stream supporting traineeships & employment apprenticeship through micro-credentials

Task 3.1
STREAM Training Plans

Guidelines and Templates
for STREAM Training Units

Module Digital – Unit 2

Funded by the European Union

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Project no: 101132874

INTRODUCTION

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

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

DOCUMENT STRUCTURE AND USAGE

The guidelines are structured as follows:

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

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

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

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

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

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

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

🔒 Module & Unit Overview – Pre-filled Section

This section contains **pre-filled, non-editable tables** that provide key references and data from the **Training Plan**. Serving as a foundational framework, they ensure consistency and alignment in the development of training materials.

🔒 Locked Table - **Module Overview**
📌 **Module Title**
DIGITAL COMPETENCY IN WBL ORGANIZATION AND MANAGEMENT
🎓 **Microcredential to Certify**
To perform the role of Transnational WBL Organiser in VET in a variety of digital contexts and for a range of purposes, using digital tools to enhance diverse aspects of professional engagement with attention to continuous upskilling and innovation
🎯 **Learning Outcomes**
Select and adapt the most appropriate digital technologies and tools to ensure interaction, organization and management during WBL experiences with reference to different target groups
⏳ **Total Module Duration**
Duration: 12 hours **Notional workload**: 25 hours

Locked Table - **Unit Overview**	
Title of the UNIT	
UNIT 2 - PLANNING WBL EXPERIENCES	
Learning Outcomes	
• Select, apply and use appropriate digital tools to support the organisational, administrative and promotional functions of a WBL/Mobility organiser. • Monitor and track using relevant digital tools and platforms learner's and apprentices' progress throughout their WBL/Mobility journey.	
Unit Duration	
Duration: 3 hours **Notional workload**: 6 hours	
Competence unit description	
It includes the knowledge and practical skills needed to perform the role of WBL/mobility organizer, with the use of digital tools such as databases, monitoring platforms and tracking tools	
Knowledge	– Good practice in relation to both in person and virtual WBL experiences (i.e. virtual platforms, AR/VR options) – Digital Project-based Learning (PBL) opportunities available in workplaces (according to industry and sector)
Skills	– Utilise digital tools and platforms to conduct core job functions relating to organisational, administrative and promotional duties – Ensure that provision is made with companies/at the workplace for aligned digital learning experiences places when hosting WBL placements
Attitudes	– Ensure that good practice as well as mandatory requirements in online well-being, digital safety and privacy are adopted and are shared as appropriate with all stakeholders including and trainees and (where appropriate) parents and guardians – Positively seek to troubleshoot and resolve technical issues remotely

✍️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**
DIGITAL COMPETENCY IN WBL PLANNING AND MANAGEMENT
📝 **TOPIC DESCRIPTION**
For the topic training session, including theoretical material and suggested practical tasks in the form of video and power point presentation is prepared. The presentation explore the digital tools and immersive technologies for WBL planning, how digital competencies can be effectively integrated into the planning and management of WBL. Activities such as tool-sharing icebreakers, scenario group work, and co-creation workshops encourage engagement and real-world application. WBL organisers are guided to critically assess their practices using tools like SELFIE. Topic integrates resources from EU platforms, educational technology providers, and research publications. Together, these structured segments help WBL organisers to align digital planning with inclusive, sustainable, and future-ready learning outcomes.
🏆 **TASK & Learning Activities**
In this topic, you will learn the fundamental principles of digital competency in WBL through a short reading and an explanatory video. You will begin with a consumption activity, such as watching a video on using Trello for project tracking or reading a brief overview of the SELFIE tool. After acquiring basic knowledge, you will be engaged in reflective activities, responding to open-ended questions like "Which digital tool would best support your WBL context, and why?" Further you will then move to practical tasks, such as creating a sample Trello board or mapping a WBL schedule using Google Calendar. These tasks aim to develop skills in digital communication, WBL planning, and digital self-assessment. To assess progress, participants will complete short quizzes or submit screenshots of their created digital tools (e.g., a Padlet post or Google Form). Immersive technologies like ClassVR will be introduced through case simulations, enabling learners to reflect on their value in vocational contexts. Learners will also analyze sample PBL cases by sector, identifying digital tools used for planning WBL experiences and sustainability outcomes achieved. Self-assessment checklists and peer feedback via Padlet or discussion forums will support reflective evaluation. By the end of the session, learners will have

<table>
<tr><td colspan="2">applied digital tools in realistic WBL planning scenarios and reflected on their learning progress.

After acquiring key concepts, learners will answer comprehension questions to reinforce their understanding. This activity will help WBL organisers to build a solid foundation for further practical exercises.</td></tr>
<tr><td colspan="2">LEARNING RESOURCES</td></tr>
<tr><td colspan="2">To support training activities, video, ppt presentation, suggested activities for better material understanding will be used</td></tr>
<tr><td>Videos</td><td>• Title: Introduction to Digital Competencies in WBL planning
• Duration: 1,5 min
• Description: This video introduces the key role of digital competencies in planning WBL activities. It explains how digital tools and technologies can support sustainable, efficient, and high-quality WBL experiences—from designing learning outcomes and tracking progress to collaborating with host companies. The video highlights examples of platforms like SELFIE for WBL and digital collaboration tools that help organizers and learners develop essential digital skills
• Link: Basecamp</td></tr>
<tr><td>Videos</td><td>• Title: Digital Tools in WBL planning
• Duration: 2.30
• Description: This video introduces educators and training organizers to essential digital tools for planning and managing WBL activities. It explains how platforms like Google Workspace, Trello, Zoom, and Padlet can be used to schedule tasks, document progress, and facilitate communication between learners, educators, and host companies. The video also highlights innovative technologies such as virtual and augmented reality that can enhance engagement and simulate workplace experiences.
• Link: Basecamp</td></tr>
</table>

Documents	• **Title**: Integrating Digital Competencies into WBL planning • **Duration**: 1 hour • **Description**: This presentation explains how to integrate digital competencies into WBL. It introduces practical, user-friendly tools—such as Google Workspace, Trello, Zoom, Padlet, and the SELFIE self-assessment platform—that help educators schedule, communicate, document, and collaborate effectively. The presentation also explores the potential of immersive technologies like virtual and augmented reality to create engaging learning experiences that simulate real-world work environments. Participants learn how to choose and apply these digital tools to improve the quality, efficiency, and innovation of WBL planning • **Link**: Basecamp

TOPIC N°2

Digital competencies in WBL planning – considerations for digital opportunities and limitations

TOPIC DESCRIPTION

This session explores the opportunities and limitations of integrating digital competencies into the planning and management of WBL. It examines the main barriers that educators, employers, and apprentices face when using digital tools, including issues with infrastructure, digital skills gaps, limited employer capacity, and the lack of flexible, integrated platforms. By identifying these challenges and discussing strategies to address them, participants will be better equipped to design effective and digitally supported WBL planning.

By the end of this session, participants will be able to recognize common digital limitations in WBL planning and delivery; assess the readiness of employers and learners to engage with digital tool; propose realistic strategies to overcome digital barriers and improve program outcomes.

TASK & Learning Activities

In this section, you will learn the fundamental principles of digital competency in WBL through a short reading and an explanatory video.
After acquiring basic knowledge, you will suggested to participate in reflective activities and practical tasks, namely

- ✓ Icebreaker Poll: Using Mentimeter or Slido to share the biggest digital challenges participants have faced.
- ✓ Scenario Tables: Rotating through four stations, each focused on a different barrier, to brainstorm practical solutions.
- ✓ Digital WBL Planning Blueprint**:** Designing a digital WBL plan for a rural program with new employers, including tool selection and support strategies.
- ✓ Commitment Wall Reflection**:** Sharing one limitation each participant will address next, via Padlet posts.

After acquiring key concepts, learners will answer comprehension questions to reinforce their understanding. This activity will help WBL organisers to build a solid foundation for further practical exercises.

📚 LEARNING RESOURCES

To support training activities, video, ppt presentation, suggested activities for better material understanding will be used

📹 **Videos**	• **Title**: Digital Strategies Competencies while planning WBL • **Duration**: 1,36 min • **Description**: This video explains how vocational educators and training organizers can use digital strategies to plan effective work-based learning (WBL) programs. It discusses practical approaches for selecting and implementing digital tools that support scheduling, communication, documentation, and learner engagement. The video also highlights how to overcome common challenges—such as limited digital infrastructure, varying digital skills, and the need for adaptable solutions—by assessing readiness and providing targeted support. Overall, it emphasizes that thoughtful use of digital strategies can improve the quality and accessibility of WBL while helping learners build essential digital competencies for the modern workplace. • **Link**: Basecamp

Documents	• **Title**: Digital Competencies in WBL planning – **key considerations for digital opportunities and limittions** • **Duration**: 30 min • **Description**: This presentation explores the opportunities and limitations of integrating digital competencies into WBL planning and management. It highlights common challenges such as limited digital infrastructure, unequal access to technology, varying levels of digital literacy, and the lack of integrated digital solutions tailored to different industries. The presentation helps participants in recognizing barriers, assessing the readiness of employers and learners, and designing realistic strategies to address gaps in resources and skills. Through examples, group activities, and planning exercises participants will deepen understanding and readiness for successfully implementing digital components in WBL planning. • **Link**: Basecamp
TOPIC N°3	
Planning Digital Project-based Learning Opportunities	
TOPIC DESCRIPTION	
This session focuses on planning digital project-based learning (PBL) opportunities in vocational education and training. Participants will explore how digital tools can be integrated into WBL planning to foster both technical and green skills across different sectors. Real-world examples illustrate how digital solutions can support sustainability goals while developing learners' competencies in areas such as data management, workflow automation, and digital content creation. The session emphasizes collaboration, creativity, and the practical design of digital PBL projects that reflect workplace realities. By the end of the session, participants will be able to understand how digital tools can support project-based learning planning in vocational contexts; identify digital and sustainability skill outcomes across different sectors; analyze examples of sector-based digital PBL projects and adapt them to their	

own contexts: design their own digital PBL project ideas while planning WBL experiences.

Discussed issues: digital tools for PBL (e.g., Google Sheets, Trello, Canva, BIM tools, social media platforms): sector-specific project examples (maintenance apps, eco-guides, workflow automation, circular economy campaigns: sustainability elements embedded in digital PBL; resources for planing your own digital PBL project.

TASK & Learning Activities

In this section, you will learn the fundamental principles of planning digital PBL opportunities while planning WBL through a short reading and an explanatory video.
After acquiring basic knowledge, you will suggested to participate in reflective activities and practical tasks, namely

- ✓ Icebreaker: One Tool, One Impact – to **s**hare a used digital tool and one success or challenge in planning WBL.
- ✓ Sector Station Challenge – to work in small groups to analyze a real-world project example from a vocational sector (e.g., healthcare, construction, retail), discuss problems, essential tools, sustainability outcomes, and how the example could be adapted while planning WBL experiences.
- ✓ Cross-Sector Reflections – to identify shared tools and strategies across sectors, to discuss what makes a digital PBL project effective and realistic in planning WBL.
- ✓ Co-Creation Workshop – to plan a digital PBL project using presented info, to define the project title, learning objectives, tools, skills, sustainability element, workplace link, and assessment method, to post or present designed project.

Those activities will help WBL organisers to build a solid foundation for further practical exercises and using material in planning WBL experiences.

LEARNING RESOURCES

To support training activities, video, ppt presentation, suggested activities for better material understanding will be used

Videos	• **Title**: Digital skills for PBL planning • **Duration**: 1,41 min • **Description**: This video explains how educators can use digital skills to plan effective PBL activities. It showcases examples of digital tools that help design, organize, and track learning projects, while also supporting sustainability goals. Viewers will learn practical strategies for selecting appropriate digital

	platforms, fostering collaboration, and developing learners' technical competencies. • **Link**: Basecamp
📄 **Documents**	• **Title**: Planning Digital PBL opportunities • **Duration**: 40 min • **Description**: This presentation explores how vocational educators can incorporate digital tools into planning PBL experiences. It highlights a variety of practical examples across sectors, showing how technology supports the organization, monitoring, and delivery of meaningful learning projects. Participants discover ways to combine digital solutions with sustainability objectives, design engaging activities, and build learners' confidence with modern tools while planning WBL experiences. The session encourages collaboration and creativity, helping educators develop project plans that reflect real workplace practices and environmental responsibility. • **Link**: Basecamp

📂 SUPPLEMENTARY MATERIALS & BIBLIOGRAPHY

Title: UNESCO: What you need to know about digital learning and transformation of education
Duration: 20 min
This UNESCO page offers a comprehensive overview of how digital technologies are reshaping education worldwide. It includes key frameworks (like the ICT Competency Framework for Teachers), policy guidance, open educational resources, and insights into artificial intelligence in education—all of which can inform the integration of digital competencies into WBL planning
Link: https://www.unesco.org/en/digital-education

Title: CEDEFOP: Apprenticeships and the digital transition
Modernising apprenticeships to meet digital skill needs
Duration: 20 min
Apprenticeships are facing both opportunities and challenges as digital technologies transform workplaces across all sectors. While digitalisation creates demand for new and more advanced digital skills, many apprenticeship systems are still heavily concentrated in traditional occupations and struggle to adapt curricula fast enough. There are significant gaps in teachers' and trainers' digital competences, infrastructure limitations, and costs associated with implementing technologies like VR, simulators, and advanced software. At the same time, overreliance on modular, purely online training risks diluting the core apprenticeship experience of immersive, work-based learning. To stay relevant, apprenticeships must modernise by integrating digital skills training, expanding into emerging sectors, investing in trainer capacity, and ensuring quality standards remain strong so learners gain both technical and practical skills needed for the digital economy. Issueas have to be considered while planning WBL
Link:file:///C:/Users/M%20A%20N%20O/Downloads/apprenticeships%20and%20the%20digital%20transition-TIRF24002ENN.pdf

- **Bibliography:**

Provided in session material

UNIT SUMMARY

This unit empowers you to integrate digital solutions into every stage of WBL planning in vocational education. You will start by exploring practical tools—such as Google Workspace, Trello, Microsoft Excel, Zoom, and Padlet—to streamline scheduling, documentation, and communication with learners and employers. We will also look at advanced platforms like SELFIE, which helps you assess your institution's digital readiness while planning WBL, and immersive technologies including Virtual and Augmented Reality (VR/AR), which can enrich learning experiences through realistic simulations.

Beyond the tools themselves, this Unit also highlights the challenges and limitations you may encounter when implementing digital WBL, such as limited infrastructure, varying digital skills among apprentices and employers, or the need for tailored solutions in specific sectors. You will learn how to recognize

these barriers and develop practical strategies to overcome them**,** ensuring your digital WBL plans are realistic, inclusive, and effective.

Additionally, you will discover how to design PBL activities that combine technical skill development with sustainability goals. Through examples drawn from construction, healthcare, retail, catering, and administration, you'll see how to create engaging projects—like eco-friendly waste guides or workflow automation plans—that help learners build real-world skills and green awareness.
By the end of this unit, the learners will be able to identify and select appropriate digital tools for WBL planning, management, and communication, while planning WBL, recognize limitations and readiness factors that can impact digital WBL implementation, develop strategies to address barriers and support all stakeholders effectively, plan PBL activities that build digital and green competencies.

Throughout the unit, you will actively engage in a variety of **interactive activities** to apply what you learn.

- ✓ Interactive presentations covering core digital tools (Google Workspace, Trello, Padlet, SELFIE, AR/VR solutions).
- ✓ Icebreaker reflections and polls about your experience with digital tools.
- ✓ Group scenario challenges exploring limitations and solutions for digital WBL.
- ✓ Sector-based case studies and co-creation workshops to design your own digital PBL projects.

🕮 **Module Pedagogy:**
The module uses a blend of interactive, participatory, and practice-oriented teaching methodologies to ensure learners not only understand digital competencies in WBL planning but also gain confidence applying them in real contexts.

- ✓ **Interactive Presentations and Demonstrations**
  Learners are introduced to a variety of digital tools through clear explanations, real-world examples, and live or video demonstrations.
- ✓ **Collaborative Learning**
  Many activities are designed to promote collaboration and peer exchange.
- ✓ **Scenario-Based Problem Solving**
  Learners rotate through scenario tables, each focusing on a different digital limitation (e.g., lack of infrastructure, low digital literacy, employer engagement).
- ✓ **Reflective Practice**
  Throughout the module, reflection is built in to deepen understanding and promote critical thinking.
- ✓ **Hands-On Digital Practice**
  Participants engage in **practical planning exercises**, such as:

Communication Style:
Simple and engaging language is used to guide the learner effectively from their first interaction with the platform.

ASSESSMENT FRAMEWORK

The assessment components provided in this section of each unit will be gathered and integrated by CIOFS-FP ETS to develop the comprehensive PRL (Prior Learning Recognition) and Final Assessment for each module.

The evaluation process consists of two key phases:

1 **PRL - Prior Learning Recognition**: This initial phase identifies the learner's **pre-existing knowledge**, enabling a personalized learning path and potentially the issuance of badges (to be confirmed).

2 **Final Assessment**: At the end of the module, learners will undergo a **structured evaluation to assess their level of achievement**. This phase includes final tests and practical activities, allowing them to apply acquired competencies in real-world scenarios.

Both phases incorporate specific activities designed to objectively measure theoretical and practical skills, ensuring a comprehensive assessment of the learner's progress.

1 PRL - Prior Learning Recognition

Assessment Method

Multiple choise questions	1. What is the main purpose of using Google Workspace in WBL planning? • A. Organizing field trips • B. Tracking personal budgets • C. Scheduling, documentation, and feedback collection • D. Submitting expense reports ***✓Correct answer: C*** 2. What does the SELFIE tool help institutions assess while planning WBL? • A. Internet security levels • B. Staff performance evaluations

	• C. Digital readiness and tool integration in institution and partner company • D. Student disciplinary records ***✓Correct answer: C*** 3. Which of the following tools should be foreseen as best for visual project management ? • A. Excel • B. Google Docs • C. Padlet • D. Trello ***✓Correct answer: D*** 4. What is a key limitation of digital WBL in rural areas that should be taken into consideration while planning WBL? • A. Too many students applying • B. Lack of student interest • C. Limited digital infrastructure and unstable internet • D. Overqualified apprentices ***✓Correct answer: C*** 5. Which tool is best suited for video conferencing in WBL planning? • A. Canva • B. WhatsApp • C. Zoom • D. Revit ***✓Correct answer: C*** 6. What does immersive technology like AR/VR offer in WBL planning? • A. Replacement for all in-person activities

	• B. Entertainment between sessions • C. Simulations and realistic scenario training • D. Administrative tracking tools ***✓Correct answer: C*** 7. What is a major challenge, that should be foreseen in WBL planning, for employers using digital WBL tools? • A. Low apprentice numbers • B. Excess funding • C. Lack of dedicated personnel and administrative burden • D. Overuse of email ***✓Correct answer: C*** 8. What role does Padlet play in WBL planning? • A. Tracking hours • B. Billing clients • C. Collaborative content sharing and reflection • D. Job placement monitoring ***✓Correct answer: C***
2 FINAL ASSESSMENT	
Assessment Method	
Multiple choice questions	9. Which digital tool is most suitable for creating and sharing collaborative WBL documents to be used in WBL planning? • A. Canva • B. Google Docs • C. TikTok • D. ClassVR

	✓Correct answer: B 10. What is one key benefit of using Trello in WBL planning? • A. Collecting exam scores • B. Designing animations • C. Managing tasks and collaboration visually • D. Conducting interviews ***✓Correct answer: C*** 11. While planning WBL, in a digital PBL healthcare project, which outcome is linked to sustainability? • A. More exams passed • B. Faster appointment scheduling • C. Reduced environmental impact from medical waste • D. Lower salaries ***✓Correct answer: C*** 12. What type of digital competency will be improved by using BIM in construction WBL? • A. Customer service • B. Sustainable design analysis • C. Sales negotiation • D. Legal documentation ***✓Correct answer: B*** 13. What benefits will learners get if planned usage of immersive technology like ClassVR in WBL planning? • A. It creates reports • B. It offers administrative support • C. It enables simulated real-world practice

	• D. It provides email automation ***✓Correct answer: C*** 14. What challenge do SMEs face and it should be foreseen in planning phase of WBL in implementing digital WBL? • A. Excess funding • B. High interest from students • C. Limited resources and staff time • D. Too many digital systems in place ***✓Correct answer: C*** 15. What digital tool should be recommended while planning WBL for quick feedback and reflection sharing during WBL? • A. Excel • B. Padlet • C. Zoom • D. Trello ***✓Correct answer: B*** 16. What foresees a digital PBL project effective in vocational education? • A. Low cost and no planning • B. Single-skill focus only • C. Real-world tools, sector relevance, and sustainability outcomes • D. Offline-only access ***✓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

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📽️ Guidelines for Including Videos

When embedding videos in the course:

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

- RecCloud AI Subtitle Generator

📝 Content Creation Instructions

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

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

📊 Guidelines for Including Quizzes

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

🔹 Supported Question Types in Moodle:

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

Available question types include:

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

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

✅ Final Checks Before Publishing

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

WP3 Task - Task 3.1
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stream
supporting traineeships & employment apprenticeships through micro-credentials

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