

In-Service Training and Toolkit for Validation of Skills

Learners Manual

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Using agile, interactive learning environments to promote work-based learning in cVET

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Project Result 1
In-Service Training Programme
Learner Manual



Project Introduction



The European Skills Agenda puts a particular focus on the importance of transversal and entrepreneurial skills as well as skills to accompany the digital and green transition. Beyond technical skills, the labour market increasingly needs transversal skills such as teamwork, critical thinking, and creative problem-solving. While formal education and Vocational Education and Training (VET) schools have a role to play, transversal skills are often developed outside formal learning, at work and throughout life. However, at times it can be difficult to identify, recognise and communicate these transversal skills. For this reason, we have chosen to address this area as part of the INTERFACE project.

The INTERFACE project focuses on supporting VET teachers and trainers together with in-company trainers and coaches, to identify the skills gaps amongst their students, trainees, and employees. By engaging with our compendium on innovation CVET resources to build transversal skills, learners can build a portfolio of micro-credentials to recognise these skills in the workplace. The model we are proposing as part of the INTERFACE project contributes to innovation in VET, particularly Continuing Vocational Education and Training (CVET), ensuring that it is adapting and responsive to the labour market needs of today.

CVET, particularly its work-based forms, are important in the current European economic and social context, especially as Europe prepares to rebuild and renew in a post-pandemic era. Trends towards an ageing society, longer working lives, greater generational diversity and increasing globalised competition, make it necessary for workers at all levels to update and broaden their skills regularly through CVET. Work-based learning (WBL) is a powerful way to support this method of lifelong learning. Work-based learning CVET has the potential to promote inclusion and social cohesion, tackle unemployment and underemployment, and support company and country policies and strategies for innovation, competitiveness, and growth.

Interactive Infographics are a new type of learning environment that is attractive and engaging for learners that have been developed as part of the INTERFACE project. These innovative learning resources can be used with learners to help them to upskill through non-formal learning materials. An Interactive Infographic is an engaging educational experience for learners. The Infographics consist of learning materials that engage the user to “interact” with information. The Interactive Infographics in this project include educational videos, digital breakouts, games, quizzes, WebQuests, and puzzles that are embedded in an Infographic. The infographic is presented as a poster with QR codes. This learning methodology can be used in formal and non-formal settings, in classrooms, online and at places of work. CVET is delivered by a wide range of stakeholders and institutions and is intrinsically linked to the labour market and the way it is structured. VET teachers, trainers, and work-based instructors in a wide variety of settings play a significant role in WBL in CVET.

The INTERFACE project proposes a comprehensive educational intervention where the needs of front-line CVET teachers and tutors and in-company trainers as key intermediaries in work-based learning are considered to be just as important as the needs of low-skilled workers and WBL trainees. The proposed In-Service Training Programme to support CVET tutors to maximise the potential of the new dynamic, media-rich curriculum resources, representing innovation in CVET for work-based learning. It also provides teachers, trainers, and tutors with the tools to identify, recognise

and communicate transversal skills amongst the learner groups (low-skilled workers and WBL trainees).

The INTERFACE project offers a compendium of interactive learning resources for the development of key transversal skills to support low-skilled workers and trainees to retain and sustain employment in the months and years ahead. It will deliver a range of progressive learning resources designed to achieve specific and agreed learning outcomes for 10 of the most sought-after transversal skills by employers namely;

Digital Literacy	Entrepreneurial spirit	Critical and creative thinking	Leadership	Innovation
Problem-solving	Teamwork	Work ethic	Communication	Intergenerational relationships

The resources embedded in the INTERFACE Interactive Infographic cover introductory, intermediate, advanced, and expert levels to support a clear learning progression and ensure that no potential learner is excluded.

Consequently, the INTERFACE project aims to:

- **Promote** the acquisition of key transversal skills through the use of alternative pedagogical in work-based learning settings
- **Support** VET professionals from within education and work to develop their own digital and pedagogic skills to create challenge-based learning resources in an interdisciplinary way
- **Develop** an accreditation model for the validation and recognition of transversal skills through the use of micro-credentials and digital badges
- **Create** a system for the communication of transversal skills through a peer-led Community of Practice

In order to achieve the project results and accomplish the INTERFACE objectives, the project offers a variety of resources that aim to respond to the needs of the 21st-century labour market, providing innovative approaches to vocational education and training to improve key transversal skills of low-skilled workers.





To achieve these results, the project offers an In-Service Training Programme for VET teachers and tutors and in-company trainers comprising 2 distinct parts as follows:

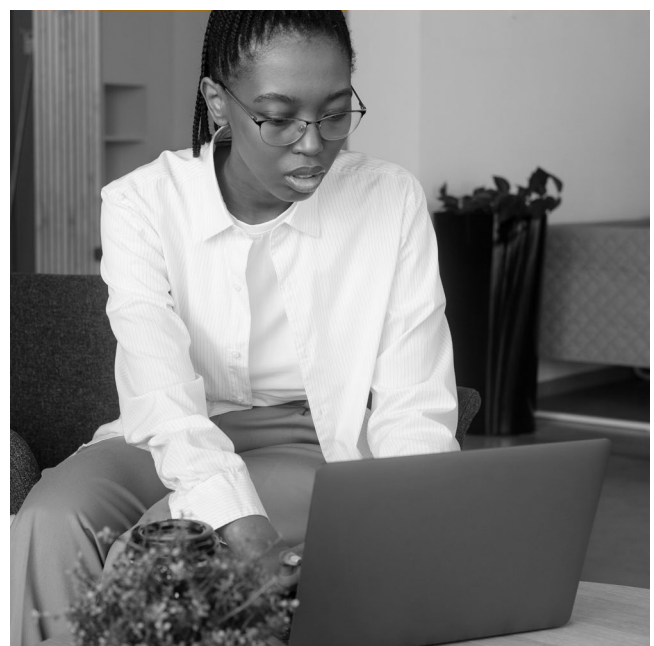
- **Part A:** The building of the digital pedagogy of CVET tutors to work successfully in online environments and introducing constructivist approaches to teaching which are ideally suited to a WBL environment.
- **Part B:** The identification, recognition, and communication of transversal skills within the workplace and labour market.

The re-skilling and up-skilling of low-skilled workers is essential to ensure that they can participate fully in society as Europe recovers from the impact of COVID-19. CVET plays a crucial role in this recovery as it can impact both individuals and companies. For individuals, it contributes to their employability and helps them to prepare for change and transition in their work as well as between jobs. It is also a main pillar of their lifelong learning; for companies in terms of updating and renewing knowledge, skills, and competences of their workforce.

CVET is an essential tool in responding to increasing global competition and changing technological and socioeconomic requirements. The urgent need to focus on transversal competencies is vividly apparent in a world where organisations, workforces and individuals are continuously subject to unprecedented complex change: rapid and radical technological advancements, the transformational forces and challenges of globalisation, environmental sustainability, demographic shifts and migration, and political uncertainty. We are required to operate with clarity, accountability, and good judgement, and make complex decisions, despite the vortex of uncertainty, ambiguity and volatility surrounding us.



For organisations, workforces, and citizens, learning to adapt to these momentous changes, which are coinciding to create an unprecedented impact on humanity (e.g. globalisation and AI), represents a significant challenge, but is essential if they are to avoid becoming marginalised. To survive and thrive in this competitive, hyper-connected, technology-driven global economy, organisations, workers, and citizens need to develop and deploy a core set of transversal competencies as the cornerstone for their endeavours, both personally and professionally. These transversal competencies are the currency that will enable the INTERFACE target groups to make sense of the complex changes and to participate as change agents and innovators, rather than merely as passengers.



Validation of Skills

By successfully completing the INTERFACE In-Service Training Programme, specific learning outcomes have been established. Upon finishing the programme, you can anticipate attaining the following learning objectives and enhancing your comprehension of transversal skills validation.

Part A			
Theme	Knowledge	Skills	Attitudes
A. Pedagogical approaches with focus on challenge-based learning theory	<ul style="list-style-type: none"> • Understand challenge-based learning theory • Understand various pedagogical approaches • Research findings on learning outcomes • Evaluate challenges in implementing CBL pedagogical approaches 	<ul style="list-style-type: none"> • Design and implement CBL learning activities • Critically evaluate and choose suitable pedagogical approaches • Apply assessment methods aligned with CBL • Troubleshoot challenges in implementing CBL 	<ul style="list-style-type: none"> • Appreciation for the value of experiential and hands-on learning • Openness to adopting diverse teaching methods • Openness to adaptability in addressing educational challenges • Confidence in the effectiveness of innovative teaching methods
B. Conferencing Tools and digital breakouts	<ul style="list-style-type: none"> • Knowledge of diverse types of conferencing tools • Understand how to use different conferencing tools and the mechanics of digital breakouts • Explore applications in educational settings 	<ul style="list-style-type: none"> • Use conferencing tools effectively • Design and create digital breakout activities • Adapt conferencing tools for educational purposes • Resolve technical issues during virtual sessions 	<ul style="list-style-type: none"> • Confidence in using technology for collaboration • Willingness to integrate interactive elements into teaching practices • Appreciation of virtual collaboration as a valuable skill • Resilience in overcoming obstacles in learning environments

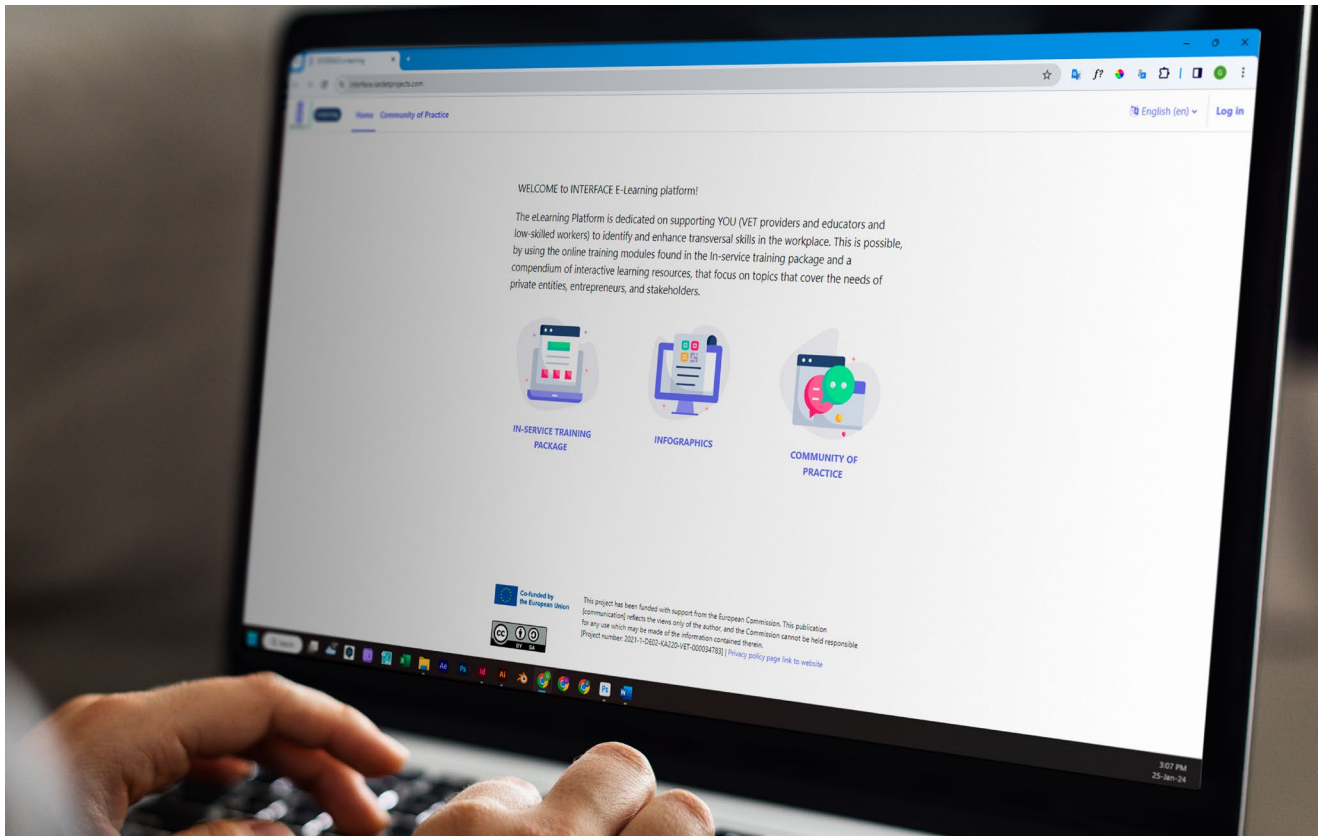
Part A

Theme	Knowledge	Skills	Attitudes
<p>C. Online educational escape rooms as a pedagogical tool</p>	<ul style="list-style-type: none"> • Understand the concept, principles, and elements of online educational escape rooms • Analyse the effectiveness of escape rooms in learning • Adapt escape rooms for different educational contexts 	<ul style="list-style-type: none"> • Develop and design online educational escape rooms • Implement and evaluate the effectiveness of online educational escape rooms to build key transversal skills • Customise online educational escape rooms for diverse learning objectives • Foster teamwork in the design and implementation process 	<ul style="list-style-type: none"> • Willingness to incorporate gamification and interactive elements in education • Confidence in the ability of interactive activities to enhance learning • Appreciation for the flexibility and versatility of online educational escape rooms
<p>D. WebQuests as learning frameworks!</p>	<ul style="list-style-type: none"> • Understand the concept and purpose of WebQuests • Analyse best practice examples of WebQuests for successful skill building 	<ul style="list-style-type: none"> • Develop and structure WebQuests • Create and implement WebQuests as an inquiry-based learning activity • Critically assess the impact of WebQuests on learners • Foster teamwork in creating educational resources 	<ul style="list-style-type: none"> • Recognition of the importance of integrating different formats of learning materials into teaching practices • Confidence in utilising well-designed inquiry-based learning resources • Openness to create engaging WebQuest learning resources

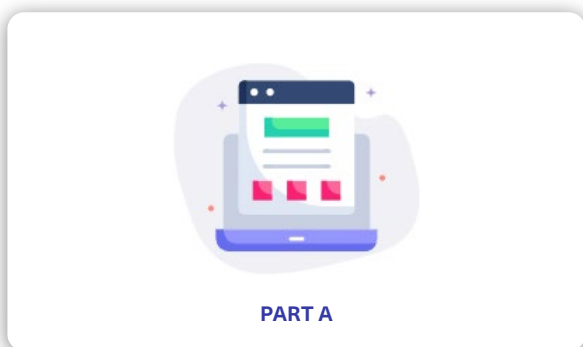
Part B			
Theme	Knowledge	Skills	Attitudes
A. Models for the identification of transversal skills	<ul style="list-style-type: none"> • Define transversal skills • Differentiate formal, non-formal and informal skills development contexts • Contrast examples of lifelong learning 	<ul style="list-style-type: none"> • Identify acquired school and professional transversal skills through documentation • Refer individuals to training or skills recognition processes according to documentation analysis 	<ul style="list-style-type: none"> • Evaluate the profile of candidates for skills recognition processes
B. Models for the recognition of transversal skills	<ul style="list-style-type: none"> • Identify the actors in a skills recognition process • Distinguish the stages of a skills recognition process • List tools to support the assessment of transversal skills 	<ul style="list-style-type: none"> • Use appropriate skills matrixes for the recognition of transversal skills • Analyse transversal skills based on evidence 	<ul style="list-style-type: none"> • Actively involve individuals in their skills recognition processes
C. Models for the communication of transversal skills within the workplace and labour market	<ul style="list-style-type: none"> • Explain the importance of transversal skills within the workplace and labour market • Relate the concepts of micro-credentials and digital badges • Compare models for the communication of transversal skills within the workplace and labour market 	<ul style="list-style-type: none"> • Plan the creation of micro-credentials and digital badges to promote the achievement of transversal skills • Design micro-credentials and digital badges for the communication of transversal skills 	<ul style="list-style-type: none"> • Recommend means of communication of transversal skills according to individual's goals

Presentation of the In-Service Training Programme

The In-Service Training Programme for VET teachers and tutors and in-company trainers comprises 2 distinct parts as follows. You can access the Training Programme at the following link: <https://interface.cardetprojects.com/>



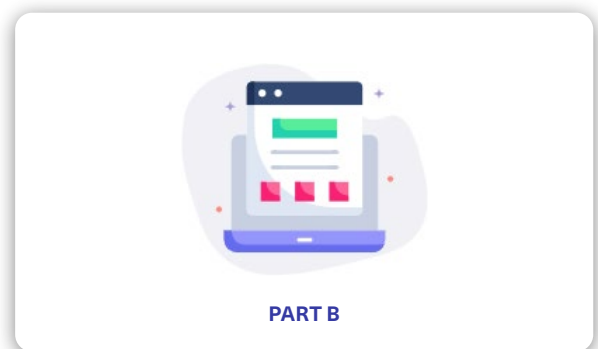
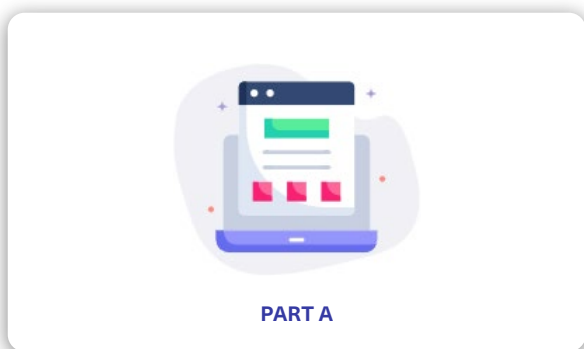
Upon entering the In-Service Training Programme, you have the choice to complete Part A or Part B.



Part A focuses on building the digital pedagogic skills for VET tutors to work successfully in online environments and introducing constructivist approaches to teaching which are ideally suited to a WBL environment. This will support VET tutors to examine different pedagogic approaches with a focus on challenge-based learning theory and how to use digital breakouts, online educational escape rooms and WebQuests as learning frameworks. It will support tutors as developers of new digital media-rich learning resources and how best to present them to potential learners in appropriate online settings.

Part B focuses on models for the identification, recognition, and communication of transversal skills within the workplace and labour market. The addresses:

1. Tutors as facilitators of learning in remote, online environments – tutors will examine different pedagogic approaches with a focus on challenge-based learning theory as a learning framework
2. Tutors as developers of new digital media-rich learning resources and how best to present them to potential learners in appropriate online settings – tutors will be introduced to open-source software programmes and shown how they can be integrated into lessons plans for remote learning
3. Tutors as validators of transversal skills - effective tutoring strategies and feedback methods, empowering tutors to enhance holistic skill development



Part A

The In-Service Training Package

Part A consists of 4 modules. The modules are a combination of thematic content as well as individual and group tasks. (<https://interface.cardetprojects.com/>)

- Module A: Pedagogical approaches with a focus on challenge-based learning theory
- Module B: Conferencing Tools and digital breakouts
- Module C: Online educational escape rooms as a pedagogical tool
- Module D: WebQuests as learning frameworks!

Part B

The Toolkit for Validation of Skills

Part B consists of 3 modules. The modules are a combination of thematic content as well as individual and group tasks. (<https://interface.cardetprojects.com/>)

Part B

- Module A: Models for the identification of transversal skills
- Module B: Models for the recognition of transversal skills
- Module C: Models for the communication of transversal skills within the workplace and labour market

Conclusion

In conclusion, the INTERFACE project presents an opportunity for VET teachers, tutors, and in-company trainers to enhance their skills and contribute to the dynamic landscape of continuing vocational education and training (CVET). Part A focuses on building digital pedagogic skills and introduces constructivist approaches, aligning with challenge-based learning theory for online environments. Meanwhile, Part B offers a valuable Toolkit for Validation of Skills, encompassing models for the identification, recognition, and communication of transversal skills within the workplace and labour market. Through these resources, you can gain access to educational methodologies, empowering you to support low-skilled workers to navigate the complexities of the 21st-century labour market.



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