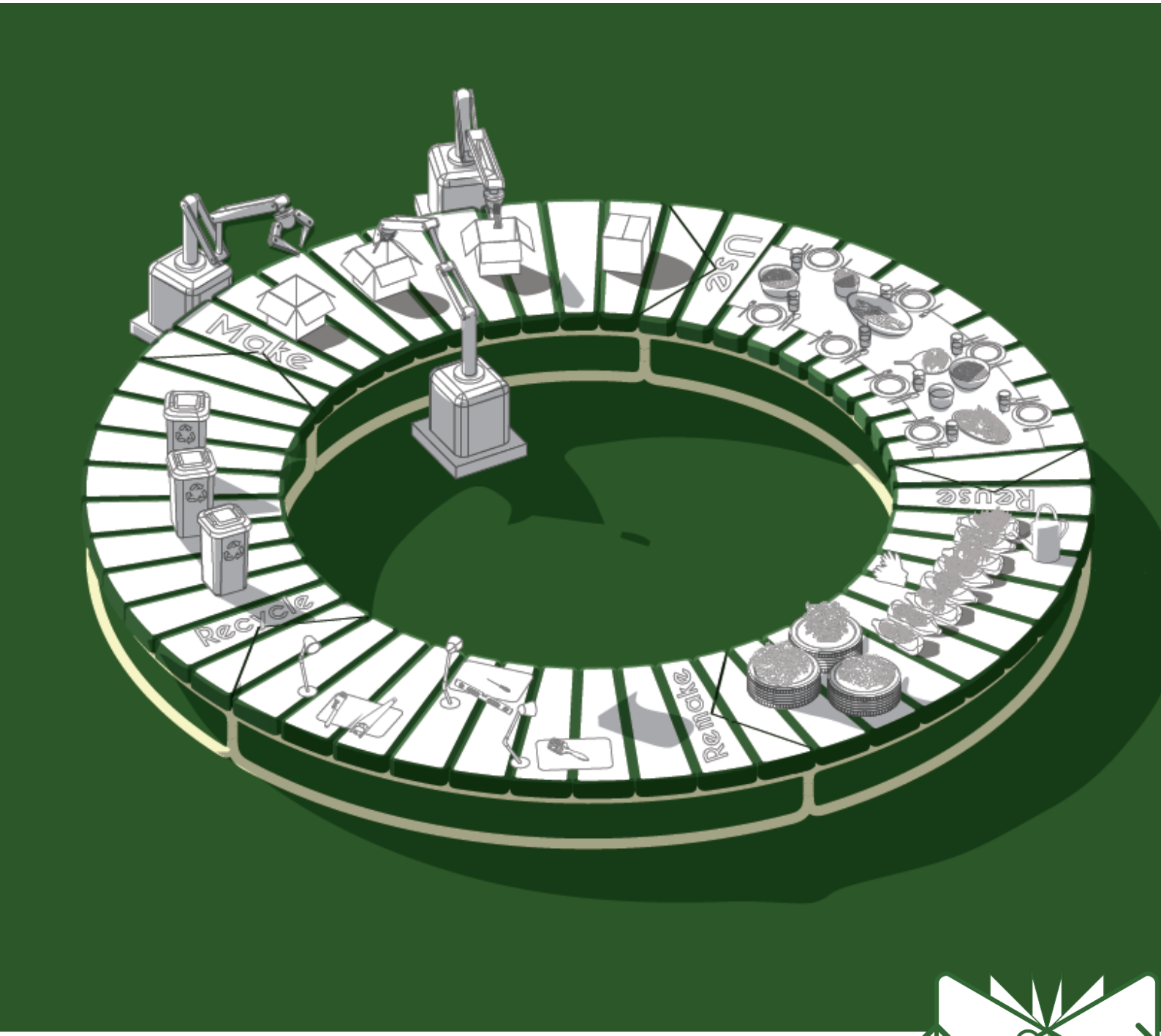

IO2

CICLO Curriculum and VET Toolbox

Partner: Meath Partnership

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Introduction

The project “boosting the CIrcular eConomy skills of the EU services Labor fOrce” is an Erasmus+ KA2 project that aimed to upgrade and multiply the opportunities for up-skilling and re-skilling of long term unemployed and low-skilled workers, in the field of the evolving circular economy market, via innovative VET-tools and pedagogies, accompanied by skills acquisition assessment, recognition and validation methods.

For this purpose, the CICLO-project developed an interactive, needs-oriented online training toolbox, providing a training package for employed and unemployed persons in order to equip them with basic circular economy jobs skills related to recycling management, reuse and remanufacturing opportunities, and servitisation (services instead of products) development.

The project is divided across five Intellectual Outputs comprising the following products:

- Circular Economy Skills Ecosystem and Methodological Framework;
- CICLO Curriculum and VET Toolbox of Key Skills Acquisition Units;
- Multifunctional and Interactive Platform;
- Skills Assessment, Validation and Recognition Tools;
- Adaptation and Policy Package.

Through these five outputs, the project offers a course of action to combat low levels of circular economy skills among long-term unemployed and low-skilled workers, while empowering workers and unemployed persons to become creators of their own career via the circular economy market. The project maximises their employability opportunities, enhances the development of critical media literacy skills and competences in VET and provides innovative VET pedagogical methods, best practice guidelines, and strategies towards the use of digital tools and innovative learning environments.

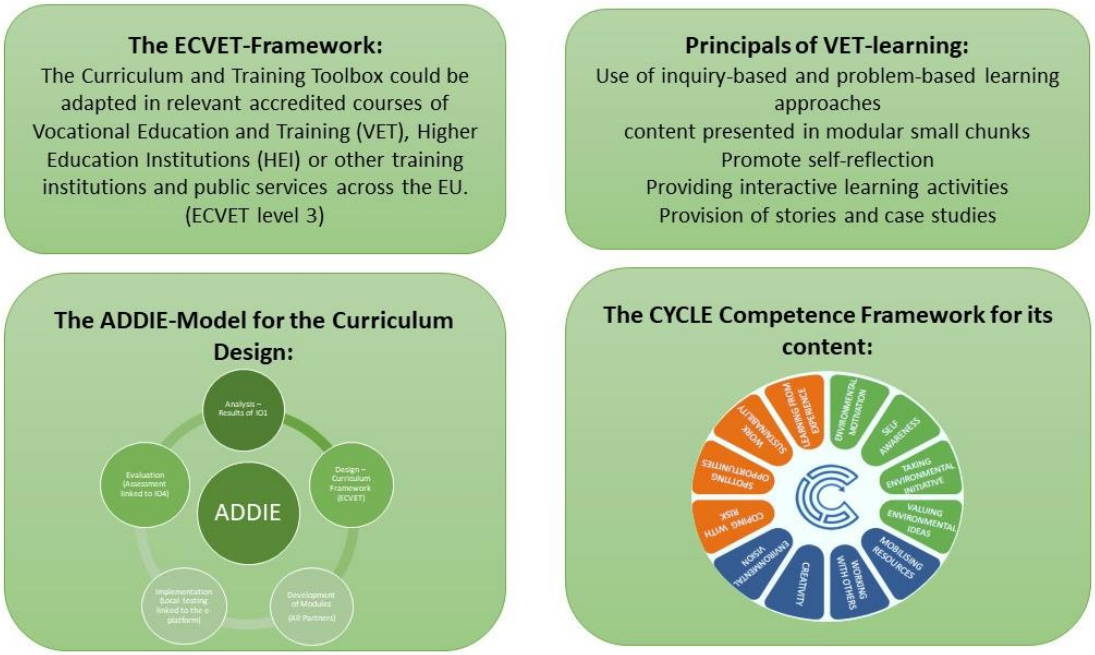
The project is managed by a consortium of 8 partners from 7 European countries: Slovakia, Cyprus, Spain, Greece, Italy, Portugal and Ireland. Through this partnership, the project covers a wide range of expertise related to the scope and the aims of the project.

The CICLO project was funded by the European Commission under the Key Action 202 - Strategic Partnerships for vocational education and training, and ran from October 2019 until September 2021.

This document sets out and describes the development approach and process for the second project output, called IO2: CICLO Curriculum and VET Toolbox of Key Skills Acquisition Units. It offers a context to the development process by explaining the proposed level of the curriculum and the theoretical frameworks used. It also establishes the key learning outcomes of the curriculum and the guidelines and templates used by each partner in the development of their specific part of the online toolbox.

The CICLO Curriculum Framework

The CICLO Curriculum Framework combines insights from different perspectives among the research field in vocational education, adult learning and the circular economy. This document shows how specific frameworks were used to develop the innovative CICLO Curriculum and Online Toolbox, as presented in the picture below:



ECVET-Framework

The overall Curriculum and VET Toolbox will be developed based on the European Credit System for Vocational Education and Training[1] (ECVET)-framework with specific units, descriptions of learning outcomes and information about the level of qualifications and ECVET points. This way, the Curriculum and Training Toolbox could be potentially adapted in relevant accredited courses of Vocational Education and Training (VET), Higher Education Institutions (HEI) or other training institutions and public services across the EU.

Specifically, for the CICLO Curriculum, the overall course will consist of 60 hours of learning equivalent to 2 ECVET points. Each unit should take the learner approximately 7.5 hours to complete (3 x 2.5 hours), according to the Learning Outcomes foreseen in each unit.

[1] For more information on ECVET: https://www.ecvet-toolkit.eu/

Principles of VET-learning

The CICLO Curriculum and online modules follow the principles of VET-learning. Some of the guiding principles include the following:

- Use of inquiry-based and problem-based learning approaches
- Accommodate multiple learning styles
- Contextualise learning to meet the needs of managers in different work contexts, including national, business sector, and organisational differences
- Provide authentic learning opportunities
- Present the content in modular small chunks that will be able to provide just in time learning
- Promote self-reflection through the provision of tutor support and guidance, as well as keeping online journals
- Preparation of learning activities to be carried out either synchronously or asynchronously
- Provision of stories and case studies
- Peer to Peer support and communication

CYCLE-Competence Framework

The CYCLE Competence Framework (Cycle CC, 2019[2]) provides a pedagogical model to include circular economy competences in education. It was developed as part of the CYCLE project, an Erasmus+ funded project, that ran from 2017 to 2019 and created a set of tools to improve and develop non-vocational adult trainers' training competences to ensure the introduction of circular economy competences in adult training[3].

The CYCLE Project has defined three primary groups of competences regarding the circular economy, based on the three key pillars of the circular economy, described below:

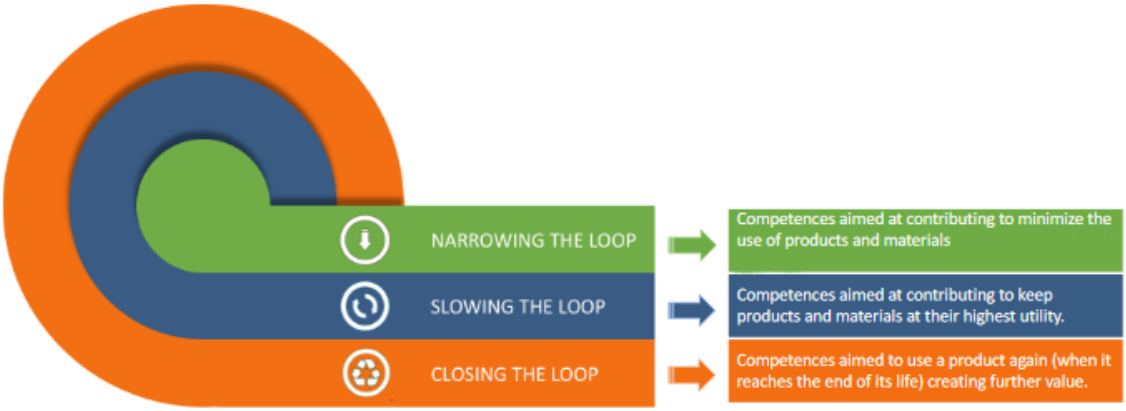


Figure 1: The three large groups of competences regarding the circular economy

[2] Cycle CC, (2019). The Cycle Competence Framework, Pedagogical Model to Include Circular Economy Competences in Adult Education, *Cycle Erasmus+ Project*. Retrieved on November 19, 2020 from http://cyclecc.eu/wp-content/uploads/2019/02/CYCLE_PedagogicalModel_Summary.pdf

[3] More information on the CYCLE EU-project on www.cyclecc.eu

This division of competences into clusters that ‘narrow the loop’, ‘slow the loop’ and ‘close the loop’ informed the development of a more specific pedagogical model shown in the figure on the next page.

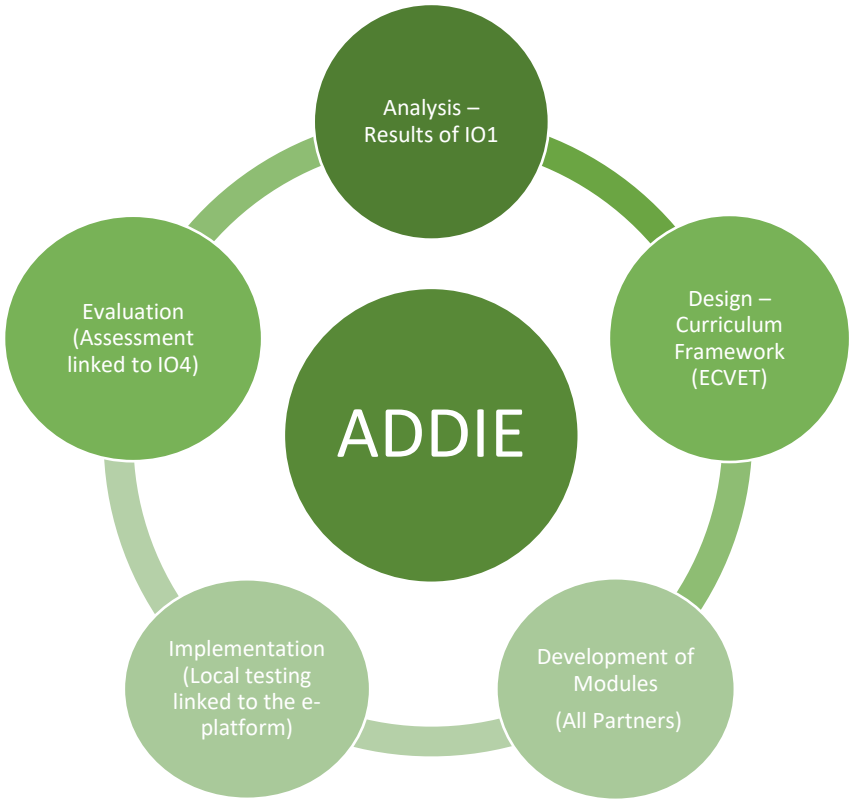
In the current CICLO project, we are building on the prior investment of the Erasmus+ Programme by applying the CYCLE-pedagogical model as a reference framework in the development of the curriculum. By mapping the competences of the CYCLE-model with the learning outcomes of the CICLO curriculum, we guarantee the final curriculum represents the key competences relevant for circular economy education, drawing on best practice models.

LEARNING FROM EXPERIENCE
Applying formal leraning to practices and related learning from explerience to promote and share knowledge in the field of circular economy and beyond towards the sustainability.
ENVIRONMENTAL MOTIVATION
Acting and behaving according to a set of reasons and/or facts in order to preserve materials, resources and products for circular economy.
WORK SUSTANAIBLE
Applying the most appropiate environmental management in a given scenario.
SELF AWARENESS
Knowing, evaluating and comparing one's own behavioUrs, thoughts, values and emotions towards the circular economy.
SPOTTING OPPORTUNITIES
Making connections between ideas and concepts from different fields, linking different disciplines and ideas with a circular economy approach.
TAKING ENVIRONMENTAL INITATIVE
Showing initiative and encouraging others in dealing with environmental behavioUrs to promote the principles of circular economy.
COPING WITH RISKS
Assuming the challenges, to accept the risk and to succeed in a situation of risk and doubt.
VALUING ENVIRONMENTAL IDEAS
Identifying, analysis, measuring and considering ideas to face the challenge of resource preservation in the field of circular economy.
ENVIRONMENTAL VISION
Communicating clearly to others a compelling and inspired vision or sense of a core environmental purpose to optimise resources to contribute to the transition to circular economy.
MOBILISING RESOURCES
Identifying tangible and intangible resources (included human resources) to transform and idea into action in the field of circular economy.
CREATIVITY
Responding in an circular economy approach to a complex situation to optimise resources and products in a new and original way.
WORKING WITH OTHERS
Combining different contributions and find ideas (also from outside of you environment) to create environmental value to reuse and optimise resourse and products.
LEARNING FROM EXPERIENCE
ENVIRONMENTAL MOTIVATION
SELF AWARENESS
TAKING ENVIRONMENTAL INITIATIVE
VALUING ENVIRONMENTAL IDEAS
MOBILISING RESOURCES
WORKING WITH OTHERS
CREATIVITY
ENVIRONMENTAL VISION
COPING WITH RISK
SPOTTING OPPORTUNITIES
WORK SUSTAINABILITY

ADDIE as a Framework

The Curriculum Design process for CICLO has also taken into account the ADDIE[4] model. We have adopted it to frame the required steps in the development process. The model has five stages: **A**nalysis, **D**esign, **D**evelopment, **I**mplementation, and **E**valuation. For the Curriculum Design process, this means the design process has been divided into the following phases:

1. **Phase 1 - Analysis**: We reviewed and analysed the identified needs, national recommendations and research results that had been outlined in The Circular Economy Skills Ecosystem and Methodological Framework (IO1)
2. **Phase 2 – Design**: Meath Partnership has developed the curriculum framework comprising 8 modules – establishing the learning objectives, creating content outlines and storyboards, determining content and assessment instruments for each module
3. **Phase 3 – Development**: All partners will develop educational content for one of the allocated modules
4. **Phase 4 – Implementation**: The content will be integrated into the e-platform and local testing will be conducted in 2021
5. **Phase 5 – Evaluation**: The curriculum will be aligned with the tools for assessment provided in the Training Toolbox kit



[4] ADDIE is an instructional systems design. Find out more on https://www.instructionaldesign.org/models/addie/

The CICLO Curriculum

The Proposed Level of the Curriculum

The Circular Economy Skills Ecosystem and Methodological Framework (IO1) highlighted a general lack of awareness in the population about what the Circular Economy is and how it applies to the economy in general. As the primary target group for the project is long-term unemployed and low-skilled workers with little or no awareness about the concept of the Circular Economy, the proposed level for the Curriculum and Training Toolbox would therefore be **Level 3 in the European Qualifications Framework** (EQF) to reflect the current capabilities of the intended participants.

The CICLO Curriculum and Online Toolbox

Based on the insights from the frameworks as discussed above, the CICLO Curriculum and Online Toolbox have been developed. The table below comprises an overview of the structure, the content and the learning outcomes of the Curriculum (EQF Level 3), each of them mapped with the aligned CYCLE-Competence.

Unit	Corresponding Competence in the CYCLE-model	Knowledge/skills /competence	Learning Outcome: The learner is able to…	Content Overview	Allocated Partner
1. Circular Economy: What's in a name?	Self-awareness	Knowledge	Explain the principles, values and life-cycle of the Circular Economy	• Principles of Circular Economy, life-cycle, its values • Potential Exercise: suggest the learner to calculate their own ecological footprint: https://www.footprintcalculator.org/; https://lifestyletest.sitra.fi/. • The 9R Framework on the Circular Economy (CE)	IP Santarem
	Valuing environmental ideas	Skills	List the benefits, challenges and opportunities for the Circular Economy	• Economic benefit as well as the opportunities and challenges, where has the Circular Economy emerged from - what is driving it?	

				• Advantages and barriers of the CE • What policies are driving to change, especially within the labour market	
	Environmental vision	Competence	Compare the linear and Circular Economy identifying the link between sustainability and the Circular Economy	• What is the linear economy and how does it differ from the CE? • Renewable vs non-renewable materials; • Why is sustainability important? and what impact has it on how we deliver services and produce products	
2. Recycling Management	Self-awareness	Knowledge	Explain the different components of the recycling process for both personal and professional waste	• Waste management, waste treatment and recycling for both personal and professional waste • Pollution, pollutants, how waste is disposed of through natural processes and how to harness those processes to better manage waste disposal. • What options are available for recycling and upcycling and trends in product design and development - designing future uses. • Changes to EU directives that impact on work practices.	FPMCI
	Taking environmental initiative	Skills	Assess common types of pollution and identify mitigation strategies. List ways in which they can take both personal and professional responsibility and identify opportunities for recycling and upcycling		
	Environmental motivation	Competence	Articulate how waste management contributes to environmental sustainability and Circular Economy		
3. Materials Reuse and Remanufacturing	Environmental vision	Knowledge	Explain concepts such as material use, reuse and remanufacturing of	• Tangible and intangible units needed to transform a linear idea into circular action;	CSI

			materials or components of materials	• E.g. Tear-down-labs (asking students to tear down items, e.g. cell phones, to start thinking more deeply about repairability, disassembly, etc.)	
	Creativity	Skills	Review options for product end-of-life: Life extension, remanufacturing or recycling		
	Mobilising Units	Competence	Appreciate how the reuse and remanufacturing of things can be seen as a part of the Circular Economy and can contribute to environmental sustainability		
4. From Products to Services (Servitisation)	Environmental vision	Knowledge	Describe the concept of product-service systems in his own words	• Explore the three types of Product-Service Systems (PSS) that prescribe different product service components and ownership packages[5]	CEKOV
	Creativity	Skills	Review options for a product to a product-service design		
	Mobilising Units	Competence	Identify how the servitisation of products can be seen as part of the Circular Economy and how it can contribute to environmental sustainability		
5. Soft Skills for the Circular		Knowledge	Validate his/her information and media literacy		Stimmuli

[5] More information: https://www.triplepundit.com/story/2018/advancing-circular-economy-product-service-systems/55321

Economy I and 21st Century Skills	Valuing environmental ideas		regarding the topic of the Circular Economy	• Explore the key personal skills that are needed for working today and into the future. • It needs to be a practical hands-on module were learners can find out about these key skills and practice them in a supportive peer learning environment.	
	Working with others	Skills	Enhance his/her interpersonal, communication, negotiation and digital skills with regard to working in the Circular Economy		
	Spotting opportunities	Competence	Use personal strengths to identify key talents that could be transferred into a CE business or workplace		
6. Soft Skills for the Circular Economy II	Environmental vision	Knowledge	Critically analyse information regarding the Circular Economy and influence others thinking	• Building on the interpersonal and personal skills developed in the previous module, • Enhance the learners teamwork and personal efficacy skills so that they can develop confidence to lead CE actions or activities in the workplace/ within their work teams or within their companies.	Magenta
	Spotting Opportunities	Skills	Explore and interpret future trends likely to impact the workplace, company and business within the Circular Economy		
	Learning through experience	Competence	Apply his/her leadership skills to support CE practices within the workplace - through role play and case studies		
7. Good Practices	Spotting opportunities	Knowledge	Recognise and explain the job opportunities available within the Circular	• Cooperation, share of information and transfer of information (good practices – what work looks like in the CE from an	Prism

			Economy and the skills needed for these roles	employee perspective – what opportunities exist, job profiles, etc.).	
	Coping with risks	Skills	Identify how the changing nature of work within the CE might impact on their own career progression		
	Work sustainable	Competences	Explore existing good practices on Circular Economy practices within the workplace through case studies		
8. How to Approach a Transition Towards a Greener System	Spotting opportunities	Knowledge	Identify his/her own job challenges and opportunities as workplaces begin the transition towards a greener system	• Ways to approach a transition towards a greener system (managing your own career pathway). • Taking ownership of your own career: introduce Career Management Skills using the Scottish Framework[6] as a potential model.	Meath Partnership
	Learning through experience	Competence	Develop a lifelong learning attitude by assessing and improving his/her Career Management Skills		
	Work sustainable	Skills	Develop a personal action plan to further develop his/her skills and remain employable in a greener system		

[6] For more information about the Scottish Framework: https://www.skillsdevelopmentscotland.co.uk/media/34749/career_management_skills_framework_scotland.pdf

Guidelines for Development of the Online Toolbox

The CICLO Online Toolbox

Whereas the CICLO Curriculum provides a clear overview of the structure, outcomes and content of the curriculum, all input needs to be developed ready for use as an online toolbox. In the CICLO-project, the process of content development, tailored for online learners for a specific target group, took place in two phases spread over IO2 and IO3.

Whereas IO2 provided guidelines to ensure the pedagogical and didactical quality of the learning outcome, the first step in IO3 was to transfer this input to another version, fit for further online web development.

Therefore, this document provides the guidelines used in the first phase of the development of the Online Toolbox and the templates including specific instructions for each unit.

Guidelines for Development

Learning analysis

Before you start designing your unit, reflect about your target group by reading and filling in the learning analysis outlined below. When your module content is created, go back to this form and use it as a **checklist** to assure your content aligns the **learning needs** of the target group:

	General	Specifically for this unit
Learning context	The learning activities should be applicable to different working contexts, including national, business sector and organisational differences.	
Learner's existing knowledge and skills about the topic	The primary target group for the course are long-term unemployed and low-skilled workers with little or no awareness about the concept of the Circular Economy. **Might there be any other existing knowledge of skills regarding to this unit?**	
Learning problem/gap	Make every module as e-accessible[7] (inclusive) as possible. **Are there any other possible learning gaps?**	
Learning environment and materials	All learning activities should be able to be carried out **online and accessible for all types of devices (mobile phone, iPad, laptop, PC)**.	

[7] https://ec.europa.eu/growth/sectors/tourism/business-portal/make-your-website-e-accessible_en

Keep in mind at all times the learners are low-skilled EU citizens:

- Use simple language
- Make their learning attractive, interactive, keeping them motivated (e.g. provide stories, case studies, videos, etc.)
- Make it useful and practical: experience-based, problem-based and inquiry-based learning
- Be aware of the different learning styles: auditory, visual, experiential, etc.
- Provide authentic learning opportunities
- Promote self-reflection
- Preparation of learning activities to be carried out
- Provide possibilities for peer-to-peer communication (discussion forum)
- Present the content in small units that will be able to provide just-in-time learning

Learning outcomes	See table curriculum framework. All learning outcomes are aimed at **EQF Level 3**
Timeline of the unit	**Each unit comprises 3 units and should take 7.5 hours to complete (3 x 2.5h)** The overall course will be 7.5h * 8 = 60 hours (2 ECVET credits).

Guidelines for designing your unit

Lay-out and references

- Use Arial 11, 1.15 spacing and UK English only
- Use APA-referencing: https://www.mendeley.com/guides/apa-citation-guide
- If direct quotes are used, the page number of the original source needs to be included
- Include any URLs as footnotes
- Ensure that all content (images, videos etc.) is free of copyright and that you have permission to use them.
- Ensure there is no plagiarism in the material provided.
- In case you want to use images, do it like the image below.

Figure 2 – Caption of the image

Structuring your unit and subunits

LEARNING OUTCOMES

Write down the learning outcomes of this unit. These learning outcomes come directly from the Learning Outcome Matrix on pages 10-13 of this document.

OVERVIEW

Start your unit by providing a short introduction to the topic that will be covered (1 - 2 paragraphs). As this will be the first opportunity for the learner to engage with the content, ensure that it is interesting and well-written to motivate the learner to continue further.

Then, outline the structure of the unit. Ideally the outline should show the units in each unit, their sections and the kind of activities, e.g. video, reflective questions etc. This way, the learner knows what to expect from this unit.

KEY WORDS

Provide a list of 3 or 4 key words regarding the topic of the unit (this will be useful for the search function on the e-platform also)

CONTENT OF EACH UNIT

Insert your content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform. For example:

Subunit Title

[Text text text Text text text Text text text Text text text Text text text Text text text Text text text Text text texto Text text textText text text Text text text Text text text Text text text Text text text Text Text text texto Text text textText text text Text text text Text text text Text text text Text text text.]

1.1 Subunit Title

[Text text text Text text text Text text text Text text text Text text text Text text text Text text text Text text texto Text text textText text text Text text text Text text text Text text text Text text text Text Text text texto Text text textText text text Text text text Text text text Text text text Text text text.]

KEY MESSAGE

Conclude with **1 or 2 paragraphs of text** to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary, a challenge to take on or questions for reflection so the learner can transfer the knowledge learned to his/her own context (personal and/or professional).

Please end with a sentence to make a link with the assessment activity that follows.

E.g. Now you have a better understanding of the concepts, challenges and opportunities of the Circular Economy, you can test your knowledge by completing the assessment of this unit.

USEFUL REFERENCES AND UNITS

Provide at least **3 useful references and units** (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth. There should be a description of the useful reference or unit (more than just a link).

Assessment

Since learners who have completed the course successfully will be certified with 2 ECVET points, the course needs a proper assessment system. The assessment of the course will be structured as follows:

1. **One assessment activity at the end of each unit** *(counts for 80% of the total score)*: Has the learner achieved the desired learning outcomes outlined at the start of the module?
   ⇨ At the end of each unit, the learner needs to answer **10 multiple choice questions**
2. **One assessment test at the end of the course** *(counts for 20% of the total score)*: Has the learner achieved the learning outcomes from the whole course?
   ⇨ At the end of the course, the learner will take a final test that consists of 30 questions in total. The final questionnaire will also be used to obtain general feedback on the platform.

If the learner has a final result of 60% or higher at the end of the course, they will obtain a certificate of successful completion (the user will have the possibility to repeat every test 3 times). Remember the level of the course is **EQF Level 3**[8], therefore we cannot make our assessment activities too difficult**.**

Instructions for Adding Learning Materials to Your Unit

Every unit should include the following materials to make their learning more engaging:

- **2 learning activities**: These could take the form of self-directed activities or reflection exercises that reinforce the stated learning outcome. These will **not** be graded.
- **2 short videos:** These should be short videos from reputable sources that highlight or address an element of the content in your module. When including a video, be sure to pose 1 or 2 reflective question that can be considered before or after watching the video. Spark the interest of the learner!
- **1 case study:** An example used to illustrate or reinforce the learning content in a practical and "real-life" scenario
- **3 useful references and units**
- **1 assessment activity:** a quiz or other format suggested by the template of IO3. This will be part of the overall assessment and should therefore be gradeable.

Overall, the unit should **not exceed 10 pages**.

Instructions for Developing a Learning Activity

[8] https://europa.eu/europass/en/description-eight-eqf-levels

As part of each module, every learner should be provided with the opportunity to complete **2 learning activities**. These could take the form of self-directed activities or reflection exercises that reinforce the stated learning outcome. Please use the template below for each activity.

Learning Activity 1	Title of your activity
Link with Learning Outcome	State relevant learning outcome that can be found at the start of your unit or from the Learning Outcome Matrix on pages 10-13 of this document.
Link with competence of the CYCLE-framework	Insert the competence of the CYCLE-framework that has been mapped with this specific learning outcome. This competence can be found in the Learning Outcome Matrix on pages 10-13 of this document. Both the learning outcome and the competence might give you some direction on how the learning activity could contribute to the outcomes we are aiming for in this unit.

Activity Instructions

Write down your instructions for the learner. What do you want them to do? Keep in mind the target group are low-skilled EU citizens (see table page 16).

For Example:

Example 1:

What challenges do you or does the company you work for experience regarding the Circular Economy? Post 1 question on the discussion forum and write a reply to at least 3 other questions that have been posted by peers.

Example 2:

What kind of circular activities does your company or a company you have worked for already have in place? Identify at least 2 challenges and 2 opportunities for your company regarding the circular economy

Example 3:

Make a SWOT-analysis of your own skills regarding the circular economy and write them in the table below:

Strengths	*Weaknesses*

Opportunities	*Threats*

Instructions for Using Video Content

Each unit should include **2 videos**. Every video should not be longer than **6 minutes**. Try to look for videos with subtitles. When you use a video please use the following template when adding it to your content:

URL/link to the video	
Title of the video	
Description of the content of the video	
Reflective question(s) after/before watching the video	

Instructions for Adding a Case Study

Every unit should include **1 case study**. This can either be a case study based on your own experience, or something you have found online. Keep in mind the target group are low-skilled EU citizens (see table page 16). Please use the video template if applicable or refer to the URL where you found your case study. The total length of the case study should **not exceed 1 page**.

For example:

Circos - Increasing clothing use through subscription[9]

A fashion system that no longer fits

Increasingly, clothes are being seen as disposable items. Garments are being thrown away after fewer and fewer uses, with some being discarded after just seven to ten wears. Globally,

[9] https://www.ellenmacarthurfoundation.org/case-studies/why-buy-when-you-can-borrow

clothing utilisation has decreased by 36% in the last 15 years (Ellen MacArthur Foundation (EMF) 2018). Yet, over the same period, clothing production has doubled.

Styles now have shorter lives, brands are offering more collections per year, and often, the clothes come at lower prices. Because of this, clothing is valued less by the customer and as a result is seen as disposable.

Circular business models reduce impact and unlock new value

Erick Bouwer is a fashion company owner who has embraced a more circular fashion business model. A pricing model expert and father of two, Erick founded Circos in 2019 as a sustainable and affordable alternative to buying kids clothing and maternity wear.

Erick explains: "In the first two years of a child's life, parents buy on average 280 items of clothing, most of which are only worn for two or three months. As a circular alternative, we offer a clothing subscription service that grows along with your child."

Parents choose a monthly subscription package assembled from a selection of more than 500 items on the Circos website, which crosses a number of different brands. The choice of package ranges from 12 to 24 items a month, representing about 40 - 100% of the child's clothing needs. Once their child has grown out of the clothing, parents simply swap for the next collection of larger sized clothes. Each clothing bundle is delivered to their door in a reusable and compostable bag.

The main insight underpinning Circos' business model, is that a typical child grows through eight sizes in the first two years of life. Subscribing rather than borrowing clothes makes sense on a number of levels - it saves parents' time, space and money, and provides high-quality and well-fitting clothing in a convenient way.

A Life Cycle Assessment from the Danish consultancy firm PlanMiljø shows that Circos users save an average of 242 litres of water, 270 grams of cotton and 6.14 kilos of CO2 per month compared to parents who buy all their children's clothing.

Circular fashion subscription models such as Circos, prove that people can still get regular access to new clothing that complements changes in lives, shapes or lifestyles, but in a way that does not waste or pollute to a degree that is rapidly becoming quite unfashionable.

Developing an Assessment Activity

Each user of the platform will have to answer 10 questions after each unit, plus a final questionnaire with 30 true/false questions. The final questionnaire will also be used to obtain general feedback on the platform. In order to respect the assessment systems foreseen by the ECVET framework, every partner will have to structure the evaluation as follows:

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COMPETENCES > following the topics covered in your Module enter 3 open-ended questions to evaluate the competences obtained by the user. Example: Describe the waste disposal systems you would use in the case of toxic waste.

Final evaluation > 3 true/false questions to be included in the final questionnaire and related with your Module topics.

ASSESSMENT GRID

Assessment at the end of a unit			**Assessment at the end of the course**
KNOWLEDGE	**SKILLS**	**COMPETENCES**	**Final evaluation**
4 multiple choice questions regarding your module, to test if the knowledge has been obtained.	**3 drag and drop questions** to prove the skills acquired.	**3 Open questions** to test further competences attained.	**3 true and false questions** form every partner.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.			

Every assessment activity can have a ‘result’ message. For example: Well done, you have successfully completed the unit ‘Circular Economy: What’s in a name?’

Curriculum Development Templates

Unit 1: Circular Economy, What's in a name?

Learning Outcomes

After completing this unit, the learner will be able to:

1. Explain the principles, values and life-cycle of the Circular Economy
2. List the benefits, challenges and opportunities for the Circular Economy
3. Compare the linear and Circular Economy identifying the link between sustainability and the Circular Economy

Overview

[Start your unit by providing a short introduction to the topic that will be covered (1-2 paragraphs)

Then, outline the structure of the unit. Ideally the outline should show the units in each unit, their sections and the kind of activities, e.g. video, reflective questions, etc. This way, the learner knows what to expect from this unit.]

Key Words

[Provide a list of 3 or 4 key words regarding the topic of the unit.]

1 Principles of the Circular Economy

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform. Also, use the templates provided when adding video content, learning activities and case studies.]

2 Benefits, Challenges and Opportunities of the Circular Economy

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform. Also, use the templates provided when adding video content, learning activities and case studies.]

3 Circular Economy and Sustainability

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform. Also, use the templates provided when adding video content, learning activities and case studies.]

Key Message

[Conclude with **1 or 2 paragraphs of text** to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary, a challenge to take on or questions for reflection so the learner can transfer the knowledge learned to his/her own context (personal and/or professional).]

Useful References and Units

[Provide at least **3 useful references and units** (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth. There should be a description of the useful reference or unit (more than just a link).]

Assessment

[Each user of the platform will have to answer 10 questions after each unit, plus a final questionnaire with 30 true/false questions. The final questionnaire will also be used to obtain general feedback on the platform. In order to respect the assessment systems foreseen by the ECVET framework, every partner will have to structure the evaluation as follows:

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COMPETENCES > following the topics covered in your Module enter 3 open-ended questions to evaluate the competences obtained by the user. Example: Describe the waste disposal systems you would use in the case of toxic waste.

Final evaluation > 3 true/false questions to be included in the final questionnaire and related with your Module topics.]

ASSESSMENT GRID

Assessment at the end of a unit			Assessment at the end of the course
KNOWLEDGE	**SKILLS**	**COMPETENCES**	**Final evaluation**
4 multiple choice questions regarding your module, to test if the knowledge has been obtained.	**3 drag and drop questions** to prove the skills acquired.	**3 Open questions** to test further competences attained.	**3 true and false questions** form every partner.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.			

[Every assessment activity can have a ‘result’ message. For example: Well done, you have successfully completed the unit ‘Circular Economy: What’s in a name?’]

Result message:

Unit 2: Recycling Management

Learning Outcomes

After completing this unit, the learner will be able to:

1. Explain the different components of the recycling process for both personal and professional waste
2. Assess common types of pollution and identify mitigation strategies; list ways in which you can take both personal and professional responsibility and identify opportunities for recycling and upcycling
3. Articulate how waste management contributes to environmental sustainability and Circular Economy

Overview

[Start your unit by providing a short introduction to the topic that will be covered (1-2 paragraphs)

Then, outline the structure of the unit. Ideally the outline should show the units in each unit, their sections and the kind of activities, e.g. video, online course, quiz etc. This way, the learner knows what to expect from this unit.]

Key Words

[Provide a list of 3 or 4 key words regarding the topic of the unit]

1 Components of the recycling process

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform.]

2 Pollution: What is it and how to contain it?

[Insert subunits, content, learning activities, case studies, videos]

3 Waste Management and Sustainability

[Insert subunits, content, learning activities, case studies, videos]

Key Message

[Conclude with **1 or 2 paragraphs of text** to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary, a challenge to take on or questions for reflection so the learner can transfer the knowledge learned to his/her own context (personal and/or professional).]

Useful References and Units

[Provide at least **3 useful references and units** (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth. There should be a description of the useful reference or unit (more than just a link).]

Assessment

[Conclude with 1 or 2 paragraphs of text to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary or a challenge to take on.]

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Final evaluation > 3 true/false questions to be included in the final questionnaire and related with your Module topics.]

ASSESSMENT GRID

Assessment at the end of a unit			Assessment at the end of the course
KNOWLEDGE	**SKILLS**	**COMPETENCES**	**Final evaluation**
4 multiple choice questions regarding your module, to test if the knowledge has been obtained.	**3 drag and drop questions** to prove the skills acquired.	**3 Open questions** to test further competences attained.	**3 true and false questions** form every partner.
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2.	2.	2.	2.
3.	3.	3.	3.
4.			

[Every assessment activity can have a ‘result’ message. For example: Well done, you have successfully completed the unit ‘Circular Economy: What’s in a name?’]

Result message:

Unit 3: Materials Reuse and Remanufacturing

Learning Outcomes

After completing this unit, the learner will be able to:

1. Explain concepts such as material use, reuse and remanufacturing of materials or components of materials
2. Review options for product end-of-life: Life extension, remanufacturing or recycling
3. Appreciate how the reuse and remanufacturing of things can be seen as a part of the Circular Economy and can contribute to environmental sustainability

Overview

[Start your unit by providing a short introduction to the topic that will be covered (1-2 paragraphs)

Then, outline the structure of the unit. Ideally the outline should show the units in each unit, their sections and the kind of activities, e.g. video, online course, quiz etc. This way, the learner knows what to expect from this unit.]

Key Words

[Provide a list of 3 or 4 key words regarding the topic of the unit]

1 Concepts in Material Reuse and Remanufacturing

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform.]

2 Product End-of-Life: Life extension, Remanufacturing or Recycling

[Insert subunits, content, learning activities, case studies, videos]

3 Reuse, Remanufacturing and Sustainability

[Insert subunits, content, learning activities, case studies, videos]

Key Message

[Conclude with 1 or 2 paragraphs of text to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary or a challenge to take on.]

Useful References and Units

[Provide at least **3 useful references and units** (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth. There should be a description of the useful reference or unit (more than just a link).]

Assessment

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COMPETENCES > following the topics covered in your Module enter 3 open-ended questions to evaluate the competences obtained by the user. Example: Describe the waste disposal systems you would use in the case of toxic waste.

Final evaluation > 3 true/false questions to be included in the final questionnaire and related with your Module topics.]

ASSESSMENT GRID

Assessment at the end of a unit			Assessment at the end of the course
KNOWLEDGE	**SKILLS**	**COMPETENCES**	**Final evaluation**
4 multiple choice questions regarding your module, to test if the knowledge has been obtained.	**3 drag and drop questions** to prove the skills acquired.	**3 Open questions** to test further competences attained.	**3 true and false questions** form every partner.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.			

[Every assessment activity can have a ‘result’ message. For example: Well done, you have successfully completed the unit ‘Circular Economy: What’s in a name?’]

Result message:

Unit 4: From Products to Services

Learning Outcomes

After completing this unit, the learner will be able to:

1. Describe the concept of product-service systems in his own words
2. Review options for a product to a product-service design
3. Identify how the servitisation of products can be seen as a part of the Circular Economy and can contribute to environmental sustainability

Overview

[Start your unit by providing a short introduction to the topic that will be covered (1-2 paragraphs)

Then, outline the structure of the unit. Ideally the outline should show the units in each unit, their sections and the kind of activities, e.g. video, online course, quiz etc. This way, the learner knows what to expect from this unit.]

Key Words

[Provide a list of 3 or 4 key words regarding the topic of the unit]

1 Concepts in Product-service Systems

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform.]

2 Options for Product to Product-Service Design

[Insert subunits, content, learning activities, case studies, videos]

3 Servitisation and Sustainability

[Insert subunits, content, learning activities, case studies, videos]

Key Message

[Conclude with 1 or 2 paragraphs of text to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary or a challenge to take on.]

Useful References and Units

[Provide at least **3 useful references and units** (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth. There should be a description of the useful reference or unit (more than just a link).]

Assessment

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ASSESSMENT GRID

Assessment at the end of a unit			Assessment at the end of the course
KNOWLEDGE	**SKILLS**	**COMPETENCES**	**Final evaluation**
4 multiple choice questions regarding your module, to test if the knowledge has been obtained.	**3 drag and drop questions** to prove the skills acquired.	**3 Open questions** to test further competences attained.	**3 true and false questions** form every partner.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.			

[Every assessment activity can have a ‘result’ message. For example: Well done, you have successfully completed the unit ‘Circular Economy: What’s in a name?’]

Result message:

Unit 5: Soft Skills for the Circular Economy I and 21st Century Skills

Learning Outcomes

After completing this unit, the learner will be able to:

1. Enhance his/her interpersonal, communication, negotiation and digital skills with regard to working in the Circular Economy
2. Use personal strengths to identify key talents that could be transferred into a Circular Economy business or workplace
3. Validate his/her information and media literacy regarding the topic of the Circular Economy

Overview

[Start your unit by providing a short introduction to the topic that will be covered (1-2 paragraphs)

Then, outline the structure of the unit. Ideally the outline should show the units in each unit, their sections and the kind of activities, e.g. video, online course, quiz etc. This way, the learner knows what to expect from this unit.]

Key Words

[Provide a list of 3 or 4 key words regarding the topic of the unit]

1 Interpersonal, communication, negotiation and digital skills in the Circular Economy

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform.]

2 Identifying Key Talents Relevant for the Circular Economy

[Insert subunits, content, learning activities, case studies, videos]

3 Information and Media Literacy Regarding the Circular Economy

[Insert subunits, content, learning activities, case studies, videos]

Key Message

[Conclude with 1 or 2 paragraphs of text to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary or a challenge to take on.]

Useful References and Units

[Provide at least **3 useful references and units** (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth. There should be a description of the useful reference or unit (more than just a link).]

Assessment

[Each user of the platform will have to answer 10 questions after each unit, plus a final questionnaire with 30 true/false questions. The final questionnaire will also be used to obtain general feedback on the platform. In order to respect the assessment systems foreseen by the ECVET framework, every partner will have to structure the evaluation as follows:

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Final evaluation > 3 true/false questions to be included in the final questionnaire and related with your Module topics.]

ASSESSMENT GRID

Assessment at the end of a unit			**Assessment at the end of the course**
KNOWLEDGE	**SKILLS**	**COMPETENCES**	**Final evaluation**
4 multiple choice questions regarding your module, to test if the knowledge has been obtained.	**3 drag and drop questions** to prove the skills acquired.	**3 Open questions** to test further competences attained.	**3 true and false questions** form every partner.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.			

[Every assessment activity can have a 'result' message. For example: Well done, you have successfully completed the unit 'Circular Economy: What's in a name?']

Result message:

Unit 6: Soft Skills for the Circular Economy II

Learning Outcomes

After completing this unit, the learner will be able to:

1. Apply his/her leadership skills to support Circular Economy practices within the workplace – through role play and case studies
2. Critically analyse information regarding the Circular Economy and influence others thinking
3. Explore and critically interpret future trends likely to impact the workplace, company and business within the Circular Economy

Overview

[Start your unit by providing a short introduction to the topic that will be covered (1-2 paragraphs)

Then, outline the structure of the unit. Ideally the outline should show the units in each unit, their sections and the kind of activities, e.g. video, online course, quiz etc. This way, the learner knows what to expect from this unit.]

Key Words

[Provide a list of 3 or 4 key words regarding the topic of the unit]

1 Leadership Skills in Circular Economy Practices

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform.]

2 Critical Information Analysis Regarding the Circular Economy

[Insert subunits, content, learning activities, case studies, videos]

3 Future Trends in the Circular Economy

[Insert subunits, content, learning activities, case studies, videos]

Key Message

[Conclude with 1 or 2 paragraphs of text to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary or a challenge to take on.]

Useful References and Units

[Provide at least **3 useful references and units** (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth. There should be a description of the useful reference or unit (more than just a link).]

Assessment

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ASSESSMENT GRID

Assessment at the end of a unit			Assessment at the end of the course
KNOWLEDGE	**SKILLS**	**COMPETENCES**	**Final evaluation**
4 multiple choice questions regarding your module, to test if the knowledge has been obtained.	**3 drag and drop questions** to prove the skills acquired.	**3 Open questions** to test further competences attained.	**3 true and false questions** form every partner.
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2.	2.	2.	2.
3.	3.	3.	3.
4.			

[Every assessment activity can have a ‘result’ message. For example: Well done, you have successfully completed the unit ‘Circular Economy: What’s in a name?’]

Result message:

Unit 7: Good Practices

Learning Outcomes

After completing this unit, the learner will be able to:

1. Understand and explain the changing nature of work within the Circular Economy and how this might Impact on his/her own career progression
2. Recognise and explain the job opportunities available within the Circular Economy and the skills needed in these roles
3. Explore existing good practices on Circular Economy practices within the workplace through case studies

Overview

[Start your unit by providing a short introduction to the topic that will be covered (1-2 paragraphs)

Then, outline the structure of the unit. Ideally the outline should show the units in each unit, their sections and the kind of activities, e.g. video, online course, quiz etc. This way, the learner knows what to expect from this unit.]

Key Words

[Provide a list of 3 or 4 key words regarding the topic of the unit]

1 Skills and Job Opportunities in the Circular Economy

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform.]

2 How The Circular Economy Might Impact My Career

[Insert subunits, content, learning activities, case studies, videos]

3 Good Practices in the Circular Economy Workplace

[Insert subunits, content, learning activities, case studies, videos]

Key Message

[Conclude with 1 or 2 paragraphs of text to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary or a challenge to take on.]

Useful References and Units

[Provide at least **3 useful references and units** (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth. There should be a description of the useful reference or unit (more than just a link).]

Assessment

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ASSESSMENT GRID

Assessment at the end of a unit			Assessment at the end of the course
KNOWLEDGE	**SKILLS**	**COMPETENCES**	**Final evaluation**
4 multiple choice questions regarding your module, to test if the knowledge has been obtained.	**3 drag and drop questions** to prove the skills acquired.	**3 Open questions** to test further competences attained.	**3 true and false questions** form every partner.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.			

[Every assessment activity can have a ‘result’ message. For example: Well done, you have successfully completed the unit ‘Circular Economy: What’s in a name?’]

Result message:

Unit 8: How to Approach a Transition Towards a Greener System

Learning Outcomes

After completing this unit, the learner will be able to:

1. Identify his/her job challenges and opportunities as workplaces begin the transition towards a greener system
2. Develop a lifelong learning attitude by assessing and improving his/her Career Management Skills
3. Develop a personal action plan to further develop his/her skills and remain employable in a greener system

Overview

[Start your unit by providing a short introduction to the topic that will be covered (1-2 paragraphs)

Then, outline the structure of the unit. Ideally the outline should show the units in each unit, their sections and the kind of activities, e.g. video, online course, quiz etc. This way, the learner knows what to expect from this unit.]

Key Words

[Provide a list of 3 or 4 key words regarding the topic of the unit]

1 Challenges and Opportunities of Sustainability Initiatives in the Workplace

[Insert subunits and content. Please ensure that your content is structured and concise as this will help greatly in the final production of the curriculum on the online platform.]

2 Career Management Skills: Assessment and Improvement

[Insert subunits, content, learning activities, case studies, videos]

3 Personal Action Plan: Remaining Employable in the Circular Economy

[Insert subunits, content, learning activities, case studies, videos]

Key Message

[Conclude with 1 or 2 paragraphs of text to highlight the key point that you wish the learner to take away from the unit. It can be in the form of a statement, top tip, brief summary or a challenge to take on.]

Useful References and Units

[Provide at least **3 useful references and units** (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth. There should be a description of the useful reference or unit (more than just a link).]

Assessment

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Final evaluation > 3 true/false questions to be included in the final questionnaire and related with your Module topics.]

ASSESSMENT GRID

Assessment at the end of a unit			**Assessment at the end of the course**
KNOWLEDGE	**SKILLS**	**COMPETENCES**	**Final evaluation**
4 multiple choice questions regarding your module, to test if the knowledge has been obtained.	**3 drag and drop questions** to prove the skills acquired.	**3 Open questions** to test further competences attained.	**3 true and false questions** form every partner.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.			

[Every assessment activity can have a 'result' message. For example: Well done, you have successfully completed the unit 'Circular Economy: What's in a name?']

Result message:

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
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