

stream supporting traineeships
& employment apprenticeship
through micro-credentials

Task 3.1

STREAM Training Plans

Guidelines and Templates for STREAM Training Units

Green Competency – Unit 4

 Funded by
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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 4 - MONITORING AND ASSESSMENT OF WBL EXPERIENCES	
 Learning Outcomes	
Monitor and assess the green skills in learner's performance and progress, to provide targeted and timely feedback to them	
 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	- Appropriate methods and techniques to establish baselines for learners and evaluate progress and distance travelled in relation to Green competencies accrued during WBL and mobility experiences
 Skills	- Evaluate with all concerned parties (learners, companies, VET colleagues) Green learning outcomes from WBL experiences and seek continuous improvement for future WBL and mobility learning experiences
 Attitudes	- Facilitating and empowering learners' green 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 Baselines and Evaluating Green Competencies in Work-Based Learning (WBL)
 TOPIC DESCRIPTION
<p>This topic focuses on methods and techniques to set initial baselines for learners’ green competencies and to evaluate their progress and the distance travelled during WBL and mobility experiences. Establishing clear baselines allows educators and companies to measure growth in green knowledge, skills, and attitudes, ensuring that learners are effectively acquiring competencies needed for the green transition.</p>
 TASK & Learning Activities
<p>This section will introduce learners to the concept of green competencies using frameworks such as GreenComp, which outlines the knowledge, skills, and attitudes required for sustainability. Learners will later have the opportunity to establish their starting points regarding green knowledge and practices through the conduct of initial assessments (pre-tests, self-assessments, or scenario-based tasks). After, the focus will be on the engagement in WBL activities that expose learners to real-world green practices, such as participating in sustainability projects, shadowing roles like sustainability officers, or analyzing green innovations in the workplace. Also, they will be able to use formative and summative assessment methods (e.g., performance observation, peer/self-assessment, scenario-based evaluations) to track progress and measure the distance travelled in green competencies during and after the WBL experience. At last, learners will have the necessary competencies to facilitate reflective discussions and feedback sessions with learners, companies, and VET colleagues to review learning outcomes and identify areas for further development</p> <p>ACTIVITIES</p> <p>Structured learning activities tailored for VET trainers focused on developing green skills at the workplace. These activities align with the topic: Establishing Baselines and Evaluating Green Competencies in Work-Based Learning (WBL). Overall Goal: To equip VET trainers with practical strategies to assess, develop, and monitor learners' green skills throughout their WBL experiences, using frameworks such as GreenComp and integrating real-world sustainability practices.</p>

The activities let the trainers

- Familiarize with the GreenComp Framework, focusing on its key areas: Embodied Sustainability Values, Systems Thinking, Critical Thinking, and Action for Sustainability.
- Conduct Green Self-Assessments, by reflecting on their current sustainability knowledge, values, and behaviors using a structured self-assessment aligned with GreenComp.
- Select a Green Skills Self-Assessment Tool based on GreenComp descriptors example of tools (a) [GoGreenVET](#) (b) [auto-evaluation tool](#)
- Draft assessment questions as "I can identify how my work impacts the environment" or "I suggest eco-friendly alternatives in tasks."
- Identify strengths and development areas
- Observe and reflect on sustainability in action, for example, by means of observation logs (shadowing roles, participating in meetings, mapping energy use, interviewing staff on green initiatives) or summary reports to reflect trainees' involvement and learning.

LEARNING RESOURCES

- [European sustainability competence framework \(GreenComp\) for structuring learning and assessment.](#)
- [WBL and Green Transition- CEDEFOP](#) 16p PDF
- [Scaffold Deck of Cards and GreenComp Game for participatory, gamified learning and assessment activities.](#)
- Case studies and scenario-based tasks simulating green workplace challenges.
- Self- and peer-assessment rubrics tailored to green skills and attitudes.
- Guides and templates for baseline and progress evaluation in WBL contexts.



Videos


4 videos duration 8 mins
(3 min.) This video explains what are the green skills in general and how they can be implemented at the workspace
<https://www.youtube.com/watch?v=bCB7rijmwf4>

(1 min.) *Setting GREEN goals in tutoring*
Short UN explainer on green skills for a sustainable future
<https://www.youtube.com/watch?v=1nGFWfnlqJk>

(2 min) Green skills in the classroom
<https://www.youtube.com/watch?v=p9ziPrnuydA>

(2 min) Green office movement - A student-led sustainability office to create more sustainable universities
<https://www.youtube.com/watch?v=0cOI8S-e5CI>

 Podcasts	<p>CEDEFOP - Skills for the green economy 20 minutes https://www.cedefop.europa.eu/en/podcast/s/cedefop-podcast-episode-3-skills-green-economy</p>
 Documents	<ul style="list-style-type: none"> • WBL and Green Transition- CEDEFOP
<p>SUPPLEMENTARY MATERIAL</p>	<ul style="list-style-type: none"> • Video From Theory to Practice: Integrating Green Skills and a New Green Learning Agenda into Classrooms Duration: ~1 hr. Christina Kwauk presents practical strategies for integrating green skills into education, including frameworks for assessment and the importance of establishing baselines for green competencies. This talk is highly relevant for educators aiming to measure and track learners' progress in sustainability skills. • Baseline Assessment of Individual Competences Duration: ~1 hr. 30 mins. This document details a methodology for conducting baseline assessments of learners' sustainability competences using surveys and participatory processes. It provides insight into establishing initial benchmarks and tracking changes over time, which is essential for measuring distance travelled in green competencies •
<p>◆ Note: These topics and activities collectively support the acquisition of knowledge, skills, and attitudes necessary for evaluating and fostering green competencies in WBL and mobility contexts, aligning with the goals of sustainable education and workforce development.</p>	

 REFERENCES	
<ul style="list-style-type: none"> • https://www.cedefop.europa.eu/files/2232_en_0.pdf • https://regions-and-cities.europa.eu/programme/2023/programme/3159 • https://www.fiercetelecom.com/teaching-learning/green-skills-preparing-learners-green-economy • https://educate.iowa.gov/media/6134/download?inline • https://eprints.leedsbeckett.ac.uk/id/eprint/1527/6/HRM_Green_Competencies_18_March_2015_revised.pdf 	

TOPIC N°2

Collaborative Evaluation and Continuous Improvement of Green Learning Outcomes

TOPIC DESCRIPTION

This topic addresses the collaborative evaluation of green learning outcomes from WBL experiences, involving all stakeholders (learners, companies, VET colleagues), and the pursuit of continuous improvement for future WBL and mobility programs. The aim is to foster a culture of reflection, feedback, and empowerment, ensuring that green competence development is embedded and continuously enhanced.

TASK & Learning Activities



This section will help learners organize regular review meetings with all stakeholders to discuss green learning outcomes, share observations, and gather feedback on WBL experiences. Furthermore, it will equip them with structured self-assessment and feedback tools to enable not only them but also companies to evaluate the effectiveness of green training and identify success stories and challenges. They will also learn how to facilitate participatory activities such as role-plays, simulations, and interdisciplinary projects in order to take ownership of their green learning and propose improvements to the WBL process. Through this, they will have the knowledge and competencies to encourage VET colleagues to collaborate on refining curricula and WBL structures based on evaluation findings, integrating new green technologies and practices as they emerge. At last, learners will be able to promote a growth mindset and empowerment by recognizing their achievements in green competencies and supporting their role as agents of change in both educational and workplace settings.

ACTIVITIES

Goal: To equip VET trainers with strategies and tools for collaborative evaluation, reflective practice, and continuous improvement of green skills gained during Work-Based Learning (WBL)—empowering all stakeholders to foster sustainability-driven education and workplace practices.

LEARNING RESOURCES

- [Work-Based Learning Self-Assessment Tool for structured program evaluation and action planning.](#)
- [GreenComp framework and associated gamification resources for collaborative reflection and lesson planning.](#)
- [Feedback and evaluation for multi-stakeholder input on green learning outcomes.](#)
- [Professional development materials for VET staff on facilitating green competence and continuous improvement.](#)
- Research articles and case studies on effective green competence development and stakeholder collaboration, for example
- ILO (2015), Anticipating skill needs for green jobs: A practical guide, https://ilo.org/wcmsp5/groups/public/---ed_emp/ifp_skills/documents/publication/wcms_564692.pdf.
- Future Skills Centre; The Diversity Institute; Smart Prosperity Institute (2022), Skills and sustainability: FSC gets ahead of the shift to support decarbonization, <https://fsc-ccf.ca/engage/skills-and-sustainability/>

<ul style="list-style-type: none"> • Cedefop (2022), Skills and jobs for the green transition, https://cedefop.europa.eu/en/projects/skills-and-jobs-green-transition#group-details • Cedefop (2019), Online job vacancies and skills analysis: A Cedefop pan-European approach, https://cedefop.europa.eu/files/4172_en.pdf. • ILO (2022), Greening TVET and skills development: a practical guidance tool, https://www.ilo.org/publications/greening-tvet-and-skills-development-practical-guidance-tool • EU Publication (2020), Teachers and trainers in work-based learning / apprenticeships, https://op.europa.eu/en/publication-detail/-/publication/88780c83-6b64-11e7-b2f2-01aa75ed71a1/language-en 	
<p> Supplementary Videos</p>	<p>Green skills at the workforce Duration 11 minutes Analysis of the UK mandate on green skills in education and employment (Jan 2024)</p> <p>Transforming VET for a sustainable future Duration: 7 mins This video highlights the pivotal role of green skills in shaping a sustainable future, showcasing how vocational schools are adapting to meet the demands of a changing world. From hands-on training in renewable energy to innovative courses in sustainable agriculture and circular economy, witness how these institutions are not just preparing students for jobs but are equipping them to be architects of a sustainable future</p>
<p> Supporting Documents</p>	<p>CEDEFOP - Skills and jobs for the green transformation Report from Cedefop meeting "Greening VET - What does it mean and what does it take?" 25 January, 2024 14 pages PPT</p> <p>GREEN SKILLS IN VET POLITICAL REPORT by SGI EUROPE GENERAL SECRETARIAT 8 pages report that provides an overview of key findings and evidence from the "Green Skills in VET" project, co-funded by the European Commission, and implemented by SGI Europe and the European Federation of Education Employers (EFEE)</p>

◆ **Note:** These resources collectively support educators, VET providers, and companies in establishing robust baseline assessments, evaluating green learning outcomes, and fostering a culture of continuous improvement and empowerment in green competence development.

REFERENCES

- <https://www.youtube.com/watch?v=ye6m9VQbMaY>
- <https://zenodo.org/records/13944715>
- <https://www.peasa.eu/site/article/view/31>
- <https://www.wri.org/podcasts/podcast-series-nature-based-solutions-enhancing-climate-resilience>
- https://ies.ed.gov/ncee/rel/regions/northwest/pdf/RELNW_PPS_WBL_Checklist.pdf

SUPPLEMENTARY MATERIALS & BIBLIOGRAPHY

- [Greening technical and vocational education and training: a practical guide for institutions](#)

95–pages Guide designed to help leaders and practitioners of technical and vocational education and training (TVET) in improving their understanding and implementation of education for sustainable development (ESD) using a whole-institution approach to greening their institutions.

- [Green skills at VET](#)
33 pages recommendations for policy makers about the inadequacies of vocational education for construction workers from the perspective of green skills concept

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.

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.*

This assessment is designed to evaluate your current knowledge and skills in relation to green competencies. It includes various closed-ended question formats that you have to develop such as multiple-choice, true/false, matching, and fill-in-the-blank. The goal is to assess your understanding of sustainability principles and green practices as they apply in the workplace and to your role in the green transition.

Scenario:

As a VET trainer, you are supervising a group

of apprentices enrolled as unpaid trainees, aiming to develop green skills through work-based learning (WBL). Your role is to assess their existing green competencies and guide them in identifying areas for growth. The company, GreenTech Innovations, focuses on eco-friendly manufacturing practices and is committed to enhancing the green skills of its employees, especially in resource management, energy efficiency, and environmental impact.

Objective:

Assess the current green competencies of your apprentices, identify skill gaps, and design strategies to support their growth in sustainability practices at the workplace.

Assessment Questions:

1. **Baseline Competency Analysis**
 - a. Based on your understanding, which green competencies (e.g., sustainable practices, energy efficiency, resource management) do you think are most relevant for your apprentices to develop? Why?
 - b. Reflect on how you would assess apprentices' existing skills in areas like recycling, energy-saving practices, and sustainable material use.
2. **Identifying Gaps and Setting Learning Goals**
 - a. What are the key challenges preventing apprentices from fully engaging with green practices in the workplace? How can these challenges be addressed?
 - b. Create a SMART goal that focuses on improving one green competency in your apprentices, such as increasing energy-efficient behaviors or enhancing waste reduction practices.
3. **Designing a Green Skills Development Plan**
 - a. How would you structure an action plan to enhance your apprentices' green competencies? Focus on

practical steps like resources needed and support strategies.

- **b.** After the action plan is implemented, how would you measure the progress and success of your apprentices in developing their green skills?

4. Collaborative Evaluation and Feedback

- **a.** How would you conduct feedback sessions with your apprentices, mentors, and colleagues to evaluate the progress of green competency development?
- **b.** Suggest ways to foster a growth mindset among apprentices, encouraging continuous improvement and engagement with green practices.

5. Integration of Emerging Green Technologies

- **a.** How could emerging technologies like AI or AR be integrated into your apprentices' green skills training to enhance their learning and application in the workplace?
- **b.** What steps would you take to ensure apprentices are comfortable using these technologies to support green practices?

Digital Tools for Completion:

- **Google Forms/SurveyMonkey:** For feedback collection and self-assessment.
- **Trello/Asana:** To track apprentices' progress and action plans.

Assessment Outcome:

This assessment evaluates your ability to assess your apprentices' green competencies, design learning goals, and create a plan for ongoing development. You will also explore how emerging technologies can enhance the green skills training and continuous learning process in the workplace.

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.*

Structured Assessment: Green Competencies for VET Students

As a VET trainer, you are supervising a group of apprentices enrolled as unpaid trainees in GreenTech Innovations, a company focused on eco-friendly manufacturing. You need to assess their existing knowledge and skills related to green competencies such as energy efficiency, resource management, and sustainable practices. This assessment will help evaluate their current understanding and identify areas for improvement.

Section 1: Multiple Choice Questions (MCQs)

1. Which of the following is a key focus of green skills in the workplace?
 - a) Increasing production speed
 - b) Reducing environmental impact
 - c) Maximizing profit at all costs
 - d) Ignoring waste management
 - Correct answer: b) Reducing environmental impact
2. What is the primary purpose of energy-efficient practices in the workplace?
 - a) To decrease company expenses
 - b) To reduce energy consumption and carbon footprint
 - c) To increase the speed of production processes
 - d) To improve employee satisfaction
 - Correct answer: b) To reduce energy consumption and carbon footprint
3. Which of the following technologies can be used to track energy consumption and improve efficiency?
 - a) Augmented Reality (AR)

- b) Energy management software
- c) 3D printing
- d) Virtual Reality (VR)
- Correct answer: b) Energy management software

Section 2: True/False Questions

4. True or False: Recycling is the only practice required for improving resource management in the workplace.
 - Correct answer: False
5. True or False: Understanding renewable energy sources is important for improving energy efficiency at the workplace.
 - Correct answer: True
6. True or False: Green skills development should only focus on reducing waste, not on sustainable product design.
 - Correct answer: False

Section 3: Fill in the Blank

7. Energy-efficient practices in the workplace primarily aim to reduce _____.
 - Correct answer: energy consumption
8. A SMART goal for improving sustainable practices should be _____, measurable, achievable, relevant, and time-bound.
 - Correct answer: specific
9. A key component of resource management is tracking and reducing _____ consumption.
 - Correct answer: material

Section 4: Matching Questions

Match the green competency with its description:

Green Competency	Description
A. Sustainable Practices	1. Implementing practices like recycling and energy saving

to reduce environmental impact.

B. Energy Efficiency

2. Using tools and strategies to reduce energy consumption and improve building performance.

C. Resource Management

3. Managing material use and waste reduction in the production process.

D. Environmental Awareness

4. Understanding the broader environmental impact, including climate change.

Correct Matches:

- A - 1
- B - 2
- C - 3
- D - 4

Section 5: Multiple Choice with Scenario


10. Based on the following scenario, what should be the next step in assessing your apprentices' green competencies?

Scenario: During a baseline assessment, apprentices report understanding the importance of energy efficiency but show limited engagement in energy-saving practices.

- a) Implement an energy-saving workshop to raise awareness.
- b) Create a SMART goal to encourage more engagement with energy-saving practices.
- c) Skip energy efficiency as it's not a major issue for apprentices.
- d) Focus on resource management instead of energy-saving behaviors.
- Correct answer: b) Create a SMART goal to encourage more engagement with energy-saving practices.

	<p>This assessment is designed to evaluate the apprentices' existing knowledge of green competencies in areas such as energy efficiency, resource management, and sustainability practices. It will provide insights into their understanding and readiness to engage in green practices and help identify areas requiring further development.</p>
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2 FINAL ASSESSMENT

 **Assessment Method**

<p>Case Study</p>	<p>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.</p> <ul style="list-style-type: none"> ◊ <i>Refer to the instructions provided by CIOFS-FP ETS for structuring case study materials at the Unit level.</i> <p>Case Study: Green Transition at EcoTech Manufacturing</p> <p>EcoTech Manufacturing is a company that specializes in producing electronic devices. Over the past few years, the company has faced increasing pressure from both consumers and regulatory bodies to reduce its environmental impact. As part of its sustainability strategy, EcoTech has committed to significantly reducing its carbon footprint, improving energy efficiency, and adopting sustainable practices across its operations.</p> <p>Recently, EcoTech implemented several green initiatives, including the integration of renewable energy sources, waste reduction practices, and the adoption of more sustainable materials. The company also decided to introduce a new green training program for its employees, aiming to equip them with the skills necessary to support the</p>
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company's environmental goals. You, as part of the internal training team, are responsible for evaluating the effectiveness of this program and ensuring that employees are developing the green competencies needed to support the company's green transition.

Scenario Questions:

1. Establishing a Baseline:

EcoTech has just completed an initial green skills assessment for all employees involved in the production process. Based on the results, it appears that many employees have limited knowledge of sustainability practices, particularly in energy management and resource conservation.

- What would be the most effective way to establish a baseline for the employees' green competencies in this context?
- How would you ensure that the baseline assessment accurately reflects both individual competencies and overall organizational goals for sustainability?

2. Setting Green Competency Goals:

Following the baseline assessment, EcoTech aims to set clear goals for improving employees' green competencies. The company has identified energy efficiency and waste reduction as key focus areas for improvement.

- Using the SMART framework, propose a set of specific, measurable, achievable, relevant, and time-bound goals for one of the focus areas (e.g., reducing energy consumption or improving waste management).
- How can EcoTech ensure that these goals align with both individual development and company-wide sustainability objectives?

3. Green Learning Activities:

EcoTech plans to organize hands-on learning activities to develop employees' green skills. These activities

will include workshops on renewable energy, waste management techniques, and resource efficiency.

- Design a green learning activity that addresses one of the identified focus areas (e.g., waste reduction). Be sure to include the learning objectives, the resources needed, and how you will evaluate the effectiveness of the activity.
- How will you ensure that the learning activities are engaging and promote real-world application of the green skills in the workplace?

4. Collaborative Feedback and Reflection:

After several months, EcoTech schedules a review meeting involving employees, company mentors, and VET trainers to discuss the green learning outcomes and share feedback.

- How would you facilitate a collaborative evaluation session that encourages constructive feedback from all stakeholders (learners, company mentors, and VET trainers)?
- What kind of feedback tools and methods would you use to measure progress and identify areas for improvement in the green competencies?

5. Continuous Improvement:

EcoTech is committed to continuous improvement in its green practices. After reviewing the feedback, it's clear that some employees still struggle with certain concepts related to sustainability, such as energy-efficient production techniques.

- What steps would you take to improve the learning process for these employees? How could the training be adapted to better suit their needs?
- How can you incorporate emerging green technologies into the training to enhance the learning experience and improve the outcomes?

6. Tracking Progress with Digital Tools:

To track employees' progress in developing green skills, EcoTech decides to implement a digital tool for

	<p>tracking individual and team performance over time.</p> <ul style="list-style-type: none"> ○ Which digital tools would you recommend for tracking and evaluating green competencies? Explain how these tools could be used to collect, analyze, and report data on employee progress. ○ How can you ensure that the data gathered from these digital tools is used effectively to drive continuous improvement in the green skills development program? <p>Instructions for Learners:</p> <ol style="list-style-type: none"> 1. Analyze the Case Study: Read the provided scenario carefully and apply your knowledge of green competencies, sustainability practices, and work-based learning to address the questions. 2. Provide Detailed Responses: For each question, write a well-structured response that demonstrates your critical thinking, problem-solving abilities, and understanding of how to apply green competencies in a real-world workplace setting. 3. Use Relevant Frameworks and Tools: Whenever applicable, reference frameworks (e.g., SMART goals) or digital tools that could help enhance the effectiveness of green skills development at EcoTech. 4. Practical Examples: Include practical examples and solutions that could be implemented in a real workplace setting to improve green competencies and contribute to sustainability goals. <p>This final assessment allows learners to demonstrate their ability to apply green skills and sustainability knowledge in a workplace scenario, encouraging them to think critically and propose practical solutions for continuous improvement in green competencies.</p>
<p>Closed-ended questions</p>	<p>A structured assessment designed to evaluate the learner's comprehension and retention of key concepts through various closed-ended question formats. Included in the TOOLKIT.</p> <ul style="list-style-type: none"> ◆ <i>For details on the possible types of assessment formats available in Moodle,</i>

please refer to the [Technical and Methodological Guidelines](#) section.


This final assessment evaluates learners' comprehension and retention of key green skills concepts, such as baseline assessments, SMART goal-setting, green competencies, feedback mechanisms, and digital tools for tracking and improving green competencies in the workplace.



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)
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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