

**stream** supporting traineeships  
& employment apprenticeship  
through micro-credentials

# Task 3.1

## STREAM Training Plans

### Guidelines and Templates for STREAM Training Units

 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 - <b>Module Overview</b>
 <b>Module Title</b>
<b>GREEN COMPETENCY IN WBL ORGANIZATION AND MANAGEMENT</b>
 <b>Micro-credential to Certify</b>
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
 <b>Learning Outcomes</b>
Organize mobility experiences with respect to sustainable practises in various professional contexts and minimizing environmental impact of WBL mobilities
 <b>Total Module Duration</b>
<b>Duration:</b> 12 hours <b>Notional workload:</b> 25 hours

 Locked Table - <b>Unit Overview</b>	
 <b>Title of the UNIT</b>	
<b>UNIT 1 - THE REFERENCE CONTEXT</b>	
 <b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>- Identify and use the green reference frameworks</li> <li>- Relate to green reference framework different proficiency levels for learners and workplaces</li> </ul>	
 <b>Unit Duration</b>	
 <b>Duration:</b> 1 hour  <b>Notional workload:</b> 2.5 hours	
 <b>Competence unit description</b>	
<p>It combines knowledge on the key concepts of sustainability and the ability to apply these concepts in the working and training context, also through a terminological glossary</p>	
 <b>Knowledge</b>	<ul style="list-style-type: none"> <li>- International environmental regulations and standards</li> <li>- Basic concepts and terminology related to sustainability, including the Sustainable Development Goals (SDGs), the Circular Economy, and international and European environmental regulations</li> </ul>
 <b>Skills</b>	<ul style="list-style-type: none"> <li>- Apply references and examples from GreenComp when conducting own occupational role with reference to WBL/Mobility planning and organisation to identify a minimum level of access to relevant practical learning concerning environmental sustainability, carbon reduction and sustainable futures</li> </ul>
 <b>Attitudes</b>	<ul style="list-style-type: none"> <li>- 'Lead by example' with regards to environmentally sustainable working practices in one's own role</li> </ul>

## **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](#).

 <b>TOPIC N°1</b>
Green Competences EU Framework
 <b>TOPIC DESCRIPTION</b>
<p>This Unit provides WBL tutors with the essential knowledge to integrate <b>Green Competences</b> into their work. It aligns with the <b>GreenComp framework</b>, the EU’s sustainability competence model, ensuring that tutors can support students in adopting environmentally responsible practices in their work-based learning experiences.</p> <p>Understanding the Green Competence Framework is crucial for reshaping education and training paths to align with sustainable development goals and the transition to a greener economy. GreenComp’s emphasis on competency-based learning, rather than just knowledge transfer, ensures that individuals don’t simply learn about sustainability but actively apply it in their lives and work.</p> <p>Understanding the reference context of green competences is essential for preparing both ourselves and future generations for the challenges of tomorrow’s workforce. As sustainability becomes a core value across industries, professionals must be equipped not only to work responsibly within green frameworks but also to guide young learners in developing the skills and mindsets needed for a more sustainable world. By studying these competences, educators and professionals can foster a culture of environmental awareness, innovation, and resilience-empowering students to become active contributors to a greener future.</p> <p>The Unit uses videos, official European texts and interactive quizzes to make learning engaging and effective.</p>
 <b>TASK &amp; Learning Activities</b>
<p>In this section, you will learn the fundamental principles of Green Competency in WBL through short readings and an explanatory video. It is possible to deepen the topics covered in this Unit by choosing the level of depth of the different materials. Full documents, summary sheets, videos or Quizzes, to gain</p>

awareness of your knowledge regarding the topic. This activity will help you build a solid foundation for further Units and practical exercises.

## LEARNING RESOURCES




The module uses videos, official European texts and interactive quizzes to make learning effective.

### Video

- **Title:** What are Green Skills?
- **Duration:** 2,45 min.
- **Description:** This video defines green skills as the knowledge, abilities, values, and attitudes essential for fostering a sustainable and resource-efficient society. It underscores the growing importance of these skills across various industries, highlighting their role in addressing environmental challenges and promoting sustainable development.  
[0:00](#) What are green skills?  
[0:16](#) Why do we need green skills?  
[0:50](#) Examples of green skills  
[1:53](#) International cooperation and green skills
- **Link:**  
<https://www.youtube.com/watch?v=9GA1MOebv58>

### Video

- **Title:** Introducing GreenComp - the European sustainability competence framework
- **Duration:** 7:14 min.
- **Description:** In this video, Ms. Guia Bianchi (European Commission researcher) introduces **the GreenComp framework**, developed by the European Commission; she is one of the authors of this document. It outlines key sustainability competencies essential for individuals to contribute to a sustainable future, emphasizing the integration of these competencies into education and training systems across Europe. The video also discusses the role of lifelong learning in fostering sustainability and highlights the importance of equipping citizens with the knowledge, skills, and attitudes necessary to address environmental challenges.
- **Link:**  
<https://www.youtube.com/watch?v=F6DGQXE8fD0>

 <b>Document</b>	<ul style="list-style-type: none"> <li>• <b>Title:</b> STREAM Green Skills Overview</li> <li>• <b>Duration:</b> 10 min.</li> <li>• <b>Description:</b> The presentation reports the highlights on the green competences detected by the STREAM project, together with an overview of the main European documents dealing with the topic Green Competencies.</li> <li>• <b>Link:</b> PDF Document</li> </ul>
 <b>Document</b>	<ul style="list-style-type: none"> <li>• <b>Title:</b> SUMMARY FILE: GreenComp – European Sustainability Competence Framework (EU Commission, 2022)</li> <li>• <b>Duration:</b> 20 min.</li> <li>• <b>Description:</b> GreenComp identifies a set of sustainability competences to feed into education programmes to help learners develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health. GreenComp comprises four interrelated competence areas: 'embodying sustainability values', 'embracing complexity in sustainability', 'envisioning sustainable futures' and 'acting for sustainability'. Each area comprises three competences that are interlinked and equally important.</li> <li>• <b>Link:</b> Summary Sheet (PDF Document)</li> </ul>
 <b>Document</b>	<ul style="list-style-type: none"> <li>• <b>Title:</b> SUMMARY FILE: Work-based learning and the green transition (CEDEFOP, 2022)</li> <li>• <b>Duration:</b> 20 min.</li> <li>• <b>Description:</b> What skills are needed to support the green transition? Can work-based learning help to realise this goal? The leaflet of the interagency working group on work-based learning – composed by the European Commission, the OECD, Cedefop, the ILO, the ETF and UNESCO – addresses these questions, reflecting on the role of work-based learning in tackling the green transition, and on the enabling conditions to unlock its potential. The publication also includes a definition of 'skills for the green transition', agreed by all agencies, members of the working group.</li> <li>• <b>Link:</b> Summary Sheet (PDF Document)</li> </ul>

**QUIZ: Match Green Skills to WBL situations**

**Waste Reduction**

Implement practices to minimize waste, such as reusing leftovers in new 'projects'.



### **Responsible use of resources**

Optimize the use of energy, water and materials, reducing waste and promoting recycling and reuse.



### **Preventive Maintenance**

Implement preventative maintenance practices to reduce breakdowns and extend the useful life of machines.



### Bibliography:

- Title: GreenComp – European Sustainability Competence Framework (EU Commission, 2022)

Link: <https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en>

- Title: Work-based learning and the green transition (CEDEFOP, 2022)

Link: <https://www.cedefop.europa.eu/en/publications/2232>

### Additional Resources:

- Title: Teachers and trainers in a changing world: building up competences for inclusive, green and digitalised vocational education and training (VET): synthesis report. (2022, CEDEFOP)

**Description:** This document offers a comprehensive analysis of the evolving roles and competencies required of VET educators in Europe. It emphasizes the necessity for teachers and trainers to adapt to contemporary challenges, particularly in fostering inclusivity, promoting sustainability (green skills), and integrating digital technologies into their teaching practices.

#### Key Highlights from the Report:

**Evolving Roles of VET Educators:** The report underscores how VET teachers and trainers are increasingly expected to address diverse learner needs, incorporate sustainable practices, and utilize digital tools effectively.

**Competence Development:** It identifies essential competencies for educators, including the ability to create inclusive learning environments, integrate green skills into curricula, and leverage digital technologies to enhance teaching and learning.

**Policy Recommendations:** The document provides insights into policy measures that can support the continuous professional development of VET educators, ensuring they are equipped to meet the demands of a rapidly changing educational landscape.

Link: [https://www.cedefop.europa.eu/files/5586\\_en.pdf](https://www.cedefop.europa.eu/files/5586_en.pdf)



## UNIT SUMMARY

Thank you for completing 'Unit 1: The Reference Context', where you explored the key green competences necessary for sustainable work-based learning (WBL). In this unit, you gained an understanding of the GreenComp framework and examined how sustainability principles applied to WBL settings.

### What You Learned:

- You identified and used green reference frameworks like GreenComp.
- You related different proficiency levels for learners and workplaces.

### How You Learned:

- You watched a video featuring experts from the European Commission.
- You completed quizzes to assess your knowledge.
- You reviewed key documents on sustainability and WBL from leading European institutions.

**Connection to the Course:** This unit sets the stage for all subsequent modules by providing the essential background needed to understand and apply sustainability principles in work-based learning (WBL) and educational settings.

## ASSESSMENT FRAMEWORK

**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

Closed-ended questions

QUIZ Test for Prior Learning or for Final Assessment

**1. What is a key strategy for WBL tutors to integrate green skills?**

- A) Teaching only sustainability theory
- B) Working with companies that apply sustainable practices
- C) Avoiding changing the current curriculum
- D) Focusing only on STEM students

**Correct Answer: B**

**2. Which of the following is a sustainable resource management practice in a WBL context?**

- A) Printing all materials on paper
- B) Limiting energy consumption in hands-on activities
- C) Avoiding recycling to reduce costs
- D) Encouraging the consumption of single-use plastic

**Correct Answer: B**

**3. How can a tutor promote communication about sustainability among students?**

	<p>A) Involving students in real projects related to sustainability          B) Avoiding talking about environmental issues          C) Focusing only on the technical aspects of the work          D) Ignoring company green initiatives  <b>Correct Answer: A</b></p> <p>4. Which of these European instruments helps to develop green skills in WBL?          A) GreenComp          B) Erasmus+ Digital Transformation          C) EU Space Programme          D) Horizon 2020 - AI  <b>Correct answer: A</b></p>
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**2 FINAL ASSESSMENT**

**Assessment Method**

<p><b>Case Study</b></p>	<p>A practical scenario where learners analyze the case and respond to <b>open-ended questions</b> to assess their ability to <b>apply acquired knowledge</b> in real-world situations. This approach encourages <b>critical thinking and problem-solving</b>, allowing learners to articulate their understanding in a structured yet flexible manner.</p> <p>◆ <i>Refer to the instructions provided by CIOFS-FP-ETS for structuring case study materials at the Unit level.</i></p>
<p><b>Closed-ended questions</b>  <b>QUIZ Test for Prior Learning or for Final Assessment</b></p>	<p><b>What is the main purpose of the GreenComp framework in work-based learning (WBL)?</b>          A) To certify students' technical skills in green industries          B) To define sustainability competences for education and training          C) To replace existing vocational education frameworks          D) To promote digital transformation in WBL  <b>Correct answer: B</b></p> <p><b>Which of the following is an example of a green skill relevant to WBL tutors?</b></p>

- A) Proficiency in using social media for education
- B) Teaching financial investment strategies
- C) Understanding and applying circular economy principles in training
- D) Encouraging paper-based record keeping in training sessions

**Correct answer: C**

**How can a WBL tutor contribute to sustainability in mobility programs?**

- A) By reducing travel options for students
- B) By promoting sustainable travel alternatives and practices
- C) By focusing solely on the academic curriculum
- D) By selecting companies that prioritize profits over sustainability

**Correct answer: B**

**Which document outlines the key sustainability competences that should be integrated into education and training?**

- A) Erasmus+ Digital Strategy
- B) European Skills Agenda for 2030
- C) CEDEFOP Report on Digital Education
- D) GreenComp – European Sustainability Competence Framework

**Correct answer: D**

**What is a key strategy for incorporating sustainability into WBL activities?**

- A) Encouraging single-use materials for convenience
- B) Teaching sustainability only in theoretical courses
- C) Partnering with businesses that implement green practices
- D) Ignoring sustainability to focus on traditional skills

**Correct answer: C**

## TECHNICAL & METHODOLOGICAL GUIDELINES

### 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](#).

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### ✅ 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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