

stream supporting traineeships
& employment apprenticeship
through micro-credentials

Task 3.1

STREAM Training Plans

Guidelines and Templates for STREAM Training Units

Green Competency – Unit 2

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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 2 - PLANNING WBL EXPERIENCES	
 Learning Outcomes	
Identify and evaluate digital sources and resources for CPD to enhance further professional development and digital competence.	
 Unit Duration	
 Duration: 3 hours  Notional workload: 6 hours	
 Competence unit description	
It includes the knowledge and practical skills needed to plan WBL experiences incorporating sustainable practices applied in various industrial sectors	
 Knowledge	<ul style="list-style-type: none"> - Green Project-based Learning (PBL) opportunities available in workplaces (according to industry and sector) in sustainability challenges, such as reducing carbon footprints or improving waste management - Case studies and examples from previous WBL and mobility placements as well as from wider best practice
 Skills	<ul style="list-style-type: none"> - Support apprentices, trainees and other learners to define and specify SMART Green learning goals to be pursued during mobility / WBL experiences
 Attitudes	<ul style="list-style-type: none"> - Positively advocate the need to fully embed Green mindsets and dimensions in the planning and implementation of WBL and mobility

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
Green competency in WBL planning and management
 TOPIC DESCRIPTION
<p>This Topic is designed to equip WBL tutors with the essential knowledge and pedagogical tools required to effectively integrate Green Competences into the planning of Work-Based Learning (WBL) experiences. The aim is to align vocational education and training with the priorities of the European Green Deal and the GreenComp – European Sustainability Competence Framework.</p> <p>A central component of this Unit is the structured inclusion of stages for embedding green competences into the WBL organization process. This includes the formulation of SMART Green Learning Objectives, the design of structured learning activities, and practical examples from various industrial contexts that support the reshaping of education and training pathways in accordance with the UN Sustainable Development Goals (SDGs) and the EU’s transition to a green economy.</p> <p>The Topic is built on the principle that WBL organisers should not only acquire theoretical knowledge about sustainability in planning WBL but also develop the ability to apply sustainability principles in real-world work environments and daily life.</p> <p>To ensure engagement and effective knowledge transfer, the Unit includes a variety of learning tools, including:</p> <ul style="list-style-type: none"> • Instructional videos, • Interactive PowerPoint presentation, • Official European reference documents and policy texts, and • Digital self-assessment quizzes. <p>These resources provide a dynamic and practical learning experience that supports VET organisers in planning environmentally responsible WBL process.</p>
 TASK & Learning Activities
To support the practical planning of green competences integration within Work-Based Learning (WBL), this Unit includes a designed set of tasks and

learning activities tailored for WBL tutors and trainers. These activities aim to ensure that sustainability is included not only as a theoretical construct but also as an applied practice in VET contexts.


Tasks:

- Analyse VET Program, prepared for WBL, content: Identify opportunities to integrate sustainability-focused elements into learner’s work plan.
- Formulate SMART Green Learning Objectives: Develop clear, measurable, and realistic goals that include environmental awareness and action into the learner’s development plan.
- Design Learning Pathways: Create structured pathways that align WBL tasks with the GreenComp framework and Sustainable Development Goals (SDGs).
- Adapt Training Materials: Review and adapt teaching and mentoring resources to reflect ecological and sustainability-related considerations.
- Collaborate with Host Companies: Engage with workplace supervisors to incorporate environmentally responsible practices into learners’ daily tasks.
- It is important to strengthen the promotion of green mindsets and the long-term benefits associated with the integration of green competencies.


Activities:


- Case Study Analysis: Participants examine real-world examples of WBL programs that have successfully integrated green competences.
- Interactive Quizzes: Self-assessment tools test understanding of sustainability principles, GreenComp domains, and their practical application in VET.
- Video-Based Reflection: Learners watch curated videos on sustainability in practice and reflect on how these principles can be implemented in their own training environments.

These tasks support active engagement of WBL tutors in WBL planning preparation, integrating green concepts, also empower VET professionals to design impactful learning experiences, and prepare learners to contribute meaningfully to a more sustainable economy and society.

 **LEARNING RESOURCES**

The module uses videos, PP presentations, official European texts, interactive quizzes and practical scenarios to make learning engaging and effective.

<p> Video</p>	<p>Title: Introduction to green competencies in planning WBL</p> <ul style="list-style-type: none"> • Duration: 1 min. • Description: This video introduces the concept of green competencies and their importance in planning Work-Based Learning (WBL). It highlights how integrating environmental awareness and sustainable practices into vocational education even in planning WBL, prepares learners for the green transition in the labor market. Viewers will gain insight into how green skills can be embedded in the planning, implementation, and
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	<p>assessment of WBL activities. The aim is to empower educators and institutions to shape a more sustainable and future-ready workforce even while planning WBL.</p> <ul style="list-style-type: none"> • Link: basecamp
 Video	<ul style="list-style-type: none"> • Integrating Green Competencies in WBL planning • Duration: 2,30 min • Description: this video tackles with role of green education in achieving sustainable development goals, stages of integrating green competencies in WBL planning, SMART Green Learning goals, rationale for embedding green mindsets, green dimensions to embed in WBL, WBL planning considerations and long-term benefits • Link: Basecamp
Document	<ul style="list-style-type: none"> • Title: STREAM Green competencies in WBL planning • Duration: 1 h • Description: This presentation focuses on the integration of green competencies into the planning and implementation of WBL. It explores why sustainability skills are essential in today's labor market and how educators can embed these skills using the GreenComp framework. Participants learn to identify green skill gaps, formulate SMART green learning goals, and plan WBL activities that promote environmental awareness, critical thinking, and responsible behavior. • Link: Basecamp

TOPIC N°2

Green competency in WBL planning – role of WBL organizer

TOPIC DESCRIPTION

This Topic is designed to equip WBL tutors with tool kit for effective WBL planning, starting from key responsibilities, analysing sector –specific examples, competence areas of WBL organisers aligned with Green-comp, sustainability in WBL planning, tips for minimizing environmental impact and suggested activities for better material understanding

To ensure engagement and effective knowledge transfer, the Topic includes a variety of learning tools, including:

- Instructional video,
- PowerPoint presentation,
- Official European reference documents and policy texts, and
- Suggested activities for better material understanding.

These resources provide a dynamic and practical learning experience that supports VET organisers in planning environmentally responsible WBL process.

TASK & Learning Activities



To support the practical planning of green competences integration within Work-Based Learning (WBL), this Topic includes suggested activities for better material understanding tailored for WBL tutors and trainers.

Learners will engage in:

- ✓ **Speed Round on Green Competencies**
Participants take turns responding quickly to prompts such as naming a green competency relevant to their field, suggesting a digital tool to track green skills, or explaining how to encourage eco-innovation in learners.
- ✓ **Sustainable WBL Planning Brainstorm**
Learners brainstorm practical ideas to minimize the environmental footprint of WBL, including sustainable travel, eco-conscious partner selection, reducing waste, and using digital alternatives; they reflect on how each solution supports GreenComp competencies.
- ✓ **Reflection on Integration into Real WBL Planning**
At the end of the brainstorm, participants consider how these concepts—sustainable practices and digital tools—can be realistically embedded in their own WBL planning processes.

LEARNING RESOURCES

The module uses videos, PP presentations, official European texts, interactive quizzes and practical scenarios to make learning engaging and effective.

 Video	<ul style="list-style-type: none"> • Tips of VET organisers in WBL planning • Duration: 3,46 min • Description: this video focuses on the practical tips and responsibilities of VET organizers in planning WBL activities. It shows how organizers can embed sustainability into every step of WBL—from selecting eco-conscious partner companies and designing green learning outcomes, to planning sustainable travel and using digital tools to minimize environmental impact. The video emphasizes the importance of aligning WBL with European frameworks like the GreenComp sustainability competencies and the European Green Deal. • Link: Basecamp
 Document	<ul style="list-style-type: none"> • Title: Toolkit for a WBL organiser in VET, focusing on inclusion of green competencies while planning WBL • Duration: 30 min • Description: this PPT presentation introduces the essential role WBL organizers in including sustainability into WBL planning. It explains how WBL organizers act as connectors between training institutions, companies, and learners to plan environmentally responsible WBL experiences. The presentation highlights practical strategies to integrate green competencies—based on the European Green Deal and the GreenComp framework—into every stage of WBL planning.

- [Link: Basecamp](#)

TOPIC N°3

Green competency in WBL planning – project based learning opportunities

TOPIC DESCRIPTION

This session explores how PBL can be integrated into WBL planning to develop green competencies that prepare learners for more sustainable careers. The session presents a range of real-world examples demonstrating how different sectors—such as construction, healthcare, automotive, creative industries, retail, hospitality, and administration—embed environmental goals into workplace projects.

Participants will see how digital tools like BIM software, Canva, Google Workspace, and data dashboards support the planning of green initiatives. For example, they will learn about projects that:

- ✓ Use energy audits and thermographic tools to improve building efficiency,
- ✓ Create campaigns for sustainable medical waste disposal,
- ✓ Develop apps to reduce vehicle emissions,
- ✓ Automate administrative processes to cut paper waste, and
- ✓ Promote circular economy practices in retail and e-commerce.

Through examining these examples, learners gain insights into the challenges, opportunities, and transferable strategies of planning PBL activities in WBL that connect sustainability objectives with vocational skills development. The session encourages participants to think creatively about how such projects can be adapted to their own teaching and workplace settings, ultimately showing that green project-based learning is a powerful driver of innovation, engagement, and real-world impact in WBL planning.

TASK & Learning Activities

To support the practical planning of green competences integration within WBL, this Topic includes suggested activities for better material understanding tailored for WBL tutors and trainers.

Learners will engage in:

- A Green Sector Gallery Walk, rotating through posters of sector-specific projects to summarize ideas, identify tools, and discuss challenges.

- A Pitch of Green Project workshop, where groups design and present a short pitch for a sustainable project, including digital tools and expected learning outcomes.
- A Wrap-Up Reflection, inviting everyone to share one green project idea and one digital tool they plan to explore in their own WBL planning.

LEARNING RESOURCES

The module uses videos, PP presentations, official European texts, interactive quizzes and practical scenarios to make learning engaging and effective.

Video

- **PBL in WBL planning**
- **Duration:** 2 min
- **Description:** this video introduces how PBL can be integrated into planning WBL experiences to develop learners' green competencies. It presents examples and case studies from various industry sectors—like construction, healthcare, automotive, and retail—where real-world sustainability challenges become the focus of learning projects. The video explains how VET educators and WBL organizers can use digital tools, workplace collaboration, and creative problem-solving to design impactful, environmentally responsible training. Viewers will see how applying PBL in WBL not only builds practical skills but also supports the transition to a greener economy aligned with the European Green Deal and GreenComp framework.
- **Link: Basecamp**

Document

- **Title: Green project based learning examples and case studies, available in work places by sector**
- **Duration:** 30 min
- **Description:** this PPT presentation explores how PBL can be integrated into WBL planning to develop green competencies in vocational education. It showcases real-life examples and case studies across sectors—including construction, healthcare, automotive, creative industries, retail, and hospitality—where learners engage in projects addressing sustainability challenges. Participants are encouraged to analyze these examples, reflect on how similar projects could be applied in their own contexts, and design ideas for implementing green PBL strategies.
- **Link: Basecamp**

SUPPLEMENTARY MATERIALS & BIBLIOGRAPHY

- **Additional Resources:**

Title: SUMMARY FILE: GreenComp in Practice: Case Studies on the Use of the European Sustainability Competence Framework

Duration: 30 min

Description: This compendium presents 12 diverse case studies from across Europe, showcasing how GreenComp is integrated into education, from primary to vocational levels. Each case highlights practical strategies for embedding sustainability competencies, including curriculum design, experiential learning, and teacher training.

Link:

https://storage.eun.org/resources/upload/083/2024_10_31T14_23_42_287003679Z-learning_from_practice_NC0524332ENN--acb2584b-cc71-4994-895a-fe3a8e5d347f.pdf

Title: Skills for the Green Transformation Toolkit

Duration: 30 min

Description: interactive resource developed by VET Toolbox to support vocational education and training (VET) systems in cultivating the skills necessary for a sustainable, low-carbon economy.

- ✓ The Toolkit outlines eight practical approaches to developing green skills, each accompanied by real-world project examples and step-by-step guidance. [Demos Helsinki+4Pact for Skills+4Paeradigms Life+4](#)
- ✓ It is complemented by a searchable Dashboard that maps 46 global initiatives, allowing users to filter by country, sector, Sustainable Development Goal (SDG), and education level. [vettoolbox.eu+2NDC Partnership+2Paeradigms Life+2](#)
- ✓ Supporting materials include animated explainer videos, a visual poster, and a training concept designed to facilitate capacity-building activities. [Paeradigms Life+1vettoolbox.eu+1](#)
- ✓ The Toolkit is intended for policymakers, training providers, and development partners aiming to integrate green competencies into VET curricula and national employment strategies. [NDC Partnership+4Pact for Skills+4International Labour Organization+4](#)

Link: https://vettoolbox.eu/wp-content/uploads/2023/01/S4GT_Toolkit.pdf

Title: GS4VET Guidelines

Description: The GS4VET Guidelines aim to support trainers and educators in implementing green and sustainable practices within Vocational Education and Training (VET) programs. Developed under the GS4VET project, the guidelines provide practical tools and methodologies to embed environmental sustainability in VET curricula, particularly through challenge-based learning and real-life company challenges. The report outlines how VET providers can foster green skills by bridging education with industry needs, focusing on inclusive and innovative teaching approaches tailored for both trainers and learners.

key points:

- ✓ Challenge-Based Learning (CBL):
The report promotes using CBL by involving companies that present real sustainability-related challenges, which learners must solve in a guided, structured format.
- ✓ Sustainability Focus:
Emphasis on key areas such as reducing carbon footprints, circular

economy, green energy, and resource efficiency, all aligned with current workplace demands.

- ✓ **Work-Based Learning Integration:**
Encourages direct involvement of local companies and stakeholders to ensure training reflects actual labor market sustainability challenges.
- ✓ **Inclusive Education:**
Recommends methods that accommodate diverse learner needs, including those with fewer opportunities, and promotes gender equity in green sectors.
- ✓ **Educator Role:**
Offers guidance for teachers on how to become facilitators of learning rather than simply transmitters of content, with tools for planning, delivery, and assessment.
- ✓ **Toolkit and Templates Included:**
Contains ready-to-use templates for planning lessons, managing projects, and engaging companies in the learning process.

Link: https://www.cisita.parma.it/wp-content/uploads/2023/09/EN-GS4VET-GUIDELINES-WP2-A.pdf?utm_source=chatgpt.com

- **Bibliography:**
Included in presentations

UNIT SUMMARY

This Unit serves as a practical guide for equipping WBL tutors and trainers with the necessary tools to include green competences within vocational education settings. Through a combination of structured material and interactive learning activities, the Unit promotes the integration of sustainability as a fundamental element of everyday training and workplace learning.

By reviewing existing WBL practices, setting clear and actionable green learning objectives, designing aligned pathways, and collaborating with industry partners, WBL tutors are empowered to plan more environmentally conscious WBL. Complementary learning activities—such as analysing case studies, engaging in video-based materials, and completing knowledge-based quizzes—strengthen the relevance and applicability of green principles in WBL planning.

This approach supports the development of a skilled workforce that is not only competent in their profession but also capable of contributing to a more sustainable and responsible future.

Content Includes variety of learning tools:

- ✓ Instructional videos,
- ✓ Interactive PowerPoint presentations,
- ✓ Official European reference documents and policy texts, and
- ✓ Digital self-assessment quizzes.

Module Pedagogy:

To facilitate the learner's understanding and engagement, the below types of pedagogy were used:

Student-Centered Pedagogy – in order to emphasize active WBL tutors participation, fostering autonomy and personalized learning experiences tailored to individual needs.

Digital Pedagogy – the material presented Integrating digital technologies into teaching, enhancing learning through online tools and platforms. [Wikipedia](#)

💡 Communication Style:

Simple and engaging language to guide the learner effectively from their first interaction with the platform was used in the unit.

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

Multiple-choice questions

1. What is the GreenComp framework primarily designed to support?
 - A. Legal compliance in international travel
 - B. Teaching digital literacy

- C. Developing sustainability competences for lifelong learning
- D. Organizing cultural exchange trips

✓ Correct answer: C

2. Which of the following is an example of a SMART green learning goal in planning WBL?

- A. Encourage learners to be green
- B. Save energy sometime during the year
- C. Track and reduce plastic waste by 30% during placement
- D. Tell students to use eco-friendly tools

✓ Correct answer: C

3. What is one key responsibility of a WBL organizer in relation to green competencies?

- A. Organize student leisure activities
- B. Track social media use
- C. Select eco-conscious host companies and plan sustainable learning outcomes
- D. Manage international marketing

✓ Correct answer: C

4. What does systems thinking in green competencies encourage while planning WBL?

- A. Understanding mobile phone systems
- B. Viewing work environments through isolated functions
- C. Understanding ecological interdependencies and impacts
- D. Installing network infrastructure

✓ Correct answer: C

5. What is a benefit of using virtual components in WBL planning?

- A. Increased paperwork
- B. Better entertainment value
- C. Reduced environmental impact and travel emissions
- D. Higher printing costs

✓ Correct answer: C

6. What should be considered when selecting a host company for green WBL planning?

- A. Proximity to tourist areas
- B. Green certifications and sustainable practices
- C. Popularity among past students
- D. Number of employees

✓ Correct answer: B

7. How does critical reflection support green learning in WBL?

- A. It replaces assessments
- B. It encourages daily journaling habits
- C. It helps evaluate workplace practices through a sustainability lens
- D. It tracks employee promotions

✓ Correct answer: C

8. What does a green mindset include in WBL planning?

- A. Focus on profitability
- B. Preference for digital tools

	<ul style="list-style-type: none"> • C. Ecological responsibility, systems thinking, and collaborative innovation • D. Avoiding any use of paper <p style="text-align: center;"><u>✓ Correct answer: C</u></p> <p>9. Why are green competencies essential in modern vocational training while planning WBL?</p> <ul style="list-style-type: none"> • A. They help improve holiday planning • B. They make marketing easier • C. They prepare learners for the green transition and support sustainability goals • D. They ensure more job placements abroad <p style="text-align: center;"><u>✓ Correct answer: C</u></p>
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2 FINAL ASSESSMENT

📁 Assessment Method

<p>Multiple -choice questions</p>	<p>10. What planning action supports circular economy goals in green WBL planning?</p> <ul style="list-style-type: none"> • A. Choosing companies with traditional workflows • B. Prioritizing partners with eco-certifications and closed-loop practices • C. Selecting partners based on brand popularity • D. Avoiding innovation in training models <p style="text-align: center;"><u>✓ Correct answer: B</u></p> <p>11. What role does the WBL organiser play in promoting sustainability?</p>
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- A. Advertising mobility opportunities
- B. Ensuring facilities meet digital standards only
- C. Embedding sustainability across the WBL lifecycle—from partner selection to assessment
- D. Organizing leisure activities abroad

✓ Correct answer: C

12. Which planned activity would best reduce single-use waste in WBL training while planning WBL?

- A. Use of plastic folders for handouts
- B. Digital learning materials and reusable training supplies
- C. Paper-based reflection journals
- D. Disposable catering items for convenience

✓ Correct answer: B

13. How do AR/VR simulations contribute to green WBL planning?

- A. By increasing administrative documentation
- B. By replacing human instructors
- C. By reducing the need for physical materials and travel
- D. By creating complex software issues

✓ Correct answer: C

14. What is the purpose of using tools like the Mobility Tool+ in WBL planning?

- A. Designing social campaigns
- B. Tracking environmental impact of mobility

- C. Recording entertainment preferences
- D. Uploading training videos

✓ Correct answer: B

15. What approach should a PBL project in manufacturing prioritize for green learning planning?

- A. Maximum material use
- B. Cost over quality
- C. Process optimization and energy efficiency
- D. Avoiding automation tools

✓ Correct answer: C

16. How to plan that WBL learners actively engage with sustainability during placement?

- A. Focus only on assigned job tasks
- B. Maintain silence on environmental issues
- C. Identify and propose eco-solutions within the workplace
- D. Avoid tracking resource use

✓ Correct answer: C

17. What is one way to embed sustainability in learner preparation for mobility while planning WBL?

- A. Skip orientation to reduce emissions
- B. Include digital tools and pre-departure briefings on eco-conscious behavior
- C. Focus entirely on language learning
- D. Send printed handbooks via courier

✓ Correct answer: B

18. What mindset should WBL planners adopt to lead a green transition?

- A. Efficiency-only focus
- B. Passive implementation of rules
- C. Strategic, adaptable, and sustainability-driven approach
- D. Compliance with business-as-usual

✓ Correct answer: C

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