

stream supporting traineeships
& employment apprenticeship
through micro-credentials

Task 3.1

STREAM Training Plans

Guidelines and Templates for STREAM Training Units

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Module & Unit Overview – Pre-filled Section

This section contains **pre-filled, non-editable tables** that provide key references and data from the **Training Plan**. Serving as a foundational framework, they ensure consistency and alignment in the development of training materials.

 Locked Table - Module Overview
 Module Title
DIGITAL COMPETENCY IN WBL ORGANIZATION AND MANAGEMENT
 Microcredential to Certify
To perform the role of Transnational WBL Organiser in VET in a variety of digital contexts and for a range of purposes, using digital tools to enhance diverse aspects of professional engagement with attention to continuous upskilling and innovation
 Learning Outcomes
Select and adapt the most appropriate digital technologies and tools to ensure interaction, organization and management during WBL experiences with reference to different target groups
 Total Module Duration
Duration: 12 hours Notional workload: 25 hours

 Locked Table - Unit Overview	
 Title of the UNIT	
UNIT 5 - UPSKILLING AND INNOVATION	
 Learning Outcomes	
Identify and evaluate digital sources and resources for CPD to enhance further professional development and digital competence.	
 Unit Duration	
 Duration: 2 hours  Notional workload: 4.5 hours	
 Competence unit description	
It includes knowledge management and networking to stay updated on technological developments in the digital sector and understand the impact of technologies such as AR, VR and AI on WBL	
 Knowledge	<ul style="list-style-type: none"> - Digital CPD - The impact of technologies such as AR, VR and AI on WBL
 Skills	<ul style="list-style-type: none"> - Use feedback form learners to refine and improve the WBL process - Use digital sources and resources for continuous professional development
 Attitudes	<ul style="list-style-type: none"> - Seek continuous improvement for future WBL and mobility learning experiences from digital experts and pedagogical peers

Unit Development Template – Editable Section

TOPIC N°1: Digital Continuous Professional Development (CPD) and Technology Impact

Each unit can be divided into one or more topics, depending on its complexity. Every topic represents a structured segment that explores a key concept, introduces practical activities, and integrates relevant learning resources.

TOPIC DESCRIPTION

This topic focuses on understanding the role of continuous professional development (CPD) in digital environments and how emerging technologies (such as Augmented Reality (AR), Virtual Reality (VR), and Artificial Intelligence (AI)) are shaping the future of Work-Based Learning (WBL).

Learners will explore:

- The importance of digital CPD for staying relevant and competent in fast-evolving professional contexts.
- How AR, VR, and AI can be integrated into learning and work environments, enhancing processes, providing immersive experiences, and supporting innovative pedagogical approaches.
- Real examples and expert insights through multimedia content such as explainer videos and podcasts that make complex technologies accessible and relatable.
- Critical thinking through reflective activities, encouraging learners to map and assess their current digital skills and identify opportunities for upskilling.

By the end of this topic, learners will be able to identify, evaluate, and reflect on digital resources and emerging technologies, recognising their potential to transform professional practices and learning environments in the WBL context.

TASK & Learning Activities

Task 1: Explore – Understanding Digital CPD and Emerging Technologies

Type: Consumption activity

Instructions:

Watch the short explanatory video “*What is Digital CPD and why it matters in WBL*” and read the accompanying document about the role of AR, VR, and AI in Work-Based Learning. Take notes on:

- What Digital CPD means.
- How AR, VR, and AI are already being used in learning and working environments.

Skills developed:

- Information retrieval
- Understanding of emerging technologies and their relevance to CPD

Assessment:

- Completion check (video viewed, document read)
- Short quiz (4 multiple-choice questions) to check comprehension

Task 2: Reflect – Analysing the Impact on Your Own Practice

Type: Reflective activity

Instructions:

Listen to the expert podcast on AI and its impact on vocational training. Then, complete the guided reflection:

- How are emerging technologies currently present (or not present) in your own professional context?
- What barriers or opportunities do you perceive for using these tools in your WBL setting?

Skills developed:

- Critical thinking
- Reflective and analytical skills

Assessment:

- Submit reflection text in Moodle (self-assessment + optional peer comment)

Task 3: Apply – Mapping Your Digital Tools and Planning for Upskilling

Type: Practical activity

Instructions:

Create a **mind map** of digital tools you currently use and potential emerging technologies (AR/VR/AI) you could introduce. Use the template provided or any mind mapping tool (e.g., Canva, Miro).

Skills developed:

- Practical application of knowledge
- Strategic thinking and upskilling planning

Assessment:

- Upload the mind map to Moodle for formative feedback
- Optional peer review activity

Task 4: Check Understanding – Self-Assessment Quiz

Type: Practical + assessment

Instructions:

Complete the Moodle quiz for this topic. It includes:

- 4 multiple-choice questions based on the video, document, and podcast.
- 1 open question inviting short reflection on future digital upskilling goals.

Skills developed:

- Recall and apply knowledge
- Self-assessment

Assessment:



- Automatic grading for closed questions
- Trainer feedback for open-ended responses (optional)



 **LEARNING RESOURCES**

To support training activities, each topic should include a variety of resources, enhancing learning through multimedia materials.

 **Videos**

- **Title:** What is Digital CPD and Why It Matters in Work-Based Learning (WBL)
- **Duration:** 3 minutes
- **Description:** This short video introduces the concept of Continuous Professional Development (CPD) in the digital age, with a focus on its relevance for Work-Based Learning organisers and tutors. Learners will explore why staying updated with digital skills is essential and how emerging technologies – including Augmented Reality (AR), Virtual Reality (VR), and Artificial Intelligence (AI) – can enhance the

	<p>quality, accessibility, and engagement of WBL programmes. Through practical examples, the video demonstrates how digital CPD supports professional growth and innovation in teaching and learning environments.</p> <ul style="list-style-type: none"> ● Link: https://public.3.basecamp.com/p/TLx2QToDcRXW4ZpeN5vn8yap
<p> Podcasts</p>	<ul style="list-style-type: none"> ● Title: AI and Vocational Training: Expert Insights on Emerging Technologies in WBL ● Duration: 6 minutes ● Description: In this podcast, a vocational training expert shares practical insights into how Artificial Intelligence (AI) is being integrated into Work-Based Learning environments. The discussion focuses on real-world examples of AI tools supporting learners, automating repetitive tasks, and enhancing personalisation in teaching. The podcast encourages listeners to reflect on the opportunities and challenges of adopting AI and other emerging technologies in their own contexts, linking to the broader theme of Continuous Professional Development (CPD) and digital transformation. ● Link: https://public.3.basecamp.com/p/UjiB4EJh1wwp4XHcB5Dr6zNj
<p> Documents</p>	<ul style="list-style-type: none"> ● Title: Virtual Reality in Workplace Learning: Affordances, Limitations, and Future Directions ● Duration: 20 minutes reading. ● Description: The interest and use of Virtual Reality (VR) technology for workplace learning has been increasing and is projected to increase further based insights from scholarly literature, industry reports, and interviews with organization and learning leaders. We present and discuss perceived affordances, limitations, and future directions of VR learning based on interviews with 21 workplace learning leaders across sectors and industries. Perceived affordances include: (1) simulation of dangerous or difficult real life scenarios, (2) interpersonal and leadership skill development, (3) affordability, (4) data and assessments, (5) social learning, and (6) bridging the real and virtual. On the other hand, perceived limitations include: (1) limitations of experiences in VR, (2) hardware bottlenecks, (3) costs, and (4) limited acceptance of VR learning. Many study participants anticipated improvements in VR hardware fidelity and comfort, simplification of VR learning creation, and expansion of AR learning opportunities, while some anticipate no significant changes in VR learning opportunities and adoption. We also discuss recommendations for VR instructional design and implementation and various directions for further research.

	<ul style="list-style-type: none"> ● Link: https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1149&context=ipt_facpubs
<p>◆ Note: The examples above represent only some of the possible learning resources that can be integrated into the topic. For a complete list of available resources, please refer to the Methodological and Technical Guidelines section.</p>	
<p>◆ TOPIC N°2: Application, feedback, and improvement</p>	
<p>Each unit can be divided into one or more topics, depending on its complexity. Every topic represents a structured segment that explores a key concept, introduces practical activities, and integrates relevant learning resources.</p>	
<p> TOPIC DESCRIPTION</p>	
<p>This topic focuses on applying digital knowledge to real-life Work-Based Learning (WBL) scenarios and understanding how to design effective upskilling strategies.</p> <p>Learners will explore:</p> <ul style="list-style-type: none"> ● A real-world case study on how AR was implemented in mobility programmes to enhance communication, learning experience, and efficiency. ● How to create their own digital upskilling pathway to continue growing their digital competence in WBL environments. <p>By the end of this topic, learners will be able to:</p> <ul style="list-style-type: none"> ● Reflect on successful examples of digital integration in WBL. Design and plan personalised CPD pathways tailored to their role and context. ● Design and plan personalised CPD pathways tailored to their role and context. 	
<p> TASK & Learning Activities</p>	

Task 1: Case Study Exploration – AR in Mobility Programmes

Type: Consumption + reflection activity

Instructions:

Read the case study “*Using AR to Transform Mobility Programmes*” and analyse:

- How AR was used to improve the mobility programme.
- What challenges were faced and how they were addressed.
- What lessons could be applied to your own WBL practice.

Skills developed:

- Case analysis
- Application of real-world solutions

Assessment:

- Completion check (document read)
- Short quiz (4 multiple-choice questions) on the key case study points

Task 2: Apply – Creating a Digital Upskilling Pathway

Type: Practical activity

Instructions:

Create your **own digital upskilling pathway** to enhance your role in WBL. This should include:

- Identification of skills and technologies (AR/VR/AI) relevant to your context.
- A timeline and method for upskilling.
- Integration of feedback mechanisms for continuous improvement.

Skills developed:


- Strategic planning
- Self-directed learning design

Assessment:

- Upload your upskilling pathway document to Moodle
- Optional peer review or trainer feedback

LEARNING RESOURCES

To support training activities, each topic should include a variety of resources, enhancing learning through multimedia materials.

 **Documents**

CASE STUDY:

- **Title:** Using AR to Transform Mobility Programmes
- **Duration:** Approx. 20 minutes reading
- **Description:** This real case study explores how a WBL mobility programme successfully implemented Augmented Reality to improve logistics, communication, and learning. The document presents challenges, solutions, and impacts,

	<p>offering inspiration for other mobility organisers seeking to leverage digital tools.</p> <ul style="list-style-type: none"> ● Link: https://doi.org/10.1016/j.techsoc.2021.101598 <p>ACTIVITY:</p> <ul style="list-style-type: none"> ● Title: Create Your Digital Upskilling Pathway ● Duration: Approx. 30–40 minutes (depends on personal reflection) ● Description: Learners are tasked with creating a roadmap for their personal digital competence development. This pathway should align with their professional context and anticipate the integration of AR/VR/AI technologies. Reflection on how to gather feedback and adjust the plan will ensure continuous improvement. ● Link: https://public.3.basecamp.com/p/ZJjiPMm8uCvjceySPpj34Ycw
<p>◆ Note: The examples above represent only some of the possible learning resources that can be integrated into the topic. For a complete list of available resources, please refer to the Methodological and Technical Guidelines section.</p>	

📁 SUPPLEMENTARY MATERIALS & BIBLIOGRAPHY

- **Additional Resources:**

🔗 **Virtual Reality in Workplace Learning: Affordances, Limitations, and Future Directions**
https://scholarworks.boisestate.edu/ipt_facpubs/149/

🔗 **Career Exploration & Skills Training Using Virtual Reality, AR & AI**
<https://www.uaccb.edu/images/uploads/20240313/career-exploration-and-skills-training-using-virtual-reality-ar-and-ai-taj-mecham-29075.pdf>

🔗 **Artificial Intelligence in Vocational Education and Training (Complementary / Advanced)**
https://www.researchgate.net/publication/387265194_Artificial_Intelligence_in_Vocational_Education_and_Training

- **Bibliography:**

Earnshaw, Y., Lowenthal, P.R., et al. (2020). *Virtual Reality in Workplace Learning: Affordances, Limitations, and Future Directions*. Boise State University ScholarWorks.
https://scholarworks.boisestate.edu/ipt_facpubs/149/

Mecham, T. (2024). *Career Exploration and Skills Training Using Virtual Reality, AR & AI*. University of Arkansas Community College at Batesville.
<https://www.uaccb.edu/images/uploads/20240313/career-exploration-and-skills-training-using-virtual-reality-ar-and-ai-taj-mecham-29075.pdf>

WorkLearnMobile.org. (n.d.). *Augmented Reality in Mobile Learning*.

<https://www.worklearnmobile.org/case-studies/augmented-reality-in-mobile-learning/>

Eappen, P., Vedishchev, A., et al. (2023). *Artificial Intelligence in Vocational Education and Training*.

https://www.researchgate.net/publication/387265194_Artificial_Intelligence_in_Vocational_Education_and_Training



UNIT SUMMARY

Welcome to Unit 5, where you will step into the future of Work-Based Learning (WBL)! This unit is designed to help you understand how **emerging digital technologies** – such as Augmented Reality (AR), Virtual Reality (VR), and Artificial Intelligence (AI) – can revolutionise how learning happens during mobility programmes and beyond.

You will explore real case studies and hands-on activities that will help you:

- Understand the key role of **Continuous Professional Development (CPD)** in keeping up with technological changes.
- Discover practical ways to apply AR/VR/AI in WBL contexts.
- Reflect on how to use feedback to continuously improve your digital competence.
- Design your very own **Digital Upskilling Pathway** to enhance your professional growth.



Key Learning Objectives and Competencies

By the end of this unit, you will be able to:

- Identify and evaluate digital tools and technologies for professional development.
- Apply case-based learning to understand how AR/VR/AI can improve mobility programmes.
- Develop a personal roadmap for continuous digital upskilling.
- Incorporate feedback and reflection into your learning practice.



Learning Resources and Planned Activities

To support your journey, this unit offers:

- Short, engaging **videos** explaining core concepts.
- **Podcasts** with expert voices to offer deeper insights.
- Real-world **case studies** showing AR in action in mobility programmes.
- Guided **hands-on activities**, including creating your personal Digital Upskilling Pathway.
- **Quizzes and reflection tasks** to check your progress and encourage critical thinking.

All materials are available directly on the platform and are designed for short, focused learning experiences.



Module Pedagogy

This unit follows a **microlearning approach**, combining:

- Easy-to-digest multimedia content

- Practical tasks that encourage real-world application
- Reflective exercises to promote deeper understanding
- Opportunities for peer and trainer feedback

You will move step-by-step from concept to practice, ensuring the learning is directly relevant to your professional context.

ASSESSMENT FRAMEWORK

The assessment components provided in this section of each unit will be gathered and integrated by CIOFS-FP ETS to develop the comprehensive PRL (Prior Learning Recognition) and Final Assessment for each module.

The evaluation process consists of two key phases:

1 PRL - Prior Learning Recognition: This initial phase identifies the learner's **pre-existing knowledge**, enabling a personalized learning path and potentially the issuance of badges (to be confirmed).

2 Final Assessment: At the end of the module, learners will undergo a **structured evaluation to assess their level of achievement**. This phase includes final tests and practical activities, allowing them to apply acquired competencies in real-world scenarios.

Both phases incorporate specific activities designed to objectively measure theoretical and practical skills, ensuring a comprehensive assessment of the learner's progress.

1 PRL - Prior Learning Recognition

Assessment Method

Case Study

Scenario:

You are a vocational training coordinator at a European institution planning to integrate Augmented Reality (AR) into your mobility programmes to enhance student engagement and learning outcomes.


Background:


Your institution has observed that students participating in international mobility

	<p>programmes often face challenges in adapting to new environments and understanding practical tasks. To address this, the institution is considering the implementation of AR tools that provide interactive guides and real-time assistance during their training abroad.</p> <p>Task:</p> <p>Analyze the potential benefits and challenges of integrating AR into your mobility programmes. Consider factors such as technological infrastructure, staff training, student accessibility, and cultural differences.</p> <p>Open-ended Questions:</p> <ol style="list-style-type: none"> 1. What are the key advantages of using AR in mobility programmes for vocational training? 2. Identify potential obstacles your institution might face when implementing AR technologies. 3. Propose strategies to overcome the identified challenges. 4. How would you assess the effectiveness of AR integration in achieving learning outcomes?
<p>Closed-ended questions</p>	<ol style="list-style-type: none"> 1. Which of the following is a primary benefit of using AR in vocational training? <ul style="list-style-type: none"> ○ A) Increased travel costs ○ B) Enhanced interactive learning experiences ○ C) Reduced need for instructors ○ D) Limited student engagement ○ Correct Answer: B <p>True/False:</p> <ol style="list-style-type: none"> 2. AR technology can provide real-time feedback to students during practical tasks. <ul style="list-style-type: none"> ○ Answer: True <p>Matching:</p> <ol style="list-style-type: none"> 3. Match the AR application with its benefit: <ul style="list-style-type: none"> ○ A) Interactive simulations ○ B) Real-time translation ○ C) Virtual walkthroughs

	<ul style="list-style-type: none"> ○ D) 3D modeling ○ 1. Assists in language barriers ○ 2. Provides practical task rehearsal ○ 3. Helps in spatial orientation ○ 4. Enhances understanding of complex structures <p>Correct Matches:</p> <ul style="list-style-type: none"> ○ A-2 ○ B-1 ○ C-3 ○ D-4 <p>Fill-in-the-Blank:</p> <p>4. AR stands for _____ Reality.</p> <ul style="list-style-type: none"> ○ Answer: Augmented
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2 FINAL ASSESSMENT

<p> Assessment Method</p>	
<p>Case Study</p>	<p>Scenario: You are responsible for coordinating international mobility placements for vocational learners in the hospitality sector. Following recent trends in digital transformation, your institution has decided to pilot the use of Augmented Reality (AR) during mobility experiences to improve training and integration in host companies across Europe. The AR system provides:</p> <ul style="list-style-type: none"> ● Interactive step-by-step tutorials for practical tasks (e.g., operating machinery, food preparation techniques). ● Real-time translation and cultural guidance for learners working in different countries.

	<ul style="list-style-type: none"> • Immediate feedback and progress tracking. <p>During the first implementation, mixed results were observed. Some learners thrived using AR, while others found it distracting or difficult to use without sufficient prior training.</p>
	<p> Open-ended Questions</p> <ol style="list-style-type: none"> 1. What are the main benefits that AR brought to the mobility programme, based on this scenario? 2. What possible drawbacks or challenges could arise from integrating AR in a transnational WBL context? 3. Propose at least two strategies to support learners in adapting to AR technology during mobility. 4. How could you evaluate whether AR has improved the overall learning outcomes and integration of participants?
<p>Closed-ended questions</p>	<p>Multiple Choice</p> <p>1. One key advantage of AR in mobility programmes is:</p> <p>A) Increasing travel costs for learners B) Reducing human interaction entirely C) Providing interactive and immersive learning experiences D) Making training materials inaccessible</p> <p>Correct Answer: C</p> <p>True / False</p> <p>2. AR can assist learners with cultural integration through real-time translation features.</p> <p>True / False</p> <p>Correct Answer: True</p> <p>Matching</p> <p>3. Match the AR feature with its potential benefit:</p> <p>A) Real-time translation → 1) Supports communication in different languages B) Interactive tutorials → 2) Provides step-by-step task guidance C) Progress tracking → 3) Helps monitor and reflect on learning</p> <p>Correct Matches:</p> <ul style="list-style-type: none"> • A → 1 • B → 2 • C → 3 <p>Fill-in-the-Blank</p> <p>4. AR stands for _____ Reality.</p>

	Correct Answer: Augmented
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