stream supporting traineeships & employment apprenticeship through micro-credentials

Task 3.1
STREAM Training Plans

Guidelines and Templates
for STREAM Training Units

Digital Competency – Unit 4

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INTRODUCTION

These guidelines provide instructions on both the structuring of training content and the technical requirements for uploading materials to Moodle. Serving as a reference template for all partners, the document ensures a standardized format for course creation, promoting consistency, clarity, and an effective learning experience on the platform.

For **each of the 15 planned units**, a copy of this document will be generated. Each partner will find the reference template for their assigned unit in the corresponding **Excel sheet of the Training Plan**, ensuring a clear allocation of tasks and responsibilities

DOCUMENT STRUCTURE AND USAGE

The guidelines are structured as follows:

1. 🔒 **Module & Unit Overview – Pre-filled Section**

   This section includes tables that refer to the information already defined in the training plans, providing **key references and data related to the module and unit**. As these tables serve as a foundational framework**, they are pre-filled and non-editable**. They function as the starting point for the development of training materials, ensuring consistency and alignment with the instructional design

2. ✍️ **Unit Development Template – Editable Section:**

   This template provides clear guidelines for the **responsible partner** in compiling the unit, defining learning topics, structuring activities, and integrating educational resources. It also includes sections for supplementary materials, references, a unit summary, and assessment components to ensure a consistent and structured approach to content development.

   🔹 **Note:** Only content developed following this template will be published on Moodle. The **Module & Unit Overview** serve as a framework and are not intended for direct publication.

3. 🔧 **Technical & Methodological Guidelines:**

   This section provides essential technical requirements for identifying and uploading resources to Moodle, ensuring alignment with the platform's predefined structure and design. It includes **content format recommendations**, **repository usage**, and **guidelines for embedding multimedia and quizzes**, ensuring compliance with project standards.

🔒 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
Micro-credential 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 4 - MONITORING AND ASSESSMENT OF WBL EXPERIENCES

🎯 Learning Outcomes

Critically evaluate learner's and apprentice's WBL/Mobility experience by incorporating feedback from all stakeholders to assess the development of digital skills.

⏳ Unit Duration

Duration: 3 hours

Notional workload: 6 hours

Competence unit description

It includes the knowledge and skills needed for formative and summative assessment of learners' progress during the WBL experience

💡 **Knowledge**	- Methods and techniques to establish digital baselines for learners and evaluate progress and distance travelled in relation to digital competencies accrued during WBL and mobility experiences - The heterogeneity and differing levels of digital competency (ref: DigComp) and learning needs of apprentices and trainees
🛠️ **Skills**	- Encourage apprentices, trainees and other learners to specify SMART digital learning goals and design individual action plans to be pursued during mobility / WBL experiences - Evaluate with all concerned parties (learners, companies, VET colleagues) digital learning outcomes of WBL experiences
🌱 **Attitudes**	- Facilitating and empowering learners' digital competence

✍️Unit Development Template – Editable Section

This section provides operational guidelines for defining **learning resources**. To ensure consistency, completeness, and clarity in each training unit, it is essential to follow these instructions carefully. All educational materials must align with the **content, duration, and competencies (KSA)** specified in the Unit Overview table.

📌 TOPIC N°1
Establishing and Evaluating Digital Baselines and Progress in WBL
TOPIC DESCRIPTION
The content of this unit equips VET educators, trainers, and mentors with the knowledge and skills required to formatively and summatively assess learners' digital skills during their Work-Based Learning (WBL) experiences, particularly within international mobility contexts. Emphasis is placed on assessing key digital competencies: communication, collaboration, digital safety, and privacy. The approach is grounded in 30% theory and 70% practical and multimedia-based learning—ensuring that educators are not only informed, but also able to apply assessment techniques in authentic, learner-centered environments The focus is on methods and techniques for establishing digital competency baselines for learners, recognizing the diversity (heterogeneity) in digital skills and learning needs, and monitoring and evaluating progress in digital competencies in work-based learning (WBL) settings and mobility experiences. Drawing from the DigComp framework, the unit provides practical activities to enhance learners' digital growth potential, including hands-on practice for self-assessment with the Selfie for WBL tool and for communication and career skills sith the Europass CV Builder tool.
TASK & Learning Activities

TASK & Learning Activities

Through this section, learners will be able to conduct digital baseline assessments at the start of WBL or mobility experiences using digital tools and frameworks such as DigComp to identify each learner's starting point and specific needs. To that purpose, the section equips educators and mentors with the competencies to assess learners' digital skills at the beginning of their Work-Based Learning (WBL) or mobility experiences, tailor support through adaptive tools, and track digital skill development over time, using the DigComp framework as a reference. They will learn how to use adaptive digital assessments and learning analytics to track progress and tailor support, ensuring that activities and resources match individual competency levels and learning gaps. Furthermore, learners will have the necessary competencies to facilitate reflective self-assessment and peer feedback sessions to help each other recognize their digital strengths and areas for improvement. At last, they will be able to regularly review digital progress data with others, using it to adjust learning plans and set new targets.

Learning objectives: Learners (educators/mentors) will be able to:

- Conduct digital baseline assessments using tools aligned with DigComp like Digital skills Self assessment test of Europass
- Identify learners' starting levels and digital support needs
- Use assessment tools to monitor progress
- Facilitate reflective self-assessment and structured peer feedback

To implement the trainings we propose a structured, practice-oriented online training series for trainers. The core goal is to equip them with the confidence and competence to assess learners' digital skills during Work-Based Learning (WBL) experiences. These sessions will follow a progressive design, beginning with foundational understanding and advancing toward applied assessment techniques—all tailored for digital delivery.

The unit starts by engaging trainers in interactive sessions focused on competence-based assessment. Rather than simply presenting DigComp's structure, we'll explore real examples from various VET sectors of how to identify digital competencies through learner behaviors, work products, and interactions and provide opportunities for practice using checklists or rubrics to assess those actions. Next it incorporates hands-on exploration of digital tools that support assessment. Trainers will learn how to design formative checks to gauge learners' confidence in various digital competences, for example communication or safety protocols, and how to build assessment plans for WBL contexts, using templates that can be extended to align tasks, tools, and evidence types with digital competencies. All examples shall be supported by suitable resources.

"Assessing Digital Competence in WBL and Mobility Experiences Using DigComp and Digital Tools"

Target Audience:

VET educators, trainers, mentors (training others to teach digital skills assessment)

Theoretical framework

The approach to training trainers in assessing digital competence is rooted in competence-based education (CBE), constructivist learning theory, and authentic assessment principles. These theories provide the pedagogical rationale for focusing on real-world application, learner-centered strategies, and context-aware evaluation.

1. Competence-Based Education (CBE)

CBE emphasizes the development and demonstration of knowledge, skills, and attitudes through performance in authentic contexts. In this model, learning is personalized and aligned with clearly defined outcomes—in this case, the ability to demonstrate digital competence in work-based and mobility settings. Trainers are not merely teaching digital tools but enabling learners to apply digital skills to solve problems, collaborate, and communicate effectively in professional environments. Assessment in CBE is focused on what learners can do, not just what they know.

2. Constructivist Learning Theory

Constructivism holds that learners draw from prior knowledge and construct new knowledge actively through interaction with their environment. Applied to our context, this means trainers must be equipped to facilitate digital learning experiences where learners build their competencies through meaningful engagement. Trainers learn best by doing and reflecting, which is why the training sessions emphasize experiential tasks such as co-developing assessments, analyzing digital behaviors, and using tools hands-on. Reflection and peer dialogue enhance conceptual understanding and professional growth.

3. Authentic Assessment and Situated Learning

Authentic assessment aligns closely with real-life tasks and professional standards. In digital competence training, it means evaluating learners based on how they apply digital skills in tasks they are likely to encounter in work-based learning scenarios. This method supports **situated learning**, where learning is embedded in the activity, context, and culture in which it is used. For trainers, this requires understanding how to gather evidence of competence through digital portfolios, project work, and performance in real or simulated environments—rather than relying solely on abstract testing.

4. Formative Assessment and Feedback Theory

Formative assessment is central to supporting digital skills development. It allows for continuous feedback, helping learners become more aware of their progress and areas for growth. Feedback is most effective when it is timely, specific, and actionable. Training trainers to use digital tools to give structured formative feedback (e.g., through rubric-based comments, self-assessment prompts, or peer reviews) supports metacognition and learner autonomy—key to mastering digital competencies.

5. Universal Design for Learning (UDL)

Recognizing the heterogeneity in learners' digital skills, the approach integrates UDL principles to ensure inclusivity. Trainers are encouraged to offer multiple means of engagement, representation, and expression in both instruction and assessment. This theoretical lens ensures that diverse learners—including those with varying levels of access, experience, and confidence—can demonstrate their digital growth.

This theoretical framework underpins our methodology, ensuring that trainers are not only aware of what digital competence means, but are also fully prepared to assess it in ways that are equitable, authentic, and aligned with professional demands.

Learning Objectives

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

- Identify baseline digital competence levels of learners using the DigComp framework.
- Recognize the heterogeneity of learners' digital skills and tailor assessments accordingly.
- Apply formative and summative assessment techniques during WBL and international mobility.
- Utilize digital tools to monitor, evaluate, and enhance digital competencies (e.g., communication, collaboration, digital safety, and privacy).
- Integrate Europass and similar tools to support learners' digital profiles and mobility documentation.

Methodology and Structure

A. Theoretical Foundations

Approaches to Assessing Digital Competence: Introduce key principles and methods for evaluating learners' digital skills, drawing from the Theoretical Framework presented above, with an emphasis on assessing observable behaviours and practical performance. Focus on how to identify competence levels through task-based evidence, learner self-assessment, and guided observation.

- Competence-Based Assessment Strategies: Discuss how to design assessment tasks that reveal learners' ability to apply digital skills in real-world WBL contexts. This includes evaluating how learners:
- Access and manage digital information efficiently
- Communicate and collaborate using appropriate digital channels
- Create and adapt digital content to specific tasks
- Demonstrate responsible and safe digital behavior
- Solve problems using digital tools and approaches

Assessment Planning: Highlight how to plan assessments aligned with learning outcomes, including setting clear success criteria, differentiating tasks for varying skill levels, and selecting appropriate digital tools for assessment delivery.

Understanding Diversity in Digital Skills: Learner profiling through surveys, self-assessments.

- **Assessment Types**:
  - *Formative Assessment* (e.g., quizzes, observation checklists, reflection logs)
  - *Summative Assessment* (e.g., digital portfolios, final project evaluation)

B. Practical and Multimedia-Based Learning

Scenario-Based Workshops:

- Realistic WBL scenarios (e.g., apprentices communicating with clients using digital tools) where trainers model assessment tasks.
- Trainees use observation rubrics, self-assessment forms, and digital tools to evaluate simulated learners.

Documents:

The following documents have been developed to aid tutors for the learning sessions

STREAM - DIGITAL - DOCUMENT 1 - TOPIC 1 - Establishing and Evaluating Digital Baselines and Progress in WBL - to provide specific activities to run with learners or to be used as lesson plans

SMART - DIGITAL - DOCUMENT 2 - WBL Digital Competence Assessment Plan Template - to provide a model for planning assessments on a regular basis

SMART – DIGITAL – DOCUMENT 3 – Assessment Plan for WBL Contexts - to provide contextualization for the development of assessment plans

SMART – DIGITAL – THEORY – OVERVIEW

SMART – DIGITAL – THEORY – TOPIC 1

SMART – DIGITAL – ACTIVITIES – EUROPASS CV

LEARNING RESOURCES

- Digital Skills in Apprenticeships Toolkit (EAfA)
- Cambridge CEM: "What is a baseline assessment?" (video)
- Doodle Baseline Assessment platform and support materials for teachers and learners
- DigComp framework documentation for digital competence descriptors
- Guide for VET Teachers to Virtual WBL (vWBL)
- SUPPLEMENTARY RESOURCES: Example digital skills diagnostic tests and feedback forms to help assess and develop digital competencies:

1. **DigComp Self-Assessment Tool (European Commission)**
   This tool is based on the European Digital Competence Framework (DigComp) and allows individuals to evaluate their digital skills across various areas.
   DigComp-Based Assessment and Monitoring Tools

2. **Northstar Digital Literacy Assessment**
   Northstar offers online, self-guided assessments that measure proficiency in essential digital skills, such as internet use, email, and Microsoft Office.
   Northstar Digital Literacy Assessment

3. **ICDL Digital Skills Diagnostic Tool**
   The International Computer Driving Licence (ICDL) provides diagnostic assessments to evaluate digital skills, offering immediate feedback to guide learning paths.
   ICDL Certification - ICDL Global

4. **Jisc Digital Capability Discovery Tool**
   Designed for students and staff in higher and further education, this tool helps users self-assess their digital capabilities and identify areas for development.
   Discovery tool - Jisc Digital Capabilities

5. **GCFGlobal Digital Skills Assessment**
   GCFGlobal provides free tutorials and assessments on a wide range of digital

topics, including basic computer skills and internet navigation.
Free Digital Skills Tutorials at GCFGlobal

6. **Digital Literacy Global Framework (UNESCO)**
   UNESCO's framework serves as a reference for assessing digital literacy skills globally, supporting the development of diagnostic tools aligned with international standards.
   A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2

7. **Google Digital Garage – Digital Skills Test**
   Google's Digital Garage offers a variety of courses and assessments to help individuals improve their digital skills, particularly in areas like digital marketing and productivity tools.
   Google Digital Garage - Skillshop

These resources can be instrumental in identifying current digital competencies and guiding further skill development.

Videos	• SELFIE video1 and video2: how-to explainers of a free online WBL tool that supports VET schools and companies to make the most of digital technologies for teaching, learning and training. **Duration:** 2 + 2:40 = 4:40 min • SUPPLEMENTARY VIDEO Mahara Portfolio Guide Video tutorial Guide to creating and assessing digital portfolios – short video, **Duration:** 9:16
Podcasts	• European Training Foundation – Skills Factory - Selected episode from podcast series witn insights into digital skills and assessment about learning online with digital tools methods **Duration**: 28 min
Documents	• **Digital Competence Frameworks for Teachers, Learners and Citizens (UNESCO-UNEVOC) Duration:** ~10 mins. This resource provides an overview of established frameworks (including DigComp) and practical guidance for applying them in diverse educational and training contexts, supporting both baseline assessment and differentiated learning pathways.

🔹 **Note:** These topics and activities help VET providers, companies, and learners to systematically establish digital baselines, set personalized goals, evaluate progress, and empower all learners to develop strong digital competencies during WBL and mobility experiences.

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- https://library.iated.org/view/MURTAZIN2023REF?re=downloadnotallowed
- https://jfforg-prod-new.s3.amazonaws.com/media/documents/WBLSystemAssessment_092217.pdf
- https://www.etf.europa.eu/sites/default/files/2021-12/monitoring_and_evaluating_wbl.pdf
- more specialized references
- https://www.youtube.com/watch?v=zLnRVDZ5FUw an NGO initiative from Spain highlighting digital competences for all - 57 mins.
- https://youtu.be/1qzr4x0ea5Y short animated video (6:20 mins) about VET educators competencies
- https://youtu.be/nI9ePlsGdbg short video from ICDL Foundation to understand digital competences focusing on specification and training
- https://youtu.be/1rclYhQ64gQ digital skills in labor market and the value of certification

TOPIC N°2

Setting SMART Digital Goals, Action Planning, and Collaborative Evaluation

TOPIC DESCRIPTION

This topic addresses how to encourage apprentices, trainees, and learners to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) digital learning goals, design individual action plans, and collaboratively evaluate digital learning outcomes from WBL experiences with all stakeholders (learners, companies, VET colleagues). The focus is on empowering learners and fostering continuous improvement in digital competence.

After setting SMART goals, learners need to translate these objectives into actionable steps for their students/practitioners. Action planning should empower learners to develop a clear roadmap to achieve their digital learning goals, while also considering the broader context of work-based learning (WBL) considering the following:

- Break down large goals into smaller, manageable tasks: For example, if the goal is to learn project management software, the action plan includes tasks such as "Research top project management tools," "Complete an introductory course on Trello or Asana," and "Practice using the software with a group of peers."

- Identify available resources: These could be online courses, workshops, company-provided tools, or VET resources. Learners should be encouraged to seek out opportunities available both inside and outside the workplace.
- Determine the support needed: Learners should identify who can support them along the way—mentors, supervisors, or VET educators—and how this support will be accessed (e.g., regular check-ins, online resources, peer feedback).
- Set deadlines for each task: This fosters a sense of urgency and helps learners track their progress.
- Measure progress regularly: Include checkpoints to evaluate if learners are on track and adjust the plan if necessary.

Example Action Plan for a Digital Goal:

Goal: Become proficient in using Microsoft Excel for data analysis.

1. Research Excel features (e.g., pivot tables, formulas) - 1 week
2. Complete an online course on Excel (Coursera/LinkedIn Learning) - 2 weeks

3. Practice by creating sample data sets and analyzing them - Ongoing
4. Seek feedback from mentor (via weekly meetings) - Bi-weekly
5. Complete Excel quiz with 90% accuracy - 1 month

Once learners have implemented action plans, they proceed to collaborative evaluation by gathering feedback from multiple stakeholders to assess whether learners meet their digital learning goals and identifying areas for improvement. Stakeholders in evaluating digital learning outcomes include learners, who self-assess their progress and reflect on challenges using tools like journals; VET educators, who provide feedback, resources, and adjust learning activities to meet learner needs; corporate mentors, who assess how learners apply digital skills in the workplace; and peers, who offer feedback on communication and collaboration through group tasks. Evaluation techniques include formative assessments (e.g., quizzes and project check-ins), summative evaluations (e.g., presentations and task reviews), and 360-degree feedback from all stakeholders to assess competencies. Evaluation tools like digital portfolios, surveys, questionnaires, and performance tracking platforms help learners track their progress and receive feedback on both soft and hard skills.

🏆 TASK & Learning Activities

This section will help guide learners in formulating SMART digital learning goals tailored to their baseline assessment results and personal/professional aspirations. It will also support them in developing individual digital action plans to be pursued during WBL or mobility, specifying concrete steps, resources, and timelines. Learners will be able to facilitate regular review meetings involving peers, company mentors, and VET staff to evaluate digital learning outcomes, discuss achievements, and identify areas for further growth. This section will assist them in using feedback from all parties to refine action plans and share best practices for digital competence development. At last, learners will be encouraged to self-reflect and share with their peers their digital learning journeys to build confidence and a growth mindset. Examples of proposed tasks and activities follow, including pedagogical and didactic documentation for implementation.

The pedagogical approach is centered on active learning, empowerment, and continuous feedback. Learners are encouraged to take ownership of their learning journey, set realistic and measurable goals, and develop skills through practical, hands-on activities. Regular review and feedback loops provide opportunities for reflection and adaptation of goals, ensuring continuous improvement. The activities described are designed to be learner-centered and interactive. They incorporate a mix of individual tasks, peer collaboration, and regular feedback from mentors, educators, and peers. Below are detailed descriptions of each activity, pedagogical strategies, and suggested timeframes for implementation.

DOCUMENTS

SMART – DIGITAL – THEORY – TOPIC 2

SMART – DIGITAL – ACTIVITIES – SELFIE FOR WBL

SMART – DIGITAL – DOCUMENT 4 – TOOLKIT – contains supplementary activities that the learners can try as homework or ongoing reference

LEARNING RESOURCES

- Work-Based Learning System Assessment Tool for collaborative evaluation and stakeholder engagement
- "Monitoring and Evaluating Work-Based Learning in Vocational Education and Training: A Handbook" (ETF)
- DigComp framework for goal-setting and outcome evaluation
- Baseline assessment support sheets and digital action plan templates

Videos	SMART Goals in single steps - A step-by-step guide to setting SMART goals for learners, ideal for beginners. It includes clear examples of how to set and track digital learning goals. Duration: ~4 mins https://www.youtube.com/watch?v=1-SvuFIQjK8 Short explainer to create action plans in Excel https://www.youtube.com/shorts/iCap0fw-bVg?feature=share Duration 1 min SELFIE video1 and video2: how-to explainers of a free online WBL tool that supports VET schools and companies to make the most of digital technologies for teaching, learning and training. **Duration:** 2 + 2:40 = 4:40 min
Podcasts	• **The Digital Adoption Show** **Duration**: ~45 mins./episode Bi-weekly podcast featuring L&D leaders and experts discussing digital adoption, upskilling, and practical strategies for empowering learners in digital environments. Includes episodes on goal-setting, evaluation, and fostering digital mindsets.
Documents	Digital Skills Playbook for Educators This playbook offers practical guidance for educators to develop digital skills, aligning with the DigComp framework. It includes strategies for self-evaluation and integrating digital competencies into teaching practices. Documents for the SELFIE tool (total 25 pages) • JRC139120_01 (18 pages) • selfie-wbl-infographic-sept20_en.pdf • promising_practice_selfie_wbl.pdf • infographic-selfie-wbl-pilot-insights

Assessment and self assessment tools	interactive quiz based on the DigComp framework, helping users evaluate their digital competencies across five areas https://europass.europa.eu/en/europass-tools/test-your-digital-skills Online self-assessment tool evaluating digital skills based on the DigComp framework that generates a personalized report highlighting proficiency levels and areas for improvement https://mydigiskills.eu/ Self-reflection item bank designed to empirically test DigComp 2.1 competencies from levels 1 to 6. https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-competence-framework-citizens-digcomp/digcomp-based-assessment-and-monitoring-tools_en Interactive tool mapping digital competences across four domains: information, communication, content creation, and safety. It provides visual feedback and resources for competence development. https://digital-competence.eu/

🔹 **Note:** These resources provide robust support for establishing digital baselines, understanding learner diversity, setting SMART digital goals, and collaboratively evaluating digital learning outcomes in work-based learning and mobility contexts.

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- https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1497376/full
- https://unevoc.unesco.org/home/Digital+Competence+Frameworks/lang=en/id=4
- https://digital-skills-jobs.europa.eu/en/inspiration/resources/digital-competence-test
- https://school-education.ec.europa.eu/en/learn/courses/introduction-digital-competencies-educational-work

SUPPLEMENTARY MATERIALS & BIBLIOGRAPHY

- **Additional Resources**:
  List any supplementary materials (links, videos, podcasts, articles, etc.) that provide deeper insights into the topics covered in the unit.

EAfA Webinar: Integrating Digital Skills in Apprenticeships
Duration: ~90 mins. A webinar by the European Alliance for Apprenticeships, introducing the digital skills toolkit, practical steps for integrating digital skills, and examples of inclusive digital learning design. Covers assessment, curriculum integration, and the use of technology for personalisation and inclusion.
Landscape of digital skills certification schemes in the EU: An analysis from the perspective of the Digital Competence Framework (DigComp)

EfVET (European Forum of Technical and Vocational Education and Training) - VET-TEDD tool provides a comprehensive self-assessment for VET educators, evaluating digital, personal, and professional competencies in line with Industry 4.0 demands

UNESCO-UNEVOC, Digital Competence Frameworks for Teachers, Learners, and Citizens: This resource discusses various digital competence frameworks, including DigComp, and their application in educational settings for teachers and learners. UNEVOC Resource

ICDL Modules Aligning with DigCompEdu Framework: ICDL offers certification modules that align with the DigCompEdu framework, providing educators with recognized credentials in digital competencies. ICDL ModulesICDL+1UNEVOC+1

Digital Competence of VET Teachers: Illustrations from Non-Technological Professions: This paper explores the digital competencies of VET teachers in non-technological professions ResearchGate PublicationResearchGate

Webinar from the Erasmus+ project "DIGIGO - promoting digitalization of VET apprenticeships, which created and tested a methodology and tools to support VET trainers and host companies' mentors organize apprenticeships to enhance the digital competences of VET students and their matching with employers' needs Duration 46 mins
https://www.youtube.com/watch?v=EmOvReLUc3k

The Emerging Digital Skills Model for VET Trainers
Duration: ~1 hr. 20 mins.
Outlines six core digital teaching competences and offers a framework for designing and evaluating digital WBL experiences. Includes guidance on collaborative learning, resource curation, and empowering learners.
The Emerging Digital Skills Model for VET trainers

Digital skills assessment tool
https://academy.itu.int/sites/default/files/media2/file/D-PHCB-CAP_BLD.04-2020-PDF-E_02%20June%202020.pdf

- **Bibliography:**

Include references and sources used in the development of the content

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📝 UNIT SUMMARY

Based on the **mandatory elements of the unit** and the **resources and activities included**, draft a **clear and engaging summary** that effectively presents the unit to learners on Moodle. Since this will be the **visible introduction**, it should be **concise, motivating, and informative**.
As previously stated, **The Module & Unit Overview tables serve as a framework and are not intended for direct publication**.

📌 **Content to Include:**

- A brief overview of the topics covered.
- Key learning objectives and competencies the learner will acquire.
- References to learning resources and planned activities.

📖 **Module Pedagogy:**
Describe the teaching methodologies applied in this module to facilitate the learner's understanding and engagement.

💡 **Communication Style:**
Use **simple and engaging language** to guide the learner effectively from their first interaction with the platform.

(Moodle-Friendly summary (Concise and Clear; Structured for Scanning; Learner-Centred and Motivating; Contextualized to Digital Learning & WBL; Framework-Linked; Integrating Tools and Outcomes)

Training Unit Summary: Supporting Learners' Digital Competence in WBL and Mobility

This two-part training unit is designed to equip VET trainers and corporate mentors with the knowledge, tools, and strategies needed to support learners in developing and evaluating digital skills during work-based learning (WBL) and mobility experiences.

Unit 1 focuses on Establishing and Evaluating Digital Baselines
You will explore effective methods for assessing learners' initial digital competence levels using the EU DigComp framework. The unit highlights the importance of recognising learner diversity in digital readiness and using baseline assessments to personalise support. You'll gain access to validated tools for identifying digital skill gaps and tracking the "distance travelled" in learners' progress throughout their WBL journey.

Unit 2 regards Setting SMART Digital Goals and Collaborative Evaluation
Building on the baseline, this unit introduces practical approaches to help learners define SMART digital goals (Specific, Measurable, Achievable, Relevant, Time-bound) and create actionable digital learning plans. You'll be guided on how to facilitate regular feedback loops and joint evaluation sessions involving learners, mentors, and VET staff. Key techniques include the use of digital tools, reflective tasks, and 360° feedback to monitor progress and promote continuous improvement.

Together, these units aim to foster learner autonomy, digital resilience, and a culture of reflective practice. By the end of the course, you will be better prepared to mentor learners in aligning digital skills with real workplace needs—enhancing their employability and supporting innovation in your organisation.

This training is grounded in EU-certified frameworks and aligned with the evolving demands of the digital labour market.

📊 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:

1️⃣ **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).

2️⃣ **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	A practical scenario where learners analyse the case and respond to **open-ended questions**, allowing them to demonstrate their pre-existing knowledge through critical thinking and personalized reasoning. ◇ *Refer to the instructions provided by CIOFS-FP ETS for structuring case study materials at the Unit level.* Case Study Scenario: Background: Anna is a VET trainer at a vocational college in Spain. She is preparing a group of learners for a two-month international mobility program in Germany, where they will engage in work-based learning placements in small- and medium-sized enterprises (SMEs) across sectors like hospitality, logistics, and IT support. Her students have varying levels of digital competence. Some are comfortable collaborating in shared digital environments, while others struggle with basic online communication and digital safety practices. Anna wants to ensure each learner's digital skills are adequately supported before and during their mobility experience, and that progress is meaningfully tracked. To do this, she plans to: • Conduct a digital baseline assessment using the DigComp self-assessment tool via Europass. • Use tools like Padlet and Google Forms for reflective learning and formative feedback. • Provide peer feedback sessions and digital tracking sheets to help students identify strengths and target areas.

	• Adjust her digital learning support strategy based on learner profiles and progress over time. Challenge: One learner, Carlos, is assigned to a logistics company in Berlin where he is expected to use a team collaboration platform (e.g., Microsoft Teams) to manage deliveries and communicate with warehouse staff. During the first week, Carlos struggles with professional email etiquette, navigating shared calendars, and safely managing login credentials. Anna receives feedback from the company supervisor, who highlights the need for immediate support in Carlos's digital communication and data safety practices. Anna wants to intervene constructively and help Carlos improve without damaging his confidence. She also needs to document this intervention as part of her learners' digital competence progress tracking. Assessment Task: As a VET trainer participating in this course, analyze the above scenario and respond to the following open-ended questions. Your responses should demonstrate your existing knowledge, reasoning ability, and critical reflection on how digital competence can be assessed and supported in WBL settings. Use specific examples or tools where possible. Open-Ended Questions: 1. Baseline Assessment Strategies: How would you have prepared a digital baseline assessment for Carlos prior to departure? Which aspects of the DigComp framework would you have prioritized, and why? 2. Identifying and Responding to Digital Needs: Based on the feedback from the company supervisor, which specific digital competence areas does Carlos need support with? How could you

	tailor support using tools or activities aligned with these needs? 3. Formative Assessment and Feedback Techniques: What formative strategies or digital tools would you use to help Carlos reflect on his digital skills and build confidence? How could you engage him in structured self- or peer-assessment without adding pressure? 4. Documentation and Progress Tracking: How would you document Carlos's digital skill development throughout the internship to show "distance travelled"? What kind of evidence would you collect, and how would you use it to adjust support? 5. Inclusivity and Differentiation: Considering the heterogeneity of learners like Carlos, what inclusive practices or Universal Design for Learning (UDL) strategies would you use to ensure all learners can demonstrate and grow their digital competence? 6. Professional Reflection: Reflecting on your own experience, have you encountered similar challenges when supporting learners' digital development in WBL or classroom contexts? How did you handle it, and what might you do differently now?
Closed-ended questions	A structured assessment designed to evaluate the learner's **existing knowledge and skills** through **various closed-ended question formats**, such as multiple choice, true/false, matching, and fill-in-the-blank.. ◆ *For details on the possible types of assessment formats available in Moodle, please refer to the **Technical and Methodological Guidelines** section.* Section 1: Multiple Choice Questions (MCQs)

	Choose the one correct answer. 1. Which of the following is a digital tool recommended for self-assessment of digital skills? a) Trello b) Europass Digital Skills Self-Assessment c) Zoom d) Microsoft Excel 2. Which component of digital competence is being addressed when a learner learns to manage personal data securely online? a) Digital Content Creation b) Communication and Collaboration c) Problem Solving d) Digital Safety 3. In the DigComp framework, what does "communication and collaboration" involve? a) Writing code for digital tools b) Managing digital identity and interacting through digital technologies c) Designing websites for WBL d) Creating video content 4. What is the primary benefit of conducting a digital baseline assessment at the start of WBL? a) To assign learners to projects b) To ensure learners pass the course c) To identify starting levels and tailor support d) To generate grades for school records Section 2: True or False *Indicate whether each statement is true or false.* 6. The DigComp framework includes competencies such as digital communication, collaboration, safety, and content creation. ☐ True ☐ False 7. Formative assessment focuses only on final grades and outcomes. ☐ True ☐ False 8. A digital portfolio is an example of a summative assessment tool. ☐ True ☐ False

9. Using tools like Padlet or Google Forms supports interactive and formative feedback processes.
   ☐ True
   ☐ False

Section 3: Matching

Match each digital assessment tool with its appropriate use or characteristic.

Tools	Purpose
A. Google Forms	1. Interactive wall for peer input and collaborative feedback
B. Padlet	2. Self-assessment and visual reflection
C. Europass Skills Tool	3. Formal self-evaluation of digital competence
D. Digital Portfolio	4. Structured submission of evidence over time for summative evaluation

Section 4: Fill-in-the-Blank

Fill in the blank with the correct term from the word bank below.
Word Bank: DigComp, formative, reflective, diversity, baseline

11. A _____ assessment helps identify learners' digital starting points before their WBL experience.
12. Trainers use _____ assessment to provide continuous feedback and guide learning.
13. The _____ framework offers a structured way to assess digital competence in WBL.
14. Peer feedback and _____ journals are useful tools for engaging learners in self-assessment.
15. Effective assessment strategies recognize the _____ of learners' digital skills and needs.

Answer Key *(for facilitator use)*

Multiple Choice:

1. b) Europass Digital Skills Self-Assessment

	2. d) Digital Safety 3. b) Managing digital identity and interacting through digital technologies 4. c) To identify starting levels and tailor support True/False: 7. False 8. False 9. True 10. True Matching: • A → 2 • B → 1 • C → 3 • D → 4 Fill-in-the-Blank: 11. baseline 12. formative 13. DigComp 14. reflective 15. diversity

2 FINAL ASSESSMENT

Assessment Method	
Case Study	A practical scenario where learners analyze the case and respond to **open-ended questions** to assess their ability to **apply acquired knowledge** in real-world situations. This approach encourages **critical thinking and problem-solving**, allowing learners to articulate their understanding in a structured yet flexible manner. ◇ *Refer to the instructions provided by CIOFS-FP ETS for structuring case study materials at the Unit level.* Case Study: Adapting Digital Assessment for Diverse Learners Scenario:

	You are a VET trainer preparing a mixed-ability group of learners for a 6-week mobility program in Italy, where they will complete WBL placements in various sectors. As part of your digital preparation strategy, you administer the Europass Digital Skills Self-Assessment and discover wide disparities in learner readiness. For example: ● Maria demonstrates high levels of digital content creation but lacks awareness of digital safety protocols. ● Ahmed has strong digital communication skills but struggles with collaborative tools like shared drives or co-editing documents. ● Sofia, a learner with a mild visual impairment, requires adaptive tools and alternative formats for engaging with digital content. Your goal is to ensure that all learners receive appropriate support, their digital progress is meaningfully tracked, and their competence development is documented effectively throughout the WBL period. Open-Ended Questions: 1. Digital Profiling and Baseline Assessment: How would you design an initial digital skills profiling process for this group, and what data would you gather to inform support plans? 2. Targeted Support Based on DigComp: Based on Maria's and Ahmed's profiles, identify which DigComp competence areas need reinforcement for each and describe two specific learning activities or tools you would use to support their development. 3. Inclusive Assessment Design: How would you apply Universal Design for Learning (UDL) principles to ensure that Sofia and other diverse learners can engage with and

	demonstrate their digital competence equitably? 4. Formative Feedback and Peer Interaction: Describe how you would facilitate ongoing formative assessment using digital tools. How would peer feedback and reflection be incorporated? 5. Progress Monitoring and Documentation: What methods or tools would you use to track digital progress over the six weeks? How would you ensure the data is actionable for adjusting learning plans? 6. Professional Application: Reflecting on this case, how would your learning from this training influence your own digital assessment practices moving forward?
Closed-ended questions	A structured assessment designed to evaluate the learner's **comprehension and retention of key concepts** through **various closed-ended question formats**. ◆ *For details on the possible types of assessment formats available in Moodle, please refer to the **Technical and Methodological Guidelines** section.* Structured Assessment – Closed-Ended Questions Section 1: Multiple Choice Questions *Choose the correct answer for each question.* 1. Which of the following tools is specifically designed to help learners assess their digital skills in line with DigComp? a) Canva b) Europass Digital Skills Self-

	Assessment c) Moodle d) LinkedIn Learning 2. What is a primary purpose of formative assessment in digital competence development? a) To certify learners at the end of a course b) To grade learners on final projects c) To provide ongoing feedback to guide learning d) To compare learners to national benchmarks 3. Which of these is a key element of Universal Design for Learning (UDL)? a) One-size-fits-all instruction b) Standardized test design c) Offering multiple means of representation d) Limiting use of digital tools for equity 4. In DigComp, managing digital identity and sharing information using digital tools are part of which area? a) Problem Solving b) Digital Safety c) Communication and Collaboration d) Content Creation 5. Which type of evidence best represents an authentic assessment in WBL? a) Multiple-choice quiz b) Simulated oral interview c) Learner's digital project with annotated feedback d) Attendance record Section 2: True or False *Mark each statement as True or False.* 6. Competence-Based Education (CBE) focuses on learners demonstrating what they can do in real-world contexts. ☐ True ☐ False 7. All learners should be assessed using the same digital tools, regardless of

their individual needs or abilities.
☐ True ☐ False

8. Reflection and peer dialogue help enhance learners' metacognition and awareness of digital progress.
☐ True ☐ False
9. Formative assessments are typically conducted at the end of a training program.
☐ True ☐ False
10. Padlet and Flipgrid can be used as platforms for learners to demonstrate and reflect on digital communication skills.
☐ True ☐ False

Section 3: Matching

Match the digital tool to its best use in assessment.

Tool	Use
A. Google Forms	1. Peer collaboration and reflective feedback wall
B. Europass Self-Test	2. Structured self-assessment aligned with DigComp
C. Padlet	3. Creating quick check-ins and formative assessments

	D. Digital Portfolio — 4. Collecting long-term evidence of learner development Section 4: Fill-in-the-Blank *Complete each sentence using a word from the word bank.* Word Bank: formative, DigComp, UDL, baseline, authentic 11. Trainers use _____ assessment to support ongoing learning and provide constructive feedback. 12. The _____ framework outlines key areas for assessing digital competence. 13. An initial _____ assessment identifies the starting point for each learner's digital skills. 14. _____ tasks mimic real-world professional scenarios for competence assessment. 15. Applying _____ principles ensures diverse learners can access and participate in learning equally. Answer Key Multiple Choice: 1. b 2. c 3. c 4. c 5. c True/False: 6. True 7. False 8. True 9. False 10. True

	Matching: A → 3 B → 2 C → 1 D → 4 Fill-in-the-Blank: 11. formative 12. DigComp 13. baseline 14. authentic 15. UDL

🔧 TECHNICAL & METHODOLOGICAL GUIDELINES

In your module structure, please ensure the following:

- **You should aim to produce 70%** of the content in the form of **videos, audio, interactive games, or questionnaires**.
- **30%** of the content should consist of **other resources**, such as PDF files, slides, or text documents.
- **Links and external websites** are included **only** in the course **bibliography**.
- **Videos and clips** should be embedded in the course from platforms like **YouTube** or **Vimeo**, or others. This applies both to existing and original content.
- **H5P interactive content** is also available for creating engaging, multimedia learning experiences.

🗁 Repository on Basecamp

A dedicated workspace has been set up on **Basecamp** for each country cluster to manage and upload training resources. This repository serves as a centralized collection point for all materials before they are finalized and transferred to **Moodle**.

◇ Required Actions:

- Each working group must use their assigned Basecamp workspace to upload and organize unit materials.
- Ensure that all resources comply with the specifications outlined in these guidelines

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📼 Guidelines for Including Videos

When embedding videos in the course:

- **Hosting**: Videos must be uploaded to a supported platform (e.g., **YouTube, Vimeo**) before being embedded.
- **Subtitles**: To improve accessibility and inclusivity, all videos must include subtitles in **all project languages**.
- **Automatic Subtitling Tools**: If manual transcription is not possible, consider using AI-powered tools such as:
    - Maestra AI Subtitle Generator
    - EasySub
    - RecCloud AI Subtitle Generator

📝 Content Creation Instructions

Use the following **icon legend** to categorize activities and resources within the course:

- 📼 **Video** – Multimedia content (to embed from YouTube/Vimeo)
- 🎧 **Audio/Podcast** – Digital recordings or broadcasts
- 📄 **Document** – PDF, Word, or PPT file
- 📊 **Interactive** – Exercises or quizzes
- 🎯 **H5P** – Interactive content (games, presentations, quizzes, etc.)
- 🌐 **Website** – External content (only included in the course bibliography)
- 🔗 **Link** – Direct reference to external resources (only included in the course bibliography)

📊 Guidelines for Including Quizzes

Before adding a quiz to the course, include this **introductory text**: "You are invited to take the following quiz to assess your understanding of the topics covered in this session. It includes (insert the number of questions) questions. Correct answers will be displayed after each question, and your total score will be shown upon completion."

◇ Supported Question Types in Moodle:

The **Moodle Questionnaire plugin** allows teachers to create diverse surveys for gathering student feedback.

Available question types include:

- Check Boxes
- Date Box
- Dropdown Choices

- **Numeric Fields** (adjustable length and decimal places)
- **Radio Buttons** (customizable labels)
- **Scale** (highly customizable)
- Text Box
- Yes/No

📌 For a complete list of supported question types and detailed instructions on how to integrate them into a Moodle course, refer to the *official Moodle guide*.

☑ Final Checks Before Publishing

- Ensure that all **editable fields** are completed correctly and consistently, following the provided guidelines.
- Verify that the final document is **ready for publication on Moodle**.
- **Review all materials** for formal or content-related errors, ensuring clarity and professionalism.
- For any **questions or support**, contact the project lead or IT support team.

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Fachhochschule des Mittelstands

CIOFS-FP ETS
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