Student-Run Interdisciplinary Allied Health Digital Practice Centre

Key concepts

# Key Concepts

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# Student-Run

* 1. **How to conduct the concept to the business plan of the centre?**

Student involvement in the professional and administrative aspects. Students take part actively in all steps of functioning of the organisation.

* 1. **How to conduct the concept to the services of the centre?**

Each service will be provided by students under the mentorship of professionals/mentors. Students will be key in offering services in the centre. Students will also be responsible for collecting data and together with their mentors/supervisors will make decisions based on the data. Some of the services that will be provided consist of:

1. assessing the client,

2. analysing the data,

3. identifying service/treatment for client,

4. sharing data/information with mentor,

5. mentors approve,

6. student delivers service,

7. educate clients in treatment/service delivery.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

For each service the first contact will be with the students who will take part in all processes, aligned to the competences that they are expected to achieve each year. Moreover, a survey developed and administered by students could add value to the collaboration with the clients in the centre considering the importance of inputs given by clients in improving and advancing the centre.

* 1. **How to conduct the concept of learning in the centre?**

Achieving competencies during studies through taking part actively in all steps of the functionality of the services in the centre. Above that, it is significantly important that students actively provide feedback and inputs to instructors especially in the part of grading rubrics and lesson plans considering that they are more fluid and might be beneficial for the whole process.

* 1. **How to conduct the concept of teaching in the centre?**

The basic idea of a student-run digital centre is to also impact the teaching and learning process through different steps and methods including concepts for the use of technologies and evaluations. Observation, engagement and practice, which may contribute to achieving the competences of the program and additional information and communication technology (ICT) skills.

Moreover, the need to have some kind of opportunity for students to provide feedback to instructors is important. Some methods for gathering student feedback is engaging students in a Critical Incident Questionnaire (CIQ) and teaching effectiveness assessment surveys. CIQ might be useful to assess when students feel most engaged, least engaged, what students perceived as being most helpful, surprising, etc. Questionnaires, when administered 2-3 times per semester, may help the instructors better understand what activities and lessons are meaningful and engaging for students, and those that are not. Based on this feedback, instructors can adjust lessons and activities (in real-time) so that they are more effective and engaging for students, thereby potentially increasing the realisation of set competencies and learning objectives. Likewise, teaching effectiveness assessments may help instructors understand better what pedagogy and materials were supportive of student learning. Surveys such as these may be implemented semesterly with the purpose of instructors reflecting on the constructive feedback and then operationalising relevant changes in their course delivery.

# Digital Practice Centre

* 1. **How to conduct the concept to the business plan of the centre?**

Digital Practice is a service within the centre that has been designed to make it easy for clients to access therapeutic services through tele-health and e-health services, where students must take part actively in the practice to gain professional and ICT health competencies. To fully integrate the digital practice into the centre, training and courses will be offered to students that will allow them to further enhance their digital skills regarding the centre.

* 1. **How to conduct the concept of the services of the centre?**

The mentors and deans must identify the services that are able to be offered at a virtual level through tele-health, e-health, and e-rehabilitation. They must research the latest work methodologies and standardised procedures of practical training to offer respective health services. Moreover, the individuals providing digital services need to be informed and knowledgeable of the abovementioned services. Incorporating the frequently asked questions (FAQs) and tutorials for clients and users will be important as well considering that many people in Kosovo are not quite familiar with how to use said digital health services.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

The collaboration with the clients will be based on some following steps such as: through avocation for using those digital services, preparing for using those services, taking into the team for implementation of the services where students take part actively. Moreover, as mentioned above, a brief survey following services might help inform how to make the digital practices more client centred or user friendly.

* 1. **How to conduct the concept of learning in the centre?**

The concept of digital practice will be preceded by Continuous Professional Development (CPD) course delivery which should prepare students for providing digital health services. Following the phase of piloting, those piloted courses are expected to be revised/amended and remain as part of the standard curricula of the respective accredited programs of all the Kosovo HEIs involved in the project. Further, it is important to set up a precedent on how adaptations might be incorporated into learning practices, pedagogy etc. An important step could be the incorporation of a critical incident questionnaire which might contribute to informing course instructors on how to adapt the materials and teaching approaches for evolving needs and client demands.

* 1. **How to conduct the concept of teaching in the centre?**

Teachers are expected to utilise the new SIAHDPC centre as a unique platform for enriching their portfolio of offerings aiming to build practical knowledge and skills among their students, concerning the priority competencies of the project related to the digital health services, especially. More specifically, they are expected to implement part of the teaching in the classrooms based on the observations of live streaming being offered by the practical coordinators at the health clinics of the SIAHDPC. Teachers will encourage students to work in interdisciplinary teams and critically reflect upon the observed practical work of their peers, mentors, and other therapists working with real and simulated clients, in accordance with the new (digital) service delivery model. Important parts will be included in the teaching process which need to be structured through modules.

Besides, teachers will be able to implement part of their teaching content through the new digital learning materials and equipment for providing alternative channels for learning based on virtual and augmented realities as well as digital tools/websites like padlet/miro.. Also, it is significantly important that teachers be trained and receive professional development to deliver course info in this mode of instructions. It requires a more hands on approach (and possibly a one-on-one application) than more traditional lecture-based courses.

# Person Centredness

* 1. **How to conduct the concept to the business plan of the centre?**

A person centredness concept when applied to the business plan will need to consider more holistic benefits to the users and service providers. In other words, the business plan must also consider the socio-emotional, physiological impact as well as the functional/operational and economic considerations of operating a successful/sustainable business.

* 1. **How to conduct the concept to the services of the centre?**

“Person-centredness care is a model for health care that involves a biopsychosocial approach on health (physical, psychological, and social) and the person (body, mind, and psyche; Cloninger 2004, 2013a, b) through the alliance between the one giving care and the one seeking care as equal partners. One of the main aims is to implement a process that goes beyond the diagnostic formulation of identifying a disease state or ill-health, that is, a process of total health status, including illbeing and well-being” (Garcia et al. 2018)

* 1. **How to conduct the concept to the collaboration with clients of the centre?**

Client-centred care requires health care workers to collaborate with clients at four stages.

1. **Identify concerns and needs** -Initiate discussions or implement strategies to help you understand your clients' perspectives on their health and quality of life.

2**. Make decisions -**Recognize that clients are the rightful decision-makers in planning care and services. Give clients what they need to provide informed consent about any proposed treatment. Spend time with clients to understand the situation from their perspective. Follow the lead of clients in terms of their desire to participate in decision-making. Client centred requires service providers to respect the client's view, preferences, knowledge, etc as well as empower clients to take ownership of their health, treatments, etc.

3. **Provide care and service** -Involve clients throughout the caring and service process.

4. **Acknowledge clients' expertise and encourage** clients and communities to share their knowledge and skills. Respect and honour clients' choices and decisions.

This step is very crucial if implemented right considering the existing model of most health care services in Kosovo. As such, the Kosovo client will likely need to be educated about their rights as a patient, as a client, as a user. It will really help a lot if the client is included in the learning concept of the centre.

* 1. **How to conduct the concept to learning in centre?**

A learning centre is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning. These types of centres are filled with manipulatives, art materials, books, and other instructional tools. Students visit the centres to complete an assignment or learn through different activities. In well-designed learning centres, students participate in activities that help them see curriculum subjects in real-time, hands-on ways. Working both independently and in small groups, students are provided with time and space to complete a project or learn about a subject in a more in-depth fashion. As mentioned in the paragraph above, it is crucial to include on how to educate users and clients as this will likely be a novel service for them.

* 1. **How to conduct the concept of teaching in the centre?**

Teaching in the centre is oriented through different steps: Observation, engagements and practising. Students will be the focal point of the teaching process, while teachers will act as facilitators, guides, and accelerators of discussions, new perspectives, and ideas generated by the students seeking to solve the problems that they are exposed or assigned to by the teachers.

To further enhance the role of the student-centeredness during the teaching and learning process, it is expected that students take a more active role also on peer-to-peer based evaluation. Besides that, there also needs to be a method for providing feedback to instructors, so that their offerings continue to be student-centred. A teaching effectiveness survey or a critical incident questionnaire could be alternatives in improving and advancing it. Also, spontaneous feedback is valuable, and teachers can support and create learning environments that encourage this.

# Evidence-Informed Practice

* 1. **How to conduct the concept to the business plan of the centre?**

Evidence-informed practice (EIP) is a process for informed clinical decision-making. Practitioners and clients are in real dialogue where research evidence is integrated with clinical experience, client´s values, preferences, and circumstances. Miles and Loughlin (2011) claimed that evidence-informed practice (EIP), in which evidence is the prior knowledge base, has taken humanity out of clinical practice, so they promoted the use of the term evidence-informed practice to indicate that the process be client-centred rather than focused on the science of reducing the quantitative evidence. Nevo & Slonim-Nevo (2011) argued that research findings should not be overestimated but considered as part of clinical reasoning as well as client’s values, wishes and expertise. To further advance EIP, a situational analysis or market analysis can help a lot in better determining services that will be offered in the centre. Considering that this is quite a new offering for the Kosovo market, including a marketing strategy to help inform potential users, educated users about services offered in the centre is important as well.

* 1. **How to conduct the concept to the services of the centre?**

When rehabilitation or care is conducted as evidence-informed practice it means that the therapist co-ordinates the protocol prior to the evidence instead of the individual information about the client. The situation has a different kind of nature, EIP, when therapists take first into the consideration the individual situation of the client and use evidence to find the best solutions just for the one special client.

* 1. **How to conduct the concept to the collaboration with clients of the centre?**

Keep up to date with interdisciplinary collaboration principles. Moreover, establishing a client feedback approach has shown to be quite successful in other developed countries such as Finland. Establishing a contact point for patients/clients in case of any potential questions or worries concerning services could really benefit and improve collaboration between patients/clients and centre. Moreover, collaboration in providing evidence might be established vis-a-vis service satisfaction and needs based questionnaires, desired services, databases of most common service needs, disaggregated info and adapting service provisions based on field evidence.

* 1. **How to conduct the concept to learning in centre?**

Support the students to achieve basic research skills to conduct and maintain evidence-informed practice/learning throughout their academic career. Teachers can come up with tasks to stimulate the students to research, reinforce these skills and make a habit of evidence-based work.

* 1. **How to conduct the concept to teaching in centre?**

The teachers/mentors must possess the skills to evidence-based research, practice and working. They must demonstrate a good model of evidence-informed work for the students to follow. The mentors should provide well-described tasks for the students and offer them feedback so students may learn by doing. A vetting process, or publication requirements, or professional development offerings could help in better conducting the EIP to the teaching in centre.

# Interdisciplinary

* 1. **How to conduct the concept to the business plan of the centre?**

An interdisciplinary approach is necessary for exploring the most critical challenges facing the world today, including business studies, socio-technological issues, societal problems, health care and education reform, and the fostering of innovation and knowledge. Therefore, it is significant to address this concept when discussing the creation of a business plan for the centre. Involving various disciplines working collaboratively in one common goal is crucial in advancing the business centre to the level of providing satisfactory services. It is important to include in the manual specific interdisciplinary fields relevant to the development of the business plan, i.e. (include service providers, IT technicians, educators, students, service users, and entrepreneurs in developing the business plan).

The provision of **therapeutic services** will be planned by the interdisciplinary team.

* 1. **How to conduct the concept to the services of the centre?**

Professionals from different health fields will **collaborate** to have a holistic approach to client treatment. Involvement of different disciplines in treatment of clients is an emergency approach in today’s world that every health service provider should consider in applying it. For example: older people in hospitals often have a number of different diagnoses and consequently have multiple and complex needs. Compared to younger age groups, a greater proportion of older people require an interdisciplinary approach to their care to deal with complex multimorbidity, social and psychological issues.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

The interdisciplinary team cooperates to provide services to clients. Interdisciplinary collaboration is commonly described using the terms problem-focused process, sharing, and working together. The elements that must be in place before interdisciplinary collaboration can be successful are interprofessional education, role awareness, interpersonal relationship skills, deliberate action, and support. Consequences of interdisciplinary collaboration are beneficial for the client, the organisation, and the healthcare provider.

* 1. **How to conduct the concept of learning in the centre?**

Interdisciplinary learning empowers students to explore different perspectives and views. In the centre, this approach needs to be very familiar amongst students and other workers in the centre in order to better conduct interdisciplinary learning in the centre. Moreover, it will enable students to think outside the box and challenge their preconceived notions by exploring ideas and concepts in more than one way.When students dive deeply into a subject from different perspectives and use multiple disciplines to study it, they’ll appreciate the diversity of approaches to solve a problem. It also gives students a broader understanding of the material because it requires them to study conflicting insights from alternative disciplines. And when students examine different perspectives regarding the same or similar problems, they also get a grasp of the reasoning behind each perspective.

* 1. **How to conduct the concept of teaching in the centre?**

**The Science Education Resource Centre at Carleton College** defines interdisciplinary teaching as an approach that integrates different aspects of more than one academic discipline to examine a theme, issue, question, or topic. Interdisciplinary learning empowers students to explore different perspectives and views. This approach gives students working at the centre a “[more complete and coherent](https://serc.carleton.edu/sp/library/interdisciplinary/index.html)” understanding of the material they are studying. Moreover, there needs to be planned meetings in the Centre that are guided by teachers and peer students or experienced students. In addition to that, planning needs various teachers and students with different knowledge to jointly plan meetings.

# Allied Health



* 1. **How to conduct the concept to the business plan of the centre?**

Allied Health at Student-Run Centre involves students of laboratory technician, nursing, occupational therapy, and speech therapy providing diverse health or related services pertaining to the identification, evaluation, rehabilitation, reablement, promotion and prevention of health, functioning and disability.

Allied health encompasses a broad group of health professionals who use scientific principles and evidence-based practice for the diagnosis, evaluation, and treatment of diseases; promote disease prevention and wellness for optimum health and apply administration and management skills to support health care systems in a variety of settings. (ASAHP, 2018)

The allied health workforce is using opportunities to engage with the ‘whole-of-system’ model of services, addressing the continuity of service provision and fulfilling the client-centred approach to service provision. It is actively engaged in driving initiatives that apply and integrate data and digital methods into everyday practices. Where allied health services are evolving to meet the current societal conditions, models of care, advanced scopes of practice and a transdisciplinary lens are strengthening the impact of those services in preventing health deterioration and sustaining the wellbeing of the population (Ministry of Health. 2021).

* 1. **How to conduct the concept to the services of the centre?**

 Allied health professions have a holistic view of human beings and are working toward the common goal of providing the best possible service in health care and health promotion. All students have a specific role in the intervention process of clients, to measure, achieve and maintain optimum health and functioning in interaction with their environments.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

The students should achieve the competencies of allied health during their studies. Students should have access to existing knowledge of relevant technology and theoretical materials. It is important to develop training programs by the HEI in this project. Students can have the opportunity to reflect on their best practices, challenges and opportunities and they can self-evaluate based on established competencies.

* 1. **How to conduct the concept of learning in the centre?**

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* 1. **How to conduct the concept of teaching in the centre?**

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# Co-Creation

* 1. **How to conduct the concept to the business plan of the centre?**

The centre can employ a **business model** founded on principles of co-creation. One such model, denoted as *reciprocal value co-creation and interdependence*, indicates that service providers and clients, along with other stakeholders, are engaged in a relationship where inputs and outputs are mutually exchanged, as are knowledge, resources, and information.

 As a **result**, this model of seeing clients as co-producers of value can guide the centre’s business strategy with regards to operations, services and products, financial planning, and sustainability.

* 1. **How to conduct the concept to the services of the centre?**

Co-creation applies to the centre’s **service process in a manifold model**. Co-ideation and co-design of services, for example, will be influenced by the different contexts which these services address, its existing **network**, as well as end users (clients). In addition, co-creation plays an important part in phases of testing and launching services, by applying a multi-participatory approach to these service processes. In this manner, the centre will engage its actors and clients in the whole service trajectory, including the process of designing and implementing it, as well as final stages of service output and evaluation.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

Client co-creation underlies a participatory, joint innovation process that encompasses different entry points of knowledge and contexts. In this regard, c**lients can be involved across different stages of product/service development,** which are led by the centre but remain open for contributions. These contributions can take place during innovation in the *co-designing stage*, where ideas and proposals are initiated together with clients. Further, a *tinkering stage* can involve clients in providing them with the opportunity to i**mprove existing services, through processing their feedback,** and integrating their inputs for best outcomes. In addition, the centre can apply the *submitting* approach, soliciting consumer ideas/proposals for n**ew services or product**s through different gateways, such as online open calls.

* 1. **How to conduct the concept of learning in the centre?**

Co-creation in learning indicates active participation of students, with regards to construction of resources and processes in class.

Co-creation can include designated roles for smaller groups of students, where they can contribute to main areas such as representation, **consulting**, **research assistance** and **co-designing pedagogical resources**. Alternatively, co-creation can occur through a ‘whole-class’ approach, wherein learning happens through **direct or online collaboration** in the learning process. The collaboration can take place in **different forms,** including student-led partnerships in deciding subject topics, setting learning objectives, designing teaching programmes/approaches, and even setting evaluation **methodology**.

* 1. **How to conduct the concept of teaching in the centre?**

Teaching activities in the centre can employ a learner-teacher environment that is based on co-creation principles, including collaboration and partnership. Specifically, all parties must share the opportunities for contributing to teaching processes, including curriculum design, ‘classroom’ design, and other analysis and inquiry processes related to teaching and learning.

In this way, by offering equal horizontal opportunities, with a multiplicity of perspectives from both stakeholders, teaching will be grounded on a more effective curriculum/programme that appeals to both teachers and students alike. Highly engaged students are imperative to efficacious teaching and can produce other effects such as improvements in feelings of ownership and communication skills.

# Digital Literacy

* 1. **How to conduct the concept to the business plan of the centre?**

Digital technology is integrated into our lives. As technology is evolving rapidly, we want the health and social care workforce to be fully competent, confident, and capable in its use in the centre.

Excellent digital capabilities include a positive attitude towards technology and innovation and its potential to improve care and outcomes. However, evidence suggests that to achieve this, we need to develop a digitally literate health care workforce (and healthcare user) for today and the future. It is important for the functioning of the centre to provide students and workers with relevant digital technology, to train local users by offering simulated practices, as well as encourage learning best practice through reflection.

* 1. **How to implement the concept in the centre’s services.**

Integrating digital literacy into services is important. The centre should offer up to date technical and digital training for students and staff. On the job training is a valuable tool for students and staff to learn and practise how to use new digital health technology. Moreover, examples from other centres can contribute to ensure that best digital health practices are operationalised in the centre.

* 1. **How to collaboratively engage clients with the centre.**

Clients need to be involved in the development and updating of the digital platforms for client use. Focus groups and surveys can help digital platform developers create a platform that fulfils the needs of healthcare users while also being user friendly. Additionally, FAQs may help users to be better informed and more empowered to use the digital platform and services. Finally, a staff and management reflection of challenges and opportunities contribute to identifying best practices for the centre to advance while addressing the concerns and preferences of healthcare users. Finally, the staff and management must integrate healthcare user feedback to ensure the centre operates according to users’ needs.

* 1. **How to operationalise lifelong learning in the centre.**

Professional development and learning needs to be student and client centred. This requires first that instructors and mentors base training on the user, student, service provider, and instructor knowledge of relevant technology. Self-assessment of competencies may help identify professional development and training needs. Overall, the centre and the healthcare user benefits from continued education opportunities and professional development in line with technological industry standards. Continued education and professional development promotes digital literacy.

**8.5 How to implement teaching in the centre.**

Instruction needs to correspond to the current competencies of the user, student, service provider, staff. As such, assessment of existing knowledge of relevant technology is necessary. Based on the assessment, trainings can be added to enhance digital literacy of digital centre community members, service providers, students, etc. To ensure that these training are effective and contribute to furthering learners’ competencies, methods for assessing learner engagement and understanding should be incorporated into timely feedback loops. One example is to incorporate Critical Incident Questionnaires into the centre’s assessment processes, as well as developing clear and relevant competencies and corresponding rubrics to assess achievement of said competencies. Finally, by incorporating timely and regular feedback loops, the centre may be better able to adapt best practices to the local context.

# Digital Pedagogy

* 1. **How to conduct the concept to the business plan of the centre?**

Digital pedagogy is more than simply using digital technologies in teaching; rather, digital pedagogy requires reflection on digital tools with an applied critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning. While the aim is to build digital competences, for teaching, learning and service provision, ultimately, digital pedagogical practices have a wider impact than educational functions. The digital pedagogy will be part of the curriculum in theory and practise with the aim that students achieve professional competencies in the timely and correct use and application of available digital technologies.

* 1. **How to conduct the concept to the services of the centre?**

Through interlinking digital competencies of learning in using digital tools for service provision. Transferring theory to practice through digital pedagogy is another important element.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

As regarding this element, to properly apply this concept in collaboration with clients, it is significantly important to develop a peer reviewed, curated collection of reusable and remixable resources for collaboration methods. Secondly, collaboration with clients in enhancing digital pedagogy would be difficult without developing a feedback process (survey of effectiveness) which will enable all involved parties to collaborate and share their own perspectives regarding the process. Moreover, a reflection on best practices, challenges and opportunities will only help the centre advance more especially when it comes to the collaboration aspects amongst all parties involved.

* 1. **How to conduct the concept of learning in the centre?**

There needs to be innovative approaches to increase student engagement, motivation, and critical thinking. Further, to better improve the conduct of digital pedagogy of learning in the centre, there needs to be considered three key aspects such as:

* Increase reflection, higher level thinking, and deep learning
* Improves the responsibility for learning, the ability to interact with peers and teacher
* Innovative approaches provide teacher satisfaction, and immediate feedback to students.”
	1. **How to conduct the concept of teaching in the centre?**

According to the educators' perceptions, social and healthcare educators' **competence** in digital pedagogy consists of pedagogical, digital, and ethical competence. The educators should be able to use **digital technology** in pedagogically meaningful ways to **support student learning** and should teach essential digital skills for future professionals and this should include education regarding the ethical aspects” (Ryhtä etc. 2020,6).

# E-Rehabilitation

* 1. **How to conduct the concept to the business plan of the centre?**

The aim of rehabilitation is to empower people with health conditions or impairment to live as independently as possible, participate in education, be financially productive and have a meaningful life. The need for rehabilitation is globally increasing due to the ageing population, improved health care services and an increase in noncommunicable diseases and thus unmet rehabilitation needs have also increased.

E-rehabilitation (or telerehabilitation) has been defined as "the delivery of rehabilitation services through the use of information and communication technologies", and may consist of services that include assessment, prevention, intervention, treatment, training, and counselling.

The business plan defines e-rehabilitation services as part of a health care system or as a private ancillary service. The plan defines the User Groups of e-rehabilitation services as well as the price of the services or any free services. The business plan also considers funding for the development and maintenance of evidence-based e-rehabilitation services. E-rehabilitation may consider many technologies such as wearable devices, internet, virtual reality and smartphone, and the business plan identifies the necessary technical tools acquisition with prices in the SIAHDPC. In addition, privacy and data protection, usability assessment and customer access to digital services must be designed in accordance with the law.

* 1. **How to conduct the concept to the services of the centre?**

Services can be provided **flexibly**, **non-time/booking dependen**t or by appointment via telephone or video conferencing. E-rehabilitation may include services as occupational therapy, physiotherapy, psychotherapy and/or speech-language therapy, and e-rehabilitation service design can include all the above as well as interdisciplinary e-rehabilitation service design.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

Applications and equipment are generally simple and easy to use after training. Clients need to be well supported in e-rehabilitation processes including guidance, counselling, and training. Collaboration with clients requires motivation and ensuring that clients have access to the technology needed in the rehabilitation process. E-rehabilitation provides the client with benefits such as lower costs and transportation barriers, flexible training times and the ability to better integrate skills training into everyday life (Cranen et. al. 2011). Barriers may include loss of rehabilitation motivation, and clients´ fear about both reduced peer contacts and reduced in-person therapist contact. There is a need to consider both clients' digital skills and attitudes towards e-rehabilitation. It may be most useful to combine in-person meetings with e-rehabilitation, depending on the needs of the clients. Motivation to introduce telerehabilitation increases if the client can choose it himself. However, a discussion of attitudes related to telerehabilitation, and the involvement of the client’s family can ease the threshold for choosing telerehabilitation. For example, older adults may be inexperienced with technology, but their children or grandchildren can be experts with these.

* 1. **How to conduct the concept of learning in the centre?**

The aim of learning is to achieve rehabilitation competences such as client-centredness, ethical practice, lifelong learning, management, and evidence informed practice (see WHO, 2021 Rehabilitation Competency Framework). By practising at the SIAHDPC centre, students will be able to build good relationships with clients and their families through telecommunications, they learn to manage equipment and the environment so that it supports good and safe interaction with clients and their families. Students are also able to communicate empathetically when communication takes place without line of sight, or it is written messages such as chat. The student can identify and acknowledge the attitudes, beliefs and feelings of the client and his / her family about new technology. Students will learn how to facilitate and coach clients in using applications, hardware, and software. Students will learn to use a variety of applications and Internet platforms in e-rehabilitation and learn assessment, training, giving feedback, and evaluation in e-rehabilitation processes with clients. Students will learn to apply evidence-based information about telerehabilitation. Students learn problem solving and develop a variety of solutions in e-rehabilitation-related services.

* 1. **How to conduct the concept of teaching in the centre?**

Pedagogical solutions will be described in related CPD-courses. As Digital Pedagogy is precisely not only about using digital technologies for teaching but about approaching those tools from a critical pedagogical perspective, so the same rule plays in telerehabilitation. Teachers need to put a focus on when to use digital tools, and need to identify which tools can and should be used in each individual situation, including situations where a personal contact should stand in the focus, or something like that. Indeed, this means reflection of students how they have learnt through digital solutions and how to transfer positive experiences into SIAH digital practice centre.

# Telehealth

* 1. **How to conduct the concept to the business plan of the centre?**

Telehealth has become essential in practising health especially in today’s world with the pandemic that has caused enormous difficulties in practising health in-person visits. The concept of telehealth is still a new method of practising health care and not a common practice especially in Kosovo, therefore, including it in the business plan of the centre requires research and analysis in order to properly establish it to the centre. Research and data have shown that telehealth improves patient/client engagement with remote monitoring as well as clinical workflows while increasing practice efficiency. Moreover, including the concept of telehealth in the business plan of the centre will help to expand access to care and reach more patients/clients as well as reduced practice overhead. Cut patient costs and improvement of healthcare quality are some of the more benefits that telehealth as a new method contains.

* 1. **How to conduct the concept to the services of the centre?**

Telehealth is the use of digital information and communication technologies, such as **computers** and **mobile** devices, to access health care services remotely and manage client's health care. These may be technologies clients use from home or that practitioners of digital practice centres use to i**mprove or support health care service**s.

More complex telemedicine solutions, especially those used by larger health systems, usually require a telemedicine cart. This piece of telemedicine equipment gives providers a mobile frame and storage system to carry **cameras, computer monitors, keyboards, computers, and mobile** **medical devices.**

* 1. **How to conduct the concept of collaboration with clients of the centre?**

Telehealth includes remote monitoring such as vital signs or blood pressure, live video conferencing that is a live, two-way video-based conference between a client and service provider or use of smart devices (M-health) to continue health care or promote healthier lifestyle. Moreover, digital literacy and equipment available to clients in Kosovo need to be assessed in order to know the needs and gaps in using them properly which will automatically facilitate the use of telehealth. Training will help clients to gain better digital literacy and use digital services easier.

* 1. **How to conduct the concept of learning in the centre?**

It is important to **develop training programs** by the HEI in this project. Service providers and users will need training for telehealth services, therefore, the need to include digital literacy and communication skills to guide and interact with the clients and their family through a variety of digital technologies, characterised by confidence and empathy.. FAQs for students/providers and users as well.

* 1. **How to conduct the concept of teaching in the centre?**

Online Telehealth Education -Telehealth is a **virtual community** of telehealth and clinical experts creating a comprehensive platform for telehealth education. Their **courses** educate physicians, nurses, a**dministrators, IT teams and policy makers in engaging, interactive content.**

# Entrepreneurship Competence Framework

The understanding of Entrepreneurship within SIAHDPC is closely aligned to the European Entrepreneurship Competence Framework (EntreComp) which was developed by the Joint Research Centre (JRC) of the European Commision in 2016. EntreComp defines Entrepreneurship as ”the capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social” (Bacigalupo et al. 2016: 10). As such the JRC is leaning on a definition that was first developed by the Danish Foundation for Entrepreneurship in 2012. Evidently, this definition encompasses a so-called *wider* understanding of entrepreneurship which is not limited to the creation of start-up but rather extends to dimensions of intrapreneurship (or corporate entrepreneurship and public entrepreneurship). Thus, “entrepreneurship is understood as a transversal key competence applicable by individuals and groups, including existing organisations, across all spheres of life” ((Bacigalupo et al. 2016: 10). As a matter of fact, this understanding of entrepreneurship is also the relevant one to be applied within the SIAHDPC project, esp. with regards to teaching and learning materials to be developed in work packages 3 and 4. It is of vital importance that staff of participating SIAHDPC organisations share the same understanding of entrepreneurship while working together within the project. Moreover, the awareness of educators and students of the target country organisations for EntreComp and the wide understanding of entrpepreneurship needs to be raised by extra efforts. The latter is considered essential to successfully transfer knowledge, resources, and experiences with regards to entrepreneurship education from the EU partners to the Kosovo partners.

* 1. **How to conduct the concept to the business plan of the centre?**

Firstly, entrepreneurship as a concept refers to the idea of individuals or groups of people who could do new things and obtain more by doing something in a new or in a different way. It is important to emphasise that entrepreneurship and innovation competence are transversal competences which apply to all phases of education and studying. In today’s world, the application of entrepreneurship to any business plan is almost inevitable. Entrepreneurship helps an organisation to set up core activities and objectives and how it plans to achieve its goals. Further, it is quite important to create an environment from the beginning which enables innovative ideas to thrive and later be developed and supported.

* 1. **How to conduct the concept to the services of the centre?**

By creating opportunities for students, staff, and teachers to explore and develop new ideas and initiatives that could potentially be developed in advancement and improving services in the centre. The centre should offer financial, human, and technical resources to the staff who have ideas to develop which will automatically help in the further development of the centre.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

By constantly listening to the client’s concerns and problems regarding the services offered to them. In this way, the centre can improve services based on their client’s feedback which benefits not only the client but also the centre for further development.

* 1. **How to conduct the concept of learning in the centre?**

Students' personal growth and development of skills to entrepreneurship are facilitated by culture, pedagogy and education. Visibility of the “entrepreneurship path” is seen across the curriculum and during education as a growing awareness of entrepreneurial skills and knowledge. Education and culture enable the widespread development of entrepreneurial mind-sets, which benefit individuals and society.

Stakeholders and environment act as a support to developing student´s competences and generating new entrepreneurs. Competences of entrepreneurship can be learned in different environments and platforms. During education students are actively participating in society and working life. They work together with companies and entrepreneurs to practice their entrepreneurship skills through relevant activities such as projects and training. In the end of education students can enter the job market, self-employed and co-found new companies with their peers.

* 1. **How to conduct the concept of teaching in the centre?**

Teaching activities in the centre can employ a learner-teacher environment that is based on entrepreneurship principles, including collaboration and partnership. Specifically, all parties must share the opportunities for contributing to teaching processes, including curriculum design, ‘classroom’ design, and other analysis and inquiry processes related to teaching and learning.

In this way, by offering equal horizontal opportunities, with a multiplicity of perspectives from both stakeholders, teaching will be grounded on a more effective curriculum/programme that appeals to both teachers and students alike. Highly engaged students are imperative to efficacious teaching and can produce other effects such as improvements in business development ideas and communication skills.

# Human Driven Development

* 1. **How to conduct the concept to the business plan of the centre?**

The strategy stipulated in the business of our Centre will incorporate the concept of Human Driven Development primarily through creating a conducive environment for human development using and continuously exploring new relevant technology. It introduces this perspective in the healthcare setting primarily through shared ownership and decentralisation, with the objective of helping our society turn into a relatively more resilient to both future unanticipated shocks and the foreseeable grand challenges that humanity faces. It also recognizes and highlights the belief that everyone should be able to receive the health care they require without fear of financial ruin or poverty (WHO 2016).

Besides, we recognize and highlight the importance of remaining alert and open to future rethinking of human development as scientific progress creates additional relevant insights.

* 1. **How to conduct the concept to the services of the centre?**

This concept will be embedded in the service design process for enabling and emerging e-health services.

Indeed, through offering e-health, tele-health and virtual health services, we seek to further customise our services to the needs of the clients; on this regard, the planned equipment shall enable both the service providers within and out of the centre connect with clients at the premises of the Centre or at other location of their conveniences.

The experience of our Centre shall serve as unique additional evidence that is needed especially when designing information and communication technologies applicable in the healthcare sector (Niemelä et al. 2014).

* 1. **How to conduct the concept of collaboration with clients of the centre?**

Amid numerous large-scale societal and technological transformations, models of delivering e-health services that respect human values and needs that are capable of integrating multiple perspectives into service design are required in order to achieve outcomes that are interesting, feasible, and sustainable in all senses of the term (Niemelä et al. 2014).

Including primary caretakers in the larger picture of healthcare allows for the inclusion of emerging public health challenges, with primary caretakers' information and education serving as a powerful vector for prevention and mitigation.

* 1. **How to conduct the concept of learning in the centre?**

Our Centre seeks to provide innovative and alternative approaches of delivering educational and health services that are not solely based on a single central authority, but on shared ownership, as well as decentralised infrastructure and services.

It offers alternative opportunities to advance the quality of training and educational services through empowering both the teachers and students through the utilization of technological tools and instruments that keeps them actively involved as they seek to share and generate knowledge about specific challenges.

* 1. **How to conduct the concept of teaching in the centre?**

As we create new human and technological capacities, we will be able to provide more and higher quality health services and customise them to the specific client’s needs much more effectively and efficiently! Especially persons that are dependent on cares or medical staff, or on other people to get through everyday activities can widely benefit from the use of digital technologies and digitisation in the healthcare sector. Here teachers play an important role to see and understand the need and also to find this target groups and identify the right projects

# User Involvement

* 1. **How to conduct the concept to the business plan of the centre?**

At Student-Run Centre the service-user is identified as an active participant and an equal actor for his/her own wellbeing/rehabilitation. The service-user is empowered and encouraged by the service-provider to express their priorities regarding their own values and views. User involvement is an important concept in the model of the centre, through it we transmit the position and importance of the client in the whole of the treatment process. Moreover, in the business planning phase, it is essential to ensure user perspectives and needs in order to enhance the performance of the centre.

* 1. **How to conduct the concept to the services of the centre?**

The service-user is allowed and encouraged to be involved in the full-service process. The service-user participates in the goal-setting process and intervention plans are developed in collaboration. Intervention strategies are designed to take in account the service-users’ values and views. Moreover, to better establish this concept to the services of the centre, user satisfaction surveys and needs assessments will be some of the methods that will be adopted in supporting it.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

The concept of user-involvement is crucial in healthy collaboration amongst all parties involved in the centre. The following points are source of good evidence in supporting the well integration of this concept to the centre:

* Co-Creation: planning services always involves those persons who are part of a system or a service (=service-users and service-providers).
* Service-users need to be aware of elements of a service. Evidencing creates loyalty and helps customers understand the entire service experience.
* Remember the symmetric discussion. Ask and be genuinely interested in service-users’ views.
* Dare to step out from your comfortable zone and try something new; best way to become a better human-centric professional
* The trust increases confidence: see and hear everyone, be presence, believe in everyone's ability to learn, give experiences of success
* By observing, identifying, and reflecting especially the strengths and resources of the service-user, the desired change is achieved, the internal motivation and commitment is maintained and the active role in one's own wellbeing/rehabilitation is strengthened.
* Help the service-user to trust her/his own abilities and skills. Give a lot of concrete and positive feedback to increase the self-efficacy and self-esteem of the service-user.
* Reflect your interaction culture and the environment; do they encourage and empower the co-creation and success experiences.
	1. **How to conduct the concept of learning in the centre?**

Considering that users-involvement is crucial in the well-functioning of the centre, it must be carefully analysed in each phase of establishing the centre. User-involvement is essential as well as a concept in the learning aspect of the centre. In general, users should be involved from the inception of any initiative and throughout. This would include facilitating users and other stakeholders to think about what areas they feel they could best contribute. The User-involvement as a concept can be introduced while conducting training and workshops on demonstrating its importance to the ongoing development of the centre.

* 1. **How to conduct the concept of teaching in the centre?**

Through involvement of clients actively in the process, also will be involved actively the students and this way the approach will be created as a functional model of the centre in the process of learning and providing services. Moreover, involving patients who are well experienced to tell their stories to students could spice up the teaching with real life experiences.

# End User

* 1. **How to conduct the concept to the business plan of the centre?**

An end-user is defined as someone who makes use of the services produced by the centre. Regarding this project, clients and professionals are recognized as end-users. Matching their needs and goals is essential to support evidence-based practices in delivering optimal therapy outcomes. For this reason, end-users play a crucial role.

* 1. **How to conduct the concept to the services of the centre?**

When it comes to achieving a successful implementation of the project, all end-users, including students, clients, and professionals are important user participation groups in the development process. And, to deliver successful services and develop specific skills and competencies their needs are considered. Delivery to the end-user is the last step of the development process, and the aim is to help the end-users accomplish something that, prior to this, were not able to. For this reason, the concept is significant to the services of the centre as it helps in designing the services appropriate for the end-users. Having effective and appropriate design for the end-users is beneficial because it can promote adherence and increased clinical effectiveness ([McDonagh & Thomas, 2013](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6818713/#R22)).

* 1. **How to conduct the concept of collaboration with clients of the centre?**

Working collaboratively with the client is considered as an integral component of the therapeutic process, a crucial integrative concept, and a strong indicator of outcome (e.g., Horvath & Bedi, 2002; Martin et al., 2000; Tryon & Winograd, 2002). Additionally, to support, facilitate and improve the services provided for real end-users (clients) their feedback is needed. Thus, having a collaborative environment and relationship provides a platform for the clients to explore their problems, reflect on alternatives, voicing their opinions and concerns, negotiating the goals for the treatment, and sharing what has been helpful for them and what has been missing or not working.

* 1. **How to conduct the concept of learning in the centre?**

The centre provides to the end-user, in this case to the student, an environment where they can develop new skills and competencies needed for future work. The centre provides an environment that makes clear the content, the reasons for learning the content, and the target mastery. The student should be able to learn the services that are being delivered, how they should be delivered, what should be done in specific situations, and their role in the centre. In this way, the student will develop the skills, competencies, and points of view needed by professionals by becoming active participants in a learner-centred environment.

* 1. **How to conduct the concept of teaching in the centre?**

Another key factor at the digital practice centre is the role of the teacher. Instead of having the provider of information role, teachers take the role of the facilitators. Which means that they help the student interact with content in productive ways. Having an active involvement of both parties, students, and teachers, enhances content learning and helps participants move from novice toward expert status. Which in turn, might lead to better treatment outcomes for the clients.

# User Habit/ Usability

* 1. **How to conduct the concept to the business plan of the centre?**

Usability as a concept can be conducted in coordination with all project partners and the leading partner. The importance of usability falls in the platforms that users carry out and the result they produce. Usability indicates that a product or service runs error free.  Usability can help differentiate your products from those of your competitors. If two products are substantially equal in utility, the product with better usability will probably be regarded as superior. In addition, the Windows look-and-feel and accompanying programming guidelines have levelled the playing field for the basic user interface, so that many programs that serve similar functions look and act somewhat alike. These similarities mean that small differences in usability can have a big effect on user preference.

* 1. **How to conduct the concept to the services of the centre?**

The precondition for successful usability is testing the beta version of the platform with real users. After the initial testing results, we can start outlining parts which need to be improved. The incorporating of it would lead to a much-improved product, in this case the digital centre in several areas, and reducing costs and training time in delivering the services of the centre.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

After the centre is established and we have clients then we can do repetitive testing which will lead us to improve our platform and have better usability. Developers should recognize that they are not typical users. They have more intimate knowledge and understanding of the system that they are developing than the average user ever will. Aspects of the interface that are unclear or confusing to most users might therefore be perfectly clear to someone who has worked on the project. Some software developers can empathise with the average user to a degree, but there is no substitute for the real interactions of actual users with the product.

* 1. **How to conduct the concept of learning in the centre?**

In collaboration with HEI, and all project partners in the centre. especially universities, can help engage the students as users through the beta version platforms, which at the same time will help students be incorporated in learning how services are conducted or delivered through platforms.

* 1. **How to conduct the concept of teaching in the centre?**

In collaboration with HEI, and all project partners in the centre. Usability can improve pedagogical methods by allowing mentors/teachers in as users, which would help them enhance their knowledge and experience as users.

# Life-Long-Learning (LLL)

* 1. **How to conduct the concept to the business plan of the centre?**

The concept for lifelong learning plan can be incorporated and budgets a plan as follows: Flexible learning modules, in such a way that modules can be designed and planned for a variety of modes of offering. These modules can be offered online, weekend based, evening, intensive course modules, etc. Besides the various flexible modules, the classes will be also affordable, as education is seen as an investment for the future, the affordability should not be seen as a factor that terminates the incentives of lifelong learning. Classes can be challenging for certain groups of people in certain periods of their lives, and as such is planned a curriculum for adult learners. This comes as a method of being able to comprehend what is being taught, by applying different means, even a curriculum for adult learners.

For something to be well learned it also needs to be applied in real life situations, and as such we plan on incorporating Practicum based learning, which will help students become more experienced.

Continuous evaluation of learning outcomes is also another important indicator in the performance of the students, and as such we plan on applying this method to assure quality in the process and the outcome.

* 1. **How to conduct the concept to the services of the centre?**

Service of the centre can be delivered through teacher training, professional development, on the job training. As well as flexible learning modules, design, and plan for a variety of modes of offering- online, weekend based, evening, intensive course modules, and the affordable classes. Service Effectiveness Assessment plays a crucial role also, especially when it comes to assuring the quality and functionality of the centre. Centre- reflect and adapt based on service assessment.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

By delivering in person and online programs facilitated by internal and external partners, a collaboration between clients and the centre can be established. This collaboration can also be maintained through Assessment of baseline KAP (Knowledge, Attitude, Practices). Another means of collaboration can be to identify gaps that will help keep in sync with clients' needs. With faculty/ technicians- developed curriculum and teach/train local users can be assessed as a collaboration tool, (best practices, challenges, and opportunities).

* 1. **How to conduct the concept of learning in the centre?**

Flexible learning modules increase learning proficiency by offering **professional development, on the job training**. This helps students to learn and practice at the same time, and as such be capable of applying practical what they learn. Affordable classes are also another important factor of learning. Reflection and self-reflection through a Continuous evaluation of learning outcomes play a very important role in being able to grasp the learning process well.

* 1. **How to conduct the concept of teaching in the centre?**

Curriculum for adult learners and Practicum based learning are tools that help mentors/teachers in the processes of teaching, as it makes it easier to create objectives that are reachable for students and help them through the process of learning. Students’ assessment of teaching and content of the curriculum can help mentors in applying methods that can be embraced by the students

# Innovation

* 1. **How to conduct the concept to the business plan of the centre?**

The employment of innovation indicates a process where individuals conceptualise ideas, products to approach the existing ones in new, creative ways. This process will lead the business model in areas of business growth, relevance, and competition. Innovation as part of the centre’s business plan would help create new ways of delivering services to its clients which will lead to a stable and leveraging place in the market. While different business plans may require different approaches based on their goals and aims, it is the embrace of innovation as the main component of attaining success.

* 1. **How to conduct the concept to the services of the centre?**

Considering that the centre offers services through the digital centre, the importance of innovation lies at the very core of innovation, mainly that of technology. Innovation in technology and digitalization opens the path of delivering services of the centre in the highest quality through latest and up to date means, such as virtual reality, artificial intelligence, or robotics. For example, the use of virtual reality (VR) has been proven to treat a range of mental health services, by allowing real-time measurements of emotional, psychological, and behavioural responses involving real-life situations and as such enabling experimental control. The use of this high tech at the same time increases productivity and efficiency of the clinic in delivering its services, which otherwise would require a lot of time in practice, and at the same time enhances the infrastructure of the centre.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

For innovation to be put in practice it requires work and implementation. For ideas to become projects there are a handful of services that need to be delivered between different parties. These innovation projects will require collaboration between clients and the centre, as well as clients amongst them.

* 1. **How to conduct the concept of learning in the centre?**

Innovation is expected to help students personalise different dimensions of learning, in the way that they can access new levels of information and resources, by providing customised channels of reach for each student. Approaching education, especially in the health sector, through innovative models would generate interdisciplinary skills in the student’s professional advancement. Studies show that the use of the latest technology such as virtual has shown to be effective for students in helping them develop empathy as future medical and health professions. For example, VR allows students to approach people with a variety of illnesses or injuries, and the interaction helps them better understand those people. Such use of innovative modalities of teaching, helps students experience and practice theoretical knowledge, while developing their soft and professional skills, and prepares them better for their careers.

* 1. **How to conduct the concept of teaching in the centre?**

Teachers and mentors can make use of innovation in the processes of delivering practical knowledge to their students. Implementation of innovation, including technology, throughout their time in the centre is what is expected from teachers. The employment of such innovation will increase the interdisciplinary domain of the material and skills that the centre provides. Research shows that students perform better when the teaching method involves image and auditory narratives. Considering this, for example use of 3D Models, would help teachers to explain and students explore anatomic complex structural form from different angles. Use of VR can also increase the quality of the teaching in the centre as well. Some structures are not as effective in a 3D model, such as a model of an ear, and so if they were to transfer to VR mode that would help teachers convert information into application.

# Co-Configuration

* 1. **How to conduct the concept to the business plan of the centre?**

Reciprocal relationships can be built up in a collaborative process. Co-configuration is needed e.g., in the beginning of an innovation project when participants (students, entrepreneurs, clients and experts) want to uncover the challenge. Through co-configurative dialog participants can share experiences, theoretical knowledge, observations, evidence, and other kinds of knowledge of participants and build better understanding about the challenge. It gives a space for the client's voice and can give an authentic view to the user's needs.

In co-creation the group will first enable user-involvement in the innovation process. Then the group will create together the common aim and plan for user-involved development, testing and marketing processes of new products or services. Through co-creations the agents are not dependent only on the given possibilities, because they are able to build new possibilities together.

* 1. **How to conduct the concept to the services of the centre?**

Co-configuration can take place in an environment where patients, clients or students are involved in decisions about their needs or services, and where stakeholders share their experiences, knowledge, ideas and/or suggestions. People in such an environment or those with this understanding perceive dialogue as a means of making progress or improving performance (Daniels, et. al., 2010).

In the context of student-run interdisciplinary allied health practice centre co-configuration and

co-creation has special meaning. Co-configuration refers to building common understanding. Co-configuration is a dialogical process in an interprofessional group.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

Both co-configuration and co-creation are based on reciprocal relationships in frames of justice, good will, respect, and trust.

Reciprocal relationships can be built up in a collaborative process. Co-configuration is needed e.g., in the beginning of an innovation project when participants (students, entrepreneurs, clients and experts) want to uncover the challenge. Through co-configurative dialog participants can share experiences, theoretical knowledge, observations, evidence, and other kinds of knowledge of participants and build better understanding about the challenge. It gives a space for the client's voice and can give an authentic view to the user's needs.

* 1. **How to conduct the concept of learning in the centre?**

The students should achieve competencies during their studies. Students should have access to existing knowledge of relevant technology and theoretical materials. It is important to develop training programs by the HEI in this project. Students can have the opportunity to reflect on their best practices, challenges and opportunities and they can self-evaluate based on established competencies.

* 1. **How to conduct the concept of teaching in the centre?**

Teaching in the centre is oriented through different steps: Observation, engagements and practising. Students will be the focal point of the teaching process, while teachers will act as facilitators, guides, and accelerators of discussions, new perspectives, and ideas generated by the students seeking to solve the problems that they are exposed or assigned to by the teachers.

# Competence-based education

* 1. **How to conduct the concept to the business plan of the centre?**

Competence- based education can help conduct the plan of business by agreeing on competencies and establishing benchmarks. This may help develop the assessment process through the centre- self-reflection, and by adjusting the curriculum. Compete based education can involve the delivery of the curricula as well as an important factor, especially by adjusting it to needs of the clients/students.

* 1. **How to conduct the concept to the services of the centre?**

Services of the centre can be delivered effectively by sharing competencies and information with students, which will help them become more self-aware of their surroundings. Developing rubrics for evaluation is also a means of providing services in the most efficient way, as evaluation assesses the quality of the services provided. Reflection: instructor-student feedback loops (consultations) also are important as they leave room for improvement and better adjustment. Practice (lab) is important in projecting what students so far have grasped by the services of the centre.

* 1. **How to conduct the concept of collaboration with clients of the centre?**

Practice skills learned in the Centre can help in developing a bridge of collaboration between the clients. Assessing practitioners' services, such as mentor and client feedback, is one the most crucial elements as well, because it helps channel the needs of the clients and help them create networks of communication with one another.  Reflection and applying feedback come as a next step in building cooperation between clients and the centre.

* 1. **How to conduct the concept of learning in the centre?**

Competency based learning in the centre can be reached if students understand competencies, and they work on Project based learning. This will help develop their skills and judgement. through support- Self assessment processes students will improve their critical thinking and evaluation of competence-based learning. This will lead to reflection and application of competence-based learning.

* 1. **How to conduct the concept of teaching in the centre?**

First step to conduct the concept of teaching in the centre is to Identify the outcomes. By doing so, we can define the level of performance for each competency, and as such establish the benchmarks. This establishment will help in Developing a framework for assessing competencies which help teachers and mentors in how to operate. This framework will also help in evaluating the program on a continuous basis to be sure that the desired outcomes are being achieved.

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