Upgrading the EU Data Protection Sector with new skills

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D2.13 Two (2) Curriculum Piloting phases

WP2. Design or improvement of a joint qualification in VET

PROJECT INFORMATION

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Executive Summary

This document is the reference point of what was done under the pilot session of DataPRO project in Greece, Germany and Cyprus. In this context we have incorporated the following information:

- Methodological framework of DataPRO training sessions and pilot procedure

- Methodological framework of the training material itself

- Statistical analysis of the success of our training procedure

- Conclusions and final remarks on the whole procedure that was followed

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1. Methodology

In terms of formulating the training material and pilot procedure, we have taken into account the work of WP2 in which 3 types of users were identified:
- DPOs
- Other legal and HR professionals
- Workers in chambers
- IT professionals

More specifically, the interviewed DPOs in the 3 partner countries mentioned the following skills:

Skills needed for DPOs

- Analytical thinking
- Independent working
- Assertiveness
- Collaboration
- Decision-making abilities
- Ability to understand complex problems
- Deal with conflict of interest

Skills needed for other professionals dealing with data protection issues

- Empathy
- Being aware of the position of clients
- Prudence
- No bias towards people
- Assertiveness regarding unlawful instructions

1.1 Main goals of the curricula design and pilots

The curricula will be designed to test and apply a modular approach. This included learning units that are specific to the objectives of the curricula in terms of covering **existing gaps between current and desired perception** of data protection and acquiring a full understanding of Data Protection and the role of DPOs. In this context, curricula and pilot procedure incorporated the following principles:
- *Innovation* : New methods are being used
- *Modernisation* : New practices are being adopted
- *Coherence* : Every single piece of training is correlated

Learning outcomes are formulated following the **"SMART"** approach. Within this context, we use the **Objectives model** for both curricula and pilots, which takes as its major principle the idea that all learning should be defined in terms or what learners should be able to do after studying this programme that we offer.

The **design stages** of curriculum development and pilot procedure are:

- **To identify** the educational and professional context in which the programme is to be delivered.
- **To address** the needs of learners in line with the requirements of VET providers.
- **To set** the aims of the programme.
- **To formulate** the structure and framework of the programme, as well as the main areas of teaching and learning.

For the preparation of a **Joint DPO VET Curriculum as well as pilot sessions,** we used the DACUM process in order to determine the competencies that should be addressed in a training curriculum for a specific occupation. DACUM is based on three principles:

- Workers can better describe their job than anyone else.
- Any job can be effectively described in terms of the competencies that successful workers in a specific occupation perform.
- The specific knowledge, skills, attitudes and tools required by employers in order to correctly perform their tasks.

According to **DACUM approach** the description of **competences and duties** of each learner/participant is important. The result of the first part of the DACUM process is a chart or profile that shows the duties and tasks related to the curriculum that we developed. The next step included **task analysis**, ideally conducted jointly by curriculum developers. Each task was analysed and broken down into sequential operational steps. These steps offer the identification of exactly can we **accomplish the task** . The completed task analyses become the outline for developing the training curriculum. Within this context, the **Joint DPO VET Curriculum** course is designed to address the following specific needs and challenges:

- *Upskilling of data protection employees.*The curriculum aims to promote knowledge on new skills and competences for DPOs.
- *Increase of the quality of VET training.* The curricula will provide the DPOs with the required soft skills.
- *Developing business and VET partnerships aimed at promoting work-based learning in all its forms.* The curriculum offers DPOs with the opportunity to put in practice their skills in real-world scenarios.

Based on those steps we are going to **break down the Training Program** into modules and lectures, identifying the material needed for the successful implementation of each program covering both theory and practice.

Within this context, we decided that the **Joint DPO VET Curriculum** will include **4 basic modules**:

- The **1st one** is related to the concept and definitions of personal data
- The **2nd one** is related to legal framework
- The **3d one** is related to the role of DPO
- The **4th one** is related to IT applications related to Data Protection.

In addition, a strong WBL scheme will be incorporated in the learning approach. **Modular approach** is a key factor and it means that a two-phase training process will take place.

This curriculum will be certified, as the **main target group of our project is DPOs** and **other Professionals**

2. The DataPRO pilot – Analysis of online participation

The DataPRO partnership designed and developed a VET Joint Curriculum on data protection and a Raising Awareness training program. All the material is hosted online on the DataPRO learning and training platform for piloting purposes. More specifically the online platform hosts:

- The course titled "*Personal Data Protection - Legal and technical dimensions*" which is the specialised course. The course was released in three languages i.e. Greek, German and English
- The course titled "*Awareness raising on Data Protection*" which was the raising awareness program and released in three languages as well.
- The *WBL -case studies* online resources addressing **e-mobility needs** according to the detailed description of the action.

The first two courses were implemented 100% online while the WBL component adopted a blended-learning approach and was handled in different ways in Cyprus, Germany and Greece. Methodologically, the specialisation course comprised the theoretical part of the DataPRO training experience while the WBL component focused on more practical data protection aspects. Finally, the awareness raising online resources targets future and current employees in an effort to maximize impact.

The total enrollments reached 225, with most of them being in the specialization course. It is important to highlight that the specialization course was leading to Certificate of Attendance upon successful completion.

The figure below summarizes the participation in the DataPRO online platform in terms of enrollments and successful completion expressed as percentages of the total number of enrollments. The three versions of the specialization course are displayed in different colors while the codes 01EN, 01DE and 01GR are referring to the English, German and Greek language versions respectively. The main outcome is that most of the participants preferred the English version highlighting the fact that the "data protection namespace" is widely adopted. In absolute numbers the three versions reached a total of 127, 21 and 48 enrolments (EN, DE and GR respectively).

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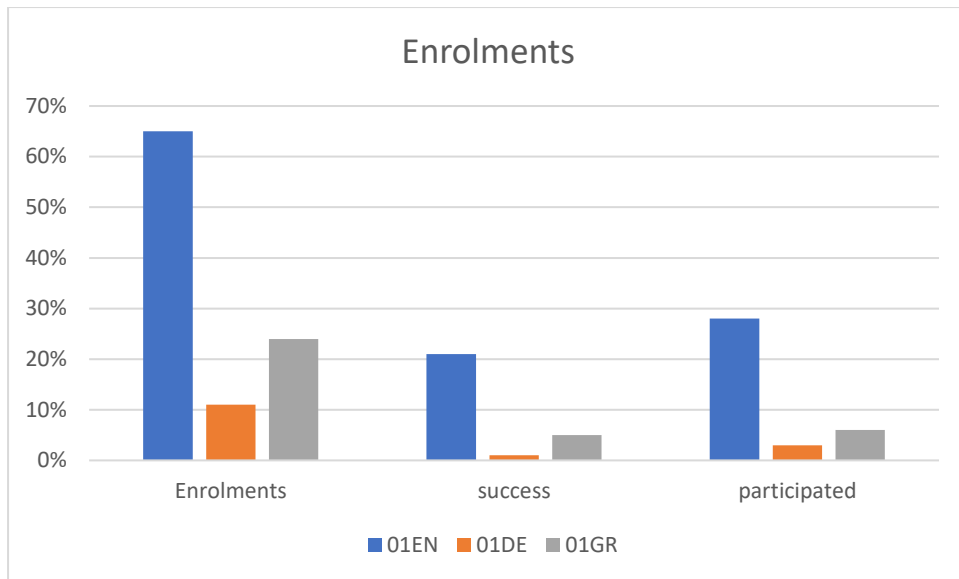Erasmus+ Programme
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Figure 1 Enrollments and engagement in the DataPRO specialization course

It is important to highlight the number of successful participants i.e. those who completed all learning activities and claimed their online certificate. In total, 53 participants - out of 196 - received their online certificate through the DataPRO platform which is considered to be a relative high percentage.

The completion rates in the MOOC world are low lying within **an 8% up to 20%.** A 2018 Columbia University's Teachers College study on edX and Coursera courses concluded that the certificate-based MOOCs reached a completion rate of **15**% [1]. Another source shows that completion rates are averaging **15**% with top outliers reaching a **40**%[2]. A recent study by MIT in 2009 revealed that MOOCs reached a disappointing **drop out rate of 95**% over the last 5 years[3]. The DataPRO partnership was aware from the very beginning that the engagement of the learners through an online learning experience (including numerous Quizzes, peer reviews and a project-like assignment) would be a very challenging task.

The DataPRO MOOC reached a 27% success rate and almost 37% retention rate (72 active participant) and it is considered as a strong indicator of success.

The figure below depicts the general view on a country basis. Users from Cyprus have the biggest enrollment share followed by Greece and Germany.

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[1] https://docs.wixstatic.com/ugd/cc7beb_5803e625ebee463ebc6f4796027366f1.pdf
[2] http://www.katyjordan.com/MOOCproject.html
[3] https://www.researchgate.net/publication/330316898_The_MOOC_pivot

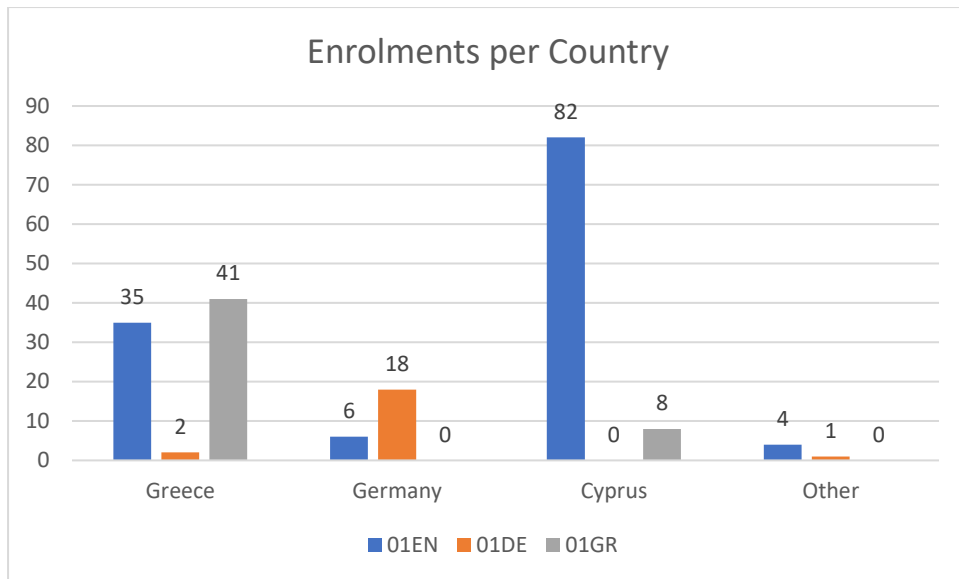Co-funded by the
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Figure 2 enrollments per country

The partnership agreed to have the online resources up and running at least 4 months after the project's end. These figures will be updated, finalized and published on the DataPRO website in an effort to increase awareness and dissemination of the DataPRO project.

2.1 WBL approach

In the 3 countries it was considered as challenging to offer face to face work-based-learning experiences to employers. In this context, it was agreed that the methodological approach will shift, tailored to COVID-19 demands. More specifically, the consortium has approved the blended methodology and approach which will apply the following characteristics:

1. Germany: They followed a blended learning scheme:

- Face to face online introduction in MS Teams
- self directed learning + Support via email and in MS Teams Chat
- Face to Face online meetings / feedback sessions in MS Teams

Total number: 21 people

2. Cyprus: They followed a blended learning approach either:

- Individuals from Cyprus who registered on the DataPRO learning platform were eligible to join these WBL sessions. A total of 29 persons expressed an interest and registered for these sessions. The sessions were offered with the voluntary assistance of 3 Mentors, members of the Cyprus Association of Information

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Protection and Privacy and professionals in the data protection sector, which operates under the auspices of the Cyprus Chamber of Commerce & Industry.

- A total of 3 meetings, with a total duration of 10 hours, were conducted online. Each meeting was structured as follows:
  - o Introduction and instructions given by Mentor to all participants (Main part): approximately 10 minutes
  - o Participants split into their groups and worked on their assignment (Groups part); mentors remained stand-by in order to address any questions/clarifications needed by participants: approx. 2 hours
  - o Participants returned and presented their assignment to all (Main part): approx. 20 minutes
- Mentor provided feedback and discussed with all participants on assignment solutions of each group (Main part): approx. 50 minutes

3. Greece: They followed a hybrid approach, incorporating the following characteristics:

- A set of virtual case studies online for anyone that was interested, concerning data breaches, theory of GDPR and IT challenges. Each case study had a minimum time allocation(at least 1 hour each) as well as bibliography for self-study
- The organization of webinars focused on the above virtual self-study case studies. Each webinar was held by an AMC trainer who followed specific steps:

  1. Roundtable discussion with the learners concerning their general views on data protection

  2. Description of learning objectives of each case study

  3. Identification of WBL questions
- The webinars were organized through ZOOM account

Total number of learners: 18

3. Online surveys of the MOOCs

All participants had the option to fill in a pre-course survey to acquire some useful data regarding their educational background and areas of expertise/interests. All users were informed about the DataPRO terms of use through a link to the platforms' detailed description of the privacy policy and terms of service.

3.1. Profile of the participants

The total responders of the three specialization courses were 135. Approximately, one out of three responders were Students/learners. The main categories of the rest of the participants are DPO related roles/capacities (Expert, Tutor, Consultant), employers and employees mainly with a law background. The participation of *DPO experts*, tutors and employers (~40% of the total responders) is a really strong indicator towards enhancing the communication between DPO VET teachers and in-company Data Protection trainers.
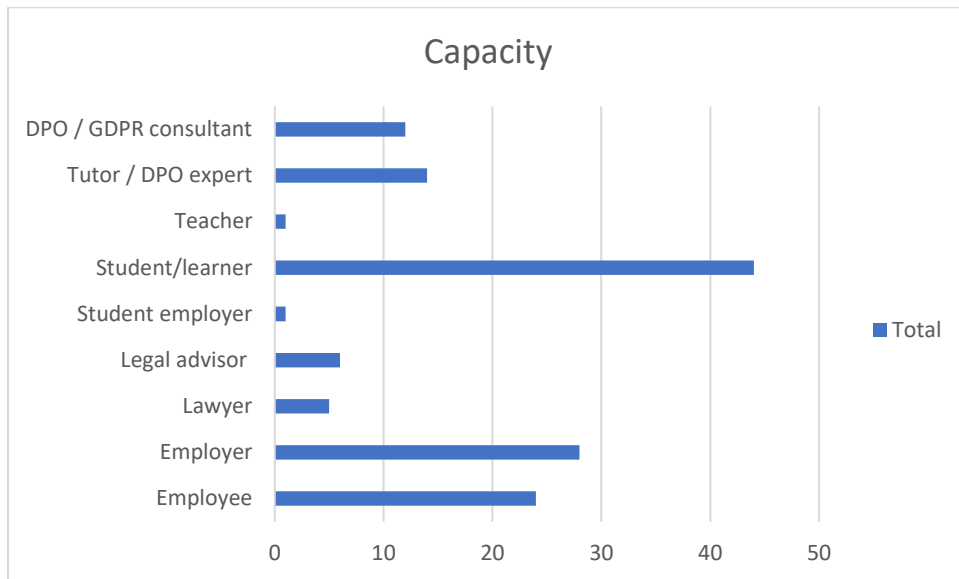

Figure 3 Capacity

As expected, most of the responders have a *Law* or an *IT* background (57%) highlighting the connection between these two areas of expertise and the application of Data protection in real life situations. Other areas of expertise are *Education* (7.5%), *Business*/*Commerce* (9%), *Accounting* (3.7%) and *political science* & *Public Administration* (4.5%).
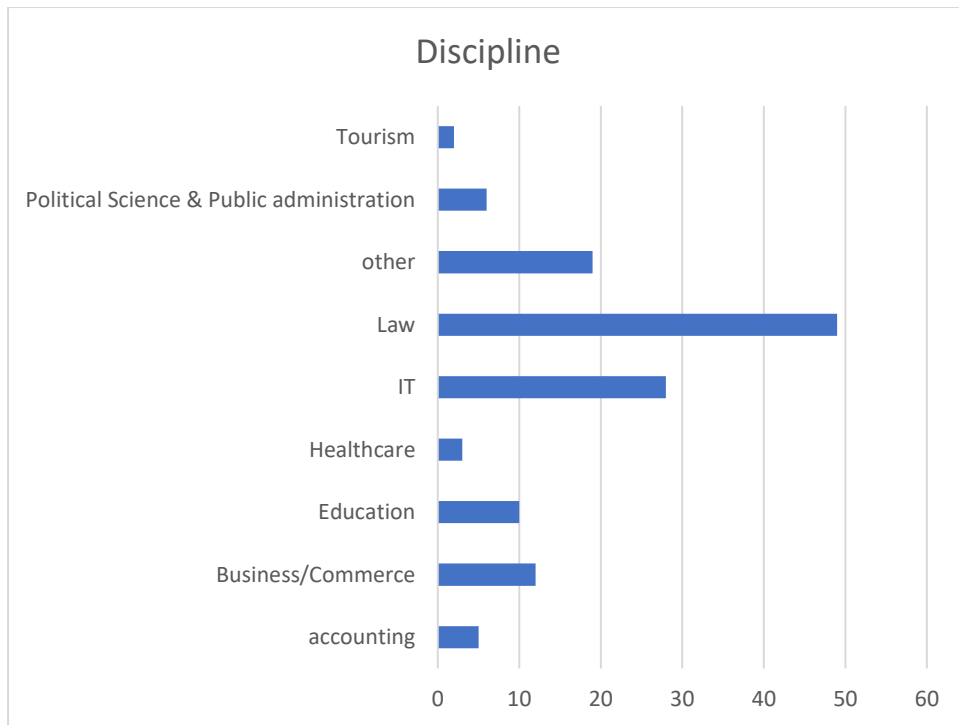
Discipline

Figure 4 Discipline

3.2. Pre-course survey – Quantitative/qualitative analysis

Drawing on ReadLab's expertise in educational technologies and instructional design of online courses, the partnership embedded a pre-course survey aiming at:

- Acquiring knowledge regarding the participants' expectations
- Focusing on the participants' abilities, backgrounds and preferences.

The basic questions included, after an internal debate round, were structured on an importance scale focusing on the following items:

- Engaging in lifelong learning
- Curiosity about online learning
- To earn a certificate
- To learn about course content
- To access learning opportunities not otherwise available to me

The figures below visualize the results of the pre-course survey. The responses show that each of the predefined items scored a high level of importance as expected. However, from a comparative analysis point of view some qualitative results can be drowned.

Engaging in lifelong learning activities question was the second most important reason for the participants to enrol in the DataPRO project.
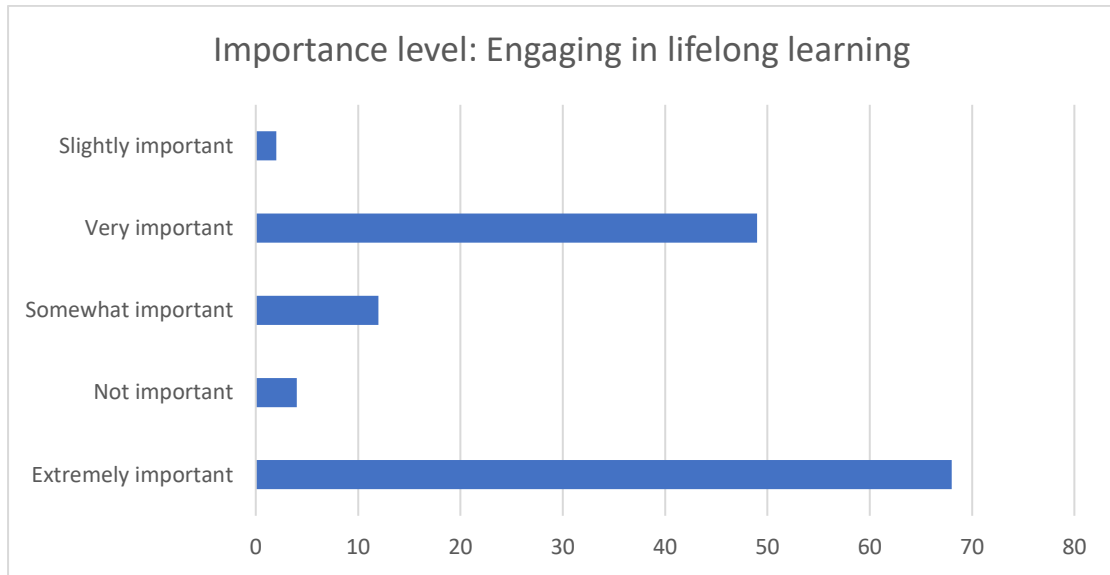

Figure 5 Importance level - Engaging in lifelong learning

Curiosity about online learning received the most neutral/less important opinions implying that the DataPRO audience was familiarized with online settings and education environments.
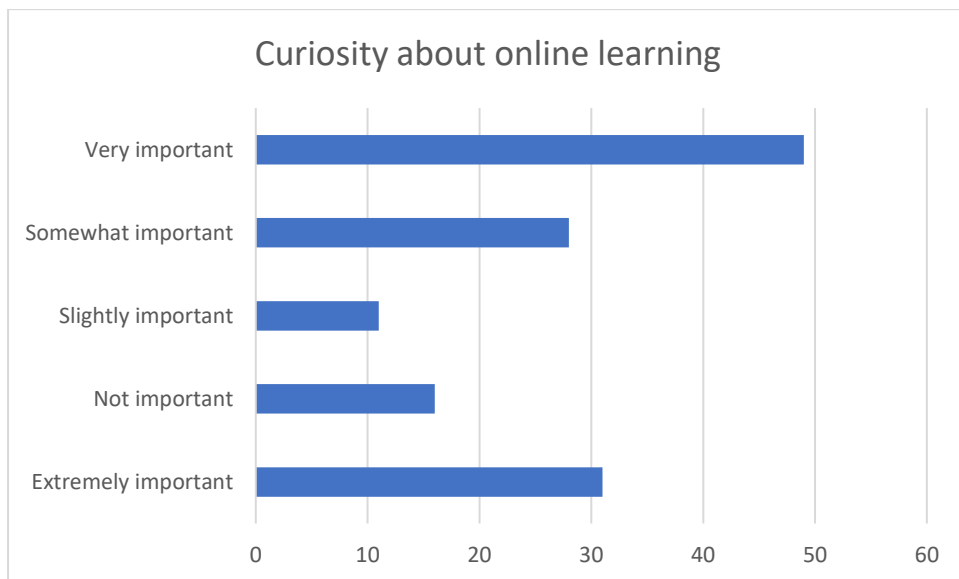

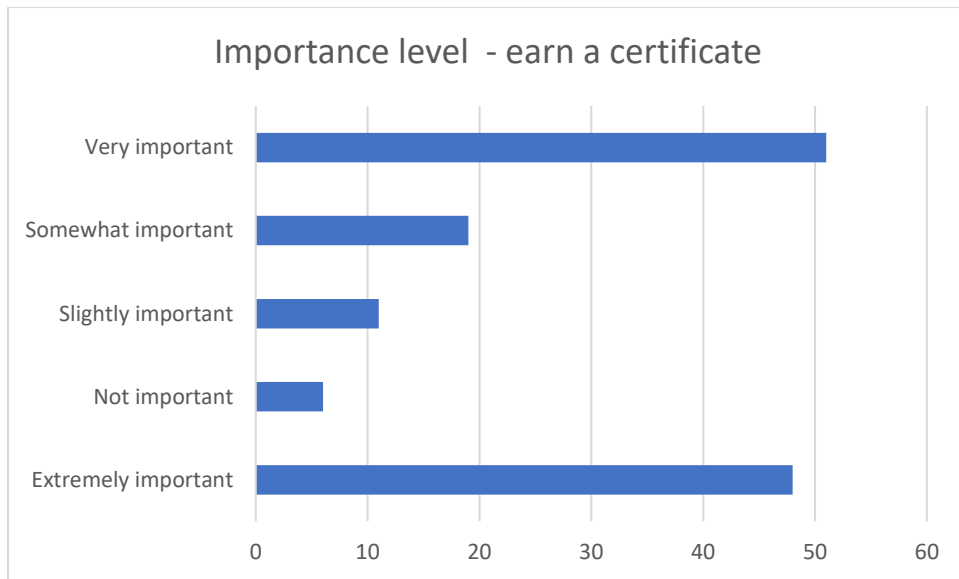*Figure 6 Importance level - Curiosity about online learning*

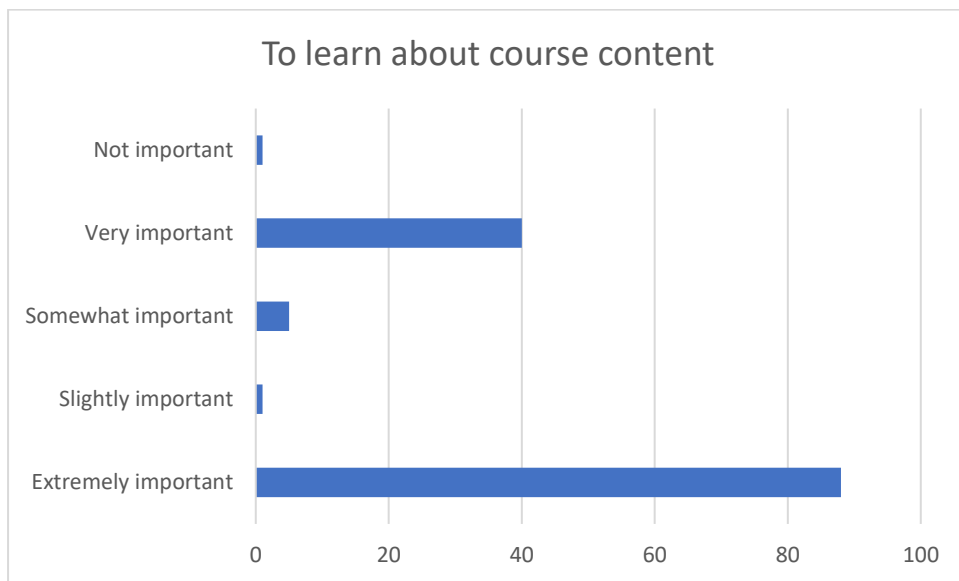Figure 7 Importance level - earn a certificate

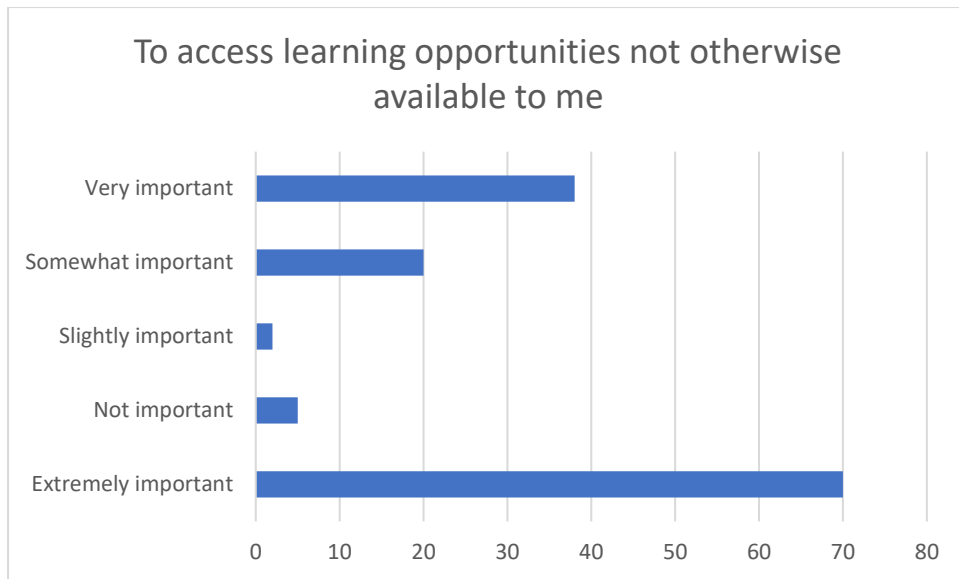Figure 8 importance level - To learn about course content

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To access learning opportunities not otherwise available to me

Figure 9 Importance level - To access learning opportunities not otherwise available to me

3.3. Post course-survey

The Post-course survey consisted of the following questions, structured on *Satisfaction* scale:

- Q1. The contents of the modules were presented in an understandable manner
- Q2. I found the DataPRO online course engaging
- Q3. The quizzes/assessments were relevant to the learning material
- Q4. The amount of time to complete this course was appropriate
- Q5. Rate your confidence level for completing the knowledge or skill presented
- Q6. Rate the ease of navigation
- Q7. Rate the availability of technical support
- Q10 Overall, how do you rate your experience in the DataPRO course?

Q1-Q5 acquired feedback regarding the quality of the online resources, Q6-Q7 focused on the online learning environment and Q10 targeted the opinions on the overall learning experience.

The figure below depicts the mean value of each question. Q3 - *The quizzes/assessments were relevant to the learning material* and Q6 – *Rate the ease of navigation* received the largest satisfaction score. The first takeaway is that the assessment methodology was inline with the learning material and assessment activities were to the point. The ease of navigation proves the intuitive UI design and the user friendly front end environment of the learning platform.

On the other hand, Q4 *The amount of time to complete this course was appropriate* and Q5. *Rate your confidence level for completing the knowledge or skill presented* received the smaller satisfaction scores. This implies the complex nature of the data protection related knowledge and skills needed. The DPO must be able to address a diverse set of challenges in a very broad scope: From addressing law specific cases, to complex and specialized technical use cases while being able to take into consideration the organization's processes and internal dynamics. The complex nature of the DPO tasks, was perfectly formulated in the following quotation in one of the project's focus groups that took place in the first phase of the DataPRO project:

"DPO should stand for Data Protection Office"

Finally, Q10 received the highest satisfaction score. The overall training experience acquired positive feedback from the participants which is also evidenced by the responses in the question *Would you recommend this course to colleagues*? 90% of the participants answered Yes, concluding that the DataPRO training program was of high quality and actually covered the expectations of the learners.
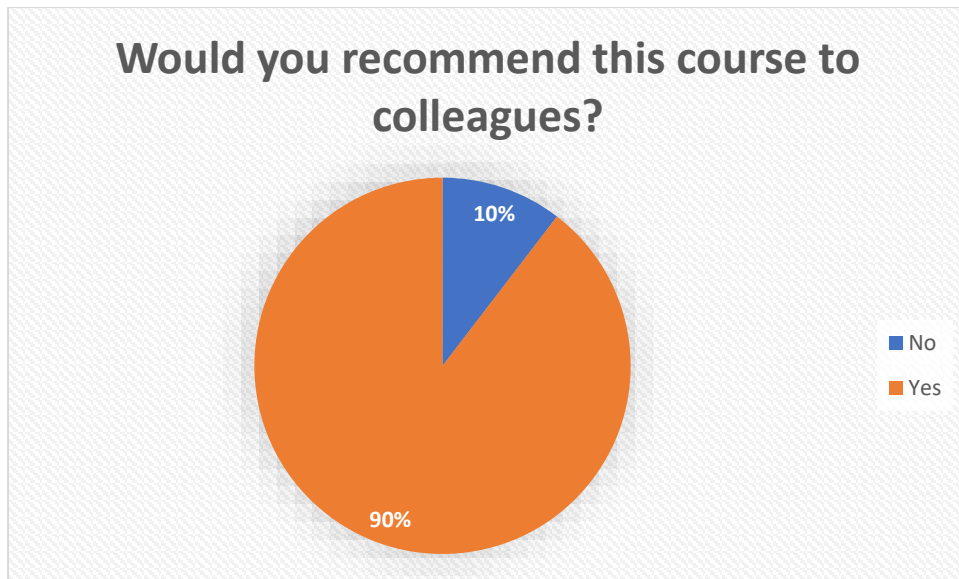

Figure 10 Post Course survey

Figure 11 Recommend course

Interesting feedback was acquired from the question "*What changes would you recommend to improve this course*?". Some responders stressed the fact that due to the strong background needed from a law perspective more practical examples would be more appropriate especially focusing on the law aspects of the GDPR regulation. This was actually covered by the WBL component where 3 different case studies/scenarios were described in an effort to offer more practical knowledge. Some responders suggested the usage of video lectures in order to make the learning content easier to comprehend and more engaging.

4. Conclusions

Based on the above, we can draw the following conclusions:

- The DPO pilot programme was successful since it has brought VET providers and business leaders in close collaboration, ensuring that a new innovative course will be delivered;

- The overall enrollments reach the highest it could; Especially Cyprus has reached the maximum number of potential enrollments

- The DataPRO MOOC reached a 27% success rate and almost 37% retention rate (72 active participant) and it is considered as a strong indicator of success.

- The total responders of the three specialization courses were 135. One out of three responders were Students/learners. The main categories of the rest of the participants are DPO related roles/capacities (Expert, Tutor, Consultant), employers and employees mainly with a law background.

As far as the WBL is concerned, we can see that the transferability of it into a virtual environment helped DPOs to understand better IT challenges, as far as data breaches. It was

a challenging task, since we tried to adopt a new methodological approach in line with the pandemic's challenge.