

# scaffold

ePortfolio's voor het ondersteunen  
van werkplekleren in opleidingen in  
de gezondheidszorg

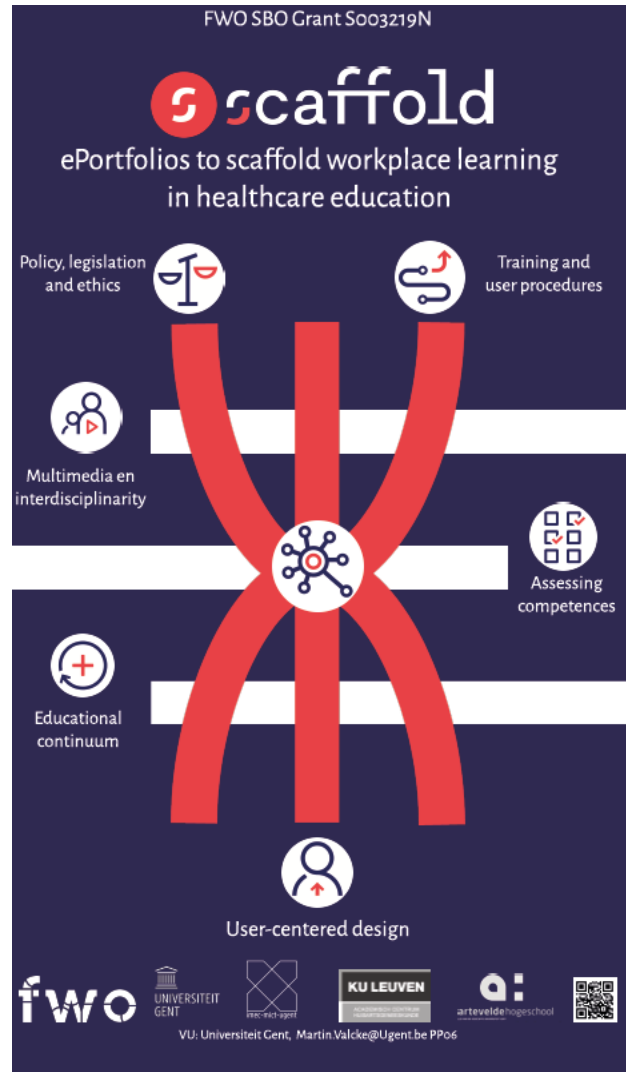


# ePortfolio, flexibele leerwegen en micro-credentials

Hoe kunnen we VGS een plaats geven in het ePortfolio voor én na afstuderen?

Slotevent Envision 09/02/2023

[mieke.embo@arteveldehs.be](mailto:mieke.embo@arteveldehs.be)



# Agenda

- ePortfolio / Scaffold project
- Flexibele leerwegen
  - Competentiegericht opleiden
  - Van competenties naar programma
- Micro-credentials
  - Wat?
  - Waar staat Europa?
- Besluit

# Wat is het SCAFFOLD project?

<https://www.sbo-scaffold.com/nl>

**scaffold**

Over Scaffold Team Deelprojecten Publicaties Agenda Nieuws Contact NL ▾


ePortfolio's voor het ondersteunen van werkplekleren in het gezondheidszorgonderwijs

[Alles over Scaffold →](#)

Nood aan vorming / advies?  
[Lees meer →](#)

Zelf onderzoek doen via deelproject, masterproef of stage?  
[Lees meer →](#)

Alles ontdekken lopend onderzoek  
[Lees meer →](#)



# Hoe definiëren we het SCAFFOLD ePortfolio?

Het is een digitaal en '*learner-centered*' instrument dat de continue competentiegroei op de werkplek ondersteunt (scaffold), visualiseert en bewijst.

Het faciliteert interactie tussen alle actoren.

Het faciliteert en stimuleert de zelfregulerende leercyclus: doelen stellen, reflectie, feedback en (zelf) beoordeling.

Er wordt optimaal gebruik gemaakt van slimme multimedia technologie om een gemakkelijk (=gebruiksvriendelijk), snel (=efficiënt), veilig and juridisch compatibel gebruik te garanderen.



# DIGITAAL papieren versus elektronisch portfolio



# Foto, video, audio, speech-to-text






scaffold e-Portfolio

## e-Portfolio

Media Artifacts Feedback

Filter Sort Record media Upload files

 <p>Mar 7, 2022, 10:53 AM</p> <p>143.01 KB</p>	 <p>220337 R, Verbod</p> <p>2 mo. ago 6.77 MB</p>	 <p>15466443643248109112130045554562</p> <p>3 mo. ago 2.58 MB</p>
--	---	---

# Flexibele leerwegen: kenmerken van competentie-gebaseerd leren

1. Focus op **outcomes**
2. Focus op **bekwaamheid/observeerbaar** gedrag  
Competentie= kennis+vaardigheden+attitude in context
3. **Niet tijdsgebonden**
4. Lerende/professional centraal: **zelfregulerend leren**
5. Expliciete link tussen competenties  
lerende/professional en noden werkveld: **context**



RESEARCH

Open Access

An online Delphi study to investigate the completeness of the CanMEDS Roles and the relevance, formulation, and measurability of their key competencies within eight healthcare disciplines in Flanders

Oona Janssens<sup>1,2\*</sup>, Mieke Embo<sup>1,3</sup>, Martin Valcke<sup>1</sup> and Leen Haerens<sup>2</sup>



ORIGINAL ARTICLE

Development of an integrated competency framework for postgraduate paediatric training: a Delphi study

Marieke Robbrecht<sup>1</sup> · Koen Norga<sup>2,3</sup> · Myriam Van Winckel<sup>1,4</sup> · Martin Valcke<sup>5</sup> · Mieke Embo<sup>5,6</sup>



Midwifery 53 (2017) 1–8



Contents lists available at ScienceDirect

Midwifery

journal homepage: [www.elsevier.com/locate/midw](http://www.elsevier.com/locate/midw)

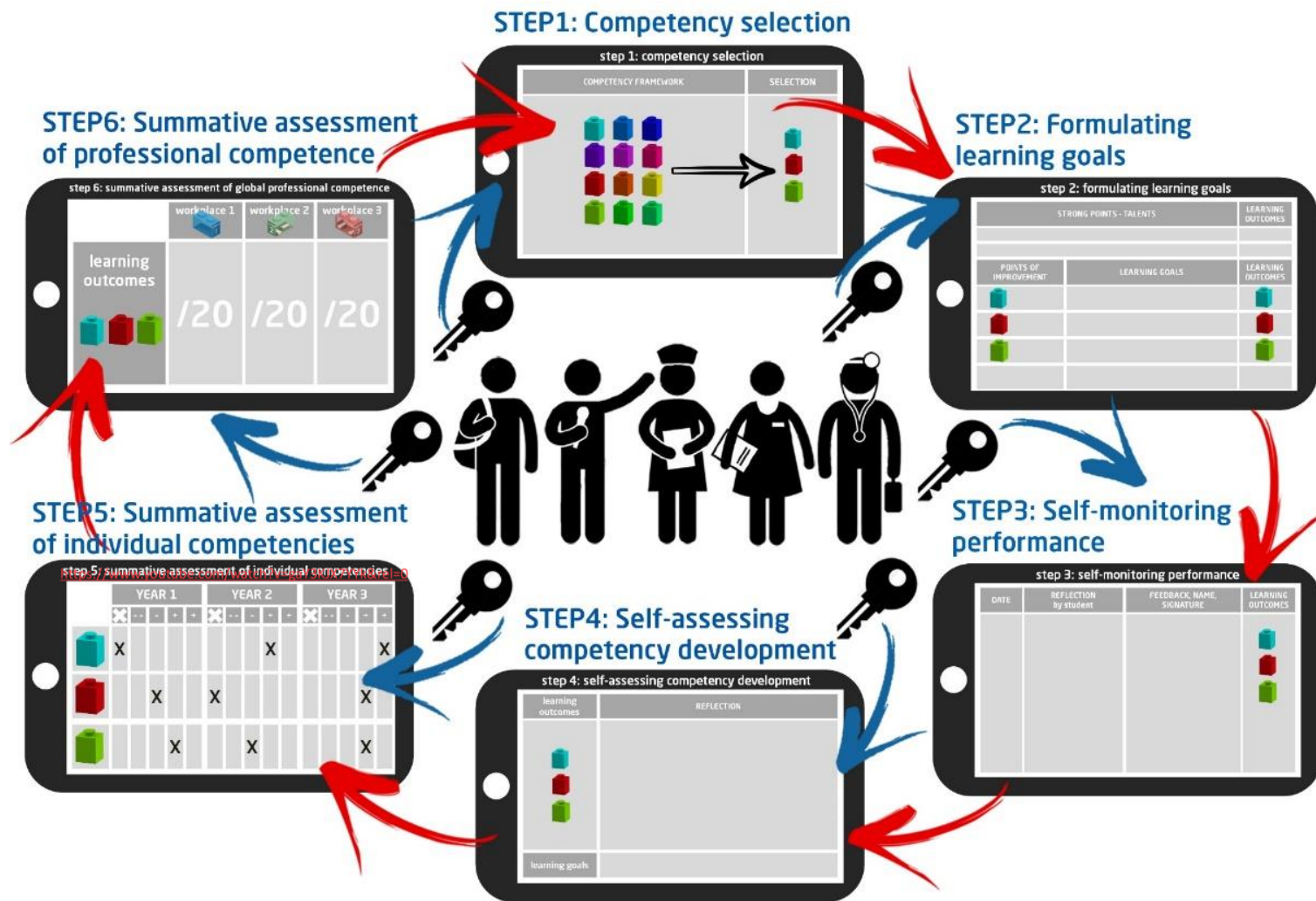


A Delphi study to validate competency-based criteria to assess undergraduate midwifery students' competencies in the maternity ward<sup>☆</sup>



M. Embo, RN, RM, PhD (Head Midwifery Department, Researcher)<sup>a,b,\*</sup>, K. Helsloot, RM, MSc (Lecturer, Researcher)<sup>a</sup>, N. Michels, MD, PhD (General practitioner, Assistant Professor)<sup>c</sup>, M. Valcke, PhD (Professor of Instructional Sciences)<sup>d</sup>

It facilitates and fosters the learning cycle of goal setting, reflection, feedback and (self-) assessment, as well as the interaction between all actors.



<https://www.youtube.com/watch?v=gaY3KJX7YYk&rel=0>

<http://pub.maastrichtuniversity.nl/700fdd2c-b660-48cf-ad32-2a9f4effff95>

# Welke ePortfolios bestaan er?

## Open-source platforms

These platforms are mostly free of charge, they generally don't support complex features such as artificial intelligence (AI) or peer feedback forums.

Source	Website
Google Sites	<a href="https://workspace.google.com/products/sites/">https://workspace.google.com/products/sites/</a>
Mahara	<a href="https://mahara.org/">https://mahara.org/</a>
WordPress	<a href="https://wordpress.com/">https://wordpress.com/</a>

## Other platforms (private companies or professional associations)

Platform	Website
Medbook	<a href="https://www.medbook.be">https://www.medbook.be</a>
MyProgress	<a href="https://www.myprogressapp.com/">https://www.myprogressapp.com/</a>
Royal College of Physicians and Surgeons of Canada	<a href="https://www.royalcollege.ca/rcsite/cbd/cbd-eportfolio-e">https://www.royalcollege.ca/rcsite/cbd/cbd-eportfolio-e</a>
Scorion	<a href="https://scorion.nl">https://scorion.nl/</a>
PebblePed	<a href="http://pebblepad.co.uk/">http://pebblepad.co.uk/</a>
Vametric	<a href="https://www.vametric.com/">https://www.vametric.com/</a>

Nurse Education in Practice 63 (2022) 103418

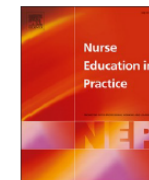


ELSEVIER

Contents lists available at [ScienceDirect](#)

Nurse Education in Practice

journal homepage: [www.elsevier.com/locate/issn/14715953](http://www.elsevier.com/locate/issn/14715953)

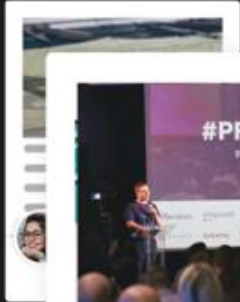
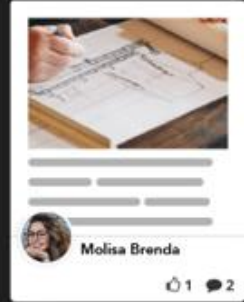
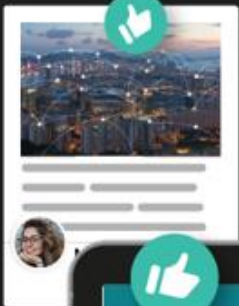
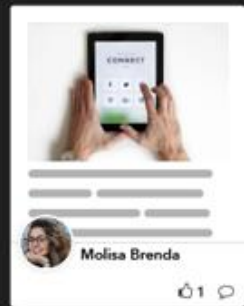


Review

The role of ePortfolios in supporting learning in eight healthcare disciplines: A scoping review

Oona Janssens<sup>a,b,\*</sup>, Leen Haerens<sup>b</sup>, Martin Valcke<sup>a</sup>, Dimitri Beeckman<sup>c</sup>, Peter Pype<sup>d</sup>, Mieke Embo<sup>a,e</sup>





#PRODUCTCON  
February 18, 2019 | LONDON

Hashtags are essential in event marketing because they encourage conversations and

by word-of-mouth

**Molisa Brenda**

13

**Molisa Brenda**

33 | 184 | 235

About me | Portfolio | Communities | Crede

Badges

Certificates

Event Marketing and Sponsorship

### Certificate Verification

Enter certificate ID below:

XXXXXX

✓

openlearning

College Of Event Management

## CERTIFICATE OF COMPLETION

### Molisa Brenda

*[Signature]*

# Features

## ✓ Easy collaboration between assessor and candidate

As an assessor, use the software to set out a set of tasks or proofs that the candidate can complete on their own schedule, or on a given timeline. As the candidate, provide the exact proof required to address the guidelines set out by the assessor.

## ✓ Feedback Collaboration

Communicate with candidates right within the platform, complete with historical review information, and the ability to raise a concern as an assessor or candidate.

## ✓ Multimedia Learning and Assessment

Allow candidates to easily attach and make use of text, video, audio, photographs and more, to demonstrate real-world proof of their competencies.

## ✓ Comment Notifications

Get instantly notified in your inbox by automatic emails when there's been progress or changes to the candidate's evidence portfolio.

## ✓ Development Plan Creation

Allocate evidence to a portfolio, and let the portfolio create an automated development plan, complete with embedded resources, help and guidance.

## ✓ Simplified accreditation for candidates and learners

Valid-8 is designed to be an easy process for competent candidates to prove their competency.



## Log in to your account

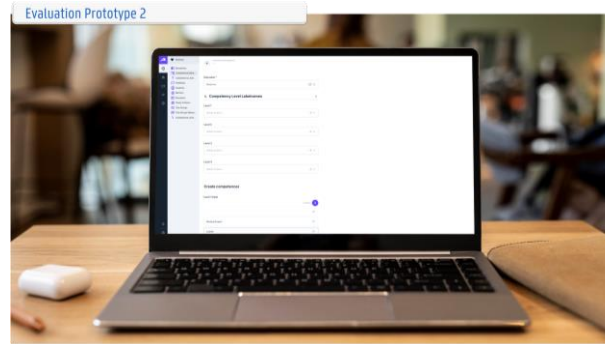
**LOGIN**

[Forgot password](#)

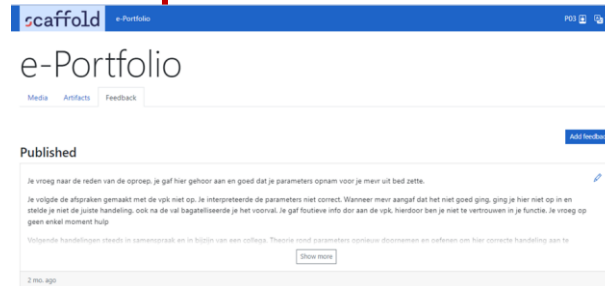
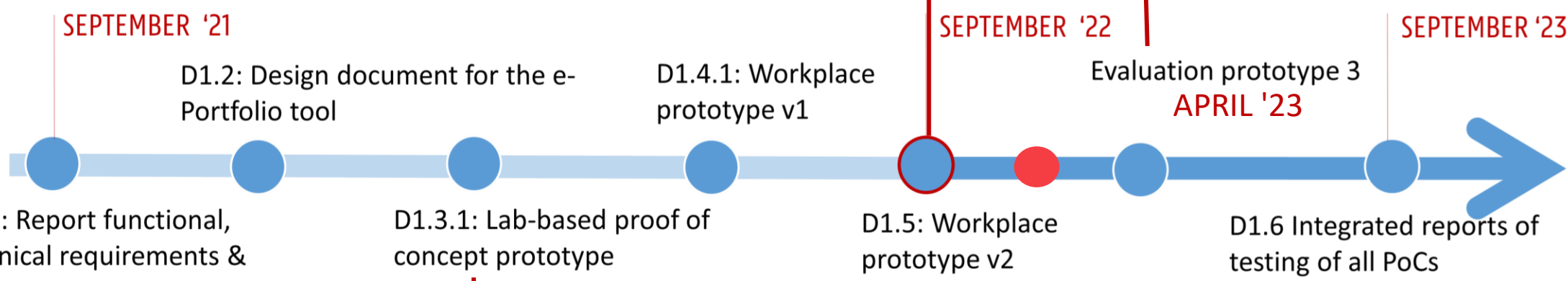
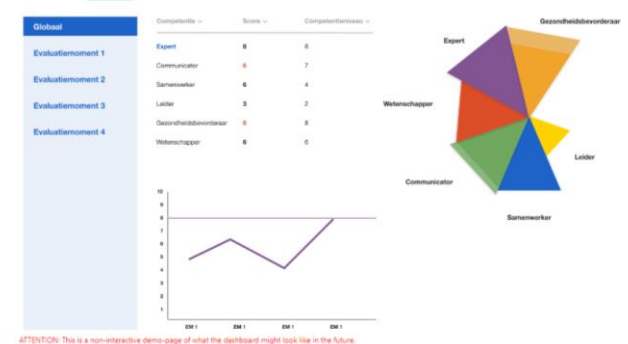


# Scaffold prototype Timing

## EXPERIMENT COMPETENTIE KADERS



## EXPERIMENT EVALUATIES



## EXPERIMENT FEEDBACK

## Competenties

Competenties **Gloobaal****Gloobaal**

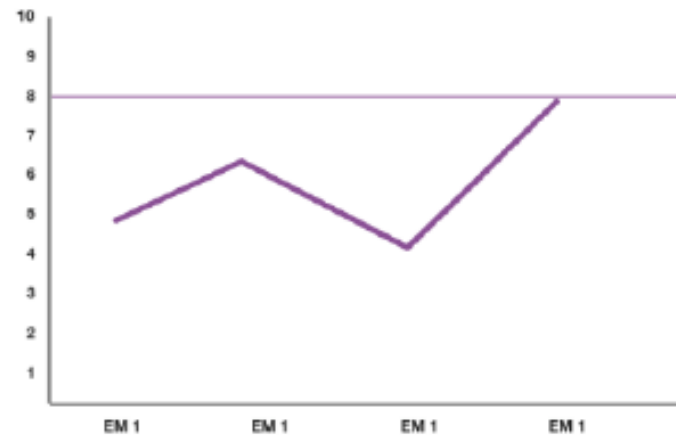
Evaluatiemoment 1

Evaluatiemoment 2

Evaluatiemoment 3

Evaluatiemoment 4

Competentie	Score	Competentieniveau
Expert	8	8
Communicator	6	7
Samenwerker	6	4
Leider	3	2
Gezondheidsbevorderaar	6	8
Wetenschapper	6	6



Figuur 3 - Indicatieve wireframe competenties





# The educational continuum: uses of competencies

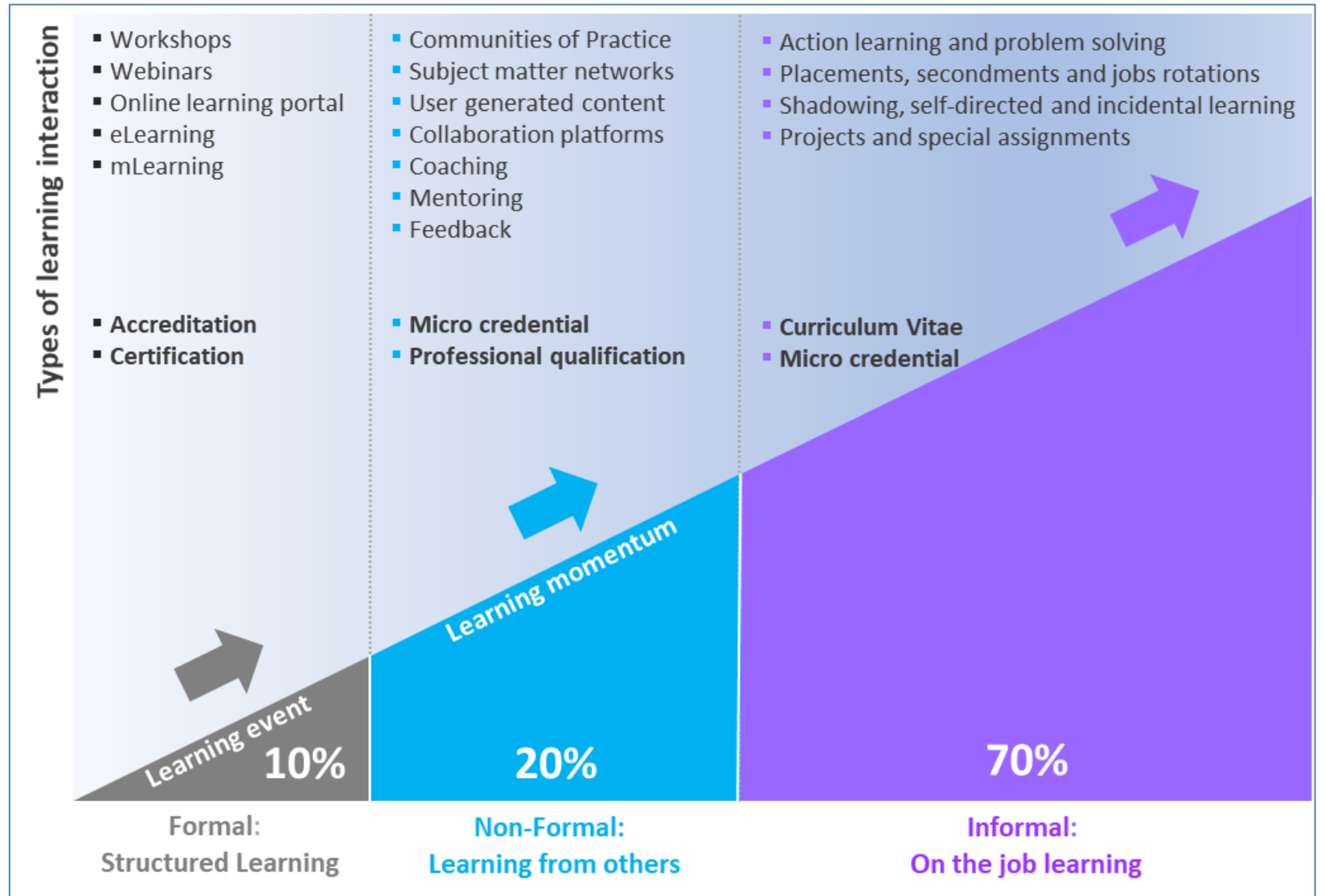
## 70-20-10 Model

Non-formal learning

E-portfolios

Micro-credentials

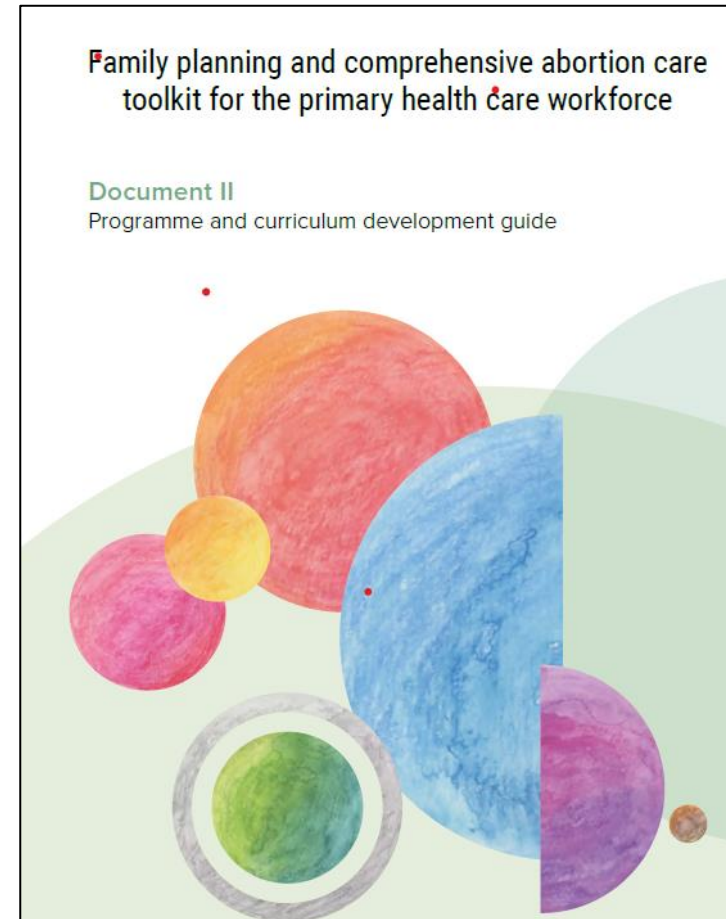
Informal on-the-job learning



# Van competenties -> programma/curriculum !



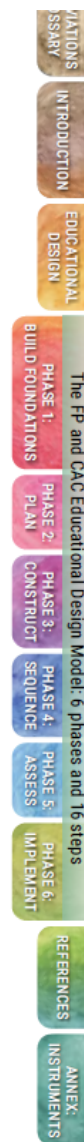
[Family planning and comprehensive abortion care toolkit for the primary health care workforce: volume 1 \(who.int\)](#)



[Family planning and comprehensive abortion care toolkit for the primary health care workforce: volume 2 \(who.int\)](#)

Acknowledgements.....	iv
Abbreviations .....	vii
Glossary.....	vii
Introduction.....	1
<b>Educational design .....</b>	<b>5</b>
Principles of competency-based education .....	5
The FP and CAC Educational Design Model.....	6
The FP and CAC Educational Design Model: 6 phases and 16 steps.....	9
<b>Phase 1: Build foundations.....</b>	<b>11</b>
Step 1: Create a mission statement.....	12
Step 2: Create a vision statement.....	13
Step 3: Set core values.....	14
<b>Phase 2: Plan.....</b>	<b>17</b>
Step 4: Conduct a needs assessment for FP and CAC education.....	18
Step 5: Facilitate stakeholder dialogue.....	20
Step 6: Confirm resource availability.....	22
<b>Phase 3: Construct .....</b>	<b>25</b>
Step 7: Adapt and adopt competencies.....	26
Step 8: Determine expected level of proficiency.....	30
Step 9: Create learning objectives .....	33
Step 10: Determine learning methods .....	36
<b>Phase 4: Sequence.....</b>	<b>41</b>
Step 11: Structure curriculum content .....	42
Step 12: Allocate time and resources for each course syllabus .....	44
<b>Phase 5: Assess .....</b>	<b>47</b>
Step 13: Create assessments.....	48
Step 14: Determine thresholds for progression or completion .....	53
<b>Phase 6: Implement.....</b>	<b>57</b>
Step 15: Build capacity to implement competency-based education (CBE).....	58
Step 16: Evaluate programme and curriculum.....	60
References .....	63
Annex: Instruments.....	69

Note: All parts of the family planning and comprehensive abortion care toolkit for the primary health care workforce (the FP and CAC Toolkit) are available at: <https://www.who.int/publications/i/item/9789240063907>



# Wat is een Micro-credential



## A EUROPEAN APPROACH TO MICRO-CREDENTIALS

December 2021



*A micro-credential is the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards.*

*Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.*

*Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.*



Microcredentials certificeren de leerresultaten van kleine leerervaringen, zoals een korte cursus of opleiding. Het is een flexibele en gerichte manier om mensen te helpen de nodige kennis, vaardigheden en competenties te ontwikkelen voor hun persoonlijke en professionele ontwikkeling.

<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>

<https://education.ec.europa.eu/nl/education-levels/higher-education/micro-credentials>

# Link SCAFFOLD – Micro-credentials

Topic ERASMUS-EDU-2022-PI-ALL-INNO-BLUEPRI

Type of Action ERASMUS-LS

Call ERASMUS-EDU-2022-PI-ALL-INNO

Type of Model Grant Agreement ERASMUS-AG-LS

Acronym EPOS4HEALTH

Language English

Proposal title ePortfolio Strategy for Health: Developing and implementing a European digital ePortfolio strategy to scaffold the development of skills along the entire lifelong learning continuum in the healthcare

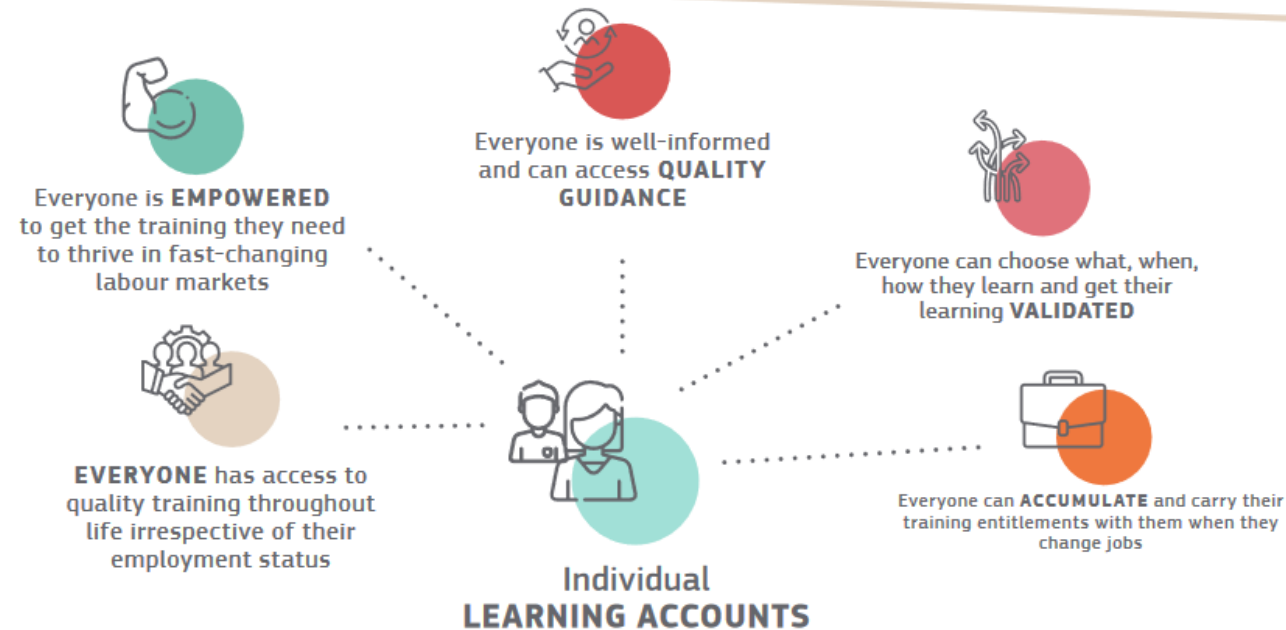
*The central focus of this project will be facilitating self-regulated health professionals as learners. Health professionals will be expected to create and maintain an individual learning account in an ePortfolio platform (e. g. EUROPASS), where they will be able to detect and support competency gaps with learning guides and digital tools, to create individual and flexible learning pathways, and to assess and accredit their new knowledge and skills with micro-credentials. This project targets all professionals of the health workforce and involves key players across education, training and practice, including regulatory and accreditation bodies.*

EUROPEAN  
SKILLS AGENDA  
FOR SUSTAINABLE  
COMPETITIVENESS, SOCIAL  
FAIRNESS AND RESILIENCE

### Action 9: Initiative on individual learning accounts

The Commission will assess how a possible European initiative on individual learning accounts can help close existing gaps in the access to training for working age adults and empower them to successfully manage labour market transitions.

The Commission will also assess which enabling services and other factors could support individual learning accounts. This could include guidance, validation, and transparency on the quality of training opportunities, as well as educational or training leave provisions. In its work, the Commission will engage in broad consultations with Member States, social partners and all relevant stakeholders.



50. Based on the data from the EU Adult Education Survey.



### Action 10: A European approach to micro-credentials

The Commission will propose a new initiative to support the quality, transparency and take-up of micro-credentials across the EU. In particular, it will:

- Develop, together with all relevant stakeholders (public or private education and training providers, social partners, chambers of commerce, employers) European standards which address minimum requirements for quality and transparency. This will build trust in micro-credentials and facilitate their portability and recognition across the EU.
- Explore the inclusion of micro-credentials in qualifications frameworks, in dialogue with national qualification authorities.
- Make it easier for individuals to store and showcase to employers acquired micro-credentials through Europass and its Digital Credentials.

This initiative builds, among others, on the results of the evaluation of the 2012 Council Recommendation on Validation of non-formal and informal learning, which are published in parallel with this Skills Agenda.

**Ivana** is an experienced supermarket stock manager. A new software is opening up possibilities for less waste – if she and her staff can master its use. By following a short, targeted training module provided by her industry federation, she will be awarded a micro-credential as proof of her new skills – ready to put to use with her current or future employer.



### 3.3 Showcasing skills: the new Europass platform

Once the individual has a certificate proving her or his skills, they need to be able to communicate them when applying for a job or further learning. New technology opens up possibilities for communicating skills beyond the traditional CV and for linking people up with learning and job opportunities.

Launched together with the Skills Agenda, the new **Europass** has been developed to become the EU's online tool to help people effectively communicate their skills and qualifications and to proactively guide them to a job or learning opportunity. It offers free tools and information in all EU official languages for learners, workers and job seekers to manage each stage of their careers and learning.

#### Action 11: New Europass platform

The new Europass platform will support people to manage their careers in a fast-changing labour market. With modernised tools and information on learning and working in Europe the upgraded tool will:

- guide users to assess and describe their skills and communicate their qualifications and experience to training providers and employers, so they can take the next step in training or work;
- suggest to Europass users relevant jobs (via EURES<sup>52</sup> and Euraxess<sup>53</sup> jobs portals) and learning opportunities;
- make use of skills intelligence to provide tailored information on skills trends and needs to users when planning a change of career or moving to another country;
- enable education and training institutions to issue digital diplomas and certificates to learners in a European-wide digital format of 'Europass Digital Credentials', encouraging easier recognition;
- support a "fast track" to recognition, reducing administrative burden and decreasing fraud by supporting automatic authentication of qualifications by employers and training providers; and
- support legally residing migrants to showcase their skills and qualifications and facilitate their recognition through better information<sup>54</sup>. The EU 'Skills Profile Tool for Third Country Nationals' currently used in reception centres and by organisations guiding and supporting the integration of asylum seekers and refugees will be linked to the new Europass.

**Daniela** has been working in a variety of jobs as a car mechanic since leaving high school and is unsure what to do next with her career. Thanks to the new Europass, Daniela can create a personal Europass profile to record all her skills and experiences and store her diplomas and certificates. Europass will suggest jobs and courses to Daniela and she can access information on guidance services near her, as well as information on studying and working across the EU.



## FINAL REPORT

# A EUROPEAN APPROACH TO MICRO-CREDENTIALS


OUTPUT OF THE MICRO-CREDENTIALS  
HIGHER EDUCATION CONSULTATION GROUP

December 2020



# Een Europese benadering van microcredentials

## Flexibele, inclusieve leermogelijkheden

Op 16 juni 2022 heeft de Raad van de Europese Unie (EU) een [aanbeveling betreffende een Europese benadering van microcredentials voor een leven lang leren en inzetbaarheid op de arbeidsmarkt](#) 

aangenomen. De aanbeveling heeft als doel de ontwikkeling, uitvoering en erkenning van microcredentials in verschillende instellingen, bedrijven en sectoren en over de grenzen heen te ondersteunen.



Raad van de  
Europese Unie

---

---

**Interinstitutioneel dossier:  
2021/0402(NLE)**

---

---

**Brussel, 25 mei 2022  
(OR. fr, en)**

**9237/22**

**LIMITE**

**EDUC 154  
RECH 252  
SOC 272  
DIGIT 101  
ENV 445**

**NOTA I/A-PUNT**

---

van: het secretariaat-generaal van de Raad  
aan: het Comité van permanente vertegenwoordigers/de Raad

---

Betreft: Voorstel voor een aanbeveling van de Raad betreffende een Europese benadering van microcredentials voor een leven lang leren en inzetbaarheid op de arbeidsmarkt

## How to design and issue micro-credentials?

When designing and issuing micro-credentials, some key principles should be followed. The 10 principles presented below specify the nature of micro-credentials and offer guidance on the design and issuance of high quality micro-credentials.

The 10 principles highlight the key characteristics of the European approach to micro-credentials. They are universal and may be applied in any area or sector.

10 EU-principles



# 10 EU-principes

- Kwaliteitsvol
- Transparant
- Relevant
- Valide beoordeling
- Ondersteunt flexibel leerpad
- Herkenbaar (oa. in EU)
- Draagbaar (oa. ePortfolio)
- Learner-centered
- Authentiek
- Informatie en begeleiding

# Probleem in Europa

In Europa is er een **beperkt inzicht** in micro-credentials en het gebruik ervan, met als gevolg dat het potentieel van micro-credentials om **flexibele leer- en loopbaantrajecten** te faciliteren niet ten volle benut wordt.



# Aanbeveling

De relevantie, ontwikkeling en actualisering van micro-credentials hangen af van:

1. **Samenwerking en overleg** tussen regionale en nationale overheden, onderwijs- en opleidingsorganisaties, en
2. Sectorale en sector-overschrijdende **sociale dialoog** (met organisaties die zowel werknemers en werkgevers uit de particuliere als uit de openbare sector vertegenwoordigen, kleine en middelgrote ondernemingen (kmo's), en professioneel en leidinggevend personeel).

# Besluit

- De **intentie van Europa** is duidelijk. De nood aan upskilling en reskilling is groot. Flexibele leerwegen, micro-credentials en ePortfolios zijn de toekomst
- Nog veel werk aan de winkel en elk initiatief zoals **Envision** is belangrijk!
- Het SCAFFOLD ePortfolio project hoopt de brug te kunnen maken naar het **CPD ePortfolio**.
- Denk aan de gouden aanbeveling “**samenwerken en dialoog**”!

# Interesse in samenwerking met SCAFFOLD onderzoekers?

## Zin om samen te werken?

Ons consortium wil een co-creatief en innovatief expertisecentrum uitbouwen op het gebied van ePortfolio's en werkplekieren in de gezondheidszorg. Je kan bij ons terecht met vragen op gebied van design, wetgeving, vorming en onderzoek. Laat ons ook weten indien je interesse hebt in het delen van expertise of in het samen uitwerken van projecten in binnen- en buitenland binnen dit thema.

Contacteer ons →

## Schrijf je in voor onze nieuwsbrief

Blijf op de hoogte van informatie over SBO Scaffold maar ook nieuws van partners in het project. Wens je zelf informatie via onze nieuwsbrief te verspreiden, stuur dan een bericht naar [info@sbo-scaffold.com](mailto:info@sbo-scaffold.com).



E-mailadres



[Bekijk de voorbije nieuwsbrieven](#)



Geef gerust een seintje  
[mieke.embo@artevelddehs.be](mailto:mieke.embo@artevelddehs.be)



# scaffold

Bedankt voor uw aandacht!

Het scaffold onderzoeksteam

