

stream supporting traineeships
& employment apprenticeship
through micro-credentials

Task 3.1

STREAM Training Plans

Guidelines and Templates for STREAM Training Units



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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 1 - THE REFERENCE CONTEXT	
 Learning Outcomes	
<ul style="list-style-type: none"> • Identify and analyse European and National digital competence frameworks that impact WBL and International mobilities. • Apply and map digital competence frameworks to determine learners' and apprentices' digital proficiency and to assess the level of digitalisation in the workplace 	
 Unit Duration	
 Duration: 1 hour  Notional workload: 2.5 hours	
 Competence unit description	
<p>It pertains to the understanding of the regulatory framework for digital competency at both national and European levels and is structured around the following key elements</p>	
 Knowledge	<ul style="list-style-type: none"> • The principles and contents in the EU Digital Competence Framework for Citizens and the European Framework for the Digital Competence of Educators (DigCompEdu). • The expectations and capabilities aligned to Integrator (B1) according to the DigCompEdu proficiency levels
 Skills	<ul style="list-style-type: none"> • Develop a specifications document for the inquiry. • Understand the digital skills level of learners and apprentices. • Identify the level of digitalization in workplaces.
 Attitudes	

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
UNIT 1 – THE REFERENCE CONTEXT
 TOPIC DESCRIPTION
<p>This unit introduces the foundational context for understanding green competences, focusing on key European policy documents and frameworks. Learners will explore official summaries, engage with curated resources, and complete a short quiz to assess their initial understanding.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the role of green competences in education and the workplace. • Familiarize yourself with key European reference documents, including GreenComp. • Build foundational knowledge to support future learning and application of green and digital competences. <p>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.</p> <p>Prerequisites: No prior knowledge is required, but basic digital literacy will help you navigate the materials and activities effectively.</p>
 TASK & Learning Activities
<p>In this section, you will learn the fundamental principles of Digital 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 awareness of your knowledge regarding the topic. This activity will help you build a solid foundation for further Units and practical exercises.</p>

LEARNING RESOURCES

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

Videos

- **Title:** DigCompEdu
- **Duration:** 2:35 min.
- **Description:** The video presents the challenges teachers face while trying to find the best digital means that best address both theirs and the students' learning needs. SELFIEforTEACHERS the new, free, online European tool, supports teacher's reflection upon their digital competence, prompts them to assume responsibility for their professional learning. It can be used by individual teachers or groups of them.
- **Link:**
<https://www.youtube.com/watch?v=cIDOrZuJzVU>

Documents

- **Title:** SUMMARY FILE - DigComp 2.2 - European Digital Competence Framework
- **Duration:** 20 min.
- **Description:** DigComp identifies the key components of digital competence in **5 areas and 21 specific competences**. It also describes eight proficiency levels, examples of knowledge, skills and attitudes, and use cases in education and employment contexts.

It serves multiple purposes, including designing competence assessment tools, creating training courses and materials, and identifying professional digital profiles within the realms of employment, education and training, and social inclusion.

It provides more than 250 new **examples of knowledge, skills and attitudes** that help citizens engage confidently, critically and safely with digital technologies and systems driven by artificial intelligence.
- **Link:** link basecamp

Documents

Title: SUMMARY FILE – DigCompEdu - The European Framework for the Digital Competence of Educators

- **Duration:** 20 min.

Description: DigCompEdu is directed towards educators at all levels of education.

The focus is not on technical skills. Rather, the framework aims to detail how digital technologies can be used to enhance and innovate education and training.

DigCompEdu describes **22 competences** organised in **6 stages or levels** along which educators' digital competence typically develops. For each stage a role descriptor is provided which reflects the particular focus of digital technology use typical for the competence stage.

Link: [link basecamp](#)

QUIZ: Match Green Skills to WBL situations (Drag & drop)

Administrative WBL

Using digital tools for productivity - Knowing how to use software for project management, spreadsheets, presentations or collaboration tools (such as Microsoft Teams, Google Workspace, etc.).



Baker WBL

Quality control and dissemination - Document the stages of preparation and share your work with teachers, tutors or clients through online platforms or social media in a responsible and professional manner.



Hairdresser WBL

Promote services - Use apps or software for appointment booking and customer management.



TOPIC N°2

Repeating for Additional Topics

To ensure consistency and uniformity in the presentation of the training unit, follow the same structure for each new topic (Topic 2, Topic 3... Topic N°)

SUPPLEMENTARY MATERIALS & BIBLIOGRAPHY

- **Additional Resources:**

Empowering human teaching talent with digital skills (Cedefop, 2023):

<https://www.cedefop.europa.eu/en/blog-articles/empowering-human-teaching-talent-digital-skills>

- **Bibliography:**

DigComp - European Digital Competence Framework:

<https://op.europa.eu/en/publication-detail/-/publication/fcc33b68-d581-11e7-a5b9-01aa75ed71a1/language-en>

DigCompEdu 2.2: https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework/digcompedu-translations_en

UNIT SUMMARY

Thank you for completing 'Unit 1: The Reference Context'.

In this module, you explored the core elements of the **DigComp** and **DigCompEdu** frameworks, gaining insight into how digital competences support effective learning and teaching in work-based learning (WBL) environments.

Through a quick and engaging quiz, you tested your ability to apply these competences in practical scenarios.

You also received a set of summary files that will serve as useful reference tools in your future role as a WBL tutor.

By completing this module, you've built a solid foundation for integrating digital skills into your educational practice and supporting learners in developing their own digital competence.

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.

For Prior and Final assessment.

Questions on DigComp 2.2

1. What is a key characteristic of digital competence as defined in DigComp 2.2?

- A) Use of the latest hardware and software
- B) Critical and responsible engagement with digital technologies
- C) Mastery of programming languages
- D) Regular participation in online forums

Correct answer: B

2. According to DigComp, which of the following is not part of the competence area "Safety"?

- A) Protecting devices

- B) Protecting health and well-being
- C) Protecting personal data and privacy
- D) Programming new algorithms

Correct answer: D

3. What does "information and data literacy" primarily involve?

- A) Creating online courses
- B) Setting up a secure network
- C) Browsing, evaluating, and managing digital content
- D) Using social media responsibly

Correct answer: C

4. How does DigComp 2.2 address emerging technologies like AI?

- A) It replaces older competences with AI-specific ones
- B) It introduces AI as a separate competence area
- C) It includes AI in examples of knowledge, skills, and attitudes
- D) It excludes AI as too advanced for general citizens

Correct answer: C

5. What is one attitude associated with evaluating online information?

- A) Fact-checking and preferring primary sources
- B) Avoiding questioning search engine results
- C) Believing all sources equally
- D) Sharing information before verifying it

Correct answer: A

Questions on DigCompEdu

1. What is the primary purpose of DigCompEdu?

- A) To train students in ICT
- B) To define digital skills for the general public
- C) To describe the digital competences educators need to enhance teaching
- D) To replace traditional teaching methods with AI

Correct answer: C

2. Which DigCompEdu area focuses on using digital technologies for teacher collaboration and professional growth?

- A) Area 2 – Digital Resources
- B) Area 1 – Professional Engagement
- C) Area 3 – Teaching and Learning
- D) Area 4 – Assessment

Correct answer: B

3. In DigCompEdu, what is the role of Area 6: Facilitating Learners' Digital Competence?

- A) Supporting only adult learners with technology
- B) Training teachers to use hardware
- C) Helping learners develop their own digital skills responsibly
- D) Ensuring every lesson includes an online quiz

Correct answer: C

4. What does the "Expert" stage in the DigCompEdu progression model represent?

- A) Teachers just beginning to use email
- B) Educators experimenting with new tools
- C) Non-digital teaching
- D) Those applying structured digital practices confidently

Correct answer: D

5. What is a key competence in Area 4 – Assessment?

- A) Conducting in-person interviews
- B) Using digital tools to enhance feedback and assessment
- C) Avoiding technology in grading
- D) Creating online marketing content

Correct answer: B

6. What attitude is encouraged in educators when using digital tools according to DigCompEdu?

- A) Critical reflection and innovation in digital pedagogy
- B) Relying on traditional print media only
- C) Avoiding collaboration with peers
- D) Rejecting digital privacy concerns

Correct answer: A

7. Which competence includes helping learners engage in collaborative digital environments?

- A) Area 1 – Professional Engagement
- B) Area 3 – Teaching and Learning
- C) Area 6 – Facilitating Learners' Digital Competence
- D) Area 2 – Digital Resources

Correct answer: C


8. What is the foundational level (A1 – Newcomer) in DigCompEdu focused on?

- A) Leading innovation projects
- B) Developing national strategies
- C) Exploring and familiarising with digital technologies
- D) Teaching coding to students

Correct answer: C

PRL - Prior Learning Recognition

Assessment Method

Case Study	<p>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.</p> <p>◆ <i>Refer to the instructions provided by CIOFS-FP-ETS for structuring case study materials at the Unit level.</i></p>
Closed-ended questions	<p>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..</p> <p>◆ <i>For details on the possible types of assessment formats available in Moodle, please refer to the Technical and Methodological Guidelines section.</i></p>
<p>2 FINAL ASSESSMENT</p>	
<p> Assessment Method</p>	
Case Study	<p>A practical scenario where learners analyse 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> <p>◆ <i>Refer to the instructions provided by CIOFS-FP-ETS for structuring case study materials at the Unit level.</i></p>
Closed-ended questions	<p>A structured assessment designed to evaluate the learner's comprehension and retention of key concepts through various closed-ended question formats.</p> <p>◆ <i>For details on the possible types of assessment formats available in Moodle, please refer to the Technical and Methodological Guidelines section.</i></p>

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
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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)
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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
 Drafted and released by **CIOFS-FP ETS** on
March 7, 2025 - First Draft Version