



**MuSA**  
museum sector alliance

# **TRAINING HANDBOOK FOR “DIGITAL INTERACTIVE EXPERIENCE DEVELOPER”**



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Training Handbook for “Digital Interactive Experience Developer” (R3.3)

The Mu.SA - Museum Sector Alliance Project, has been funded with support from the European Commission. This publication reflects 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.

**Funding Programme:** Erasmus+ (European Commission)

**Key Action:** Cooperation for innovation and the exchange of good practices

**Action Type:** Sector Skills Alliances for design and delivery of VET

**Project Number:** 575907-EEP-1-2016-1-EL-EPPKA2-SSA

**Starting Date:** 1 November 2016

**Ending Date:** 30 April 2020

[www.project-musa.eu](http://www.project-musa.eu)



Co-funded by the  
Erasmus+ Programme  
of the European Union

Work package:	3
Type:	Document
Dissemination level:	Public
Version:	Final
Delivery date:	April 2020
Keywords:	Handbook, EQAVET, validation, VET curricula, Digital Interactive Experience Developer
Abstract:	<p>This document consist the Handbooks for the VET curricula of Digital Interactive Experience Developer. It was developed from the Mu.SA project, aiming to support VET providers and tutors who would like to implement this VET curricula. It capitalizes on the full potential of various learning settings and applies EQAVET principles. Various ways of implementing the VET methodology are described, addressing the needs of different audiences, taking into account the context of training and the special attributes of the trainees. It also incorporates the specification of procedures to validate prior, informal and non formal learning of the professionals of the museum sector, and guidelines for applying EQAVET principles and procedures.</p> <p>The handbook presents the details of the competence modules that must be delivered to the trainees, first through an introductory course, and second through a specialization course.</p>
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## Introduction

The Mu.SA project was implemented between 2016 and 2020, addressing the training needs of Museum and cultural organizations professionals. It produced a range of innovative outcomes, including among others, (a) four profiles of emerging job roles in museums and cultural organizations that will serve as a common reference at the European level, (b) a staged VET methodology based on learning outcomes, (c) modular VET curricula that dynamically combine training modules for digital and transferable competences, (d) a MOOC for delivering the basic competences, (e) a European specialization course that combines e-learning, face to face instruction and work place learning, and (f) Communities of Practice (one per project country, i.e. Italy, Greece and Portugal, and one at the European level), in order to support Museum and Cultural Organization Professionals to engage into an open dialogue and sustainable peer learning. European instruments (EQF, ECVET and EQAVET) were applied improving transparency and recognition of qualifications.

This document consists the training handbook that will be used from the tutors and VET providers that intend to deliver the VET curricula for Digital Interactive Experience Developer after the end of the Mu.SA project lifecycle. The handbook is based on the separate handbooks that were developed during the different competences design, in a modular approach.

In this document, VET providers and tutors will find information on Digital Interactive Experience Developer, and specifically how to implemented the Mu.SA training methodology. Their main endeavour is to motivate learners, so as to engage them into the competence development procedure and decrease drop-out, and to solve them any questions, especially through the respective competence communication mechanism (forum).

## 1 Description of Digital Interactive Experience Developer

Table 1 – Digital Interactive Experience Developer description

<b>Digital Interactive Experience Developer description</b>	
<b>Title</b>	<i>DIGITAL INTERACTIVE EXPERIENCE DEVELOPER</i>  Also known as Interactive Experience Developer, Digital Interactive Experience designer, Exhibit interactive designer
<b>Mission</b>	The Digital Interactive Experience Developer designs, develops and implements innovative and interactive experiences based on audience needs, providing meaningful experiences for all types of audiences.
<b>Academic qualification Sector (Recommended)</b>	University degree (Architecture, Humanistic) BA/MA in Information Technologies Museum degree (desired)
<b>Tasks/ Key responsibilities</b>	<ul style="list-style-type: none"> <li>• To design and prototype interactive and innovative installations providing meaningful experiences for all types of audiences</li> <li>• To carry out audience research and observation analysis</li> <li>• To develop accessibility tools for all types of visitors</li> <li>• To facilitate communication flows between various different museum teams and external high-tech companies</li> <li>• To facilitate relations between various different museum teams and departments: curatorial, ICT, education, marketing, communication, etc.</li> </ul>
<b>Environment</b>	The Digital Interactive Experience Developer works closely with exhibition curators and educational services, attempting to detect and capitalize on interactive potential in exhibition plans. S/he works with the DIGITAL team, acting to combine and integrate the exhibition design, ICT, education, marketing and communication.
<b>KPIs</b>	<ul style="list-style-type: none"> <li>• Number of digital projects begun, implemented, completed, failed</li> <li>• Quantity and frequency of new and returning audiences reached through the digital strategy</li> <li>• Audience satisfaction/External evaluation of the museum experience (based on a qualitative and quantitative analysis)</li> <li>• Diversity of relevant means (supports, installations, etc.) used to connect audiences with the exhibition content</li> </ul>
<b>Relationships</b>	Reports to: Director and/or Head of other departments Digital Strategy Manager

	<p>Interacts with: Curatorial department Communication Department ICT department Education department Customer relationship services/ Visitor services</p>
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## 2 VET Methodology

Museum and cultural organization professionals face various challenges, including but not limited to the exploitation of contemporary ICT technologies so as to increase their effectiveness and efficiency, engage the public and exploit the potential of cultural resources. According to Eurostat (2019)<sup>1</sup>, the 40% of all UNESCO cultural world heritage sites are located in the EU member states (over 350 in 2019). Around 9 million people in the EU-28 were working in the field of culture (around 3.8% of the total employment), with the 60% of cultural employees having a tertiary education degree (around 35% in total employment), proving the increased skillset of the human capital of the sector. Additionally, the one third of them reported being self-employed. Around the 5% of all enterprises in Europe, i.e. around 1.2 million, were operating in the sector in 2016, generating more than 1.2 billion € of value added. These numbers set the landscape around culture and prove that there is human capital development market that could exploit the potential created by the Mu.SA project.

In practice, the museum and cultural organization sector is dominated by many small organizations that – as in other economic sectors – have limited capability in re-skilling and up-skilling their workforce. This fact also proves the need for multitasking by several employees. In this regard, the Mu.SA project developed four Job Role Profiles, and provided to the community particular human resource development training interventions, exploiting the potential of the WWW (i.e. online learning), accompanying it with face-to-face and work based learning instruction. Mu.SA created also a plenty of learning resources, with the majority of them freely available through its website (<http://www.project-musa.eu/results/oers/>), categorized by the type of competence and linked with the identified Job Role profiles. The project synthesized the four different VET curricula, and implemented a particular training methodology.

The implementation of the VET Curricula follows a staged methodology. The learners first go through an introductory solely online learning course (in the form of a MOOC – Massive Open Online Course) that includes 22 training modules (competences) that support them to acquire digital and transferable skills<sup>2</sup>. The people that successfully complete this first stage, receive a certificate and are eligible to continue to a specialization course on one of the Mu.SA Job Role Profiles. The specialization course includes 25 competence (on average) per curricula, delivered through online learning. It also includes face-to-face instruction, and a serious component of work-based learning, where learners are called to implement in practice a subset of the learning outcomes they were taught. Indicative work-based learning activities were available to support this endeavour. In the end, the successful candidates received a certification for the VET curricula they followed, accompanied with ECVET points. The Mu.SA VET methodology for the application of the Digital Interactive Experience Developer curricula is presented in detail in a following section.

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<sup>1</sup> <https://ec.europa.eu/eurostat/documents/3217494/10177894/KS-01-19-712-EN-N.pdf/915f828b-daae-1cca-ba54-a87e90d6b68b>

<sup>2</sup> The term “transferable” is used equally to “horizontal” and “21<sup>st</sup> century skills”.

The training modules consist autonomous and standalone competences originating from two digital competences frameworks and transferable competences. In particular, the digital competences originate from the European Digital Competence Framework for Citizens (DigComp 2.1)<sup>3</sup>, that includes basic digital skills, and the e-Competence Framework 3.0<sup>4</sup>, which focuses mostly to ICT professionals. The transferable competences focus mostly to soft skills, proven to be essential after extensive research for contemporary museum professionals.

VET providers that would like to exploit the results of the Mu.SA project, could follow different routes.

1. They could implement the already tested Mu.SA approach, implementing the introductory course through e-learning (e.g. a MOOC) and then guide the successful learners towards the Mu.SA predefined Job Roles through the separate specialization courses that included online, face-to-face and work-based learning.
2. They could build on the potential of the modular (content) approach, and form new curricula, probably with adding additional learning materials. These new curricula could serve the needs of the museums and cultural organizations sector, or even neighboring sectors (e.g. suppliers of museums), supporting a wider market. In this case, the VET providers should follow the content design and development approach used by Mu.SA (detailed in R3.2 – Methodology for realizing VET curricula), so as to assure the quality of the results.
3. Last but not least, VET providers could form new curricula oriented to the needs of particular organizations, exploiting also the freely available material produced by Mu.SA.

At this point, we underline that the methodological approach designed, implemented and evaluated by Mu.SA is the most coherent one, and the Mu.SA consortium is willing to collaborate further with VET providers in Europe and above, to expand the approach in new areas and domains.

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<sup>3</sup> <https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1.pdf> (online).pdf

<sup>4</sup> <https://www.ecompetences.eu/>

## 2.1 Assuring quality through EQAVET principles

The EQAVET Quality Assurance reference framework for vocational education and training is based on the **2009 Recommendation of the European Parliament and Council**<sup>5</sup>. EQAVET is an approach to quality assurance or a reference framework for VET which has been agreed by Member States. It offers VET providers a straight forward way to monitor and improve the quality of their provision. It is based on the four stage cycle of planning, implementation, evaluation and review which is at the heart of many other quality assurance approaches. The four stages of the quality assurance cycle are interrelated and need to be addressed together.

The VET methodology for the design and implementation of the Digital Interactive Experience Developer curricula follows the EQAVET Quality Reference framework. We remind the reader that, the Digital Interactive Experience Developer curricula is assigned to the EQF 5 level.

Table 2 – EQAVET Stage 1: Planning

### Stage 1: Planning

Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators. The VET curricula for Digital Interactive Experience Developer has been planned as follows:

- Explicit goals / objectives and targets were set and monitored, and the training programs supporting its implementation were designed to meet them.
- Ongoing consultation with the Mu.SA social partners and all other relevant stakeholders took place in order to identify Digital Interactive Experience Developer specific local / individual needs.
- The Mu.SA VET Providers have discussed cooperative initiatives with other VET providers and all other relevant stakeholders.
- The Digital Interactive Experience Developer VET curricula is described using learning outcomes.
- Mechanisms have been established for the quality assurance of the design, assessment, certification and review of qualifications<sup>6</sup>.
- VET providers have an explicit and transparent quality assurance system in place

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<sup>5</sup> <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF>

<sup>6</sup> The Digital Interactive Experience Developer Job Role profile is in the process of being recognized as a qualification in the EQF 5 level in the in the Mu.SA project countries (Italy, Greece, Portugal).

Table 3 – EQAVET Stage 2: Implementation

#### Stage 2: Implementation

Implementation plans are devised in consultation with stakeholders and include explicit principles:

- Relevant and inclusive partnerships, including those between teachers and trainers, were explicitly supported to implement the actions planned.
- VET providers' programmes for the Digital Interactive Experience Developer Job Role profile enabled learners to meet the expected learning outcomes and become involved in the learning process
- VET providers responded to the learning needs of individuals (museum professionals) by using approaches to pedagogy and assessment which enabled learners to achieve the expected learning outcomes
- VET providers used valid, accurate and reliable methods to assess individuals' learning outcomes.

Table 4 – EQAVET Stage 3: Evaluation

#### Stage 3: Evaluation

Evaluation of outcomes and processes was regularly carried out and supported by measurement:

- A methodology for evaluation has been devised, covering internal and external evaluation
- Stakeholder involvement in the monitoring and evaluation process was agreed and clearly described
- The national/regional standards and processes for improving and assuring quality were relevant and proportionate to the needs of the sector. Evaluation and review of the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders were implemented.
- Self-assessment/self-evaluation was periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers
- Evaluation and review covered processes and results/outcomes of the training including the assessment of learner satisfaction as well as staff performance and satisfaction

Table 5 – EQAVET Stage 4: Review

#### Stage 4: Review

- Learners' feedback was gathered on their individual learning experience and on the learning and teaching environment. Together with trainers' and all other relevant stakeholders' feedback this was used to inform further actions.
- Procedures on feedback and review were part of a strategic learning process in the Mu.SA organisation, supported the development of high quality provision, and improved opportunities for learners.
- Information on the outcomes of the review was widely and publicly available.
- Results/outcomes of the evaluation process were discussed with relevant stakeholders and appropriate action plans were put in place.

## 2.2 Audiences

The courses produced by the Mu.SA project, and the separate “blocks of content” formalized into stand-alone competences with assessment materials, address the needs of museum and cultural organizations professionals; this broad definition includes people that consist employers, employees, self-employed people, unemployed or even students that currently operate or would like to work in the sector. The VET curricula produced focus to particular Job Role Profiles, and have as a prerequisite (preferred) the existence of a bachelor degree; specific knowledge on the sector is not a prerequisite, as their objective is to exploit the potential of contemporary ICT technologies and help people to acquire prominent horizontal (transversal / 21<sup>st</sup> century) skills, so as to become effective and efficient in their work. Knowledge on the sectors is optional but “good to have”.

The **employers** will find in the Mu.SA offer (VET curricula and learning materials) a well structured set of human capital development interventions so as to help their employees to exploit the potential of ICT technologies in order to enhance the services of their organizations, serving both the “internal” and the “external” customers. **Employees** will find a scientifically developed and tested approach and content so as to improve their employability opportunities, improve their effectiveness and efficiency, and provide new engaging cultural experiences for the public. **Self-employed** people that will follow one of the Mu.SA VET curricula will manage to specialize and provide oriented services to their customers, especially the smaller organizations that would like to outsource one of the functions (e.g. management of online communities of visitors). **Unemployed** people can get a certificate so as to increase their employability potential, developing competences on emerging topics for the museums of the future. **Students** will get practical knowledge and will be facilitated for their transition from education to work.

Other target groups include the VET providers, adult trainers and policy makers. **VET providers** will find a coherent set of tools (methodologies, handbooks, lessons learned) on how to organize a program addressing the emerging training needs of

museum professionals. They can exploit also the potential of scientifically developed and tested learning materials, freely available, so as to serve the community offering the predefined VET curricula, or even develop more for the sector or neighboring sectors, taking advantage of the modular approach. **Adult trainers** can find a coherent methodology to support their students, tight up with the particular needs of (working) adults, using the pre-developed (per competence) handbooks. And last, **policy makers** will find a wisely developed and tested approach on how to re-skill and up-skill professionals of the sector, using it as a template in design new human resource development interventions.

### 2.3 Introductory course

The VET provider implements the introductory course that addresses the training needs of all Mu.SA Job Role Profiles and not only the needs of the Digital Interactive Experience Developer. This course is delivered fully online. In the context of the Mu.SA project, this introductory course was implemented through a MOOC including learners from all over the world!

The VET provider publishes an invitation to participation to potential candidates, and recruits the appropriate tutors to support and motivate learners. Following the registration procedure, the course starts. It lasts 8 weeks, with each week including 2-3 modules (competences). The learners totally have to devote on average 80 hours in order to attend the course and fill in the assessment quizzes (on average 10 hours per week). Each e-CF competence is taught in about 5 hours of study. Each DigComp competence is taught in 1-2 hours of study, whereas each transferable competence is taught in approximately 3 hours of study. The aforementioned hours per competence include both learning and assessment. The learners are able to communicate with the tutor of each competence through a dedicated communication mechanism online (forum).

In case the dropouts increase, the VET provider may implement a break in the middle of the course, so as to enable learners to catch up.

This course is set up so as to be delivered fully online (learning, assessment, learner support). Alternatively, the VET provider may implement in parallel some face-to-face sessions (at least two during the course lifecycle) so as to solve learners' queries, enhance learners' collaboration, and facilitate the learning content to the work context.

Table 6 – Training modules of the introductory course

Week	Competence	Type
W1.1	IS and business strategy alignment	e-CF
W1.2	Browsing, searching and filtering data, information and digital content	DigComp
W1.3	Managing data, information and digital content	DigComp
W2.1	Business Plan Development	e-CF
W2.2	Evaluating data, information and digital content	DigComp
W2.3	Identifying needs and technological responses	DigComp
W3.1	Technology trend monitoring	e-CF
W3.2	Netiquette	DigComp
W3.3	Leadership and change facilitator	Transferrable / 21 <sup>st</sup> century skills
W4.1	Innovating	e-CF
W4.2	Innovating and creatively using technology	DigComp
W4.3	Creative thinking skills	Transferrable / 21 <sup>st</sup> century skills
W5.1	Needs identification	e-CF
W5.2	Developing digital content	DigComp
W5.3	Collaborating through digital technologies	DigComp
W6.1	Forecast development	e-CF
W6.2	Team working	Transferrable / 21 <sup>st</sup> century skills
W7.1	Relationship management	e-CF
W7.2	Protecting personal data and privacy	DigComp
W8.1	ICT quality management	e-CF
W8.2	Communication skills	Transferrable / 21 <sup>st</sup> century skills
W8.3	Time management	Transferrable / 21 <sup>st</sup> century skills

## 2.4 Specialization course

The alumni of the introductory course are eligible to apply for the specialization course in one of the four different Job Role Profiles. This course includes a blended learning (online and face-to-face) and a work-based learning component.

Following the results of the MOOC, the successful candidates are invited to declare their interest in joining the specialization course for the particular VET curricula. The VET provider announces the initiation of the course in its website and social media, and sends a specific invitation through its network. It informs the candidates about the number of available seats, the characteristics of eligible candidates, the criteria for selection, the VET curricula it offers (with a short description of the Job Role Profiles), the key elements of the course (blended – work-based learning), the duties of the learners that will be selected to participate, and closing data for the applications.

The candidates are called to fill in an application (Expression of Interest) that includes at least the following:

- Job role profile selected
- Main contact information, i.e. name and surname, contact details, country of residence, region and city.
- Academic and professional background information, i.e. upper academic diploma, English language level, years of relevant professional experience in a pertinent field, current employment status, contact information of the employer (in the sector of interest, in case of people already working there), the role in the organization, previous experience, potential agreement of the current employer to host the learner for the work-based learning, etc.
- Other information justifying the application, i.e. justification of the interest to participate in the specialization course, the expected impact of the specialization course to his/her professional career, a detailed CV (preferably in Europass format).
- A Letter of Intent from an employer in the field that is willing to host the learner for the work-based learning (optional). The VET provider should also provide to the learner an Information Sheet about the program and the work-based learning, answering the questions of the employers. Depending on the country legislation, a typical question arises from the employers concerns the social security costs. This issue should be solved in advance by the VET provider.

The VET provider should be open and transparent in the selection procedure. The Mu.SA experience proved that the particular VET curricula were very popular and attracted a lot of applications!

The specialization course for the Digital Interactive Experience Developer includes blended and work-based learning. The course lasts totally 24 weeks. It includes 27 competences / modules, delivered online in 135 hours (learning equivalent) that are accompanied with 24 hours of face-to-face instruction (practice, problem solving,

exercises, case studies presentation, etc) and 205 hours of work-based learning (preferably in 10 weeks time)<sup>7</sup>.

The online learning materials delivered to the learners through the Mu.SA platform included also learning quizzes for the assessment of the achievement of learning outcomes and the grading. The assessment of the work-based learning<sup>8</sup> is conducted through a presentation and a report detailing the work conducted during the work-based learning. In general, the following methods are used for the assessment:

**Table 7 – Types of assessment**

Type of assessment	Online	Face-to-face	Work-based learning
Formative	<ol style="list-style-type: none"> <li>1. Observation (monitoring) of learners' progress by the tutor</li> <li>2. Monitoring of the learners' progress for the submission of practical assignments</li> <li>3. Informative feedback from tutors through a particular form</li> </ol>	Collaborative learning (not rated)	<ol style="list-style-type: none"> <li>1. Description of tasks and activities performed (learner – supervisor)</li> <li>2. Weekly question by the social partner (optional)<sup>9</sup></li> <li>3. Bi-weekly questionnaire by the VET provider</li> <li>4. On site visits</li> </ol>
Summative	<ol style="list-style-type: none"> <li>1. Learning quizzes</li> <li>2. Practical assignments</li> </ol>		<ol style="list-style-type: none"> <li>1. Final presentation</li> <li>2. WBL final report</li> </ol>

<sup>7</sup> The aforementioned numbers include also assessment

<sup>8</sup> In some cases, the projects developed by the learners during the work-based learning are subject to copyright (from the employer side), therefore the delivery of the results to the VET provider may not be implemented.

<sup>9</sup> This applies only if the VET provider organizes the program in collaboration with a sector representative

Table 8 – Training modules of the specialization course

#	Competence	Type	Level
1	Product / service planning	e-CF	e-3
2	Identifying digital competences gaps	DigComp	
3	Application design	e-CF	e-3
4	Protecting personal data and privacy	DigComp	
5	Application development	e-CF	e-3
6	Managing digital identity	DigComp	
7	Testing	e-CF	e-3
8	Documentation production	e-CF	e-3
9	Copyright and licenses	DigComp	
10	Change support	e-CF	e-3
11	Programming	DigComp	
12	User support	e-CF	e-3
13	Decision making	Transferrable / 21 <sup>st</sup> century skills	
14	Solution deployment	e-CF	e-3
15	Problem solving	e-CF	e-4
16	Solving technical problems	DigComp	
17	Fact-driven	Transferrable / 21 <sup>st</sup> century skills	
18	Sense of initiative and entrepreneurship	Transferrable / 21 <sup>st</sup> century skills	
19	Analyse and synthesize information	Transferrable / 21 <sup>st</sup> century skills	
20	Risk management	e-CF	e-4
21	Interpersonal skills	Transferrable / 21 <sup>st</sup> century skills	
22	Mediation skills	Transferrable / 21 <sup>st</sup> century skills	
23	Networking skills	Transferrable / 21 <sup>st</sup> century skills	
24	Negotiation skills	Transferrable / 21 <sup>st</sup> century skills	
25	Active listening skills	Transferrable / 21 <sup>st</sup> century skills	
26	Resilience	Transferrable / 21 <sup>st</sup> century skills	
27	Storytelling	Transferrable / 21 <sup>st</sup> century skills	

Table 9 – Hours of learning materials for the specialization course

Educational material	Digital Competences (e-CF)		
	Level e-3	Level e-4	Level e-5
Core material <sup>10</sup>	4h (min)	5h (min)	6h (min)
Practical assignment	2h	3,5h	5h
Total	6h	8,5h	11h
Educational material	Digital Competences (DigComp)		
Core material	1,5h (min)		
Practical assignment	1,0h		
Total	2,5h		
Educational material	21st Century competences (Transferrable)		
Core material	3h (min)		
Practical assignment	2h		
Total	5h		

The schedule of the course may include 1-3 modules (competences) per week. Typically it starts with more modules, and decreases later so as to allow time to the learners to conduct the work-based learning. The (learning) hours for each module are presented in the Table 9. It worth to mention that – contrary to the introductory course – the modules in the specialization course include also a practical assignment. This is an exercise, a case study or an essay the tutor places and asks the learners to reply to that and send it to be graded.

The learners are able to communicate with the tutor of each competence through a dedicated communication mechanism online (forum).

In case the dropouts increase, the VET provider may implement a break in the middle of the course, so as to enable learners to catch up.

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<sup>10</sup> Including assessment

### 3 Procedures to validate prior, informal and non formal learning

Beyond the formal classroom settings, people can acquire the most valuable of knowledge, skills and competences in their daily lives, being at work, at home or during leisure. Learning throughout life is a key route to personal development and acknowledging such learning can give greater value to citizen's achievements and their potential contributions to society.

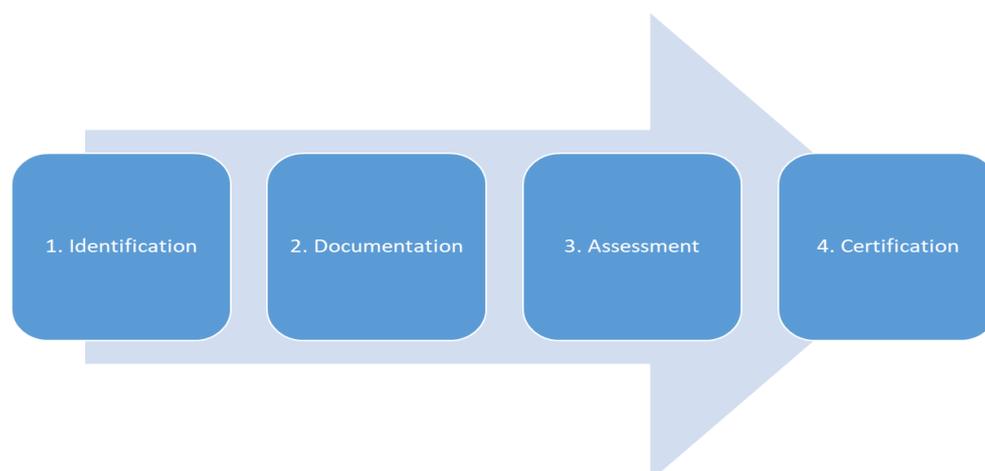
The key questions raised for the Mu.SA project were:

- How can we increase the visibility and value of learning taking place outside formal education and training systems, so that learners with different background can apply for the courses and by evidence receive exemption from one or more modules?
- What are the methods and tools for such a procedure?
- Who is involved?
- How can the social recognition and acceptance be guaranteed?

Such an idea was introduced by the European Council in 2012 with the launch of the COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01). The aforementioned Recommendation stressed the value of making prior learning visible for enhancing employability and mobility, as well as increasing motivation for lifelong learning, particularly in the case of the socio-economically disadvantaged or the low-qualified.

Accordingly, the Recommendation on the Validation of Non Formal and Informal Learning (hereof VNFIL), proposed to develop a procedure including the following components, whilst allowing each individual to take advantage of any of these, either separately or in combination, in accordance with his/her needs:

Figure 1 – The components of non-formal and informal learning process



### 1. **Identification** of knowledge, skills and competence acquired

This stage is crucial as learning outcomes differ from person to person and will have been acquired in various contexts: at home, during work or through voluntary activities. In some countries identification is supported by the use of standardised ICT tools allowing self-assessment. This stage will frequently require active involvement of advisors and counsellors able to enter into a dialogue with the candidate and direct him/her to appropriate options and tools.

### 2. **Documentation**

Documentation involves provision of evidence of the learning outcomes acquired. This can be carried out through the 'building' of a portfolio that tends to include a CV and a career history of the individual, with documents and/or work samples that attest to their learning achievements. Validation needs to be open to various evidence types, ranging from written documents to work samples and demonstrations of practice. Objectivity, reliability, credibility and validity define here the qualitative criteria to ensure the acceptance of the results.

### 3. **Assessment**

Individual's learning outcomes are compared against specific reference points and/or standards. Oral, written tests, exercises, projects, observation of executing tasks, etc. Assessment methods are based on learning outcomes and refer to the competent professional standard / profile.

### 4. **Certification**

Final valuing – of the learning identified, documented and assessed. This can take different forms but is commonly the award of a formal qualification (or part-qualification). Validation reaching the stage of certification requires a summative assessment officially confirming the achievement of learning outcomes against a specified standard.

The 2012 Council recommendation on validation encourages Member States to put in place national arrangements for validation by 2018. These arrangements aim to enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities. To this regard CEDEFOP developed the European Guidelines to identify main challenges facing policy makers and practitioners and present possible responses to those challenges. The guidelines are practical, and provide advice for individuals and institutions responsible for initiating, developing, implementing and operating validation arrangements. Their impact relies exclusively on their relevance and ability to add value at national or local level.

The state of play on the adoption and implementation of the 2012 Council Recommendation on the validation of non-formal and informal learning (2012/C 398/01) is different in the three Mu.SA project countries (Italy, Greece, Portugal). Moreover, the Mu.SA VET curricula do not currently exist as "official" occupations in Italy, Greece and Portugal (at least all of them). In this regard, the VET provider should develop a procedure, "as compliant as possible" with the Council Recommendation. Thus, the VET provider should establish a procedure internally

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aiming to the identification, documentation, assessment and certification (thereafter mentioned as “Mu.SA VET curricula validation office”).

#### 1. **Identification** of knowledge, skills and competence acquired

The Mu.SA project has developed training modules / competences synthesizing the Mu.SA training offer. These modules / competences were built based on learning outcomes. The Mu.SA VET curricula validation office should invite the candidates into dialogue with counselors / advisors, possibly using particular tools, so as to identify which of each Mu.SA VET curricula learning outcomes the candidate already disposes.

#### 2. **Documentation**

Following the establishment of the previous list, the Mu.SA VET curricula validation office asks the candidate to provide evidence, so as to synthesize his/her portfolio. Almost every evidence should be taken into account, respecting always the national legislation.

#### 3. **Assessment**

The Mu.SA VET curricula validation office compares the candidates existing learning outcomes with the ones included in the Mu.SA VET curricula using particular assessment methods. In this stage, the candidate becomes eligible to attend only the competences that he/she needs so as to reach the range of the learning outcomes of each Mu.SA VET curricula. No written or oral tests are foreseen so as to complete the assessment.

#### 4. **Certification**

Learners attain and complete the course and its partial competences and take part in the final certification procedures, e.g. assessment tests, projects, etc.

After that, the learner who completes successfully the final exams gets recognition of the achievement of particular learning outcomes and is in principle able to follow the particular Mu.SA competences and eventually get the same Mu.SA Job Role Profile Certificate with the learners that followed successfully the complete the Mu.SA VET Curricula training offers. The same Certifications are awarded to every learner who has successfully completed the course, regardless of his/her type of enrolling, e.g. full course learner or partial course learner deriving from prior experience.

## 4 The competences in a glance

### 4.1 Introductory course

The following tables present in short the competences provided to the learner that would like to follow the Digital Interactive Experience Developer curricula, in the introductory course. The reader may find the detailed presentation of the competences in the appendix. The competences are presented in row, as they were delivered in the MOOC and following the sequence of the curricula.

Competence title	<b>IS and business strategy alignment</b>
Type	Digital (e-CF)
Description	This Course Module anticipates long term business requirements, influences improvement of organizational process efficiency and effectiveness. It aims to determine the IS model and the enterprise architecture in line with the organization's policy and ensures a secure environment. Makes strategic IS policy decisions for the enterprise, including sourcing strategies. Our goal is to provide leadership for the construction and implementation of long term innovative IS solutions and IS strategic leadership to reach consensus and commitment from the management team of the Museum.

Competence title	<b>Browsing, searching and filtering data, information and digital content</b>
Type	Digital (DigComp)
Description	This module aims at the development of the critical thinking required to conduct targeted data research and processing in order to acquire the necessary information or findings for museum related subjects. The management and filtering of digital information is crucial as due to the overflow of online data, it is harder than ever to identify, select and analyze accurate, useful and enriching details on every topic or thematic category, to be used in the field. Participants will test their capacity in finding and assessing the information needed. The modules will provide guidance on the matter in the principles of clarity, fact-checking and critical thinking and empowering attendants as internet users. Key areas are: the articulation of information needs, search for data, information and content in digital environments, access and navigation between them and the creation and update of personal search strategies.

Competence title	<b>Managing data, information and digital content</b>
Type	Digital (DigComp)
Description	This module facilitates attendants to organize, store and retrieve data, information and content in digital environments but also to manage and process them in a structured environment. The attendants should be able to collect, select and analyze information and use data in an optimal manner in the museum sector (i.e spreadsheet, database). Within this context, participants would improve museum's digital preservation, management and exploitation of digital content. Furthermore, they will archive and manage effectively and on time all the digital content. Data, information and digital content requires high-level ICT skills for attendants to be able to manage all the online and offline exhibitions and digital content.

Competence title	<b>Business Plan Development</b>
Type	Digital (e-CF)
Description	This module facilitates attendants to address the design and the structure of a business or product plan for museums including the identification of alternative approaches as well as return on investment propositions. The trainee will be able to: <ul style="list-style-type: none"> <li>• consider the possible and applicable sourcing models;</li> <li>• present cost benefit analysis and reasoned arguments in support of the selected strategy;</li> <li>• ensure compliance with business and technology strategies;</li> <li>• communicate and sell business plan to relevant stakeholders and address political, financial and cultural organizational interests.</li> </ul>

Competence title	<b>Evaluating data, information and digital content</b>
Type	Digital (DigComp)
Description	This module facilitates attendants to develop skills in order to analyze, compare and critically evaluate the credibility and reliability of sources of data, information and digital content.

Competence title	<b>Identifying needs and technological responses</b>
Type	Digital (DigComp)
Description	This module guides museum professionals on how to assess their own needs in terms of resources, tools and competence development, to match those needs with possible solutions, to adapt tools to their personal needs, and to critically evaluate possible solutions and digital tools.

Competence title	<b>Technology trend monitoring</b>
Type	Digital (e-CF)
Description	Technology can leverage the museum experience to new levels and increase the outreach of the collection and the visitors' experience. This module focus on how the museums can monitor and adapt to the technology trends, in a way to enhance (and not overlap) the major role of the collection and the museum as a whole.

Competence title	<b>Netiquette</b>
Type	Digital (DigComp)
Description	This module will explain important considerations regarding online communication and addresses the behavioural rules and know-how needed while using digital technologies and interacting in digital environments. By the end of this module the learner will be aware of the importance of how he/she communicates in digital environments and will be able to apply different communication strategies adapted to the specific audience as well as be aware of cultural and generational diversity in digital environments.

Competence title	<b>Leadership and change facilitator</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	Leadership skills can help us rethink the opportunities offered by digital technology to develop meaningful relationships with new and existing audiences. Why do we talk about leadership in a museum context today? How can museums lead change and innovation in ever-evolving digital society? What kind of leadership style best supports digital transformation in a museum?

Competence title	<b>Innovating</b>
Type	Digital (e-CF)
Description	This module facilitates attendants to develop skills related to the design and planning of creative solutions for the provision of new and innovative concepts, ideas, products or services for the museum sector. It also helps them to deploy novel and open thinking to envision the exploitation of innovative technological advances to address museums and their audiences' needs or research directions.

Competence title	<b>Innovating and creatively using technology</b>
Type	Digital (DigComp)
Description	This module facilitates attendants to learn on which are the digital tools and technologies that can use in order to create knowledge and to innovate processes and products. He/she will be able to engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.

Competence title	<b>Creative thinking skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	This module will explore what is creative thinking, and how it can stimulate problem-solving in museum practice in an innovative way. It envisages learners to look and solve problems from different perspectives, thinking outside the box, meet new challenges and seek unusual solutions; use brainstorming, mind mapping, reframing, and envisioning the future.

Competence title	<b>Needs identification</b>
Type	Digital (e-CF)
Description	This module facilitates attendants to develop skills useful to understand their users and customers for many types of products and services delivered into the Museum. It is focused on understanding the methodologies and techniques to use during the research phase, before designing a product or service for a Museum (physical or digital).

Competence title	<b>Developing digital content</b>
Type	Digital (DigComp)
Description	This module facilitates attendants to develop skills useful to create and edit digital content in different formats to express concepts, ideas and thoughts through digital means. It also helps attendants in understanding the appropriate formats depending on the content and the museum context.

Competence title	<b>Collaborating through digital technologies</b>
Type	Digital (DigComp)
Description	The module will introduce learners to technologies and digital tools for collaborative processes and for co-creation and development of resources and knowledge. The module will also describe the human approach towards the collaboration as an action and as a value in order to evaluate risks and common behaviors related to the topic.

Competence title	<b>Forecast development</b>
Type	Digital (e-CF)
Description	<p>The coming decades will bring massive changes in our society: political, financial, cultural, technological and ecological. Museums can play a vital role in preparing for and responding to these challenges. As trusted conveners, museums can lead their communities in exploring where current trends may take us, identifying preferred futures and helping bring them into being.</p> <p>The module provides the resources to support an exploration of the future in your organization and with community partners. It is composed by the following section:</p> <ol style="list-style-type: none"> <li>1. Overview of future studies and forecasting the why and what for and how</li> <li>2. Identifying and monitoring changes, tracking the flow of trends, event and emerging issues</li> <li>3. Imagining different futures and testing new assumptions through forecast and scenario building</li> <li>4. Apply relevant metrics to enable the accurate decision making;</li> <li>5. Create and plan a forecast session</li> </ol>

Competence title	<b>Team working</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>This module will present the basics on team working development, focusing on communication skills and team membership and belonging patterns for the museum sector.</p> <p>At the end, learners will be able to recognize the basics of team working dynamics and be aware of the importance of establishing an adequate communication in order to improve collaboration.</p>

Competence title	<b>Relationship management</b>
Type	Digital (e-CF)
Description	<p>It facilitates attendants to learn on how to establish and maintain positive business relationships between stakeholders (internal or external) by deploying and complying with organizational processes. It also helps them to know how to maintain regular communication with customer / partner / supplier, and address of needs through empathy with their environment and management of supply chain communications. Ensuring that stakeholder needs, concerns or complaints are understood and addressed in accordance with the museum's policy.</p>

Competence title	<b>Protecting personal data and privacy</b>
Type	Digital (DigComp)
Description	<p>This module facilitates attendants to learn on how to protect personal data and privacy in digital environments. Also, to understand how to use and share personally identifiable information while being able to protect oneself and others from damages. Moreover, the learners will be able to apprehend that digital services use a "Privacy policy" to inform the user on how personal data is used.</p> <p>As well as guiding others, he/she can:</p> <ul style="list-style-type: none"> <li>• apply different ways to protect my personal data and privacy in digital environments, and</li> <li>• apply different specific ways to share my data while protecting myself and others from dangers.</li> <li>• explain privacy policy statements of how personal data is used in digital services.</li> </ul>

Competence title	<b>ICT quality management</b>
Type	Digital (e-CF)
Description	This module supports learners in the implementation of ICT quality policies so as to maintain and enhance service and product provision. It also helps them to plan and define indicators to manage quality with respect to the ICT strategy. Moreover, it facilitate learners to review quality measures and to recommend enhancements in order to influence continuous quality improvement.

Competence title	<b>Communication skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	This module will introduce learners to the complicated skill of communication as an effective and efficient way to convey information to the team, staff and audience. Typically this meaning of the term communication include other soft skills such as listening, nonverbal communication, clarity and concision, friendliness, confidence, empathy, open-mindedness, respect, feedback, and selection of the right medium.

Competence title	<b>Time management</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	This course module facilitates attendants to develop skills that are going to enable them to create structured time efficient plans, including the establishment of time scales and milestones, ensuring optimization of activities and resources within a given timeframe. Within this context the attendants will be able to define activities, responsibilities and identify critical milestones, reducing implementation costs through time utilization and minimization of time waste, without a reduction in quality. Through these, attendants will be able to deliver on time, on budget and in accordance with the original requirements, while enhancing monitoring skills.

## 4.2 Specialization course

The following tables present in short the competences provided to the learner that would like to follow the Digital Interactive Experience Developer curricula, in the specialization course. The reader may find the detailed presentation of the competences in the appendix. The competences are presented in row, as they were delivered in the specialization course and following the sequence of the curricula.

Competence title	<b>Product / Service planning</b>
Type	Digital (e-CF)
Description	This module will introduce learners to understand the functions and the goals of service design in museum contexts, giving them the basic tools to carry out the planning of a project.

Competence title	<b>Identifying digital competences gaps</b>
Type	Digital (DigComp)
Description	This module facilitates attendants to understand where one's own digital competence needs to be improved or updated. Also, it enables them to support others with their digital competence development. Moreover, it helps learners seek opportunities for self-development and to keep up-to-date with the digital evolution.

Competence title	<b>Application design</b>
Type	Digital (e-CF)
Description	<p>This module will present the basic concepts regarding the design of application with a focus on museum and audience needs, addressing ways to model data and to create appropriate data structures. In addition, this module will also present a framework for validating models with the software target audiences.</p> <p>At the end, learners will be able to design and structure an application using the main concepts and technologies presented, as well as recognize the importance of design activities.</p>

Competence title	<b>Protecting personal data and privacy</b>
Type	Digital (DigComp)
Description	The module emphasizes how the General Data Protection Regulation (GDPR) as well as other privacy policy frameworks will give citizens more control over their personal data and how museums and cultural organizations will ensure that personal data is managed in full compliance with legislative requirements and regulations. Data collection, storing and processing should enhance security, ensure consistency and make the practices easy for users to understand. Authoritative and advisory bodies have been set up to safeguard that data practices should meet the reasonable expectations of users and to uphold information rights in the public interest.

Competence title	<b>Application development</b>
Type	Digital (e-CF)
Description	This module will present the main concepts regarding the development of an application, explaining the software development life cycle, and some of the existing processes and technologies that can be used for creating software applications. It will address specifically two languages that are essential for Web application development: HTML and CSS.

Competence title	<b>Managing digital identity</b>
Type	Digital (DigComp)
Description	Digital identity can mean many things and can be approached from many perspectives. For instance, it can be related to security and protection issues from the individual or institutional standpoint. In this module we will rather focus on museums digital identity from the perspective of reputation, how to build and maintain it, and in that context how to deal with the data that museums produce in the digital environment.

Competence title	<b>Testing</b>
Type	Digital (e-CF)
Description	The learners will be introduced to Software Quality, starting from its definition and different expectations of people for it, as well as its main phases and models. The module will define what is a software defect and describe testing principles and main methodologies. Inside the digital museum exhibition contexts the learners will study the definition of usability and its main techniques used in for the evaluation.

Competence title	<b>Documentation production</b>
Type	Digital (e-CF)
Description	This module provides learners with information on how to produce documents describing products, services, components or applications to establish compliance with relevant documentation requirements. It facilitates learners to understand how to select appropriate style and media for presentation materials and create templates for document-management systems. It also describes appropriate ways to document functions and features, validate existing documents and keep them up to date.

Competence title	<b>Copyright and licenses</b>
Type	Digital (DigComp)
Description	The publication of digital content requires a lot of attention and caution. We have to ask ourselves several questions: What kind of rules do I need to know to respect content copyright (e.g. images or other formats) and privacy issues when publishing it? Are there laws for publication for educational, informative purposes? If I want to allow users to use, disclose or modify contents from my website which licenses should I insert? And if as a museum professional I want to release images under a free license, how can I do it? If I collect information from online users, do I have to apply for an authorization? Does my museum have a privacy policy? Every professional must ask these questions when collecting data or sharing digital content on a website, a database, social media or other online platforms. Understanding copyright and licenses is a complex issue but a very important topic in museums. In this module you will learn basic notions that can be useful, including terminology, useful links to learn more and practical exercises.

Competence title	<b>Change support</b>
Type	Digital (e-CF)
Description	The purpose of the Change Support section is to understand that the Change Support process is a process that is essential to include in the planning for delivering a project from scratch. It is therefore important to understand that it must be treated as a separate component of the project. It should also be understood that the correct process of designing a service should provide the necessary flexibility for the correct Change Support process.

Competence title	<b>Programming</b>
Type	Digital (DigComp)
Description	This module will introduce learners to programming. They will learn the very basis of computer language and the most famous languages for website development.

Competence title	<b>User support</b>
Type	Digital (e-CF)
Description	The goal of the Customer Support section (User Support) is to understand the knowledge of a range of customer services that help customers make a cost-effective and correct use of a product. Knowledge that includes help with designing, troubleshooting, maintaining, upgrading, and distributing a product will be understood. It will also be understood that customer support is considered as one of the main channels of communication with the company that aims both in customer satisfaction and how to increase or maintain them.

Competence title	<b>Decision making</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>This module will introduce learners to the knowledge of the decision-making field from a general point of view to a specific perspective.</p> <p>Starting with the meaning of the principle terms linked to the topic we will explore the main theories of decision-making.</p> <p>Concerning the application of this skill in museums, we will suggest some steps to follow to lead decisions for the better and we will show how data analysis can be useful.</p>

Competence title	<b>Solution deployment</b>
Type	Digital (e-CF)
Description	<p>This module will present the main concepts regarding solution deployment, explaining software infrastructure, software solutions, and what it means to deploy them. The UML notation for deployment diagrams is introduced as a means to describing solution deployment contexts.</p>

Competence title	<b>Problem management</b>
Type	Digital (e-CF)
Description	<p>This module provides learners with information on how to identify and resolve the root cause of incidents. It also describes how to take a proactive approach to avoidance or identification of root cause of ICT problems and deploy a knowledge system based on recurrence of common errors. It discusses incident resolving and escalation, as well as system optimization and component performance.</p>

Competence title	<b>Solving technical problems</b>
Type	Digital (DigComp)
Description	<p>This module will present the basic concepts regarding solving technical problems with a focus on museum and respective audience needs, detailing methods and tools such as the root cause analysis or the problem tree analysis.</p> <p>It will also present potential technical problems with related causes, consequences and possible actions.</p> <p>At the end, learners will be able to address a problem in a systematic way using concepts and tools relevant to the subject.</p>

Competence title	<b>Fact driven</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	The module emphasizes in the process orientation of museum business involves elements of structure and measurement and it implies a strong emphasis on how work-with-information-technology-assistance is done within the organization. The processes are amenable to measurement in a variety of dimensions. They can be measured in terms of the time and cost associated with their execution, while their outputs and inputs can be assessed in terms of usefulness, consistency, variability, freedom from defects, and other factors. These are the criteria for assessing the worth of innovation initiative and for establishing improvement programs.

Competence title	<b>Sense of initiative and entrepreneurship</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	The overall objective of this module is to familiarize learners with the concept and tenets of entrepreneurship, focusing on what it is, why it is relevant for Museum professionals, when it is applied or not and how to do it in practice. Entrepreneurship is interpreted as a transversal competence, necessary for every professional working in a changing and open work environment. Based on the Entrepreneurial Competence Framework learners will know that entrepreneurship goes beyond the narrow understanding of setting up business; they will learn that entrepreneurship supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, to turn ideas into action and be able to start value-creating initiatives at work.

Competence title	<b>Analyse and synthesize information</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>The ability to analyse and synthesize information is valuable for museum professionals. It is often related to critical thinking, creative thinking, innovation, managing information, and is driven from the need of solving problems and making informed decisions.</p> <p>Analyzing and synthesizing information is embedded in many museum activities. It is an ability that can be developed further by every museum professional in any job profile.</p> <p>This module explores the meaning and value of analyzing and synthesizing information as part of critical and creative thinking in the context of a reflexive and informed museum practice. Some guidance and examples will be provided.</p>

Competence title	<b>Risk management</b>
Type	Digital (e-CF)
Description	<p>This module provides learners with information on how to identify and analyses risks, how to assess their impact. It also describes how categorize risks according to their severity and trace the causes that produce the risks.</p>

Competence title	<b>Interpersonal skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>This unit will describe the complexity of interpersonal skills definition, and will help to find ways to develop one of the most required competences of the 21st century</p>

Competence title	<b>Mediation skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>This module will present the basics on mediation skills, focusing on the work of museum mediation;</p> <p>At the end, learners will be able to recognize digital technologies in mediation context and identify general principles for use of social media.</p>

Competence title	<b>Networking skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>In our modern society, it has become necessary and indeed urgent for museums to redefine their missions, their goals, their functions and their strategies to reflect the expectations of a changing world.</p> <p>This module intends to introduce participants to importance for museums to network to reach a wider audience and face easier the digital challenges.</p> <p>Personnel development through (international) networking is a necessary approach in sharing the pending problems that museums face in common.</p>

Competence title	<b>Negotiation skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>"Negotiation is part of our lives from our early age and throughout our working life. We are continuously negotiating our desires and what we call "reality". Negotiation skills are, therefore, an essential tool of our workplace skillset.</p> <p>This module is organized around two units. The first unit explores some of the counterproductive assumptions about the process of negotiation and some of the theory around it. An overview about the purposes of negotiation will also be presented. Guidance on how to prepare a negotiation strategy, and tips and tools on how to become a better negotiator will be also provided. Lea Walter, a clinical psychologist, has collaborated on the preparation of this module.</p> <p>The second unit presents of examples of how museums are rethinking their role in society, taking in consideration the negotiation processes and difficult conversations that such approaches entail. That is the case of the Musée de l'Homme, in Paris, and the Tropenmuseum in Amsterdam.</p>

Competence title	<b>Active listening skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>Active listening is an enhanced, active state of listening. Most of the people consider listening as a passive activity. Something that we can do while we are doing something else.</p> <p>It requires effort, self-awareness, and practice. It is a powerful tool, because it helps to understand more efficiently the issues that you are tackling and also helps you to communicate better inside of your team, with other departments and with external stakeholders.</p>

Competence title	<b>Resilience</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	Resilience is one of the most valorised skills in our times. In this course Learners will understand what resilience is and how can museum professionals develop this skill.

Competence title	<b>Storytelling</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>Museums are about stories. Storytelling (digital or not) capture the attention, appeal to emotions, and encourage imagination and reflection. It also creates knowledge, comprehension and empathy. Finally, but rather central, it helps engagement. Is, therefore, a relevant tool for museums and museum professionals.</p> <p>This module will introduce learners to what is storytelling and its techniques, focusing on the benefits of this approach for engagement in museums and cultural organizations alike as well as cultural heritage valorization. This module will also present several examples of how museums are exploring the potential of sharing (hidden) stories.</p>

### 4.3 Indicative work-based learning activities

In this section, the reader may find indicative work-based learning activities, than can be used to facilitate the learner to select – in collaboration with the local VET provider and the supervisor from the hosting organization, what to do during his / her work-base learning.

WBL activity	<b>Design and prototype innovative and interactive installations that provide meaningful experiences for all types of audiences.</b> <b>Conduct public studies and observation analysis.</b>
Hours	100 – 200 hours
Description	Study current visiting patterns of the museum’s permanent (or temporary) exhibition, though observation and visitors survey. Based on your findings and on museum’s strategy, design a number of interactive installations that could be integrated in the exhibition and enhance its impact and the overall museum experience. Your input should at least include: the purpose of the proposed installations, their pedagogical-communication principles, design and technical specifications, proposed architecture/structure and functionality, suggestions on their placement in the actual exhibition space in relation to authentic objects and visitors’ needs, proposed software/hardware.

WBL activity	<b>Develop accessibility tools for all types of visitors.</b>
Hours	100 – 200 hours
Description	After assessing museum’s accessibility status, design a number of tools that will improve access onsite and online, both regarding visitor services (front-desk services, museum shop etc.) and collections (exhibitions, educational programmes, publications, communication etc.). These tools may be include applications that increase legibility of museum images and texts, activate all senses for the interpretation of museum objects apart from vision and hearing, encourage visitors’ participation and crowdsourcing in the museum’s forum or social media platforms.

WBL activity	<b>Facilitate communication flows between different museum teams and external high-tech companies.</b>
Hours	40 – 80 hours
Description	Collect and/or update existing information about innovative interactive tools that could be integrated in the museum, either via online search or direct communication with high-tech companies. Assess the collected information and present your suggestions of how they could be used in a document. Your report should include a description of current and future needs, selection criteria and justification of the proposed solutions. Present your findings and suggestions within a staff meeting that you would initiate.

## 5 Appendix

### 5.1 Introductory course

#### 5.1.1 Digital competences (e-CF)

Competence title	<b>IS and business strategy alignment</b>
Type	Digital (e-CF)
Description	This Course Module anticipates long term business requirements, influences improvement of organizational process efficiency and effectiveness. It aims to determine the IS model and the enterprise architecture in line with the organization's policy and ensures a secure environment. Makes strategic IS policy decisions for the enterprise, including sourcing strategies. Our goal is to provide leadership for the construction and implementation of long term innovative IS solutions and IS strategic leadership to reach consensus and commitment from the management team of the Museum.
Knowledge domain	The main example domains are: <ul style="list-style-type: none"> <li>• business strategy concepts;</li> <li>• trends and implications of ICT internal or external developments for museum organizations;</li> <li>• the potential and opportunities of relevant business models;</li> <li>• the business aims and organizational objectives;</li> <li>• the issues and implications of sourcing models;</li> <li>• the new emerging technologies (e.g. distributed systems, virtualization, mobility, data sets);</li> <li>• architectural frameworks;</li> <li>• Security.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Define future developments in business process and technology application</li> <li>• Recognize requirements for processes related to ICT services</li> <li>• Identify long term visitor / customer needs</li> <li>• Illustrate the development of ICT strategy and policy, including ICT security and quality</li> <li>• Describe the development of the business strategy</li> <li>• Examine feasibility in terms of costs and benefits</li> <li>• Demonstrate effects of implementations</li> <li>• Assess the impact of new technologies on business</li> <li>• Study the business benefits of new technologies and how this can add value and provide competitive advantage</li> <li>• Analyze the Museum business architecture</li> <li>• Examine the legal &amp; regulatory landscape in order to factor into business requirements</li> </ul>

Units	<ol style="list-style-type: none"> <li>1. Understand IS and Business Strategy</li> <li>2. Designing of a Business Strategy: Key focus points</li> <li>3. Achieving Growth and Technology: A Museum Perspective</li> <li>4. Analyzing the Present and Future of Museum: Structuring an IS and Business Strategy</li> </ol>
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Competence title	<b>Business Plan Development</b>
Type	Digital (e-CF)
Description	<p>This module facilitates attendants to address the design and the structure of a business or product plan for museums including the identification of alternative approaches as well as return on investment propositions. The trainee will be able to:</p> <ul style="list-style-type: none"> <li>• consider the possible and applicable sourcing models;</li> <li>• present cost benefit analysis and reasoned arguments in support of the selected strategy;</li> <li>• ensure compliance with business and technology strategies;</li> <li>• communicate and sell business plan to relevant stakeholders and address political, financial and cultural organizational interests.</li> </ul>
Knowledge domain	<p>The trainee learns about:</p> <ul style="list-style-type: none"> <li>• business plans and elements;</li> <li>• business models;</li> <li>• business Model Canvas;</li> <li>• SWOT analysis;</li> <li>• PEST analysis;</li> <li>• Porter’s 5 Forces;</li> <li>• elements of the marketing mix (the 4 Ps);</li> <li>• competitive analysis;</li> <li>• operations and management plans;</li> <li>• financial planning and dynamics;</li> <li>• managing risk and opportunity assessment techniques;</li> <li>• marketing and corporate strategies.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Describe the methodology of doing a SWOT analysis</li> <li>• Identify 2 risks in a management plan</li> <li>• Present an example of a competitive analysis</li> <li>• Recognize the mission, the vision and values of a museum</li> <li>• Label 4 museum needs</li> <li>• Present the Museum Innovation Model (MIM)</li> <li>• Identify the 4 elements of the marketing mix (the 4 Ps)</li> <li>• Describe the methodology of doing a PEST analysis</li> <li>• Name 5 competitive forces to maximize profitability (Porter’s 5 Forces)</li> <li>• Estimate a cost analysis</li> <li>• Differentiate a business plan from a business model.</li> <li>• Indicate the steps of a business plan</li> <li>• Describe a marketing strategy</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the business model canvas</li> <li>• Indicate 2 sustainability issues of a museum</li> <li>• Recognize the value of 2 marketing communication functions</li> <li>• Identify a management plan for a museum</li> <li>• Give examples of 2 business models</li> <li>• Produce a financial planning and analysis</li> <li>• Select an example of a Museum Marketing Plan</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Understanding the Business Management Plan</li> <li>2. A theoretical context of a business model</li> <li>3. Marketing strategies</li> <li>4. A business management plan for Museums</li> </ol>

Competence title	<b>Technology trend monitoring</b>
Type	Digital (e-CF)
Description	<p>Technology can leverage the museum experience to new levels and increase the outreach of the collection and the visitors' experience.</p> <p>This module focus on how the museums can monitor and adapt to the technology trends, in a way to enhance (and not overlap) the major role of the collection and the museum as a whole.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Existing Digital Media Technologies and future trends;</li> <li>• Games and Gamification solutions in museums;</li> <li>• Virtual, Augmented and mixed solutions in museums;</li> <li>• Usability and accessibility guidelines</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify at least 2 of the main milestones in the history of ICT in museums.</li> <li>• Identify at least 2 of the current technologies that will shape the future in museums.</li> <li>• Explore a SW tool to prototype a digital storytelling example.</li> <li>• Examine 3 examples of how games provide distinct experiences in museums and enhance the visitor experience, by exploring case studies.</li> <li>• List 3 advantages of how gamification can increase the visitors' engagement.</li> <li>• Describe the concept of interactive storytelling and how it expands linear storytelling, by exploring case studies.</li> <li>• Examine examples of how the reality virtuality continuum can improve the museum communication.</li> <li>• Identify 2 different types of examples of Augmented Reality applications in museums</li> <li>• Identify 2 different types of examples Virtual Reality applications in museums</li> <li>• Identify 2 different types examples of Mixed Reality applications in museums</li> <li>• Identify one set of principles of usability and how it</li> </ul>

	<p>promotes user adoption of technology.</p> <ul style="list-style-type: none"> <li>• Identify the main guidelines for accessibility in museums places and the web, with a focus on inclusive museums</li> <li>• From analysing 2 case studies, explain how games and gamification are used distinctively. For each, complete the following fields: target, synopsis, objectives, advantages, constrains.</li> <li>• From analysing case studies, understand how AR/VR or mixed reality solutions are used distinctively inside-out in museums.</li> <li>• Discuss how usability can affect the user experience, from analyzing a case study.</li> <li>• When confronted with a specific problem in a museum, specify a solution based on interactive storytelling. Make a case-study by prototyping a solution.</li> <li>• From analysing examples of using VR/AR or mixed reality solutions in museums understand the artist`s world.</li> <li>• When confronted with specific problems in museums and websites, identify the principles that can enhance the accessibility</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. History &amp; Trends of ICT in museums</li> <li>2. Interactive storytelling: From Games to Gamification</li> <li>3. The reality–virtuality continuum</li> <li>4. Usability &amp; Accessibility</li> </ol>

Competence title	<b>Innovating</b>
Type	Digital (e-CF)
Description	<p>This module facilitates attendants to develop skills related to the design and planning of creative solutions for the provision of new and innovative concepts, ideas, products or services for the museum sector. It also helps them to deploy novel and open thinking to envision the exploitation of innovative technological advances to address museums and their audiences` needs or research directions.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Innovation theory</li> <li>• Innovation models</li> <li>• Adopting innovations in museums</li> <li>• Designing innovations for museums</li> <li>• Open thinking</li> <li>• Open innovation</li> <li>• Crowdsourcing</li> <li>• Linked open data</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Define innovation and the areas it occurs</li> <li>• Identify the four different types of innovation</li> <li>• Identify the five different types of innovators</li> <li>• Identify the steps of the innovation-decision process</li> <li>• Describe the Museum Innovation Model</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify the steps of design thinking process for innovations in museums</li> <li>• Identify the characteristics of open thinking</li> <li>• Define Open Thinking for museum innovation</li> <li>• Identify how crowdsourcing can be used from museums</li> <li>• Identify Linked Open Data for museum resources</li> <li>• Classify innovations implemented in museums according to their type</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Introduction to Innovation in Museums</li> <li>2. Innovation Design and Open Thinking</li> </ol>

Competence title	<b>Needs identification</b>
Type	Digital (e-CF)
Description	This module facilitates attendants to develop skills useful to understand their users and customers for many types of products and services delivered into the Museum. It is focused on understanding the methodologies and techniques to use during the research phase, before designing a product or service for a Museum (physical or digital).
Knowledge domain	<ul style="list-style-type: none"> <li>• Qualitative research methodologies and techniques</li> <li>• Research techniques and fundamental outputs for the design phase</li> <li>• User-centered based type of process</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Define at least 3 research techniques</li> <li>• Outline at least 3 scenario characteristics</li> <li>• Indicate how to manage an interview</li> <li>• Identify the aim of qualitative research within a Museum</li> <li>• Explain why personas are important</li> <li>• Choose the data gathering techniques depending on prefixed requirements</li> <li>• Interpret data techniques</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Qualitative research</li> <li>2. Personas and scenario within the Museum</li> <li>3. From research to design</li> </ol>

Competence title	<b>Forecast development</b>
Type	Digital (e-CF)
Description	<p>The coming decades will bring massive changes in our society: political, financial, cultural, technological and ecological. Museums can play a vital role in preparing for and responding to these challenges. As trusted conveners, museums can lead their communities in exploring where current trends may take us, identifying preferred futures and helping bring them into being.</p> <p>The module provides the resources to support an exploration of the future in your organization and with community partners. It is composed by the following section:</p> <ol style="list-style-type: none"> <li>1. Overview of future studies and forecasting the why and what for and how</li> <li>2. Identifying and monitoring changes, tracking the flow of trends, event and emerging issues</li> <li>3. Imagining different futures and testing new assumptions through forecast and scenario building</li> <li>4. Apply relevant metrics to enable the accurate decision making;</li> <li>5. Create and plan a forecast session</li> </ol>
Knowledge domain	<p>Knowledge domains of the module are:</p> <ul style="list-style-type: none"> <li>• Forecast Development</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the difference between prediction and foresight</li> <li>• Identify at least one technique used to perform qualitative forecasting analysis with museum staff on digital opportunities</li> <li>• Identify at least one technique used to perform quantitative forecasting analysis with museum staff on digital opportunities</li> <li>• List the steps and scope in the scanning process</li> <li>• Identify one method used to monitor change</li> <li>• Identify at least one new trend</li> <li>• Identify at least one method used to assess staff capacity for welcoming new digital tools</li> <li>• Identify at least three relevant metrics (KPI's) used to enable accurate decision making</li> <li>• Identify at least one technique used to understand audience needs and behaviours</li> <li>• Identify the difference between Digital communication and digital transformation</li> <li>• Develop at least two scenarios, intersecting new and existing trends and potentially disruptive events</li> <li>• Create a stakeholders' list</li> <li>• Collect at least two techniques used to assess user/technologies interaction</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan one forecasting session</li> <li>• Plan at least two warm up exercises</li> <li>• Choose one evaluation tool used to monitor change</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Future studies and forecasting</li> <li>2. Scanning for change</li> <li>3. Scenario building</li> <li>4. Metrics for decision making</li> <li>5. Forecast session</li> </ol>

Competence title	<b>Relationship management</b>
Type	Digital (e-CF)
Description	It facilitates attendants to learn on how to establish and maintain positive business relationships between stakeholders (internal or external) by deploying and complying with organizational processes. It also helps them to know how to maintain regular communication with customer / partner / supplier, and address of needs through empathy with their environment and management of supply chain communications. Ensuring that stakeholder needs, concerns or complaints are understood and addressed in accordance with the museum's policy.
Knowledge domain	<ul style="list-style-type: none"> <li>• Leadership and management;</li> <li>• Business relationship management (BRM);</li> <li>• Communication chains;</li> <li>• Customer Relationship Management (CRM)</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Describe relationship management and its two main components in the business domain</li> <li>• Identify six interpersonal skills</li> <li>• List ten relationship management skills to enhance a business</li> <li>• Identify six fundamental competencies for a successful business relationship management</li> <li>• Identify the four types of customer relationship management</li> <li>• Discuss four objectives of customer relationship management</li> <li>• Give three examples of customer relationship management applications</li> <li>• Name three goals of customer relationship management</li> <li>• List seven steps of a museum's complaints handling process</li> <li>• Explain the four core disciplines of business relationship management</li> <li>• Describe the five tests of good customer relationship management strategy</li> <li>• Indicate six benefits of CRM in museums</li> <li>• Sketch the business relationship management framework using the "House of BRM" approach</li> </ul>

Units	<ol style="list-style-type: none"> <li>1. Introduction in relationship management</li> <li>2. Business relationship management</li> <li>3. Customer relationship management</li> <li>4. Developing customer relationship management strategy</li> <li>5. CRM solutions in museums</li> </ol>
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Competence title	<b>ICT quality management</b>
Type	Digital (e-CF)
Description	This module supports learners in the implementation of ICT quality policies so as to maintain and enhance service and product provision. It also helps them to plan and define indicators to manage quality with respect to the ICT strategy. Moreover, it facilitates learners to review quality measures and to recommend enhancements in order to influence continuous quality improvement.
Knowledge domain	<ul style="list-style-type: none"> <li>• Methods, tools and procedures that are applied within the organisation and where they should be applied.</li> <li>• The ICT Quality Management</li> <li>• Regulations and standards in ICT quality management</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the benefits of quality improvement</li> <li>• Define a quality management system</li> <li>• Identify why IT projects fail</li> <li>• Identify the quality management principles</li> <li>• Define actions for organisation to improve their performance applying the principles</li> <li>• Identify the key benefits of ISO 9001:2015 standard</li> <li>• Identify the key areas of a Quality Management System based on the ISO 9001:2015 standard</li> <li>• Define the Capability Maturity Model Integration</li> <li>• Identify the CMMI maturity levels</li> <li>• Identify the critical elements of the ICT Quality Management implementation</li> <li>• Identify indicators for ICT Quality</li> <li>• Identify the critical aspects of ensuring ICT Quality</li> <li>• Identify the cornerstones of ICT Quality Auditing</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Quality Management Systems</li> <li>2. Quality Standards</li> <li>3. Implementing and measuring ICT Quality</li> </ol>

### 5.1.2 Digital competences (DigComp)

Competence title	<b>Browsing, searching and filtering data, information and digital content</b>
Type	Digital (DigComp)
Description	<p>This module aims at the development of the critical thinking required to conduct targeted data research and processing in order to acquire the necessary information or findings for museum related subjects. The management and filtering of digital information is crucial as due to the overflow of online data, it is harder than ever to identify, select and analyze accurate, useful and enriching details on every topic or thematic category, to be used in the field. Participants will test their capacity in finding and assessing the information needed. The modules will provide guidance on the matter in the principles of clarity, fact-checking and critical thinking and empowering attendants as internet users. Key areas are: the articulation of information needs, search for data, information and content in digital environments, access and navigation between them and the creation and update of personal search strategies.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Data browsing, filtering, management mechanisms, methodologies and software usage;</li> <li>• Data use optimization, references and planning for superior museum sector services;</li> <li>• Use of digital content in research, reporting and training;</li> <li>• Information synthesis and good-practices on online data mining in museum-related studies</li> <li>• Browsing tips, traps and unexplored opportunities for potential growth;</li> <li>• Fake/unreliable information identification &amp; fact-checking for events, galleries etc;</li> <li>• Efficient browsing and researching, using online tools accurately and efficiently;</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Describe the value of information and data analytics in the digital era</li> <li>• Identify at least two (2) good practices on the use of digital content in Museums</li> <li>• Define strategies and goals on data browsing research and information analysis</li> <li>• Convert knowledge into analytical thinking in order to select accurate data in the age of information</li> <li>• Identify efficient use of internet tools for superior research collection methods</li> <li>• Develop a museum policy on data usage and extraction (set rules and goals compatible with targets and legislation)</li> <li>• Prepare a case study report on museum rethinking</li> </ul>

	<p>using information retrieved online</p> <ul style="list-style-type: none"> <li>• Apply a copyright and GDPR compliant policy on information usage and data collection</li> <li>• Develop digital content using resources from the public domain and free stock material</li> <li>• Identify capacity-building on open source applications and tools for digital content and information management and analysis</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Understanding the power and importance of data and digital content</li> <li>2. Modern Methodologies on data processing and online research</li> </ol>

Competence title	<b>Managing data, information and digital content</b>
Type	Digital (DigComp)
Description	<p>This module facilitates attendants to organize, store and retrieve data, information and content in digital environments but also to manage and process them in a structured environment. The attendants should be able to collect, select and analyze information and use data in an optimal manner in the museum sector (i.e spreadsheet, database). Within this context, participants would improve museum's digital preservation, management and exploitation of digital content. Furthermore, they will archive and manage effectively and on time all the digital content. Data, information and digital content requires high-level ICT skills for attendants to be able to manage all the online and offline exhibitions and digital content.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Distinguish the definitions and understand key terminology;</li> <li>• Database management system;</li> <li>• Metadata management;</li> <li>• Data security ;</li> <li>• Relevant business software and applications;</li> <li>• Digital content management systems;</li> <li>• Digital solutions and changes on business management - Digitization of collection and content;</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Define data, information, digital content, metadata</li> <li>• Examine the added value of Software</li> <li>• Examine the use of Software Applications regarding data, information and digital content management</li> <li>• Define the web threats and the necessity to face them</li> <li>• Identify the web threats</li> <li>• Estimate the risk of data loss or corruption</li> <li>• Employ effective methods of data archive</li> <li>• Explore effective methods of managing information</li> <li>• Use effective methods of retrieving information</li> </ul>

	<ul style="list-style-type: none"> <li>Utilize effective methods of preservation of digital content</li> <li>Analyze web threats</li> <li>Apply effective management of data, information and digital content of museum sector</li> </ul>
Units	<ol style="list-style-type: none"> <li>Define and articulate the concept: what is data, information, digital content, metadata</li> <li>How to manage information flow and digital content</li> </ol>

Competence title	<b>Evaluating data, information and digital content</b>
Type	Digital (DigComp)
Description	This module facilitates attendants to develop skills in order to analyze, compare and critically evaluate the credibility and reliability of sources of data, information and digital content.
Knowledge domain	<ul style="list-style-type: none"> <li>Data and information: definitions, types and meaning;</li> <li>From data to wisdom: the DIKW hierarchy;</li> <li>Data accuracy and data quality;</li> <li>Analyzing and critically evaluating data,</li> <li>Information resources and digital content;</li> <li>Information behavior;</li> <li>Information representation and information retrieval;</li> <li>Traffic, queries and use of data in cultural institutions;</li> <li>Search Engine Optimization (SEO) strategy.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>Identify two technologies for organizing information.</li> <li>List the best method for digital content assessment.</li> <li>Present four steps for evaluating information.</li> <li>Name four criteria when evaluating internet sources.</li> <li>Indicate the best strategy in searching data resources.</li> <li>Select two principles on data resources Management.</li> <li>Describe two digital tools for measuring a museum's popularity.</li> <li>Identify three trends in analytics.</li> <li>Indicate the four key areas of SEO that a site owner need to take into consideration.</li> <li>Prepare at least five questions in evaluating the credibility of an information source.</li> <li>Find one metrics' report of a well – known museum.</li> </ul>
Units	<ol style="list-style-type: none"> <li>Introduction to evaluating data, information and digital content</li> <li>Museum &amp; Metrics</li> </ol>

Competence title	<b>Identifying needs and technological responses</b>
Type	Digital (DigComp)
Description	This module guides museum professionals on how to assess their own needs in terms of resources, tools and competence development, to match those needs with possible solutions, to adapt tools to their personal needs, and to critically evaluate possible solutions and digital tools.
Knowledge domain	The knowledge areas covered are the following: <ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• The emerging museum professional roles</li> <li>• The museums of the future and the needs they create to professionals</li> <li>• The emerging technologies for museum professionals</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the key steps of a needs assessment procedure.</li> <li>• List at least two emerging technologies per main museum function.</li> <li>• Define the main technology characteristics required to cover common museum professionals' needs.</li> <li>• Select a needs assessment model to identify the museum professional needs.</li> <li>• Recognize technologies embedding particular characteristics covering museum professionals' needs.</li> <li>• Choose the appropriate technologies to solve museum professionals' needs.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Needs assessment for museum professionals</li> <li>2. Selecting technologies covering the needs of museum professionals</li> </ol>

Competence title	<b>Netiquette</b>
Type	Digital (DigComp)
Description	This module will explain important considerations regarding online communication and addresses the behavioural rules and know-how needed while using digital technologies and interacting in digital environments. By the end of this module the learner will be aware of the importance of how he/she communicates in digital environments and will be able to apply different communication strategies adapted to the specific audience as well as be aware of cultural and generational diversity in digital environments.
Knowledge domain	Communication; Social and behavioural science.
Learning outcomes	<ul style="list-style-type: none"> <li>• Describe what is netiquette.</li> <li>• Recall the importance of rules when interacting on the Internet.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify at least five rules for communicating on the Internet.</li> <li>• Describe how the cultural and generational diversity implicate the online communication.</li> <li>• Illustrate at least three examples of different environments and audiences.</li> <li>• Illustrate at least three cases of poor online behaviour.</li> <li>• Choose an effective communication strategy considering the context and regarding the audience and the digital environment.</li> <li>• Distinguish between good and poor netiquette practices.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The core rules of Netiquette</li> <li>3. Examples and best practices</li> </ol>

Competence title	<b>Innovating and creatively using technology</b>
Type	Digital (DigComp)
Description	This module facilitates attendants to learn on which are the digital tools and technologies that can use in order to create knowledge and to innovate processes and products. He/she will be able to engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.
Knowledge domain	<ul style="list-style-type: none"> <li>• Existing and emerging technologies and tools for cultural organizations;</li> <li>• Creativity and creative practices;</li> <li>• Cultural challenges in cross – disciplinary collaborations.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify two Information technology and creative practices (ITCP).</li> <li>• Outline the meaning of Cultural Informatics.</li> <li>• Present two examples of creative digital media.</li> <li>• Indicate three challenges in cross –disciplinary collaborations.</li> <li>• Select five ITCP Technologies used in museums.</li> <li>• Describe two different types of virtual museums.</li> <li>• Choose two examples of digital communication technology in culture.</li> <li>• Find three mobile applications designed for museums.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Creatively using digital technologies: an Introduction</li> <li>2. Creative tools and digital Museums</li> </ol>

Competence title	<b>Developing digital content</b>
Type	Digital (DigComp)
Description	This module facilitates attendants to develop skills useful to create and edit digital content in different formats to express concepts, ideas and thoughts through digital means. It also helps attendants in understanding the appropriate formats depending on the content and the museum context.
Knowledge domain	Digital content development
Learning outcomes	<ul style="list-style-type: none"> <li>• Recognize at least 3 sections of a webpage</li> <li>• Describe at least 2 ways of communications through social media channels</li> <li>• Associate the information from a list in at least 3 web pages</li> <li>• Schedule the actions to take to create a video</li> <li>• Evaluate at least 3 different type of visuals</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Formats and communication channels for museums</li> <li>2. Design and develop multimedia content for social media communication</li> </ol>

Competence title	<b>Collaborating through digital technologies</b>
Type	Digital (DigComp)
Description	The module will introduce learners to technologies and digital tools for collaborative processes and for co-creation and development of resources and knowledge. The module will also describe the human approach towards the collaboration as an action and as a value in order to evaluate risks and common behaviors related to the topic.
Knowledge domain	<ul style="list-style-type: none"> <li>• Cognitive and emotional considerations about human collaboration;</li> <li>• Digital tools for sharing, co-creating and managing resources and projects.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Outline at least 3 digital tools for collaborating</li> <li>• Identify at least 2 typical human behavior while collaborating within a team</li> <li>• Indicate at least 1 technique to promote collaboration within a museum</li> <li>• Choose at least 2 appropriate features depending on the prefixed digital need</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. How to collaborate within a Museum</li> <li>2. Digital tools to collaborate within a team</li> </ol>

Competence title	<b>Protecting personal data and privacy</b>
Type	Digital (DigComp)
Description	<p>This module facilitates attendants to learn on how to protect personal data and privacy in digital environments. Also, to understand how to use and share personally identifiable information while being able to protect oneself and others from damages. Moreover, the learners will be able to apprehend that digital services use a "Privacy policy" to inform the user on how personal data is used.</p> <p>As well as guiding others, he/she can:</p> <ul style="list-style-type: none"> <li>• apply different ways to protect my personal data and privacy in digital environments, and</li> <li>• apply different specific ways to share my data while protecting myself and others from dangers.</li> <li>• explain privacy policy statements of how personal data is used in digital services.</li> </ul>
Knowledge domain	Computer science
Learning outcomes	<ul style="list-style-type: none"> <li>• Recognize the four different types of stakeholders in data protection</li> <li>• Identify the seven data protection principles according to GDPR</li> <li>• Describe the four data security domains</li> <li>• Describe the four data protection functional components</li> <li>• Recognize the eight rights of data subjects according to GDPR</li> <li>• Outline five fundamental steps of a generic data protection strategy</li> <li>• Explain the main distinctions of data privacy and data protection</li> <li>• Apply basic measures to harmonize their organization with the GDPR requirements</li> <li>• Choose appropriate actions to comply with data protection regulations in specific occasions</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Data privacy and protection fundamentals</li> <li>2. Museums and data protection</li> </ol>

### 5.1.3 Transferrable competences / 21<sup>st</sup> century skills

Competence title	<b>Leadership and change facilitator</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>Leadership skills can help us rethink the opportunities offered by digital technology to develop meaningful relationships with new and existing audiences. Why do we talk about leadership in a museum context today? How can museums lead change and innovation in ever-evolving digital society? What kind of leadership style best supports digital transformation in a museum?</p> <p>It is difficult to answer these questions but recent research suggests a more participative leadership approach best supports digital transformation in a museum. Yet, no one leadership style will fit every museum.</p> <p>The literature on leadership is rich and varied; the notions of leadership (and therefore the models in use) have changed over time especially in business literature. What leadership is taken to be is affected by what is happening in society, including social, technological, economic and political change. Without any claim to completeness, this module should be seen as an introduction to the concept. It surveys different resources concerning leadership, in particular, those linked to the museum sector and digital transformation.</p> <p>Given our premises, we restricted the field and selected what we found to be relevant to the outcomes of the <a href="#">Mu.SA research</a>.</p> <p>There is no one-size-fits-all leadership model. Our aim with this module is to encourage you to think about the power of individual leadership and its relationship to organisational strength. We will also introduce Daniel Goleman's theories of <b>emotional intelligence</b>, which are relevant to some elements of leadership; those linked to a person's self awareness, how he/she relates to and understands others, how he/she manages themselves and manages relationships with others.</p> <p>This module contains 3 units. <b>Unit 1 Leadership theories for museums</b> explores recent leadership theories that best connect to the Mu.SA research findings. <b>Unit 2 Core skills for leadership and management</b> addresses the difference between leadership and management. <b>Unit 3 Storytelling for cultural leadership</b> introduces storytelling as an important skill for leaders.</p> <p>How do we define leadership in this module?</p> <ul style="list-style-type: none"> <li>● Leadership is a skill that can be developed, it works anywhere in the building. But that doesn't mean everyone has the tools to be a leader. (Ackerson, Baldwin, 2014)</li> <li>● Leadership is a behaviour that does not depend on the position a person holds within an organisation.</li> <li>● Leadership is about creating the context for others to be</li> </ul>

	<p>brilliant (Wright, 2018).</p> <ul style="list-style-type: none"> <li>● Leadership is a means to an end rather than the end itself. Two essential dimensions of cultural leadership are orientation to the future and its relationship to people. (Price, 2017).</li> </ul> <p>As the term 'change facilitation' also suggests, a topic linked to leadership is <b>organisational change</b>. By and large, by <b>organisational change</b> we mean the process by which any organisation changes its operational methods. As we will see, leadership skills are important in facilitating and leading organisational change when we talk about <b>digital transformation</b>, since, as Peacock argues, leadership skills can help to drive, seize and enable that change, by becoming not passive recipients <b>but active protagonists by stimulating the flow of conversation</b>.</p> <p>In that sense, leadership is about leading, embracing change, questioning our role and purpose in society as museum professionals, <b>why we exist, why we do what we do</b>. This is especially important for publicly funded museums.</p> <p>"There is no one organizational structure, business model, strategic blueprint, or leadership style that will fit every museum. The imperative is to define the museum – and the museum's value – as a set of evolving and meaningful relationships with its audiences, authorizers, and publics." (Semmel, 2012:267)</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Emerging leadership theories (in line with the Mu.SA research findings)</li> <li>• Leadership vs Management in cultural organisations and museums</li> <li>• Storytelling methodologies for leadership skills</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the core components of the emotional intelligence model</li> <li>• Identify at least one case study in which effective, inclusive leadership initiated a digital transformation plan</li> <li>• Identify the main skills, values and competencies for leadership</li> <li>• Identify the main difference between management and leadership</li> <li>• Identify at least 3 characteristics of leadership</li> <li>• Recognise two different approaches to storytelling as relating to leadership</li> <li>• Identify at least 3 skills that storytelling can help you to build</li> <li>• Identify at least one storytelling technique for team building</li> <li>• Recognise 3 characteristics of inclusive leadership</li> <li>• Recognise at least 3 elements of recent leadership models</li> <li>• Choose at least one storytelling exercise to develop leadership skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Formulate appropriate questions</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Leadership theories for museums</li> <li>2. Core skills for leadership and management</li> <li>3. Storytelling for cultural leadership</li> </ol>

Competence title	<b>Creative thinking skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	This module will explore what is creative thinking, and how it can stimulate problem-solving in museum practice in an innovative way. It envisages learners to look and solve problems from different perspectives, thinking outside the box, meet new challenges and seek unusual solutions; use brainstorming, mind mapping, reframing, and envisioning the future.
Knowledge domain	Creative Thinking
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify at least three attributes of a creative thinker</li> <li>• Identify at least three facts that contradict popular perceptions of how creativity works</li> <li>• Indicate at least three strategies that stimulate creative thinking</li> <li>• Indicate two daily work situations creative thinking is a useful (or valuable) skill</li> <li>• Identify the most important outcome of creative thinking skills in museum work</li> <li>• Infer two of the most popular perception that limitate creative thinking</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. What is creative thinking?</li> <li>2. Creative thinking misunderstandings versus facts</li> <li>3. Creative thinking matters for museum workforce</li> </ol>

Competence title	<b>Team working</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>This module will present the basics on team working development, focusing on communication skills and team membership and belonging patterns for the museum sector.</p> <p>At the end, learners will be able to recognize the basics of team working dynamics and be aware of the importance of establishing an adequate communication in order to improve collaboration.</p>
Knowledge domain	Personal development; Communication; Organizational behaviour.
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the main characteristics of a working team.</li> <li>• Identify the key functional aspects of effective communication.</li> <li>• Identify at least three norms of a working team.</li> <li>• Identify the main characteristics of a working team.</li> <li>• Identify the different team roles.</li> <li>• Choose adequate communication skills in order to promote teamwork and collaboration.</li> <li>• Articulate different team rules and roles and the significance of these differences for team working functioning.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Basics on team working</li> <li>2. Team working functioning</li> </ol>

Competence title	<b>Communication skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>This module will introduce learners to the complicated skill of communication as an effective and efficient way to convey information to the team, staff and audience. Typically this meaning of the term communication include other soft skills such as listening, nonverbal communication, clarity and concision, friendliness, confidence, empathy, open-mindedness, respect, feedback, and selection of the right medium.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Information delivery;</li> <li>• Nonverbal communication;</li> <li>• Team Communication.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Define five key elements of communication</li> <li>• Indicate two techniques to manage a conversation</li> <li>• Identify at least 3 elements of nonverbal communication</li> <li>• Identify at least 3 positive attitudes in a conversation</li> <li>• Interpret two body language signs</li> <li>• Interpret two feelings from a team conversation</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Communication between humans</li> </ol>

	<ol style="list-style-type: none"> <li>2. Non-verbal communication</li> <li>3. Team communication</li> </ol>
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Competence title	<b>Time management</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>This course module facilitates attendants to develop skills that are going to enable them to create structured time efficient plans, including the establishment of time scales and milestones, ensuring optimization of activities and resources within a given timeframe. Within this context the attendants will be able to define activities, responsibilities and identify critical milestones, reducing implementation costs through time utilization and minimization of time waste, without a reduction in quality. Through these, attendants will be able to deliver on time, on budget and in accordance with the original requirements, while enhancing monitoring skills.</p>
Knowledge domain	<p>The main example domains are the following:</p> <ul style="list-style-type: none"> <li>• Agile techniques for the development of software and other projects for museum and cultural organizations</li> <li>• Structured Project Management Methodologies for museum and cultural organizations</li> <li>• Time management optimization methods (e.g. lean management) for museum and cultural organizations</li> <li>• New emerging technologies in project management in specific time fragmentation techniques for museum and cultural organizations</li> <li>• Project fragmentation methodology, including approaches to define project steps and tools to set up action plans for museum and cultural organizations</li> <li>• Application of timeframes in SLAs in projects for museum and cultural organizations</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Understand time management in the digital era</li> <li>• Identify at least two (2) different time management Software applications</li> <li>• Define time scheduling and understand its different dimensions</li> <li>• Distinguish between cost and non-cost related time fractions in project implementation</li> <li>• Describe the nature of Milestones and time dependencies and typologies in your own words</li> <li>• Prepare a list of Tasks by time and priority</li> <li>• Prepare of a WBS</li> <li>• Create an automated Timesheet</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Understanding time</li> <li>2. Modern Time Management Techniques</li> <li>3. Task Scheduling Techniques</li> <li>4. Time Management Applications</li> </ol>

## 5.2 Specialization course

### 5.2.1 Digital competences (e-CF)

Competence title	<b>Product / Service planning</b>
Type	Digital (e-CF)
Description	This module will introduce learners to understand the functions and the goals of service design in museum contexts, giving them the basic tools to carry out the planning of a project.
Knowledge domain	<ul style="list-style-type: none"> <li>• Project Management</li> <li>• Service Design</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Define the fundamental elements of Service Design</li> <li>• Define the fundamental elements of Project Management</li> <li>• Understand the lifecycle of a service/product</li> <li>• Understand the role of Stakeholders in Project Management</li> <li>• Apply a Project Plan</li> <li>• Apply a Network Planning</li> <li>• Apply a Project Execution</li> <li>• Create a Network Planning</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Service design and project management</li> <li>2. Project management phases</li> </ol>

Competence title	<b>Application design</b>
Type	Digital (e-CF)
Description	<p>This module will present the basic concepts regarding the design of application with a focus on museum and audience needs, addressing ways to model data and to create appropriate data structures. In addition, this module will also present a framework for validating models with the software target audiences.</p> <p>At the end, learners will be able to design and structure an application using the main concepts and technologies presented, as well as recognize the importance of design activities.</p>
Knowledge domain	Data modelling; Data structures; Modelling validation.
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the elements that can be used to model an application.</li> <li>• Describe one data structure that could represent a model.</li> <li>• Discuss how to validate models and applications.</li> <li>• Explain the basis of the framework presented.</li> </ul>

	<ul style="list-style-type: none"> <li>• Construct a model of an application.</li> <li>• Apply a data structure to support the application design.</li> <li>• Analyze a domain with the goal of creating a model of an application.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Modelling and Data Structures</li> <li>2. Model Validation</li> </ol>

Competence title	<b>Application development</b>
Type	Digital (e-CF)
Description	This module will present the main concepts regarding the development of an application, explaining the software development life cycle, and some of the existing processes and technologies that can be used for creating software applications. It will address specifically two languages that are essential for Web application development: HTML and CSS.
Knowledge domain	Application Development
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the activities of the software development life cycle;</li> <li>• Identify software development processes and their characteristics;</li> <li>• Identify languages and platforms that can be used for application development.</li> <li>• Identify different elements that can be used to develop an application with HTML;</li> <li>• Identify different visual stylings that can be done with CSS.</li> <li>• Construct a Web page using HTML and CSS according to a certain specification;</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Application Development: Processes and Technologies</li> <li>2. Application Development: Using HTML and CSS</li> </ol>

Competence title	<b>Testing</b>
Type	Digital (e-CF)
Description	The learners will be introduced to Software Quality, starting from its definition and different expectations of people for it, as well as its main phases and models. The module will define what is a software defect and describe testing principles and main methodologies. Inside the digital museum exhibition contexts the learners will study the definition of usability and its main techniques used in for the evaluation.
Knowledge domain	<ul style="list-style-type: none"> <li>• Software Quality;</li> <li>• Testing;</li> <li>• Usability and User Experience.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Define six (6) quality parameters of a software product</li> <li>• Recognize the different rules of testing within the SDLC models</li> <li>• Describe the concept of software testing</li> <li>• Identify five (5) goals of the defect management process</li> <li>• Identify the five (5) test process phases</li> <li>• Indicate the five (5) quality components that define usability</li> <li>• Choose when to use a certain usability method</li> <li>• Distinguish between different testing techniques</li> <li>• Distinguish the formative and summative evaluation approaches</li> <li>• Analyze a digital interactive installation using the M-dimensions Framework and the Heuristic Evaluation technique</li> <li>• Value a digital interactive installation using the M-dimensions Framework and the Heuristic Evaluation technique</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Introduction to Software Quality</li> <li>2. Testing: Fundamentals and Definitions</li> <li>3. Focus on Usability and User Experience</li> </ol>

Competence title	<b>Documentation production</b>
Type	Digital (e-CF)
Description	This module provides learners with information on how to produce documents describing products, services, components or applications to establish compliance with relevant documentation requirements. It facilitates learners to understand how to select appropriate style and media for presentation materials and create templates for document-management systems. It also describes appropriate ways to document functions and features, validate existing documents and keep them up to date.
Knowledge domain	<ul style="list-style-type: none"> <li>• Information science</li> <li>• Document production and maintenance</li> <li>• Document management and control</li> <li>• Document management systems</li> <li>• Museum documentation</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Outline the two major achievements of a good documentation</li> <li>• Describe four skills of a documentation specialist</li> <li>• Choose appropriate documentation components to address specific needs</li> <li>• Apply two writing style guidelines for good documentation</li> <li>• Identify three types of document quality standards</li> <li>• Recognize the two main documentation types</li> <li>• Explain what each of the document production phases performs</li> <li>• Define process documentation</li> <li>• Describe the four process documentation types</li> <li>• Distinguish between user and system documentation</li> <li>• Describe the purpose of a product requirements document</li> <li>• Describe the three main processes when documenting heritage collections</li> <li>• Identify two broad information categories to describe an object of a heritage collection</li> <li>• Explain the two things documentation in museums focuses on</li> <li>• Document a museum object using the Artifacts Canada Data Dictionary</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Introduction to documentation</li> <li>2. Document quality and production</li> <li>3. Process and product documentation</li> <li>4. Museum documentation</li> </ol>

Competence title	<b>Change support</b>
Type	Digital (e-CF)
Description	The purpose of the Change Support section is to understand that the Change Support process is a process that is essential to include in the planning for delivering a project from scratch. It is therefore important to understand that it must be treated as a separate component of the project. It should also be understood that the correct process of designing a service should provide the necessary flexibility for the correct Change Support process.
Knowledge domain	<ul style="list-style-type: none"> <li>• Developing Ability to Understand and Identify an Organization's Needs for Change.</li> <li>• Develop and build capabilities based primarily on the nature of the organization before creating a Change Support models.</li> <li>• Monitoring and continuously renew an organization's services by designing an appropriate Change Support model.</li> <li>• Creating awareness and understanding all the capacities of an organization needed to improve the goals and services provided by a Change Support model.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Understand the Change Support Process.</li> <li>• Recognize the need to apply Change Support.</li> <li>• Separate the needs for the initial design of Change Support.</li> <li>• Describe the Change Support process.</li> <li>• Determine the original design to create a model.</li> <li>• Analyze the Change Support level based on the needs of the organization and the customer.</li> <li>• Create a Change Support model for the needs of museum spaces.</li> <li>• Evaluate the Assessment of Matching other Change Support Models</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Basics of Change Support</li> <li>2. Modeling the Change Support Process.</li> <li>3. Completion of Successful Change Support.</li> <li>4. Initial Design of the Change Support Process.</li> </ol>

Competence title	<b>User support</b>
Type	Digital (e-CF)
Description	The goal of the Customer Support section (User Support) is to understand the knowledge of a range of customer services that help customers make a cost-effective and correct use of a product. Knowledge that includes help with designing, troubleshooting, maintaining, upgrading, and distributing a product will be understood. It will also be understood that customer support is considered as one of the main channels of communication with the company that aims both in customer satisfaction and how to increase or maintain them.
Knowledge domain	<ul style="list-style-type: none"> <li>• User needs and services.</li> <li>• Service improvement</li> <li>• User Support services to museums.</li> <li>• Monitoring and continuous development of public support</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Understand User Support.</li> <li>• Recognize the need to apply it to improve services.</li> <li>• Recognize its application for museum spaces.</li> <li>• Separate needs for better utilization.</li> <li>• Describe user needs.</li> <li>• Determine users' needs for creating a strategy.</li> <li>• Analyze User Support level based on the needs of the organization and the client.</li> <li>• Create a User Support model for the museum spaces needs</li> <li>• Evaluate corresponding User Support models</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Introduction to User Support</li> <li>2. Customer Psycho synthesis in User Support</li> <li>3. Analysis of User Support</li> <li>4. Strategies Analysis in User Support</li> </ol>

Competence title	<b>Solution deployment</b>
Type	Digital (e-CF)
Description	This module will present the main concepts regarding solution deployment, explaining software infrastructure, software solutions, and what it means to deploy them. The UML notation for deployment diagrams is introduced as a means to describing solution deployment contexts.
Knowledge domain	Solution Deployment
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the different cloud service and cloud deployment models;</li> <li>• Identify software packaging and distribution methods;</li> <li>• Identify technologies and standards used for deploying software;</li> <li>• Explain the tradeoffs between virtual machines and containers;</li> <li>• Explain the relationship between deployment and software architecture;</li> <li>• Design the deployment environment of a given system.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Infrastructure</li> <li>2. Deployment</li> </ol>

Competence title	<b>Problem management</b>
Type	Digital (e-CF)
Description	This module provides learners with information on how to identify and resolve the root cause of incidents. It also describes how to take a proactive approach to avoidance or identification of root cause of ICT problems and deploy a knowledge system based on recurrence of common errors. It discusses incident resolving and escalation, as well as system optimization and component performance.
Knowledge domain	<ul style="list-style-type: none"> <li>• IT Service management</li> <li>• Service Operation</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Recall the definitions of the key concepts of IT service management</li> <li>• Name the service lifecycle stages</li> <li>• Identify the types of problem management</li> <li>• Outline the main types of data a typical problem record includes</li> <li>• Identify the basic factors problem prioritization is based on</li> <li>• Explain what problem management means</li> <li>• Distinguish problem management from incident management</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize the outcomes of problem management</li> <li>• Describe the problem management phases</li> <li>• Indicate where workarounds are documented</li> <li>• Explain the main target of root cause analysis</li> <li>• Perform problem analysis using the Kepner-Tregoe method</li> <li>• Choose the most appropriate problem analysis technique in particular circumstances</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. IT service management</li> <li>2. Incident and problem management</li> <li>3. The problem management process flow</li> <li>4. Problem analysis</li> </ol>

Competence title	<b>Risk management</b>
Type	Digital (e-CF)
Description	This module provides learners with information on how to identify and analyses risks, how to assess their impact. It also describes how categorize risks according to their severity and trace the causes that produce the risks.
Knowledge domain	Project and Operations management.
Learning outcomes	<ul style="list-style-type: none"> <li>• Recall the definitions of the key concepts of Risk Management</li> <li>• Identify the types of risks</li> <li>• Outline the main types of information a typical risk mitigation plan includes</li> <li>• Identify the basic factors risk analysis is based upon</li> <li>• Explain what risk management means</li> <li>• Distinguish quality from quantity risk categorization</li> <li>• Recognize the outcomes of risk mitigation</li> <li>• Describe the risk categorization phases</li> <li>• Indicate how risks are documented</li> <li>• Explain the main goals of cause and effect analysis</li> <li>• Perform risk categorization using the Pareto Analysis</li> <li>• Perform cause and effect analysis using the Ishikawa diagram</li> <li>• Choose the most appropriate risk analysis techniques in particular circumstances</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Introduction to Risk Management</li> <li>2. Risk identification and monitoring</li> <li>3. Risk prioritization</li> <li>4. Risk cause analysis</li> </ol>

### 5.2.2 Digital Competences (DigComp)

Competence title	<b>Identifying digital competences gaps</b>
Type	Digital (DigComp)
Description	This module facilitates attendants to understand where one's own digital competence needs to be improved or updated. Also, it enables them to support others with their digital competence development. Moreover, it helps learners seek opportunities for self-development and to keep up-to-date with the digital evolution.
Knowledge domain	Digital competence
Learning outcomes	<ul style="list-style-type: none"> <li>• List the five areas of digital competence according to the DigComp</li> <li>• Name the two components of e-learning</li> <li>• Describe three ways that e-learning is delivered</li> <li>• Recognize three benefits of e-learning</li> <li>• Describe what digital competence stands for</li> <li>• Demonstrate digital competence gaps through online tools</li> <li>• Choose appropriate e-learning solutions for self-development</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Identifying digital competence gap</li> <li>2. e-learning</li> </ol>

Competence title	<b>Protecting personal data and privacy</b>
Type	Digital (DigComp)
Description	The module emphasizes how the General Data Protection Regulation (GDPR) as well as other privacy policy frameworks will give citizens more control over their personal data and how museums and cultural organizations will ensure that personal data is managed in full compliance with legislative requirements and regulations. Data collection, storing and processing should enhance security, ensure consistency and make the practices easy for users to understand. Authoritative and advisory bodies have been set up to safeguard that data practices should meet the reasonable expectations of users and to uphold information rights in the public interest.
Knowledge domain	<ul style="list-style-type: none"> <li>• Data Protection</li> <li>• Data Security</li> <li>• Information auditing</li> <li>• Personal Data</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Understand privacy policies and data protection regulation</li> <li>• Identify principles, rights and obligations in reference</li> </ul>

	<p>with a cultural organization approach to privacy issues and processing personal data</p> <ul style="list-style-type: none"> <li>• Define the appropriate technical and organisational measures to meet the requirements of accountability and to demonstrate the organization compliance with GDPR</li> <li>• Distinguish between exercising overall control of the purpose and means of the data processing and making technical decisions about data processing and administration</li> <li>• Describe the role and responsibilities of data controllers and processors in relation to the personal data the organization is holding</li> <li>• Create a set of indicators as to whether you are a controller, a processor or a joint controller in relation to the personal data the organization is holding</li> <li>• Prepare your organization detailed privacy notice in relation to information collected about visitors</li> <li>• Undertake information audit on what data (and the types of personal data) the organization holds.</li> <li>• Classify GDPR obligations to be applied to the organization in relation to personal data</li> <li>• Decide when a Data Protection Impact Assessment (DPIA) is required.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. An introduction to the regulatory landscape of data privacy</li> <li>2. Compliance Framework for Cultural Organisations</li> <li>3. Performing an internal audit process</li> </ol>

Competence title	<b>Managing digital identity</b>
Type	Digital (DigComp)
Description	<p>Digital identity can mean many things and can be approached from many perspectives. For instance, it can be related to security and protection issues from the individual or institutional standpoint. In this module we will rather focus on museums digital identity from the perspective of reputation, how to build and maintain it, and in that context how to deal with the data that museums produce in the digital environment.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Museums digital identity</li> <li>• Communication</li> <li>• Reputation</li> <li>• Digital strategy</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Indicate what is digital reputation</li> <li>• Indicate at least two steps that can help build and maintain your museum digital reputation</li> <li>• Identify the most important outcome of building and maintaining your museum digital reputation</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse TripAdvisor reviews about a museum</li> </ul>
Units	1. Building and maintaining your museum digital reputation

Competence title	<b>Copyright and licenses</b>
Type	Digital (DigComp)
Description	<p>The publication of digital content requires a lot of attention and caution. We have to ask ourselves several questions: What kind of rules do I need to know to respect content copyright (e.g. images or other formats) and privacy issues when publishing it? Are there laws for publication for educational, informative purposes? If I want to allow users to use, disclose or modify contents from my website which licenses should I insert? And if as a museum professional I want to release images under a free license, how can I do it? If I collect information from online users, do I have to apply for an authorization? Does my museum have a privacy policy? Every professional must ask these questions when collecting data or sharing digital content on a website, a database, social media or other online platforms. Understanding copyright and licenses is a complex issue but a very important topic in museums. In this module you will learn basic notions that can be useful, including terminology, useful links to learn more and practical exercises.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>Copyright and licenses</li> <li>Copyright and licenses - terminology</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>Identify in the hub site if there are, and where are the terms of use and the policies</li> <li>Examine the presence and type of information of the online captions of the images of the museum site</li> </ul>
Units	1. Copyright and Licenses

Competence title	<b>Programming</b>
Type	Digital (DigComp)
Description	<p>This module will introduce learners to programming. They will learn the very basis of computer language and the most famous languages for website development.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>Computer programming</li> <li>Most used languages for web development</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>Identify the fundamentals of programming</li> <li>Explain the main difference between client and server side</li> <li>Use 3 elements of CSS to do specific things in more</li> </ul>

	<p>than one HTML page</p> <ul style="list-style-type: none"> <li>• Illustrate the 5 basic elements of an HTML page structure</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. How computers receive and elaborate information</li> <li>2. Most used languages for web development</li> </ol>

Competence title	<b>Solving technical problems</b>
Type	Digital (DigComp)
Description	<p>This module will present the basic concepts regarding solving technical problems with a focus on museum and respective audience needs, detailing methods and tools such as the root cause analysis or the problem tree analysis.</p> <p>It will also present potential technical problems with related causes, consequences and possible actions.</p> <p>At the end, learners will be able to address a problem in a systematic way using concepts and tools relevant to the subject.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Technical problems</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Describe principles and concepts of problem solving;</li> <li>• Identify different methods and tools that could be used to problem solving;</li> <li>• Explain the different problem solving methods and techniques;</li> <li>• Identify the typical problems;</li> <li>• Identify different approaches to solve a problem;</li> <li>• Identify problem, causes, consequences and actions</li> <li>• Employ the different problem solving methods and techniques;</li> <li>• Construct a problem tree;</li> <li>• Create a problem tree scheme;</li> <li>• Evaluate the relevance of a problem and respective causes and consequences;</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Problem solving</li> <li>2. Technical Problems</li> </ol>

### 5.2.3 Transferrable / 21<sup>st</sup> century skills

Competence title	<b>Decision making</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>This module will introduce learners to the knowledge of the decision-making field from a general point of view to a specific perspective.</p> <p>Starting with the meaning of the principle terms linked to the topic we will explore the main theories of decision-making.</p> <p>Concerning the application of this skill in museums, we will suggest some steps to follow to lead decisions for the better and we will show how data analysis can be useful.</p>
Knowledge domain	<p>The main example domains are:</p> <ul style="list-style-type: none"> <li>• Terms and definitions;</li> <li>• Theories;</li> <li>• Approaches and dynamics;</li> <li>• Barriers and solutions in the museum context;</li> <li>• The data analysis applied in a real case study.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Define the dynamics of decision-making in groups;</li> <li>• Indicate two decision-making theories;</li> <li>• Apply an analytic approach;</li> <li>• Arrange the data analysis.</li> <li>• Integrate to the already existing possibilities, two possibilities of use of the images</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. A guide to survive</li> <li>2. Actions in the museum context</li> </ol>

Competence title	<b>Fact driven</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>The module emphasizes in the process orientation of museum business involves elements of structure and measurement and it implies a strong emphasis on how work-with-information-technology-assistance is done within the organization. The processes are amenable to measurement in a variety of dimensions. They can be measured in terms of the time and cost associated with their execution, while their outputs and inputs can be assessed in terms of usefulness, consistency, variability, freedom from defects, and other factors. These are the criteria for assessing the worth of innovation initiative and for establishing improvement programs.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Process innovation as work performed in a radically new way and distinguished from process improvement which is performing the same business process with slightly increased efficiency or effectiveness.</li> <li>• Technology as enabler of museum process innovation</li> </ul>

	<p>which is speeding the pace of many work activities and at the same time it is drastically reducing the need for human labor.</p> <ul style="list-style-type: none"> <li>• Fact driven and the need for better coordination and managing cross-functional interdependencies.</li> <li>• Business process automation - The technology-based strategy that organizations use to automate specific processes in order to save time and money, drive efficiency, provide transparency and reduce human error.</li> <li>• Business process automation - Integrating applications and utilizing software for operational workflows in a range of business activities (Administration, Content management &amp; Collections documentation, Human resources, Accounts management, Marketing, etc).</li> <li>• Business process automation as a subset of digital transformation. Reorganizing people, data and processes / tasks in a fast-changing business environment.</li> <li>• Performance Management Systems and Data Envelopment Analysis</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Understand technology as enabler of business process innovation</li> <li>• Identify at least two drivers of museum innovation and digital transformation</li> <li>• Define reasons to automate and benefits an organization that embraces BPA could have</li> <li>• Distinguish between process innovation and process improvement which both operate concurrently in a cycle of alteration for a single process</li> <li>• Describe a meaningful performance evaluation process</li> <li>• Prepare a Data Envelopment Analysis exercise</li> <li>• Prepare a performance evaluation for a cultural organization</li> <li>• Create a performance review as a crucial part of the ongoing dialogue between managers and employees - An evaluation process for managers (employee evaluation)</li> <li>• Differentiate between technology driven business models and human intelligence solutions.</li> <li>• Integrate performance and evaluation techniques in organization management.</li> <li>• Recommend Key Performance Indicators for the evaluation of organizational efficiency.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Business drivers of innovation: Redesigning work through Information Technology</li> <li>2. Business Process Automation: A Technology based strategy</li> <li>3. Performance evaluation of an organization efficiency</li> <li>4. Data Envelopment Analysis</li> </ol>

Competence title	<b>Sense of initiative and entrepreneurship</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>The overall objective of this module is to familiarize learners with the concept and tenets of entrepreneurship, focusing on what it is, why it is relevant for Museum professionals, when it is applied or not and how to do it in practice. Entrepreneurship is interpreted as a transversal competence, necessary for every professional working in a changing and open work environment. Based on the Entrepreneurial Competence Framework learners will know that entrepreneurship goes beyond the narrow understanding of setting up business; they will learn that entrepreneurship supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, to turn ideas into action and be able to start value-creating initiatives at work.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Soft skills for the arts (museum) sector</li> <li>• Entrepreneurial competences for the creative sector</li> <li>• Creativity</li> <li>• Digital entrepreneurship for the creative sector</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Know the meaning of sense of initiative and entrepreneurship within the lifelong learning framework.</li> <li>• Describe the broad concept of entrepreneurship for the cultural sector in 10 words.</li> <li>• Identify three characteristics of museum entrepreneurship.</li> <li>• Recognize similarities and differences between entrepreneurship for profit and nonprofit organizations.</li> <li>• Summarize the rationale and scope of the Entrepreneurship Competence Framework.</li> <li>• Evaluate from the 15 competences of the Entrecomp the most suitable according to their needs for professional and personal development.</li> <li>• Analyze at least 3 competences from each of the areas of the EntreComp (in total 9 competences).</li> <li>• Manage their resilience at their work environment.</li> <li>• Apply evidence based approaches for improving their entrepreneurship competences.</li> <li>• Identify the main characteristics of digital entrepreneurship</li> <li>• Combine digital and entrepreneurial competences for the cultural sector</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. The Sense of Initiative and Entrepreneurship as key competence for Museum professionals</li> <li>2. Enhancing Entrepreneurial Competencies within EntreComp</li> <li>3. Towards Digital Museum entrepreneurship</li> </ol>

Competence title	<b>Analyse and synthesize information</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>The ability to analyse and synthesize information is valuable for museum professionals. It is often related to critical thinking, creative thinking, innovation, managing information, and is driven from the need of solving problems and making informed decisions.</p> <p>Analyzing and synthesizing information is embedded in many museum activities. It is an ability that can be developed further by every museum professional in any job profile.</p> <p>This module explores the meaning and value of analyzing and synthesizing information as part of critical and creative thinking in the context of a reflexive and informed museum practice. Some guidance and examples will be provided.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Innovation</li> <li>• Information management</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify three situations in museum work that demand the ability to analyse and synthesize information</li> <li>• List three tools that can be useful when analyzing information</li> <li>• Select at least three domains where the ability to analyse and synthesize information is often related</li> <li>• Indicate at least two steps that can help making informed decisions and building your critical and creative museum practice</li> <li>• Identify the most important outcome of analyzing and synthesizing information</li> <li>• Analyse an article</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Building a critical, creative and informed museum practice</li> </ol>

Competence title	<b>Interpersonal skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	This unit will describe the complexity of interpersonal skills definition, and will help to find ways to develop one of the most required competences of the 21st century
Knowledge domain	<ul style="list-style-type: none"> <li>• 21st century Competencies</li> <li>• Communication</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify two main types of interpersonal skills</li> <li>• Indicate three strategies that develop interpersonal skills</li> <li>• Indicate two online work attitudes you must have online, according to best practices of your interpersonal skills</li> </ul>
Units	1. Interpersonal skills definition and development

Competence title	<b>Mediation skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>This module will present the basics on mediation skills, focusing on the work of museum mediation;</p> <p>At the end, learners will be able to recognize digital technologies in mediation context and identify general principles for use of social media.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Mediation;</li> <li>• Digital technologies;</li> <li>• Social Media;</li> <li>• Social Networking</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the main characteristics of mediation.</li> <li>• Identify the mediation mission in museums about digital collections.</li> <li>• Identify the role of mediation using social media and social networking in museums</li> <li>• Identify the main activities of the mediator using social networks.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Mediation Skills</li> <li>2. Digital mediation in museum communication</li> </ol>

Competence title	<b>Networking skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>In our modern society, it has become necessary and indeed urgent for museums to redefine their missions, their goals, their functions and their strategies to reflect the expectations of a changing world.</p> <p>This module intends to introduce participants to importance for museums to network to reach a wider audience and face easier the digital challenges.</p> <p>Personnel development through (international) networking is a necessary approach in sharing the pending problems that museums face in common.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Networking for museums –an oversight</li> <li>• Interview to one of the representative of NEMO. The Network of European Museum organization</li> <li>• Networking for museums –Practical tools, how to network</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• To illustrate networking in the cultural sector, specifically in museums, as a means of audience engagement</li> <li>• To examine networking for museums as a means of digital development</li> <li>• To construct a professional network.</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Networking for museums –an oversight</li> <li>2. Networking practical tools</li> </ol>

Competence title	<b>Negotiation skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>“Negotiation is part of our lives from our early age and throughout our working life. We are continuously negotiating our desires and what we call “reality”. Negotiation skills are, therefore, an essential tool of our workplace skillset.</p> <p>This module is organized around two units. The first unit explores some of the counterproductive assumptions about the process of negotiation and some of the theory around it. An overview about the purposes of negotiation will also be presented. Guidance on how to prepare a negotiation strategy, and tips and tools on how to become a better negotiator will be also provided. Lea Walter, a clinical psychologist, has collaborated on the preparation of this module.</p> <p>The second unit presents of examples of how museums are rethinking their role in society, taking in consideration the negotiation processes and difficult conversations that such approaches entail. That is the case of the Musée de l’Homme, in Paris, and the Tropenmuseum in Amsterdam.</p>

Knowledge domain	<ul style="list-style-type: none"> <li>• Negotiation skills</li> <li>• Communication</li> <li>• Influence/persuasion</li> <li>• Museums</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Describe at least three dimensions of a negotiation strategy</li> <li>• Describe the four elements of the mutual gain approach</li> <li>• Identify at least three elements of psychological influence in negotiation</li> <li>• Apply at least one tool to use to prepare for a negotiation strategy</li> <li>• Demonstrate how to prepare for the three fundamental dimensions of any negotiation: People, Problem (substance) and Process</li> <li>• Analyze at least two successful factors of the two museums analyzed</li> <li>• Identify three soft skills that you need in a negotiation process</li> <li>• Analyze at least one typical factor of failure in negotiation and develop proper responses</li> <li>• Evaluate one key element of a successful negotiation strategy</li> <li>• Conclude at least three reasons why museums should become places of negotiation</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. How to better negotiator: theory and practical tools</li> <li>2. Museums as places of negotiation</li> </ol>

Competence title	<b>Active listening skills</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>Active listening is an enhanced, active state of listening. Most of the people consider listening as a passive activity. Something that we can do while we are doing something else.</p> <p>It requires effort, self-awareness, and practice. It is a powerful tool, because it helps to understand more efficiently the issues that you are tackling and also helps you to communicate better inside of your team, with other departments and with external stakeholders.</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Active listening as a Psychophysiological process</li> <li>• Communication</li> <li>• Empathic listening</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Describe at least 1 element of active listening</li> <li>• Differentiate between active and passive listening</li> <li>• Describe one methodology to creatively listening to your audiences</li> <li>• Discover the principle of Imitative decoding</li> <li>• Illustrate the principle of active empathic listening</li> </ul>

	<ul style="list-style-type: none"> <li>• Illustrate one reason why how active listening can diffuse conflict in workplaces</li> <li>• Identify 1 element of “non-functional” listening</li> <li>• Experiment active listening within the workplace</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. Active Listening: what is it and how to practice it</li> <li>2. How to listen creatively to your audiences</li> </ol>

Competence title	<b>Resilience</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	Resilience is one of the most valorised skills in our times. In this course Learners will understand what resilience is and how can museum professionals develop this skill.
Knowledge domain	<ul style="list-style-type: none"> <li>• 21st century competencies</li> <li>• Communication</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the resilience definition</li> <li>• Identify two principles of resilience</li> <li>• Indicate two strategies that stimulate resilience</li> <li>• Indicate two daily work situations where resilience is a useful and a valuable skill</li> <li>• Identify the most important outcome of resilience use in museum work</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. What is resilience: an introduction</li> <li>2. Resilience and museums</li> </ol>

Competence title	<b>Storytelling</b>
Type	Transferrable / 21 <sup>st</sup> century skill
Description	<p>Museums are about stories. Storytelling (digital or not) capture the attention, appeal to emotions, and encourage imagination and reflection. It also creates knowledge, comprehension and empathy. Finally, but rather central, it helps engagement. Is, therefore, a relevant tool for museums and museum professionals.</p> <p>This module will introduce learners to what is storytelling and its techniques, focusing on the benefits of this approach for engagement in museums and cultural organizations alike as well as cultural heritage valorization. This module will also present several examples of how museums are exploring the potential of sharing (hidden) stories.</p> <p>The module is tailored for the Digital Interactive Experience Developer role profile and for the Online Community Manager</p>
Knowledge domain	<ul style="list-style-type: none"> <li>• Storytelling in museums –an oversight of this practice used as a tool of cultural heritage valorization</li> <li>• Storytelling for museums –an oversight of this practice used as a tool of audience strategy</li> <li>• Case studies</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Compare strategies adopted by museums embracing storytelling for cultural heritage valorization</li> <li>• Compare strategies adopted by museums embracing storytelling for audience engagement</li> <li>• Identify at least one features for museums to be agent of change</li> <li>• Compare museums using storytelling</li> <li>• Propose a strategy for cultural heritage valorization using storytelling</li> </ul>
Units	<ol style="list-style-type: none"> <li>1. The power of storytelling in museums</li> <li>2. Exploring storytelling in museums: Best Practices</li> </ol>

### 5.3 Indicative work-based learning activities

In this section, the reader may find indicative work-based learning activities, than can be used to facilitate the learner to select – in collaboration with the local VET provider and the supervisor from the hosting organization, what to do during his / her work-base learning.

WBL activity	<p><b>Design and prototype innovative and interactive installations that provide meaningful experiences for all types of audiences.</b></p> <p><b>Conduct public studies and observation analysis.</b></p>
Hours	100 – 200 hours
Description	<p>Study current visiting patterns of the museum’s permanent (or temporary) exhibition, though observation and visitors survey. Based on your findings and on museum’s strategy, design a number of interactive installations that could be integrated in the exhibition and enhance its impact and the overall museum experience. Your input should at least include: the purpose of the proposed installations, their pedagogical-communication principles, design and technical specifications, proposed architecture/structure and functionality, suggestions on their placement in the actual exhibition space in relation to authentic objects and visitors’ needs, proposed software/hardware.</p>
Learning outcomes	<ul style="list-style-type: none"> <li>• When confronted with a specific problem in a museum, specify a solution based on interactive storytelling. Make a case-study by prototyping a solution.</li> <li>• Value a digital interactive installation using the M-dimensions Framework and the Heuristic Evaluation technique</li> <li>• Choose when to use a certain usability method</li> <li>• Design interactive and innovative solutions that provide meaningful experiences for all types of museum audiences.</li> </ul>

WBL activity	<b>Develop accessibility tools for all types of visitors.</b>
Hours	100 – 200 hours
Description	After assessing museum’s accessibility status, design a number of tools that will improve access onsite and online, both regarding visitor services (front-desk services, museum shop etc.) and collections (exhibitions, educational programmes, publications, communication etc.). These tools may be include applications that increase legibility of museum images and texts, activate all senses for the interpretation of museum objects apart from vision and hearing, encourage visitors’ participation and crowdsourcing in the museum’s forum or social media platforms.
Learning outcomes	<ul style="list-style-type: none"> <li>• When confronted with specific problems in museums and websites, identify the principles that can enhance the accessibility</li> <li>• Identify the main guidelines for accessibility in museums places and the web, with a focus on inclusive museums</li> </ul>

WBL activity	<b>Facilitate communication flows between different museum teams and external high-tech companies.</b>
Hours	40 – 80 hours
Description	Collect and/or update existing information about innovative interactive tools that could be integrated in the museum, either via online search or direct communication with high-tech companies. Assess the collected information and present your suggestions of how they could be used in a document. Your report should include a description of current and future needs, selection criteria and justification of the proposed solutions. Present your findings and suggestions within a staff meeting that you would initiate.
Learning outcomes	<ul style="list-style-type: none"> <li>• Identify the key functional aspects of effective communication.</li> <li>• Interpret two feelings from a team conversation</li> <li>• Articulate different team rules and roles and the significance of these differences for team working functioning.</li> <li>• Choose adequate communication skills in order to promote teamwork and collaboration.</li> </ul>

## 5.4 Competence handbooks