development context*

During the adaptation of the curricula, the national context plays a formative role. This includes cultural aspects, political systems, economic development, environmental factors, technological factors, employment patterns and similar others. Each of these contextual parameters has impact on the national curricula justifying the need for adaptation.

### *Examination of the materials*

In order to adapt the curricula to the requirements of a country context, the first step would be to have a close examination of the materials by the respective group. This group should analyze various parameters of the curricula, compare them with existing ones in the country and highlight the differences between the two in terms of content, methodology and format. In the event that a specific country finds the given curricula to be new in its national context,

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<sup>1</sup> Learning Opportunities and Qualifications in Europe, Available at: <https://ec.europa.eu/ploteus/content/descriptors-page>

it can examine the paradigm from the point of view related to need and utility for the country concerned and take decisions accordingly.

### *Terminology*

Despite the fact that the General Data Protection Regulation 2016/679 is reinforced in all European Union countries and transcends national boundaries, the terminology used in the curricula may have different connotations in different countries. The subject of DataPro project requires familiarization with legal terminology as well as the capacity to transform vague or complicated legal terms into concrete concepts that are applicable or need to be handled by the employees in their everyday working life. Therefore, the linguistic adaptation of the Curricula is very important for the proper understanding of the content by each national culture.

Another aspect that should be taken into consideration is the necessity to balance theoretical background with practical information; our goal is not to either compromise the comprehension of legal requirements or eliminate practical information on how to safeguard data protection but to address both sides with parity.

## Parameters for Adaptation

It is important to keep in mind the various parameters, which require attention from the point of view of adaptation. Some of these are as follows:

### *a) Competences*

The given curricula to be adapted would have a listing of learning outcomes, as well as task analysis in a particular format. Each one would have to be discussed and a consensus on its inclusion, exclusion or amendment should be reached. This would lead to a possible relisting of various competences to be relevant to the country adapting the curriculum.

### *b) VET System Structure*

VET System Structure is another highly variable parameter. In Greece, vocational education is mainly conducted inside a business while in Germany a dual system is applicable. There may be variation in the models of equipment, class and other features. The adaptation process would have to include these elements and modify other parameters to suit the infrastructure facilities and instructional practices.

### *c) Management structure*



Different countries have different management structures for Technical and Vocational Education. Administration and financing could be located in different elements of the management system. These variations may also be due to the fact that different countries have different instructional practices such as school-based or industry-based instruction. All of these are important, which have to be kept in mind whilst adapting the curriculum. The competences would indicate the standards to be attained in different vocational programmes. These standards vary from country to country depending on the requirements of the work place.

#### *d) Methodology*

The adaptation of the curriculum should be coordinated by the unit responsible for curriculum development in a particular country. The curriculum adaptation should follow a definite methodology and a few suggestions are in place. The country adapting the curriculum may constitute a working group of experts, including representatives from the business sector, teachers and learners, who can meet periodically to complete the assignments. It could also be done through a workshop which involves a certain number of personnel after which a small group works to finalize the amendments. An alternative modality could be to assign the task to a technical expert appointed specifically for this purpose.

#### *EQF Level*

	Knowledge	Skills	Competences
	Knowledge is defined as theoretical and/or factual	Skills are described as: <ul style="list-style-type: none"> <li>• <i>Cognitive</i></li> <li>• <i>Intuitive</i></li> <li>• <i>Practical</i></li> </ul>	Responsibility is defined as the ability of the learner to apply knowledge and skills autonomously
<b>Level 1</b>	Basic knowledge	Basic skills required to carry out simple tasks	Work under direct supervision
<b>Level 2</b>	Basic factual knowledge of a specific field	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
<b>Level 3</b>	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills demanded for accomplishing tasks	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
	Factual and theoretical knowledge in broad	A range of cognitive and practical skills required	Exercise self-management using the guidelines of work or study contexts

<p><b>Level</b> <b>4</b></p>	<p>contexts within a field of work or study</p>	<p>to generate solutions to specific problems in a field of work or study</p>	<p>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</p>
<p><b>Level</b> <b>5</b></p>	<p>Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</p>	<p>A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</p>	<p>Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others</p>
<p><b>Level</b> <b>6</b></p>	<p>Advanced knowledge of a field of work or study, involving critical understanding of theories and principles</p>	<p>Advanced skills, demonstrating mastery and innovation to solve complex and unpredictable problems in a specialized field of work or study</p>	<p>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</p>
<p><b>Level</b> <b>7</b></p>	<p>Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research;  Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>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 strategic performance of teams</p>
<p><b>Level</b> <b>8</b></p>	<p>Knowledge at the most advanced frontier of a field of work or study and at the interface between fields</p>	<p>The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</p>	<p>Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</p>

## Annex 1: Basic Terminology

**Assessment specification and/or standards:** Assessment specifications identify the content, the methods and the criteria underpinning assessments. These criteria, using learning outcomes statements, are often formulated as threshold levels which have to be met by the candidate. They can also be defined for different grades. Assessment standards and the criteria they use are more detailed than qualifications standards and curricula, in the sense that they have to describe the requirements precisely to the learner and the assessor. Assessment standards play a critical role in deciding the orientation of the learning outcomes approach.

**Competences:** The applicability of knowledge skills and know-how in order for the employee to respond to the current conditions and requirements of his/her work and adapt to changing working environments.

**Curricula:** Curricula set the framework for planning learning experiences. Depending on the country, the type of education and training, and the institution, learning outcomes statements form an important part of curricula.

**Knowledge:** The result of intellectual process and internal representation of concepts, events and operations, which is possible to come from both professional or practical experience as well as the system of formal education or training

**Level descriptors:** Level descriptors can be seen as the most generic and abstract articulation of learning outcomes. They can play an important role as tools for transparency and reform, though this potential cannot be released without closely linking these descriptors to learning outcomes applications at other levels and for other (but related) purposes. In some countries, there have been efforts to strengthen this alignment, using the level descriptors as a reference point for a planning process, and involving stakeholders at different levels.

**Qualification profiles and standards:** Qualification standards define the expected outcomes of the learning process, leading to the award of a full or partial qualification. In vocational education and training (VET), profiles or standards normally answer questions such as 'what does the student need to learn to be effective in employment and what does the learner need to learn to become an active citizen, supporting basic human and democratic values?' A qualification standard is not exclusively about promoting skills relevant to the labour market, but must address a broader set of competences relevant to life and society in general.

**Skills:** The combination of knowledge and experience that required for the achievement of a specific physical or mental task or work exercise

## Annex 2: Adaptation Workshop Sections

<b><i>Detail of participants and adaptation process</i></b>	<b>Recommended</b>
a) Date/ how many were the participants?	
b) Who organized the process?	
c) Schedule and duration?	
d) Did it achieve its purpose?	

<b><i>What will be presented to the respondents</i></b>	<b>Recommended</b>
a) Content presented?	
b) How will it presented?	

<b><i>Summary of Feedback</i></b>	<b>Recommended</b>
a) Feedback comments on the objectives of the course	
b) Feedback comments on the relevance of the content	
c) Feedback comments on the usefulness of the online platform for the DataPro project	
d) Feedback on the “e-portfolio”	
e) What aspects of Work-Based Learning should be adapted?	
f) What elements were considered easy to apply?	
g) Any other suggestions	

<b><i>Guidelines for future training</i></b>	<b>Completed</b>
a) What aspects of Work-Based Learning should be adapted in future training?	
b) What aspects of the Work Based Learning should not be adapted in future training?	
c) What changes are recommended	

## Annex 3: Adaptation Workshop Agenda

<b>10 min</b>	<b>Welcome and introductions</b>
<b>15 min</b>	<b>Brief review of DataPro Work Package 2 (requirements)</b>

<b>30 min</b>	<b>Overview of:</b> <i>a) Joint DPO VET Curriculum</i> <i>b) Data Protection employees Awareness-raising Training Programme</i>
<b>15 min</b>	<b>Other existing curricula (structure, schedule, content) at national level</b>
<b>15 min</b>	<b>Discussion and Q&amp;As</b>
<b>30 h</b>	<b>Brainstorming Adaptation Parameters (indicative)</b> <i>a) Content outline</i> <i>b) National Legislation for Data Protection – Translation - Terminology</i> <i>c) National Framework for Professional Qualifications / Occupational Profile</i> <i>d) Linking Learning Outcomes – Competences - Specific Tasks</i> <i>e) Management structure</i>
<b>15 min</b>	<b>Presentation and review of adaptation criteria</b>
<b>3 h</b>	<b>Workshop</b> <i>Participants will work together to review the materials according to the guidelines provided by AMC and will suggest alternatives to be integrated in the curricula. The conclusions will be compiled to a document, which will be later incorporated to the Adaptation Workshop Report</i>
<b>15 min</b>	<i>Break</i>
<b>15 min</b>	<b>Conclusions &amp; results</b>

## Annex 4: National Stakeholders Committee

### Greece

Angelos	Koutsomichalis	Scientific Director	EEO Group S.A. - Consuntancy
Michalis	Skolianos	Lawyer - VET Teacher	Metropolitan College
Vassilis	Siomadis	Head of VET Centre / EU Project Manager	IME GSEVEE
Georgia	Leivadarou	DPO	Diavalkaniko Kentro Epixeirimatikis Anaptyxis

### Cyprus

Christos	Petsides	Director Dept. of Services	CCCI
Niovi	Parisinou	Public Relations Executive	CCCI
Claire	Andreou	IT Systems Administrator	CCCI



Germany

Charles	Berteau	Broadband Manager	Spree-Neiße District
Stefan	Handke	Professor	Hochschule für Technik und Wirtschaft Dresden