

stream supporting traineeships
& employment apprenticeship
through micro-credentials

Task 3.1

STREAM Training Plans

Guidelines and Templates for STREAM Training Units

Green Competency – Unit 3



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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
GREEN COMPETENCY IN WBL ORGANIZATION AND MANAGEMENT
 Micro-credential to Certify
To perform the role of Transnational WBL Organiser in VET ensuring environmental sustainability in various industrial contexts and undertaking actions to minimize harmful impacts of WBL mobilities on environment
 Learning Outcomes
Organize mobility experiences with respect to sustainable practises in various professional contexts and minimizing environmental impact of WBL mobilities
 Total Module Duration
Duration: 12 hours Notional workload: 25 hours

 Locked Table - Unit Overview	
 Title of the UNIT	
UNIT 3 - IMPLEMENTING WBL EXPERIENCES	
 Learning Outcomes	
Identify and promote sustainable activities in professional contexts, adapting to the needs of each sector	
 Unit Duration	
 Duration: 3 hours  Notional workload: 6 hours	
 Competence unit description	
It includes the knowledge and practical skills to enhance sustainable practises in different industrial sectors and aligning WBL experiences with these practices	
 Knowledge	<ul style="list-style-type: none"> - Different professions, professional activities and the relevance of Green competences at the workplace.
 Skills	<ul style="list-style-type: none"> - Identify sustainable practical activities in various sectors and to raise awareness among employers of the importance of sustainability in the company.
 Attitudes	<ul style="list-style-type: none"> - Positive attitudes towards the adoption of sustainable practices. - Ensure that provision is made with companies/at the workplace for aligned Green learning experiences when hosting WBL placements

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
ESG and Green Strategies in companies where WBL will take place.
 TOPIC DESCRIPTION
<p>The topic of ESG and other Green Strategies needs to be understood by teachers and students as they undertake their WBL.</p> <p>Learners will</p> <p>Learn how to use the three Pillars of E, S and G as well as some of their practical use in Business. They are the most commonly used assessment of practice in Business and this will help student implement Green initiatives in their WBL settings</p> <p>Gain insight into other Green strategies that are used in most commonly in Businesses</p>
 TASK & Learning Activities
<p>Task 1</p> <p>Watch Video as well as reading the powerpoint presentation on what ESG is?</p> <p>Read document on short references of other sustainability models that may be used in organisations where WBL may take place</p> <p>Skills Developed</p> <ul style="list-style-type: none"> • Develop skills in employer engagement to build trust and improve relationships with students and schools undertaking WBL • Develop the ability to evaluate and implement sustainable social and governance practices within a WBL activity • Enhance communication and collaboration skills with teachers, students and the community to implement sustainable social and governance practices. <p>Assessment :</p> <p>Developing a Sustainable Action Plan</p> <p>Objective: To develop a sustainable action plan that addresses the ESG pillars and the WBL experience adopts a sustainable paradigm.</p> <p>Materials: Pen and paper or a computer.</p>

* Please refer to the details about the Moodle Questionnaire plugin, which supports a variety of question types, in the [Technical and Methodological Guidelines](#) section

LEARNING RESOURCES

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

 Videos	<ul style="list-style-type: none"> • Title: What is ESG? How can businesses start their ESG journey? • Duration: 58 Seconds 56 Seconds • Description: These two videos provide a very short introduction Less than one minute with a good an overview of the concept and gives examples of E S and G. Provides insight into how businesses are implementing them. The source is the an Irish government body called the Strategic Banking Corporation of Ireland as ESG was initially just looking at investment but now it is used to develop company strategies around Green issues and they help formulate reporting that companies undertake to comply with new European legislation on making business more Sustainable. • Link: https://www.youtube.com/watch?v=n4_42M1hEjE https://www.youtube.com/watch?v=IWWggGbHHQo
 Podcasts	<ul style="list-style-type: none"> • Title: • Duration: • Description: • Link:
 Documents	<ul style="list-style-type: none"> • Title: Sustainability Paradigms • Duration: 20 minutes presentation with four activities and a quiz an hour For all of the activities and learning • Description: During this module learners will explore the sustainable paradigm and the importance of the three pillar of ESG (environmental, Social and Governance) to implement new Strategies in organisations for Tutors and Students. • Link: https://3.basecamp.com/5751534/buckets/36273420/uploads/8823175916 •

◆ **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.

TOPIC N°2

Learning about key legislation in for Sustainability. Impact and opportunities developed from EU Green Deal and how students and tutors can utilise this in WBL

TOPIC DESCRIPTION

Legislation is a key driver of change. The climate emergency makes legislating for change a necessity. New Legislation around companies reporting on the initiatives they are undertaking will ensure that sustainability is taking place in companies and within the WBL environment of students and teachers.

Learners will

Understand the EU Green Deal and how to utilise some simple structures within their WBL to help companies report on their sustainability initiatives.

How companies are implementing measures within companies to align with CSRD reporting requirements

TASK & Learning Activities

Task 1

Watch Video from the EU Green Deal to understand the background to this legislation.

Assessment :

Reflection;

The European Commission has adopted a set of proposals to make the EU's climate, energy, transport and taxation policies fit for reducing net greenhouse gas emissions by at least 55% by 2030, compared to 1990 levels. Fit for 55 is a package by the European Union designed to reduce the European Union's greenhouse gas emissions by 55% by 2030. It is part of the union's strategy of the European Green Deal presented first in December 2019. More information on Delivering the European Green Deal. Watch the video and read the story along with it to understand the results of the work in place for the Green Deal.

Objective: Understanding of the Green Deal, read about the achievements in Protecting vulnerable workers and societies, Financing green reforms and investments, Improving energy efficiency, energy security and reducing dependence from Russia thanks to REPowerEU, Enhancing the competitiveness of Europe's net-zero industry, Restoring the wealth of our environment, Keeping our promise to Europe,

Task 2

Watch this CSRD video to see how the legislation is impacting companies in Europe.




Assessment:


Look at this EFRAG VSME report tool and see how a student in a WBL situation can carry out a task that will aid the organisation to develop and practice that they can add to their reporting for CSRD. Develop a simplified tool that will show them how to look at this module



* Please refer to the details about the Moodle Questionnaire plugin, which supports a variety of question types, in the [Technical and Methodological Guidelines](#) section

LEARNING RESOURCES

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

 <p>Videos</p>	<ul style="list-style-type: none"> • Title: The European Green Deal • Duration: 1 minutes 43 seconds • Description: Understanding the context and the political behind reasons that lead to the development of legislation gives the context of why this legislation is so important and at the heart of the EU and needs to be imbedded in Companies for a sustainable future. Having the student and WBL teacher and mobility advisor understand this context will given strength to their development of actions while implementing their WBL agenda. • Link: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en •
 <p>Videos</p>	<ul style="list-style-type: none"> • Title: The Corporate Sustainability Reporting Directive Explained • Duration: 4minutes 43 seconds • Description: The Corporate Sustainability Reporting Directive, or CSRD, is one such regulation. And it's one that both investors and corporations need to pay close attention to. In this video they explain what the CSRD is, who it applies to, compliance deadlines, and impacts. When you understand CSRD and the fact that it will apply to all of the WBL situation your will see how the practical activity in Unit 1 Developing a Sustainable Action Plan and the Green initiatives that can be implemented in the WBL situation are useful to the company and the learner. • Link: https://www.youtube.com/watch?v=fhpwpQb2GXI&t=126s •
 <p>Docu- ments</p>	<ul style="list-style-type: none"> • Title: Green Deal story • Duration: An Hour • Description: This weblink offers a visual story on how the EU is implementing the green deal. It offers real life situations from all over the EU to show the changes this legislation is making. How it is <ul style="list-style-type: none"> Protecting vulnerable workers and societies Financing green reforms and investments Improving energy efficiency, energy security and reducing dependence Enhancing the competitiveness of Europe's net-zero industry Restoring the wealth of our environment These stories give a true reflection of how you can see Green Competencies in action and how you can assist in getting student to understand the positive outcomes that come from implementing Green strategies and actions in their WBL situation

	<ul style="list-style-type: none"> • Link: https://ec.europa.eu/stories/european-green-deal/
 <p>Documents</p>	<ul style="list-style-type: none"> • Title: CSRD report template • Duration: One Hour • Description: The European Financial Reporting Advisory Group (EFRAG) developed this template so businesses can see the activities they have a duty to report on. Through a study of this document the student will know what activities need to be carried out at their WBL so they can add to the sustainability efforts of their WBL Organisation. They may do this as part of a Green Team which I talk about in Unit four. Or they could start to develop a Green Team to begin this schedule of Work. This template is technical but a simplified versions can be developed is the work place process. A simplified word document using the E, S and G (from Unit one) showing the current situation at the work place and future projects that can be developed would be a great project for the student to leave behind for the company and would teach them skills in report writing and development. As well as developing an understanding of the areas of work in E, S and G. • Link: https://www.efrag.org/sites/default/files/sites/webpublishing/SiteAssets/VS ME%20Standard.pdf
<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°3</p>
<p>Personal Green Skill, developing ECO literacy and travel skills for tutors and students.</p>
 <p>TOPIC DESCRIPTION</p>
<p>The topic of sustainability is very broad and uses numerous and confusing acronyms as well as terminology. Acting sustainably in a personal capacity during a WBL is important for thinking and acting sustainably.</p> <p>Learners will</p> <ol style="list-style-type: none"> 1. Fighting disinformation – How to find and filter information in web searches and social media, as well as how to evaluate information online. 2. Climate change – What is it and how to check your footprint

3. Climate denial – What is it?

4. Climate and environment – What is the difference between climate and environment?

5. Climate behaviour – Here, students assess how big a role they play in climate change and find out how they can contribute to combating it.

6. Waste and recycling – How to avoid waste, how to recycle and why should you do it?

7. Measurement and Consumption – What is your Carbon Footprint and Support Biodiversity

8. How to implement a Green WBL via a Green Team.

9. How to travel sustainable to their WBL.

TASK & Learning Activities

Task 1

- Read the article on Elevating Students Green Skills through sustainable travel to their mobility location. This article was developed as part of the SET Project to improve students' opportunities to engage in more environmentally sustainable habits during their mobility and the mindset change regarding the trip to the mobility destination as a transformative experience in itself.

<https://www.eaie.org/resource/the-green-mobility-revolution-how-sustainable-travel-shapes-students-future-skills.html>

Assessment :

Develop a template that student can follow to make more sustainable travel choices while in their WBL. Explore different travel options for the students to take to the mobility and get their feedback when they have taken them. While on the mobility find how they are engaging with sustainably transport options in their work place situation. They can enter a competition to become a storyteller on <https://erasmusgeneration.org/set-journey-contest-rules>

Encourage them to become a storyteller.

Task 2: Read the Powerpoint presentation on Developing Eco Literacy.

<https://3.basecamp.com/5751534/buckets/36273420/uploads/8823312212>

This document helps you and your student learning understand Green terminology and gives access to practical tools that can help in becoming a more sustainably conscious work based learner. Follow the CRAAP test for evaluating online information on Environmental issues. Examine their Carbon footprint, what is Climate Denial, the difference between the climate and the environment. Assessment of Climate behaviour and what the student can do. Impact of waste, benefits of recycling and what is biodiversity.

Assessment




Practical Activity - Now that you have an overview of the steps you can take to contribute to climate action, and which of these are the most effective ones, have another look at the

self-assessment checklist. Use the following questions to build an action plan for climate action in your WBL situation.




* Please refer to the details about the Moodle Questionnaire plugin, which supports a variety of question types, in the [Technical and Methodological Guidelines](#) section

LEARNING RESOURCES

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

<p> Videos</p>	<ul style="list-style-type: none"> • Title: Economic impact of climate change in Europe - • Duration: 2.25 • Description :Reducing emissions saves billions, saves lives" is a video that presents the main conclusions of Joint Research Centre's study which investigates climate change impacts across Europe. If no further action is taken and global temperature increases by 3.5°C with very negative impact on life and the planet. Watch this for reasons why WBLers need to take action • Link: https://www.youtube.com/watch?v=Y1RGyfQplo0
<p> Quiz</p>	<ul style="list-style-type: none"> • Title: Climate change food calculator: What's your diet's carbon footprint? • Duration: 10 Minutes • Description: This quiz helps you and your student understand what they are eating and its impact on the planet helping them understand their impact. • Link: https://www.bbc.com/news/science-environment-46459714 •
<p> Documents</p>	<ul style="list-style-type: none"> • Title: Elevating Students Green Skills through sustainable travel to their mobility location • Duration: 20 mins Article read and development of Storytelling. • Description: As students make decisions about how to reach their host city, they have the chance to explore sustainability while practicing a range of transversal skills, including critical thinking, problem-solving, flexibility, resilience and cross-cultural awareness. For instance, they might have to plan longer rail or bus trips, investigate alternative routes or operate foreign public transit systems. These decisions, which at first

	<p>glance might appear straightforward, invite students to cultivate critical thinking, time management and acceptance of uncertainty — skills that are applicable also beyond the travel setting.</p> <ul style="list-style-type: none"> • Activity is to read the poster and engage in an activity where the student can become a storyteller of their time travelling sustainably to their WBL mobility. • • Link ; https://erasmusgeneration.org/set-journey-contest-rules
<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°4</p>
<p>Developing/joining a Green team how to be part of the team in a WBL situation</p>
<p> TOPIC DESCRIPTION</p>
<p>Going into a WBL takes courage and confidence. If you have a number of task that your can perform that will add Value to a potential employer and to your WBL experience.</p> <p>The Aims Should be to:</p> <p>Increase the VET students sensitivity to Green issues while on a mobility. The vision must be to "Go abroad for a learning mobility and act for sustainability!</p> <p>Ecological : What Practices are your WBL host engaging with and what can you learn from and how can you encourage them to develop more</p> <p>Economic: What savings can your WBL host get from implementing these services?</p> <p>Social: What social outreach programmes is your WBL learning host engaged in?</p> <p>They can achieve these by involvement or starting a Green Team or taking part in a structured Internship with a Green activity attached to the Learning.</p>
<p> TASK & Learning Activities</p>
<p>Task 1: Join a Green Team, What are the Benefits of joining the Green team during your WBL and what is the best way to Join. Read the Powerpoint Document on this Subject. https://3.basecamp.com/5751534/buckets/36273420/uploads/8823179658</p>

In this document there is an example given of an internship programme at a large international organisation. EY in Ireland run a summer intern programme and the structure of the programme may be able to be used if you are in a WBL with a larger team. The Green Challenge is outlined too if the WBL opportunity has a mentoring team with access to expertise. Some of the structure in the larger programme and the details of the Green Challenge can be used in a smaller setting to achieve a similar WBL outcome in terms of making the Learner and the company more Knowledgeable about how to solve and demonstrate progress on their Green activities.

Activity - Reflection:

During the WBL how difficult has it been to join or set up a Green Team?

What have you learned about yourself in terms of asking permission to join.

What is a key skill you will take away from this WBL activity.

Task 2:

Use the nine step process as outlined in Cork Institute of Technology - How to Green your Campus within your WBL. This begins with examining

The human dimension: 1.Gaining support – persuading management 2. Involving actors 3. Setting up teams

The Technical dimension 4. Assessment phase - input/output analysis (data gathering) 5.

Generating options 6. Prioritising options (including costing) 7. Setting targets 8.

Implementing options 9. Reviewing progress

Activity: Put a Short two page plan and timeline in place to achieve this for the time period of the WBL – how would responsibilities be assigned?

Task 3 (if you are in an office setting for your WBL)

Read the top tips as outlined in the Environmental Protection Agency – Green Office Guide.

This is a very simply assembled guide with the tips in the areas most of use Energy, Waste and Water. It offered very defined advice on areas to measure and how to measure them.

This is very simply developed and could be used as the E part of an ESG strategy during a WBL assignment.




Activity

Use the three areas as outlined in Environmental Protection Agency – Green Office Guide

Use the Headings of Energy, Waste and Water. Create a measurement and action plan under each of the headings. Get Buy in from your WBL mentor to make this a project for your time in office.

* *Please refer to the details about the Moodle Questionnaire plugin, which supports a variety of question types, in the [Technical and Methodological Guidelines](#) section*

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

 Videos	<ul style="list-style-type: none"> • Title: Summer Intern's Charity Day 2019 • Duration: 35 Second • Description: Simple Idea for a WBL activity. A simple beach clean is an activity that can be taken up in a WBL that will have an impact and build a team. • Link: https://www.youtube.com/watch?v=RANNYHTysjl
 Documents	<ul style="list-style-type: none"> • Title: Environmental Protection Agency – Green Office Guide • Duration: 8 short pages. Less than 10 minutes • Description: Very simply laid out Using the title areas of Energy, Waste and Water. It has pictures and lists with simple ideas to monitor current usage and to plan for more efficient future usage. It is perfect for a company and a Learner who are at the beginning of their Green learning journey and the activity is simple to follow. • Link: https://www.epa.ie/publications/circular-economy/resources/your-green-office-guide--tip-book.php
 Documents	<ul style="list-style-type: none"> • Title: Cork Institute of Technology - How to Green your Campus • Duration: This is an 80 page Document., • Description: This is a long document. However the index is laid out well with clear headings. The methodology “the nine steps” are laid out in diagram form on page 13 and present a useful template to use for a more top down development of a Green team or analysis to be taken during a WBL assignment. • Link: https://ctc-cork.ie/wp-content/uploads/2021/03/how-to-green-your-campus-or-workplace.pdf •
<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:**

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

- **Bibliography:**
- EY Global - How should companies design and deliver an ESG strategy?
<https://www.youtube.com/watch?v=M5ISdnO1PMI>
- Morningstar Analytics -The Corporate Sustainability Reporting Directive Explained for Investors <https://www.youtube.com/watch?v=fhpwpQb2GXI&t=116s>
- Environmental Protection Agency Ireland - Circular Economy -
<https://www.epa.ie/environment-and-you/circular-economy/#:~:text=A%20circular%20economy%20is%20a,for%20as%20long%20as%20possible.>
- UN SDGs <https://sdgs.un.org/goals>
- National Enterprise Hub Ireland – What is CSR
<https://www.neh.gov.ie/legal/policies-and-guidelines/corporate-social-responsibility>
- ESG up Website. What is ESG and other Paradigms <https://esg-up.erasmus.site/>
- Sustainable Erasmus+ Travel -Driving individual and policy change to make Erasmus+ a more sustainable programme <https://set-project.eu/>
- European Association for International Education
<https://www.eaie.org/resource/the-green-mobility-revolution-how-sustainable-travel-shapes-students-future-skills.html>
- How to evaluate Environmental information online -Douglas College
<https://guides.douglascollege.ca/FakeNews/evaluate>
- Understanding your air quality – Air Things.Com <https://www.airthings.com/what-is-carbon-dioxide>
- Understanding your carbon footprint- Earth.Org <https://earth.org/what-does-carbon-footprint-mean/>
- Scientific Dictionary – Britannica - <https://www.britannica.com/dictionary/entity>
- Economic impact of climate change in Europe -
<https://www.youtube.com/watch?v=Y1RGyfQplo0> – JNR EU science Hub
- My Climate website – calculator for Carbon footprint
https://co2.myclimate.org/en/footprint_calculators/new
- Find out the impact of your activity while undertaking a mobility training Find Out your impact (Sustain E tool) <https://sustaineplus.erasmus.site/auto-evaluation-tool/>
- Environmental Protection Agency – Green Office Guide
<https://www.epa.ie/publications/circular-economy/resources/your-green-office-guide--tip-book.php>
- Cork Institute of Technology - How to Green your Campus <https://ctc-cork.ie/wp-content/uploads/2021/03/how-to-green-your-campus-or-workplace.pdf>
- EY – Summer internship program https://www.ey.com/en_ie/careers/what-you-can-do-here/student-programmes/programmes/undergraduate-programmes2/summer-internship-programmes
- AFBB – Green Scouts project <https://www.afbb.de/en/green-scouts-eng>

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.

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

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.*

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.*

2 FINAL ASSESSMENT

Assessment Method

Case Study

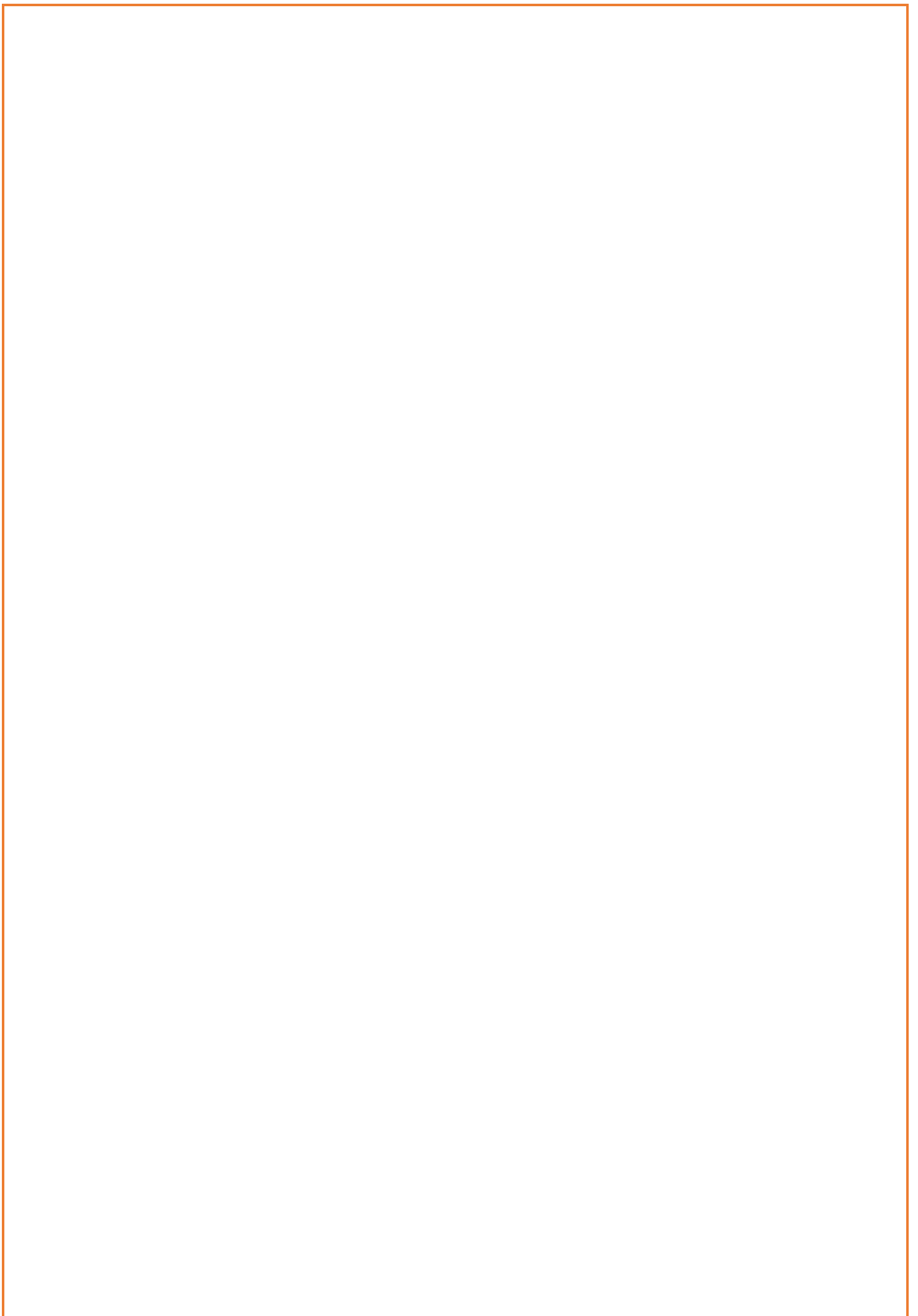
A practical scenario where learners analyze the case and respond to **open-ended questions** to assess their ability to **apply acquired knowledge** in real-world situations. This approach encourages **critical thinking and problem-solving**, allowing learners to articulate their understanding in a structured yet flexible manner.

- ◆ *Refer to the instructions provided by CIOFS-FP ETS for structuring case study materials at the Unit level.*

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.*



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








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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WP3 Task - Task 3.1
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stream

supporting traineeships
& employment apprenticeships
through micro-credentials