

stream supporting traineeships
& employment apprenticeship
through micro-credentials

Task 3.1

STREAM Training Plans

Guidelines and Templates for STREAM Training Units

Digital Competency – Unit 3



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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
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 3 - IMPLEMENTING WBL EXPERIENCES	
 Learning Outcomes	
<ul style="list-style-type: none"> • Select and manage appropriate and relevant digital tools for communication and collaboration with different target groups. • Understand the mandatory requirements and best practice in digital safety and privacy. • Apply this knowledge effectively when implementing WBL/Mobility experiences. 	
 Unit Duration	
 Duration: 3 hours  Notional workload: 6 hours	
 Competence unit description	
<p>It includes the knowledge and practical skills to enhance the interaction, collaboration and sharing among the different actors of the process making use of appropriate digital tools.</p>	
 Knowledge	<ul style="list-style-type: none"> - Digital tools, services and platforms for interaction, collaboration and sharing data, information and resources - Digital content management
 Skills	<ul style="list-style-type: none"> - Use digital tools and platforms to provide guidance and communications to support apprentices and trainees online - Troubleshoot and resolve technical issues remotely
 Attitudes	<ul style="list-style-type: none"> - 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
Each unit can be divided into one or more topics, depending on its complexity. Every topic represents a structured segment that explores a key concept, introduces practical activities, and integrates relevant learning resources.
 TOPIC DESCRIPTION
<p>Unit 3: Implementation</p> <p>Learning Outcomes for this Unit</p> <ol style="list-style-type: none"> 1. Select and manage appropriate and relevant digital tools for communication and collaboration with different target groups. 2. Understand the mandatory requirements and best practice in digital safety and privacy. 3. Apply this knowledge effectively when implementing WBL/Mobility experiences. <p>Picture of Internship</p> <p>By the end of this unit, learners will be able to select and manage digital tools that are appropriate for different target groups, navigate digital collaboration challenges and apply principles of digital safety and privacy when implementing WBL and/or mobilities. The unit will cover three main topics outlined below:</p> <p>Topic One: Selecting appropriate digital tools for communication and collaboration.</p> <p>Learners will explore how to assess and choose suitable digital tools to engage effectively with different target groups, including learners, employers and project partners. Learners will also develop strategies for the efficient use and management of these tools, include the creation of usage guidelines.</p> <p>Topic Two: Overcoming challenges in digital collaboration.</p> <p>Learners will identify typical challenges in digital collaboration and will develop strategies to troubleshoot and resolve technical issues remotely.</p> <p>Topic Three: Digital safety and privacy.</p>

Learners will explore the critical aspects of digital safety and privacy and will gain an understanding of legal requirements and best practice for protecting data, ensuring secure communication, and promoting responsible digital behaviour when implementing WBL.

TASK & Learning Activities

Topic 1: Selecting appropriate digital tools for communication and collaboration.

Picture of mindmap – Unit 3_Topic1_Mindmap

In topic one, you will explore how to assess, select and manage appropriate digital tools to engage with different target groups. Through a short video and podcast you'll then move on to complete interactive activities. These tasks are designed to help you build the knowledge and skills required to select and use digital tools when implementing WBL.

Activity: Video (Using Digital Tools for Communication and Collaboration)

Take time to watch and listen to this short video outlining appropriate digital tools for communication and collaboration. Resources and templates to guide you during the implementation of WBL are available within the Toolbox at the end of this unit. Check out the sample User Guide Template for MS Teams which can be adjusted to suit the needs of your target audience.

Activity: Podcast (Podcast on choosing digital tools)

This brief podcast provides a more in-depth look at the video you just watched. It explores key factors to consider when selecting digital tools, such as the target audience, their skill levels, and the intended purpose of the tools. The podcast also covers final user guidelines and highlights the importance of training the audience to ensure effective use of the digital tools.

Picture of Podcast

Knowledge Check of Topic One

Below you will find three short activities to review the first topic in Unit 3: Implementation. Selecting appropriate digital tools for communication and collaboration. Complete these activities before moving onto Topic Two.

H5P activity 1: Know your Audience – Digital Personas




Activity Two: Digital Tool Comparison Matrix

Match the tools to the right audience.

1. Review the information below
2. Answer the following multiple-choice questions to check your understanding of the most suitable digital tools for each audience.

LEARNING RESOURCES

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

 Videos	<ul style="list-style-type: none">• Title: Using Digital Tools for Communication and Collaboration• Duration: 2.50• Description: What tools to use when communicating and collaborating with various stakeholders of the WBL and/or mobilities.• Link: Saved in stream
 Podcasts	<ul style="list-style-type: none">• Title: Podcast on Choosing Digital Tools• Duration: 8.57• Description: Podcast discussing the PowerPoint Presentation• Link: Saved in stream
 Documents	<ul style="list-style-type: none">• Title: Enter the full title of the Document• Duration: Estimated time required for reading (in minutes).• Description: Provide an overview that illustrates the learning objectives and main content.• Link: Enter the external link or the path in the Basecamp repository

◆ **Note:** The examples above represent only some of the possible learning resources that can be integrated into the topic. For a complete list of available resources, please refer to the **Methodological and Technical Guidelines** section.

TOPIC N°2

Topic 2: Overcoming challenges in digital collaboration.

In this topic, you'll explore the practical challenges that often arise when coordinating Work-Based Learning (WBL) programmes and Erasmus+ mobility projects across digital platforms. As an organiser, you are the digital bridge between learners, host organisations, and international partners. That means when communication or collaboration breaks down, it's often up to you to solve it. Through a short video and podcast, you'll learn how to troubleshoot common issues and develop strategies that keep your digital communication clear, reliable, and professional—especially across languages, time zones, and platforms. Take

LEARNING RESOURCES

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

 **Videos**

- **Title:** Overcoming Challenges in Digital Collaboration
- **Duration:** 2.05
- **Description:** Common Digital Collaboration Challenges you may be faced with.
- **Link:** Saved in stream

 **Documents**

- **Title:** Digital Collaboration Challenges Poster
- **Duration:** 5 minutes
- **Description:** Quick Poster to outline challenges and ways to overcome collaboration challenges.
- **Link:** pdf file uploaded to Stream

◆ **Note:** The examples above represent only some of the possible learning resources that can be integrated into the topic. For a complete list of available resources, please refer to the **Methodological and Technical Guidelines** section.

 **TOPIC N°3**

Topic 3: Digital Safety and Privacy

In a connected world, being digitally skills also means being safe and responsible online. This is especially important in organising WBL and/or mobilities for learners and collaborating with various stakeholders as you may handle both personal and learner data. This topic introduces key ideas around digital safety, protecting systems and data and privacy (respecting and managing personal information). You'll explore:

- What does digital safety and privacy really mean in practice.
- The legal frameworks and best practices that protect individuals and organisations.
- How to apply these principles to ensure responsible digital behaviour in your role.

Through videos and activities, you'll gain knowledge and tools to protect yourself and others in a professional digital environment. Watch the following short videos below for a practical introduction data protection and digital safety. Then, complete the knowledge check to test your understanding of how to protect yourself, your learners and key stakeholders.

You can also explore the Toolbox, where you'll find additional guidance, useful links and ready-to-use templates to support you in implementing safe and responsible practices in WBL.

Document: Data Protection Explained






- Video 1: Data Protection Explained - Lawfulness, Accountability, confidentiality in the EU


- Video 2: Data Protection Explained: Data Minimisation and Purpose Limitation
- Video 3: Data Protection Explained - GDPR: storage limitation, data accuracy and Interoperability
- Video 4: Data Protection Explained - Individual Data Protection Rights and Special Categories
- Video 5: Automated Decision Making, Transfers and Data Breaches

Knowledge Check – So what have you learned?

Complete this quick check to help focus on key takeaways from this topic.

LEARNING RESOURCES

 Documents	<ul style="list-style-type: none"> • Title: Data Protection Explained • Duration: Estimated time required for reading (in minutes). 30mins • Description: THE European Commission website outlining Data Protection. Information about personal data, data processing, how personal data is protected, and more. • Link: https://commission.europa.eu/law/law-topic/data-protection/data-protection-explained_en?utm_source=chatgpt.com
 Videos	<ul style="list-style-type: none"> • Title: Data Protection Explained - Lawfulness, Accountability, confidentiality in the EU • Duration: 9.07 • Description: This short video delves into the fundamental principles of EU data protection law: Lawfulness, Accountability, and Confidentiality.. <p>Link: https://www.youtube.com/watch?v=Eq_Wn06nWaQ</p>
 Videos	<ul style="list-style-type: none"> • Title: Data Protection Explained: Data Minimisation and Purpose Limitation • Duration: 2.08 • Description: This short video explores two key principles at the core of data protection: Data Minimisation and Purpose Limitation. • Link: https://www.youtube.com/watch?v=6gteQEZ-IZY
 Videos	<ul style="list-style-type: none"> • Title: Data Protection Explained - GDPR: storage limitation, data accuracy and Interoperability • Duration: 2.33 • Description: This short video explores the significance of managing data storage, ensuring its accuracy, and promoting seamless data exchange across systems. • Link: https://www.youtube.com/watch?v=6tUefosFYWk
 Videos	<ul style="list-style-type: none"> • Title: Data Protection Explained - Individual Data Protection Rights and Special Categories • Duration: 2.38

	<ul style="list-style-type: none"> • Description: This short video explores the rights granted to individuals under EU data protection law, including access, rectification, erasure, and more. • Link: https://www.youtube.com/watch?v=uQeKVE05IqU
 Videos	<ul style="list-style-type: none"> • Title: Automated Decision Making, Transfers and Data Breaches • Duration: 3:00 • Description: This video explores the implications of automated decision-making processes, the regulations governing international data transfers, and the protocols for handling data breaches • Link: https://www.youtube.com/watch?v=mQDTzrXIL9k

SUPPLEMENTARY MATERIALS & BIBLIOGRAPHY

- **Additional Resources:**

Toolbox for Data Protection

- GDPR Infographic 12 Steps – Saved in Basecamp
- Summit Interview: What do you think will be the main privacy challenge for democracies in 20 years. <https://www.youtube.com/watch?v=ICU4BMOJro4>
- GDPR Checklist: The GDPR checklist outlines key steps for handling personal data responsibly under GDPR. While learners aren't data controllers, it helps them understand good data practices such as gaining consent and keeping information secure. This supports safer, more responsible digital behaviour when organising work-based learning and/or mobilities. <https://gdpr.eu/checklist/>
- GDPR Checklist Template – GDPR Checklist for Organisers of WBL and/or Erasmus+ Placements, Template document saved in Basecamp

UNIT SUMMARY

This unit builds your confidence in using digital tools to organise WBL and Erasmus+ mobility projects. You will learn how to select the right digital tools, manage remote collaboration and apply essential digital safety practices.

What You'll Learn




By the end of this unit, you will be able to:

- Choose and manage digital tools for different target groups.
- Troubleshoot common digital collaboration issues
- Apply digital safety and privacy practices when organising WBL and/or mobilities.

Topics

Topic 1: Selecting Digital Tools

Choose tools that match your learners, employers and partners

 Video +  Podcast +  Interactive Activities




Topic 2: Overcoming Challenges

Handle common tech problems, time zone issues, and platform mismatches.

 Video +  Poster +  Troubleshooting Practice

Topic 3: Digital Safety & Privacy

Understand and apply GDPR, safe data handling, and responsible behaviour.

 Video Series +  Readings +  Knowledge Check

 How You'll Learn

Short videos, podcasts, and practical activities guide you through each topic. Templates and checklists in the Toolbox help you apply what you've learned right away.

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

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> <ul style="list-style-type: none"> ◆ <i>Refer to the instructions provided by CIOFS-FP ETS for structuring case study materials at the Unit level.</i>
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> <ul style="list-style-type: none"> ◆ <i>For details on the possible types of assessment formats available in Moodle, please refer to the Technical and Methodological Guidelines section.</i>
2 FINAL ASSESSMENT	
 Assessment Method	
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> <ul style="list-style-type: none"> ◆ <i>Refer to the instructions provided by CIOFS-FP ETS for structuring case study materials at the Unit level.</i>
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> <ul style="list-style-type: none"> ◆ <i>For details on the possible types of assessment formats available in Moodle, please refer to the Technical and Methodological Guidelines section.</i>

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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