

## EPICUR Lifelong Learning & Employability Module Description

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## Rationale

This online module for teachers on lifelong learning and employability (LLL & E) focuses on enabling university teachers to enhance their knowledge and skills related to LLL & E and ways to incorporate it in their courses. Such enhancement will be achieved through a combination of asynchronous and synchronous elements and will result in an EPICUR-wide Community of Practice (CoP). Through the CoP, valuable teacher-to-teacher, teacher-to-expert, and (lifelong learning) expert-to-expert connections between the universities of the EPICUR alliance will be formed and maintained.

### Module Aims

- Establish a common approach across EPICUR partners to integrating lifelong learning and employability in academic courses
- Increase knowledge and competence level among teachers in academia in relation to lifelong learning and employability
- Find a new role for universities in addressing lifelong learning and employability through teaching and courses
- Open opportunities for sharing experiences and adding to the mobility agenda of EPICUR

There are various definitions of Lifelong Learning. For the EPICUR SHAPE-IT project, the members of the Lifelong Learning expert group agree on the following:

*Lifelong Learning encompasses all learning activities undertaken throughout life with the aim of improving knowledge, skills and competences, within personal, civic, social or employment-related perspectives including non-formal and informal learning activities.*

[EC.Europa.EU - Glossary](#)

### Inner Development Goals – inner growth for outer change

The [Inner Development Goals](#) were developed in response to the need for individuals to be ready to respond to the Sustainable Development Goals. The IDGs embrace [five dimensions](#): being, thinking, relating collaborating and acting. Whilst the IDGs are not an explicit element of the current iteration of the LLL & E module, participants are invited to reflect on their relevance for their own development as lifelong learners.

### Module duration

Module participants are likely to spend a minimum of 10 study hours completing this module. These hours include self-study, preparing for and participating in the three learning circle meetings and completing the Portfolio reflections. The module contents are explained below.

### Target participants

Staff with current or prospective teaching responsibilities at an EPICUR partner university, interested in or required to incorporate teaching and learning about LLL & E in their courses. Module participants do not have to be teaching whilst completing the LLL & E module.

Although the module’s learning units include teaching and learning exercises, module participants are not required to implement LLL & E in a course they are teaching.

## Pre-requisites

There are no pre-requisites.

The module resources and the meetings will be held in English.

## Learning Outcomes

By participating in this module, participants will have the opportunity to:

<b>Introductory Stage: Entering the Community of Practice (CoP) – peripheral participation</b>
1. Reflect on and interpret how participating in the LLL & E CoP contributes to my personal & professional development.
2. Deconstruct shared LLL & E experiences and reflect on their relevance for my own pedagogic practice.
3. Deconstruct shared LLL & E experiences and reflect on their relevance for my personal development.
<b>Individual Stage: Curriculum</b>
4. Describe different concepts associated with LLL & E.
5. Consider how to include theoretical concepts in my own teaching context.
6. Review curricula and associated pedagogy for LLL & E.
<b>Interactive Stage: Learning Circle</b>
7. Co-construct different ways to integrate LLL & E into courses.
8. Effectively include (or plan to include) teaching about LLL & E in my courses.
9. Co-analyse the applicability of LLL & E curricula and associated pedagogy in my courses.
10. Co-evaluate how LLL & E is or could be incorporated in relevant courses.
<b>Community of Practice (CoP) – full participation</b>
11. Contribute to LLL & E knowledge sharing between CoP members.
12. Contribute to LLL & E knowledge sharing by supplementing or updating learning units.
13. Facilitate module learning circles*.

\*Learning Circles – ‘Learning circles intend to create a framework that allows circle participants to develop new knowledge and opportunities for action in relation to actual challenges and issues through a co-creation learning process’ [Lahdenperä and Marquard, \(2024\)](#).

## Module Completion

To complete the module participants are required to:

1. Complete and submit the module’s self-audit
2. Engage with a selection of the learning units
3. Upload responses to the reflective questions in their Portfolio
4. Participate in three Learning Circle meetings
5. Complete the module evaluation form.

## Portfolio

Module participants will have access to their own Portfolio. At each stage in the module, participants upload their responses to reflective questions. An overview of the tasks associated with the module is provided in Table 2.

<b>Table 2: Distribution of exercises, reflective questions, professional development continua and Portfolio responses across the module</b>			
<b>Introductory Stage</b>	<b>Individual Stage</b>	<b>Interactive Stage</b>	<b>Community of Practice</b>
<p>Self-audit of current LLL &amp; E knowledge and relevant teaching skills and competences.</p> <p>By completing the audit, participants will be guided towards relevant Learning Units.</p>	<p>Participants choose to engage with Learning Units' reflective questions and exercises.</p>	<p>During the three Learning Circle meetings, participants are introduced to and revisit the Professional Development Continua.</p> <p>The questions and exercises from the Learning Units may be discussed in the Learning Circles.</p>	<p>Having completed the three Learning Circle meetings and the Portfolio, the participant is now a full member of the CoP.</p>
<b>Portfolio – indicative reflective questions listed below</b>			
<p>Responses to introductory reflective questions in the Portfolio. E.g. Why are you interested in incorporating LLL &amp; E in your courses? How would you like the students to benefit from this opportunity?</p>	<p>Responses to self-study reflective questions in the Portfolio. E.g. What are your main takeaways from the Learning Units you have studied? What opportunities and challenges do you see incorporating teaching and learning about LLL&amp;E in your courses.</p>	<p>Responses to reflective questions in the Portfolio. E.g. What will you take from today's Learning Circle that will help you plan for incorporating LLL&amp;E in your teaching? What insights from your LC colleagues will help you with teaching about LLL&amp;E?</p>	<p>Completion of the Portfolio includes a short reflection on 'How I will contribute to the LLL&amp;E CoP':</p> <p>E.g. Facilitate a Learning Circle Contribute to an existing Learning Unit Write or co-write a new Learning Unit Be available to share experiences with fellow teachers.</p>

Upon module completion, participants receive a certificate confirming their participation and learning outcomes achieved. These outcomes may be credited by their home university if the participant later applies for university teaching qualifications. Participants will document their learning through the Portfolio, including reflections on their engagement with the module's learning outcomes.

## Module Design

The online LLL & E module (Diagram 1), is designed as a Community of Practice (CoP) which incorporates:

- Open access to lifelong learning and employability curricula resources
- Engagement with online, asynchronous, self-study learning units which focus on how to teach LLL & E within university courses
- Participation in three online, synchronous, interactive, learning circle meetings
- Completion of Portfolio tasks
- Ongoing contribution to the CoP – as appropriate

When starting the module participants enter the CoP as peripheral participants (Lave and Wenger...), which means they are professional developing as potential teachers of LLL & E. Once participants have participated in the three learning circle meetings and completed the associated Portfolio tasks, they will be full participants in the CoP. As indicated in the CoP learning outcomes 11-13, full CoP participants are encouraged to contribute to the ongoing development and sustainability of the module.

To facilitate the coherence of the module design, participants can refer to their individual Portfolios, which provide guidance on the ways to navigate and complete the module as well as providing a depository for their Portfolio tasks.

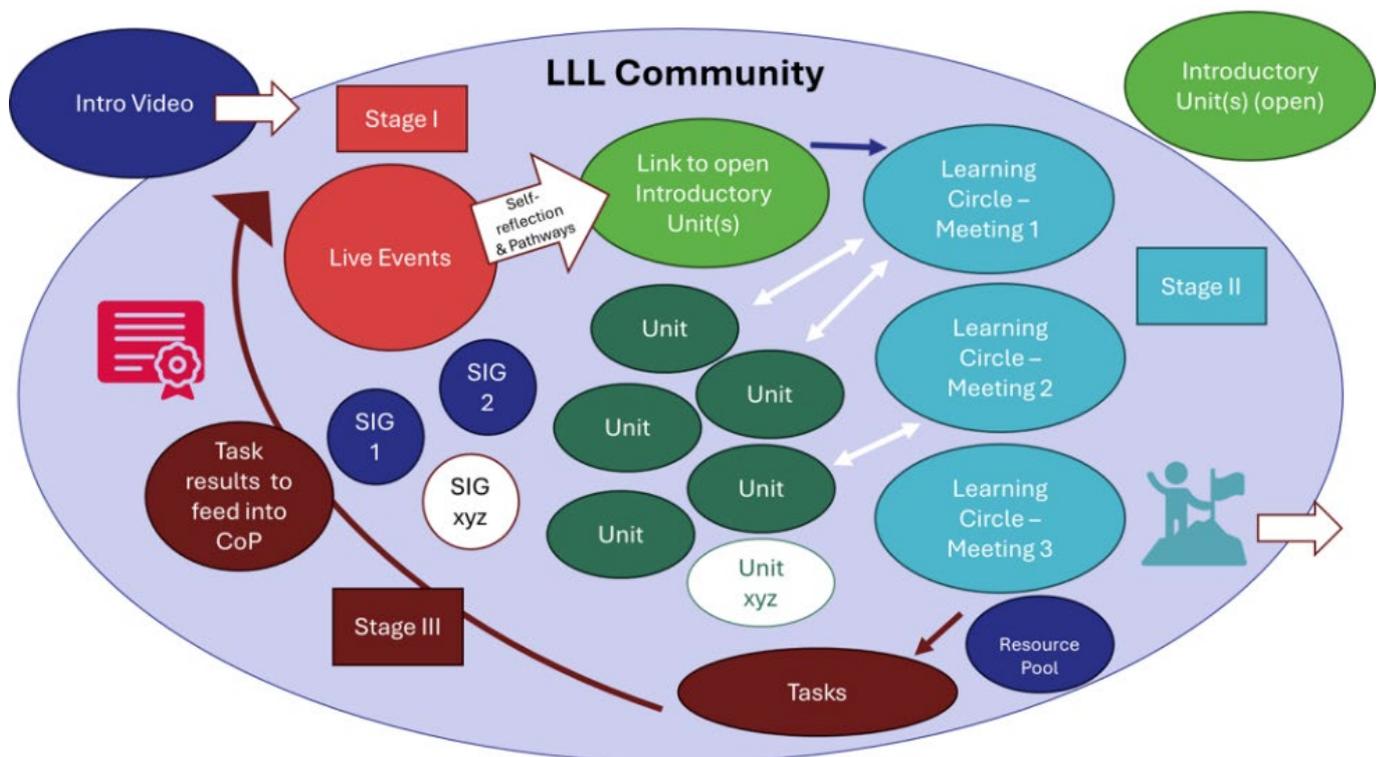


Diagram 1: Visualisation of the Lifelong Learning and Employability Module Design

## Module Stages

### Introductory Stage

The Introductory Stage has OER status, which means it is open to all and has licensed status. This is in accordance with EPiCUR's goal to make pedagogic resources openly accessible beyond EPiCUR Alliance partner universities.

This Stage includes a short introductory video, where we explain the module's concept and how module participation can contribute to university teachers' professional development as teachers of LLL & E. Accompanying the video are textual and visual introductions to LLL & E and access to an annotated list of relevant publications.

Introductory Stage Learning Outcomes

1. Reflect on and interpret how participating in the LLL & E CoP contributes to my personal & professional development.
2. Deconstruct shared LLL & E experiences and reflect on their relevance for my own pedagogic practice.
3. Deconstruct shared LLL & E experiences and reflect on their relevance for my personal development.

### Individual Stage

The Individual Stage comprises seven self-paced learning units, which introduce curricula content and a variety of pedagogic approaches which support teaching and learning about LLL & E. To facilitate accessibility, the learning units follow a common format and include learning outcomes, relevant online resources, content descriptions, exercises, and reflective questions.

To fulfil module requirements, participants must engage with a minimum of three learning units and upload their responses to the reflective questions in their Portfolio. We recommend, but do not require, completing at least one learning unit from the Curricula content selection and two from the pedagogic approaches' selection.

The Learning Units available in the spring semester 2026 include:

Curricula content

- Lifelong Learning Models
- Employability
- Sustainable Entrepreneurship

Pedagogic approaches

- Value creation
- Reflective Practices
- Facilitating not Teaching
- Developing new learning formats

Individual Stage Learning Outcomes

4. Describe different concepts associated with LLL & E.
5. Consider how to include theoretical concepts in my own teaching context.
6. Review curricula and associated pedagogy for LLL & E.

### Interactive

### Stage

The Interactive Stage includes three online Learning Circle ([Lahdenperä et al., 2024](#)) meetings

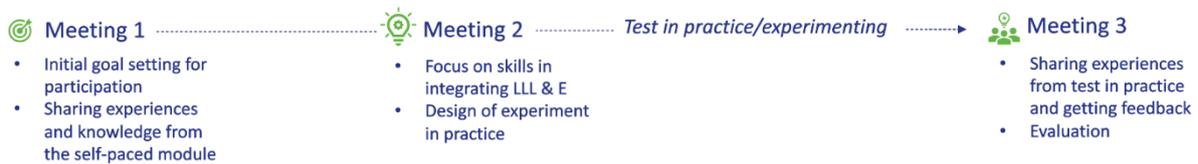
where participants interact with peers, share experiences, and receive feedback on integrating lifelong learning and employability into their teaching.

### The Learning Circle Process

A learning circle consists of 3–5 participants and one facilitator. The learning circle will meet online three times within the span of a semester. The first meeting will have a fixed date that participants can sign up for. The remaining two meetings will be scheduled by the learning circle during the first meeting. Each meeting will last 1.5 hours and be held online via the TLC learning environment.

At the first meeting, the participants will set goals for their participation using the professional development continua, and they will share experiences and knowledge from the learning units in the individual stage. At the second meeting, focus will be on how to integrate LLL & E in teaching, and the participants start designing a teaching experiment to test in practice before the third meeting. At the third meeting, the participants will share and get feedback on their test(s) in practice, and the take-aways from learning circle meetings will be co-evaluated. Participants are expected to spend around one hour preparing for each meeting.

An overview of the three meetings is presented below:



### Interactive Stage Learning Outcomes

7. Co-construct different ways to integrate LLL & E into courses.
8. Effectively include (or plan to include) teaching about LLL & E in my courses.
9. Co-analyse the applicability of LLL & E curricula and associated pedagogy in my courses.
10. Co-evaluate how LLL & E is or could be incorporated in relevant courses.

### Community of Practice

This module's inclusive design prioritises participation in a professional community of teachers engaged in teaching about LLL & E. To this end, the [Community of Practice \(CoP\)](#) embraces the whole online module. Once a potential module participant starts exploring the module's introductory stage, they are already engaging as peripheral participants in EPICUR's Lifelong Learning and Employability community. Once teachers have registered for full participation in the module, they have access to the module's individual stage and the suite of learning units, and the interactive stage supported by learning circle meetings. Through these individual and interactive stages, the module participants actively engage with their professional development as teachers of LLL & E. Having completed the requisite tasks for the Portfolio, the module participants are now full participants in the CoP

To maintain their professional development as teachers of LLL & E and to sustain and enhance the module, COP participants are encouraged to contribute to the module in different ways as indicated in the COP Learning Outcomes:

11. Contribute to LLL & E sharing between CoP members.
12. Contribute to LLL & E knowledge sharing by supplementing or updating learning units.
13. Facilitate module learning circles.

Building on the individual and interactive stages, some of the enrolled participants would perhaps prefer to enhance the interaction activities and become collaborative partners through *continuously*

*exchanging actions and reflections on their practices and potentially start to create activities together across universities. At this stage, the module could be expanded to include also physical encounters (perhaps once a semester or a year) and a small number within the community could develop their status from learners to experts and, as such, join a value-chain of support of new participants for the first and second levels of the module.*

## Learner Journey

The journey starts with a teacher's curiosity about LLL & E and how to incorporate teaching about the topic in their own courses. The curious teacher can then explore the OER resources about LLL & E available via the EPiCUR Centre for International Teaching and Learning (EPiC TLC) and decide if they want to participate in and complete the online module.

Once registered for the module, participants will complete the self-audit, designed to promote reflection about their current knowledge and skills in the context of teaching about lifelong learning and employability. They will also have access to the Individual Stage and with insights from the self-audit they choose the most relevant learning units from the curricular and pedagogic approaches selection. Each learning unit includes resources, exercises and reflective questions designed to support the teacher incorporating LLL & E into existing courses.

Alongside individual engagement with a minimum of three learning units, participants will register for their first learning circle meeting, where they begin the interactive stage. In this way the individual stage and the interactive stage run in parallel, providing participants with opportunities to discuss resources, exercises and their practice in facilitated learning circle meetings.

Between learning circle meetings, participants are invited to develop a teaching experiment where they would incorporate LLL & E in their teaching. This learning process is further supported through engagement with reflective questions which encourage deeper thinking about their professional development in the context of teaching about LLL & E.

Having completed the interactive stage, participants emerge as full participants in the module's LLL & E CoP. The CoP will thrive through participant contributions, which can take different forms including contributing to learning units and facilitating learning circles. There is also space in the CoP to just check in as and when networking is needed, and as further cohorts complete the module, new participants will join whilst others move on.

Module completion is recognised with an EPiCUR certificate once the required Portfolio tasks are completed.

## Module Schedule

LLL&E Module Schedule	Date	Time	
<b>Pilot Module</b>			
Pilot Module registration	TBC		
Pilot Module available from:	30.03.26	09.00	
First Learning Circle Meeting, Group A Facilitator Pernille Stenkil Hansen SDU	14.04.26	09.00-10.30	
First Learning Circle Meeting, Group B Facilitator Donna Hurford SDU	16.04.26	13.00-14.30	
<b>EduTalk</b> – online event Introduction to the module, with input by module developers and participants taking pilot module.			
	11.05.26	13.00-14.00	
<b>LLL&amp;E Module 2026</b>			
<b>LLL&amp;E Module Launch</b> – online Module registration open	18.09.26	13.00-14.00	
First Learning Circle Meeting, Group A Facilitator Pernille Stenkil Hansen SDU	29.09.26	09.00-10.30	
First Learning Circle Meeting, Group B Facilitator Donna Hurford SDU	01.10.26	13.00-14.00	

## Contact

If you have questions about the module, you are welcome to contact Donna Hurford, module coordinator.

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