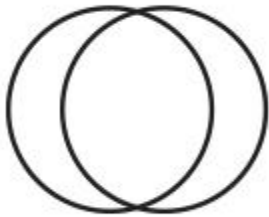


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A1.4 Re.Ma Curriculum

Remote Management for SMEs

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| Activity coordinator | ECTE |
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Re.Ma
 - - - - -
 Remote Management
 for SMEs



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Revision History

| Author | Date | Version | Description |
|--------|------------|---------|------------------|
| ECTE | 12/11/2022 | v.1 | Re.Ma Curriculum |
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Introduction

As defined by CEDEFOP, a curriculum is an “*Inventory of activities related to the design, organisation and planning of a training action, including definition of learning objectives, content of programmes, methods*”. Depending on the country, the type of education and training, and the institution, curricula may define, among other learning outcomes, objectives, contents, place and duration of learning, teaching and assessment methods to a greater or to a lesser extent. New approaches to learning and research findings on how the brain works, the need to establish a closer link between VET provision have a decisive influence on the introduction of outcome-oriented curricula in VET.

These tools require a similar shift to learning outcomes in national VET systems: there is some evidence that learning outcomes are increasingly used to design qualifications, standards and to orient quality assurance and certification approaches across Europe (Cedefop, 2009b; Cedefop, 2009c).

ECVET stands for European Credit System for Vocational Education and Training. It is a framework that aims to support the recognition, validation, and transfer of learning outcomes achieved through formal, non-formal, and informal learning.

Taking inspiration from the Erasmus programme, ECVET's primary objective is to promote the mobility of vocational education learners throughout Europe, allowing them to participate in training periods overseas and receive recognition of their training in their home countries. However, ECVET's scope extends beyond this goal and covers other significant issues. These include the recognition of worker qualifications as they move across and into Europe, the mobility of workers in the European and national labour markets, which involves frequent transfers to various activities within the context of labour market flexibility, and the necessity for workers to engage in lifelong learning.

Developing a Learning-Outcome oriented Curriculum using ECVET

In recent years, a major European-wide trend has been the focus on learning outcomes in the design and renewal of VET curricula (*Curriculum reform in Europe. The impact of learning outcomes, CEDEFOP, 2012*). For developing a learning-outcome oriented curriculum using ECVET, the following steps were implemented:

Identification of the learning outcomes. The learning Outcomes are the knowledge, skills, and competencies that learners should acquire by the end of each learning unit of the course.



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Design the curriculum: Based on the learning outcomes, the learning activities were described, the assessment methods, and the resources needed to achieve the outcomes.

Assign ECVET points: The ECVET credit system is used to measure and recognize the learning outcomes achieved by learners. It involves assigning credit points to each learning outcome and developing a system to transfer credits between different learning contexts.

The European Union documents outlining the ECVET framework propose a methodology for assigning ECVET points to each qualification and learning unit.

ECVET points are a numerical representation of the overall weight of learning outcomes and the relative weight of units in relation to the qualification. To determine the relative weight of a learning unit, various criteria can be applied. In the case of the Re.Ma curriculum, the main criteria were the TIME required to acquire the competencies included in the course and the RELEVANCE of those competencies to the unit. The relevance of each learning outcome is ranked on a scale from Essential (with a relative weight of 2.0 due to being more relevant and complex) to Basic (with a relative weight of 0.5 due to being less relevant). The relevance is then converted into a percentage, with the full qualification being 100%, and the total number of ECVET points allocated to each learning outcome is determined by this scale. If 60 ECVET points are allocated to learning outcomes expected to be achieved in a year of formal training.

A Learning Unit.

To determine the weight of a learning unit, its relevance for the qualification is considered. The relevance is then expressed in terms of percentage (Basic, Important, Essential) the full qualification being 100% and the percentage is rewritten according to the overall number of ECVET points for the qualification. For instance, a unit which is evaluated as important (20%) in a qualification of one-year training (60 ECVET points) will be provided with 12 ECVET points.

Set of course objectives (Learning Outcomes).

The next step is the choice and designation of Learning Outcomes to each Unit. Learning Outcomes are the end goal for any professional and they make up the required qualifications. They should note what the professional is expected to have learned by completing that Unit.

The Learning Outcome should be specific, measurable, achievable, realistic, and time-bound objectives and consult key competencies.

Knowledge, Skills, Competences

When the Learning Outcomes are complete for the Unit, in line with the EQF level (level descriptor), they should be followed by the knowledge, skills and competence pertaining to it, to be complete. At this stage, the ECVET Units and Learning Outcomes should be analysed in all



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their essential theoretical and practical aspects. These will create descriptions of the required knowledge, skills, and competences.

Considering the subjective factor of personality makes competence a more intricate matter as it involves how a person employs their knowledge and skills. It is worth noting that competences and skills are not interchangeable terms. The European e-Competence Framework (e-CF) user guide defines competence as *“the demonstrated ability to apply knowledge, skills, and attitudes towards achieving observable results”* (e-CF, <https://tinyurl.com/2qd6h2zg>). Unlike skills, which are specific abilities such as making cost/benefit analysis or developing user interfaces, competences are holistic concepts that encompass skills. Additionally, skills can be either hard technical skills or soft skills, like deploying empathy to address customer needs or negotiating contract terms and conditions.



The Re.Ma Curriculum

Aim and objectives

The Re.Ma curriculum is designed on the principles of the European Credit System for Vocational Education and Training (ECVET) and is outcome oriented. The primary goal of the curriculum is to enhance educational offerings, instructional activities, and practices to boost learners' engagement and improve their accomplishments in applying Remote Management. The aim is for learners to attain specific learning outcomes by the conclusion of the training program.

Methodology used

The development of the Re.Ma curriculum was based on a specific procedure that included the following articulated steps:

- **Good practices on Remote management**, for formulating the competencies knowledge and Skills needed. The work was implemented by all the partners of the project, whereas the report was developed by the partner Metalaxis.
- **Survey on existing skills** of the target group against those needed and identified through the good practices. The survey was implemented by all partners in the three participating countries. The analysis and the report on the surveys was presented by Metalaxis for identifying the real situation of needed skills in Remote Management in partner countries and
- **Finalizing the *learning content of the curriculum***, as well as *assigning relative weights* on the learning outcomes, for ECVET points.

Modules and Learning Units

The ReMa course consists of four training modules, each comprising of distinct learning units. Each learning unit is defined by one or more learning outcomes, identified by a code format "Mx.y.z." Here, "Mx" denotes the Module, "y" represents the Unit, and "z" signifies the specific Learning Outcome within that specific module and unit. For instance, "M2.3.2" refers to the second Module, third Unit, and second Learning Outcome.

The training modules represent the four core competences a Remote Manager should have, which are compatible with EQF Level 4 and 5. Each module consists of three Learning Units, 12 in total. Based on the methodology described earlier, two main criteria were used: a. the **TIME** required to acquire the competences included in the course, and b. the **RELEVANCE** of the competences included in the Unit. The total ECVET points allocated to the Re.Ma course are 4,40.



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| Re.Ma COURSE | ECVET points 4,40 |
|--|--------------------------|
| MODULE 1: REMOTE WORK PRACTICES | ECVET POINTS 1,29 |
| MODULE 2: MANAGING REMOTE TEAMS | ECVET POINTS 1,08 |
| MODULE 3: REMOTE ADAPTATION PROCESSES FOR ORGANIZATIONS | ECVET POINTS 1,04 |
| MODULE 4: CULTURE AND VALUES FOR DISTRIBUTED TEAMS | ECVET POINTS 0,99 |

Requirements

Learners should have:

- Basic knowledge of the English language
- Basic Digital Skills in terms of digital communication tools and platforms,
- Knowledge of MS office (word, Excel PowerPoint presentations).
- Basic Communication skills

Learning and teaching methods

The Re.Ma course will be conducted in a completely pervasive setting (ubiquitous learning), where various teaching techniques will be employed to shift the focus of instructors from merely providing information to facilitating learning. This method allows learners to enhance their skills by working independently and in collaboration with other learners.

Learning environment

The Re.Ma course will be delivered online, in a fully ubiquitous environment through the ECTE e-learning platform, www.ecte.newzenler.com. The training material can be used by trainers in a face-to-face learning environment, or in a hybrid educational approach.

Learners in remote areas, can use any mobile application for having the course. Additionally, they can attend a semi-prudential classroom having a facilitator or a trainer to make the use of the Re.Ma training platform easier.

Duration

The duration of the course is **36 hours**, estimated to last four weeks on average (suggested to have three sessions per week, lasting three hours each). However, a learner can devote as much



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time as he feels to be effective to fully understand the content and archive the expected learning outcomes.



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|-----------------------|------------------------------------|
| COURSE TITLE | Re.Ma - Remote Management for SMEs |
| TARGET GROUP | Professionals working in SMEs |
| LEARNING HOURS | 36 |
| EQF LEVEL | 4 AND 5 |
| ECVET POINTS | 4,40 |

| MODULE 1 | | | | | |
|------------------------------------|--|-----------------------------|------------------|------------------------|---------------------|
| Remote Work Practices | | | | | |
| LEARNING HOURS | | THEORETICAL | 9 | ECVET points | 1,29 |
| | | PRACTICAL | 0 | | |
| UNIT 1.1: About Remote Work | | | | | 0,43 |
| | Learning outcomes | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
| 1.1.1 | The learner is able to understand what remote work stands for and what are the factors supporting remote working | Theoretical learning online | Essential | 1,0 | 0,09 |
| 1.1.2 | The learner is able to understand what is Remote work - who the Remote workers are | Theoretical learning online | Important | 2,0 | 0,17 |
| 1.1.3 | The learner is able to understand the ability of an organization to effectively manage and support remote work arrangements. | Theoretical learning online | Essential | 2,0 | 0,17 |
| UNIT 1.2: Building a Team | | | | | 0,52 |



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| | Learning outcomes | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
|-------|--|-----------------------------|-----------|-----------------|--------------|
| 1.2.1 | The learner is able to meet the challenge of hiring from everywhere around the world. | Theoretical learning online | Essential | 2,0 | 0,17 |
| 1.2.2 | The learner understands the differences between hiring and onboarding in a remote working environment. | Theoretical learning online | Essential | 2,0 | 0,17 |
| 1.2.3 | The learner is able to treat and assess candidates for a remote position | Theoretical learning online | Essential | 2,0 | 0,17 |

UNIT 1.3: Work Environment **0,35**

| | Learning outcomes | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
|-------|---|-----------------------------|-----------|-----------------|--------------|
| 1.3.1 | The learner knows what an ergonomic workspace for a remote worker is. | Theoretical learning online | Essential | 2,0 | 0,17 |
| 1.3.2 | The learner is able to introduce a worker into his remote working environment and responsibilities. | Theoretical learning online | Essential | 2,0 | 0,17 |

| MODULE 2 | | | | | |
|--------------------------------|---|--------------------|-----------------------------|---------------------|--------------|
| Managing a Remote Team | | | | | |
| LEARNING HOURS | | THEORETICAL | 9 | ECVET points | 1,08 |
| | | PRACTICAL | 0 | | |
| UNIT 2.1: Communication | | | | | 0,43 |
| | Learning outcomes | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
| 2.1.1 | The learner understands the importance of communication | Essential | Theoretical learning online | 2,0 | 0,17 |
| 2.1.2 | The learner is able to embrace Asynchronous Communication | Important | Theoretical learning online | 1,0 | 0,09 |



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| 2.1.3 | The learner is able to conduct online meetings and use Collaboration tools | Essential | Theoretical learning online | 2,0 | 0,17 |
| UNIT 2.2: Measuring Success | | | | | 0,22 |
| Learning outcomes | | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
| 2.2.1 | The learner is able to adopt a Results-Oriented mindset | Basic | Theoretical learning online | 0,5 | 0,04 |
| 2.2.2 | The learner is able to use Project and Task Management approaches and tools | Essential | Theoretical learning online | 2,0 | 0,17 |
| UNIT 2.3: Personal Development and Leadership | | | | | 0,43 |
| Learning outcomes | | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
| 2.3.1 | Understanding Job satisfaction and Performance | Essential | Theoretical learning online | 2,0 | 0,17 |
| 2.3.2 | The learner is able to boost Career Development in a remote environment | Important | Theoretical learning online | 1,0 | 0,09 |
| 2.3.3 | The learn is able to use Remote Leadership and Responsibility in a remote working environment | Essential | Theoretical learning online | 2,0 | 0,17 |

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|---|--|--------------------------|------------------|------------------------|---------------------|
| MODULE 3 | | | | | |
| Remote Adaptation Processes for an SME | | | | | |
| LEARNING HOURS | | THEORETICAL | 9 | ECVET points | 1,04 |
| | | PRACTICAL | 0 | | |
| UNIT 3.1: Types of Remote Teams | | | | | 0,26 |
| Learning outcomes | | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |



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|-------|---|-----------|-----------------------------|-----|------|
| 3.1.1 | The learner is able to plan a remote transition | Basic | Theoretical learning online | 0,5 | 0,04 |
| 3.1.2 | The learner is able to determine the type of remote team is having or plan to have | Important | Theoretical learning online | 1,0 | 0,09 |
| 3.1.3 | The learner is able to determine the types and the structure of a remote team he has or plan to have (part 1) | Important | Theoretical learning online | 1,0 | 0,09 |
| 3.1.4 | The learner is able to determine the types and the structure of a remote team he has or plan to have (part 1) | Basic | Theoretical learning online | 0,5 | 0,04 |

UNIT 3.2: Phases of Remote Adaptation

0,52

| Learning outcomes | | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
|-------------------|--|-------------------|-----------------------------|-----------------|--------------|
| 3.2.1 | The learner is able the determine the current phase and plan the remote transitions process | Essential | Theoretical learning online | 2,0 | 0,17 |
| 3.2.2 | The learner is able the determine the current phase and plan the remote transitions process (Part 1) | Essential | Theoretical learning online | 2,0 | 0,17 |
| 3.2.3 | The learner is able the determine the current phase and plan the remote transitions process (Part 2) | Essential | Theoretical learning online | 2,0 | 0,17 |

UNIT 3.3: Transitioning Collocated Organization to Remote

0,26

| Learning outcomes | | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
|-------------------|---|-------------------|-----------------------------|-----------------|--------------|
| 3.3.1 | The learner is able to understand and plan the steps for a remote transition. (Maturity readiness) | Important | Theoretical learning online | 1,0 | 0,09 |
| 3.3.2 | Maturity assessment is able to access the existing phase of an organization towards remote transition. (Maturity readiness) | Basic | Theoretical learning online | 0,5 | 0,04 |



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| 3.3.3 | The learner is able to determine the current phase and plan the remote transitions process | Important | Theoretical learning online | 1,0 | 0,09 |
| 3.3.4 | The learner is able to Close the office | Basic | Theoretical learning online | 0,5 | 0,04 |

12,0

| MODULE 4 | | | | | |
|--|---|--------------------------|-----------------------------|------------------------|---------------------|
| Culture and Values for remote working Teams | | | | | |
| LEARNING HOURS | | THEORETICAL | 9 | ECVET points | 0,99 |
| | | PRACTICAL | 0 | | |
| UNIT 4.1: Considerations for Culture Building | | | | | 0,13 |
| | Learning outcomes | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
| 4.1.1 | The learner is able to understand how culture operates into a remote working team environment | Basic | Theoretical learning online | 0,5 | 0,04 |
| 4.1.2 | The learner is able to understand the differences of culture at a Remote Organisation? | Important | Theoretical learning online | 1,0 | 0,09 |
| UNIT 4.2: Organizational Values for Distributed Teams | | | | | 0,35 |
| | Learning outcomes | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
| 4.2.1 | The learner is able to determine the values that will serve his organisation | Essential | Theoretical learning online | 2,0 | 0,17 |
| 4.2.2 | The learner is able to determine the values that will serve his organisation | Important | Theoretical learning online | 1,0 | 0,09 |
| 4.2.3 | The learner is able to determine the values that will serve his organisation | Important | Theoretical learning online | 1,0 | 0,09 |
| UNIT 4.3: Developing and Upholding Values | | | | | 0,52 |



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| | Learning outcomes | Didactical method | RELEVANCE | RELEVANT WEIGHT | ECVET points |
|-------|---|--------------------------|-----------------------------|------------------------|---------------------|
| 4.3.1 | The learner will be able to determine the values that will serve his Organisation | Essential | Theoretical learning online | 2,0 | 0,17 |
| 4.3.2 | How to create and RollOut your Values. The learner is able to adjust values to empower a remote team | Important | Theoretical learning online | 1,0 | 0,09 |
| 4.3.3 | The learner is able to adjust values to empower a remote team | Important | Theoretical learning online | 1,0 | 0,09 |
| 4.3.4 | The learner is able to adjust values to empower a remote team | Essential | Theoretical learning online | 2,0 | 0,17 |

