



**A BLENDED LEARNING PROGRAMME FOR COMPETENCE
DEVELOPMENT BEYOND PURE PROFESSIONAL SKILLS**

Intellectual Output 1: Conceptual Framework of the Learning Concepts



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Project No: 2020-1-DEC02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Index

| | |
|--|----|
| I. INTRODUCTION..... | 3 |
| II. GENERAL PROVISIONS | 5 |
| III. KEY CONCEPTS | 6 |
| IV. WHO WILL BENEFIT FROM COMPETENCE+ COURSE | 10 |
| V. COMPETENCE+ LEARNING FRAMEWORK OVERVIEW | 11 |
| VI. STRUCTURE OF A THEMATIC MODULE | 18 |

Project number 2020-1-DE02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



I. INTRODUCTION

| 3

This document the main project result of Intellectual Output 1 and constitutes the necessary framework of learning concepts for the creation of the Competence+ course (IO2).

Description of the project

Employees in the public transport sector face increasing challenges in their work, such as technical innovation, increased traffic and environmental or customer relations issues. These aspects are stress factors, which show that public transport employees need skills that go purely professional education.

To ensure the sustainability of the project results, a partnership representing several public transport companies, as well as vocational training and further education institutions, has been formed.

Objectives

- Develop a modular blended learning concept that enables vocational training and further education institutions to increase competence of employees and VET students in the field of public transport in the areas of environmental awareness, conflict awareness, stress management, and civil courage
- Provide communication strategies on these topics
- Raise awareness among employees, VET students, trainers, and stakeholders on the importance of environmental awareness, conflict awareness, stress management, and civil courage in the context of public transportation

Main project outputs

- Development of the conceptual framework
- Creation of teaching materials
- Development of the Competence+ platform with interactive and audio-visual elements and activities in the relevant thematic areas. The platform will also offer the possibility of exchange of experiences and collaborative learning.
- The guide for educators “How to use and integrate modules of Competence+ in my VET course/ further training course?”

Project No: 2020-1-DEC02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Partners

- Leipziger Aus- und Weiterbildungsbetriebe GmbH, Germany
- WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH, Germany
- Virsabi, Denmark
- STANDO LTD, Cyprus
- Strætó bs, Iceland
- DomSpain SLU, Spain
- Reus Mobilitat i Serveis SA, <http://www.reusmobilitat.cat/>, Spain

Conceptual framework

The conceptual framework describes the reasoning behind the content and will guide the project partners in the elaboration of a blended learning method, which will be used by training providers (TRAINERS) to upskill the training of public transportation staff (TRAINEES/EMPLOYEES).

The framework provides a **detailed, but not exhaustive outline** of the course content with topics and sub-topics on the basis of which all further IOs will be elaborated.

It also includes a **template for a thematic module** for the partners to follow a consistent pattern when developing the workshops content in IO2: module objectives, expected outcomes, content covered, suggestions of activities based on the practices collected.

Finally, the framework provides suggestions to training providers on how to **validate the learning outcomes** and possibly award the trained trainees and employees with a certificate.



II. GENERAL PROVISIONS

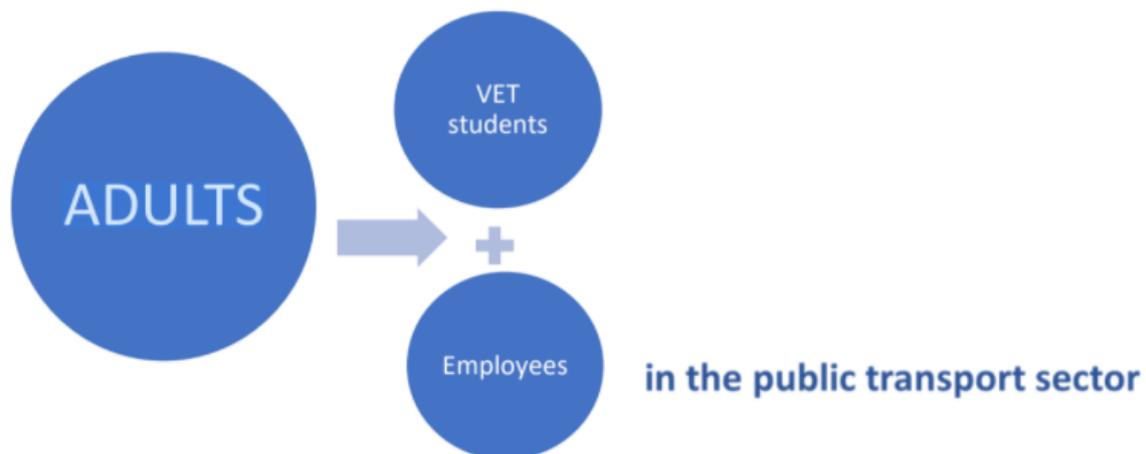
| 5

The **aim** of the first intellectual output of the **COMPETENCE+** project is to develop and define the conceptual framework based on a practice-oriented concept for the further intellectual outputs.

To do so, the partners have done research, analyse, and systematize existing **practices, approaches and projects** implemented in **companies and educational institutions of public transport** and similar professional areas in the fields of:

- Environmental awareness
- Conflict awareness
- Civil courage
- Stress management

TARGET GROUP of the project



Project No: 2020-1-DEC02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



III. KEY CONCEPTS

Environmental awareness

Being **environmentally aware** means to understand how our actions affect the environment and, accordingly, make changes to our activities.

Environmental awareness skills refer to the knowledge, abilities, values and attitudes needed to live in, develop and support a society, which reduces the impact of human activity on the environment. These skills include the capacity to include environmental concerns alongside others (such performance and safety) in taking decisions, including in the choice of processes and technologies.

An **environmental management** system of an organization helps reduce its impact on the environment, as well as improve health and safety for both employees and the community. It takes into account different aspects of the environmental impact, such as:

- Emissions (land, air, water)
- Energy Consumption
- Effects on the local community
- Legal requirements, norms, etc.

Conflict awareness

Conflict can be defined as:

- people holding opposing views and aiming at different goals
- incompatible activities and behaviours
- the outcome of perceptions and unfulfilled expectations

Usually conflicts involve **values, beliefs, goals**.

Though conflict is generally viewed negatively by society, it does not mean that we have to win our position at another's expenses as there are many ways to handle a situation and disputes can have **positive effects with long-term benefits** and promote growth.

In order not to shift away from collaboration towards more competitive tactics for dealing with the conflict, first **anger** should be dealt with before the concrete issues are addressed.



| 7

As an example of a method to deal with “triggered, erratic, aggressive, or emotionally unstable people”, read about the CAIRO method in the article “Tools for defusing conflict with public transportation passengers”: <https://www.metro-magazine.com/10003020/tools-for-defusing-conflict-with-public-transportation-passengers>

Conflict Management Skills include:

- **Communication skills**, i.e. quickly addressing problems, understanding reluctant participants, active listening, leadership, mediating, modeling reasonable dialogue, negotiating, nonverbal communication, open dialogue, suppressing conflict-provoking behavior, etc.
- **Emotional Intelligence**, i.e. being adaptable, being analytical, asserting feelings, compromising, identifying triggers, showing respect, being optimistic, being self-aware, etc.
- **Empathy**, i.e. asking for feedback, building trust, showing compassion, embracing diversity and inclusion, managing emotions, identifying nonverbal cues, recognizing differences, understanding different viewpoints, etc.
- **Creative Problem Solving**, i.e. conflict analysis, collaborating, verbal and nonverbal communication, creativity, decision-making, problem solving, sense of humour, etc.

Civil courage

“**Civil courage** is defined as brave behavior accompanied by anger and indignation that intends to enforce societal and ethical norms without considering one's own social costs. It is distinguishable from helping behavior and other forms of courage.” (Greitemeyer et. al. 115)

The term 'civil courage' is common in Germany and Austria but not usually used linguistically in other European countries. There are linguistic equivalents such as "Borgermot" (citizens' courage) in Norway, “socially responsible behavior” in Britain. For Gerhard Meyer, German political scientist, civil courage expresses itself in **three ways of acting**:

- Intervening "in favour of others, mostly in unforeseen situations in which you quickly have to decide what to do".

Project No: 2020-1-DEC02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- To stand up "- usually without any pressure to act - for general values, for the law or for the legitimate interests of others, especially in organised contexts and institutions, such as schools or the workplace".
- To defend oneself "e.g. against physical attacks, bullying or injustice; to be true to oneself and stand up for one's convictions, to stand firm, to assert oneself, to resist, to say no, to refuse obedience 'for good reasons'". (Meyer and Frech 23)

For Meyer, there are **four criteria that make civil courage distinguishable from help, altruism or solidarity from courage and bravery.**

- "There is a latent or obvious conflict between those who violate these values and norms and those who work for their preservation."
- "There are not always easily identifiable risks, that is, the success of courageous action is usually uncertain, and the actor is prepared to accept disadvantages."
- "Civil courageous action is public, i.e. there are usually more than two people present."
- "There is a real or subjectively perceived imbalance of power to the disadvantage of those who want to act courageously, for instance because they find themselves in a minority/majority situation in groups or in a relationship of subordination or dependency (often associated with pressure to adapt)" (22f)

Moral courage **is not tied to personal qualities, status or role.**

Sources:

Greitemeyer, Tobias, et al. "Civil Courage: Implicit Theories, Related Concepts, and Measurement." *The Journal of Positive Psychology*, vol. 2, no. 2, Apr. 2007, pp. 115–19, doi:10.1080/17439760701228789.

Meyer, Gerd, and Siegfried Frech, editors. *Zivilcourage: Aufrechter Gang Im Alltag*. Wochenschau Verlag, 2012.

Stress management

A widely accepted definition of **stress**, attributed to psychologist and professor Richard Lazarus, is, "a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize."

Occupational stress can be defined as "harmful physical and emotional responses that occur when job requirements do not match the capabilities, resources or needs of the worker". It can come from irritating, frustrating, uncomfortable, or unpleasant conditions in the workplace and compromises the safety of employees, i.e. professional drivers whose performance is affected by a significant effect of job strain.

Project number 2020-1-DE02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Research carried out by Occupational Psychologists at Goldsmiths, University of London and Affinity Health at Work led to the development of a Stress Management Competency Framework with 4 core competencies and 12 sub-competencies.

- | 9
- **Area 1: Respectful and Responsible: Managing Emotions and Having Integrity.** Includes sub-competencies of integrity, managing emotions and considerate approach.
 - **Area 2: Managing and Communicating Existing and Future Work.** Includes sub-competencies of proactive work management, problem solving and participative/empowering.
 - **Area 3: Managing the Individual within the Team.** Includes sub-competencies of personally accessible, sociable and empathetic engagement.
 - **Area 4: Reasoning and Managing Difficult Situations.** Includes sub-competencies of managing conflict, use of organizational resources and taking responsibility for resolving issues.

Project No: 2020-1-DEC02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



IV. WHO WILL BENEFIT FROM COMPETENCE+ COURSE

1. TRAINERS will

- gain new experience of non-formal and informal training;
- heighten awareness for the themes of the course;
- have access to free and directly usable modules with teaching and learning materials;
- be supported by Trainer's Guide, which enables and facilitates the integration of these new modules;
- have a possibility of exchange and common learning with other educators from the VET fields (initial, continuous, life-long learning);
- on a European level: increase communication competencies and improve ICT capacities.

| 10

2. VET STUDENTS and EMPLOYEES OF THE PUBLIC TRANSPORT SECTOR will

- improve their skills and knowledge in thematic areas;
- strengthen awareness, action and communication skills concerning the environmental and conflict awareness, civil courage, and stress management;
- acquire and upskill competencies to transfer them into their professional life;
- improve key competencies: citizenship competence, cultural awareness, digital competence, personal, social and learning to learn competence;
- increase the chances of access to the labour market and career prospects through additional, highly useful and usable skills

Based on this, the following table is what a TRAINER/TRAINING PROVIDER should know before they choose to adopt this training methodology for the up-skilling of their students and employees.



V. COMPETENCE+ LEARNING FRAMEWORK OVERVIEW

| 11

LEARNING CONTENT STRUCTURED IN MODULES

M1. Trainer's confidence and skills

Main focus of the content

Self-evaluation of training needs and personal qualities leading to the choice of most relevant modules.

Learning content

- 1. Trainer's skills**
 - 1.1 Technical competence
 - 1.2 Teaching competence
 - 1.3 Social competence
- 2. Training action planning**
 - 2.1 Objectives and contents
 - 2.2 Methodology and activities
 - 2.3 Training evaluation
- 3. Teaching/learning strategies**
 - 3.1 The problem-solving method
 - 3.2 The role-playing method
 - 3.3 Case method
 - 3.4 Learning by discussion
 - 3.5 Inquiry-based learning
 - 3.6 Accelerated learning

Teacher's competences to focus on

- Develop and plan training actions.
- Schedule its performance in a flexible way coordinating it with the rest of the training actions.
- To carry out the training actions, accompanying and providing guidance for learning.
- Evaluate learning processes and results.
- Verify the achievement of the established objectives.
- Analyze their own performance and the programs developed.

M2. Training content: Environmental awareness

Main focus of the content

To sensitize public transport employees/VET students about the importance of green transport systems and their own contribution to fostering sustainability in public transport.

Project No: 2020-1-DEC02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Learning content

1. Basic concepts

Learning objectives

VET students and employees should be able to:

- 1.1 Define and analyse basic concepts of environmental issues.
- 1.2 Apply increased knowledge of basic environmental concepts
- 1.3 Explain basic environmental concepts to others

| 12

2. External costs and benefits of mobility

Learning objectives

VET students and employees should be able to:

- 2.1 Understand external costs and benefits of mobility
- 2.2 Identify external costs and benefits of mobility
- 2.3 Discuss and debate external costs and benefits of mobility

3. Public participation

Learning objectives

VET students and employees should be able to:

- 3.1 Understand the benefits of behavioral change and the importance of public participation in environmental awareness
- 3.2 Understand how to effect personal attitude and motivate people
- 3.2 Understand how teamwork and cooperation can make a difference in environmental awareness
- 3.4 Discuss and debate the importance of public participation in environmental awareness

4. Sustainable Urban Mobility Plans

Learning objectives

VET students and employees should be able to:

- 4.1 Understand the concept of sustainable Urban Mobility Plans
- 4.2 Understand the importance of shaping and achieving community goals in environmental issues
- 4.3 Identify the community needs, adequate practices as well as integration, participation, and evaluation principles of sustainable Urban Mobility Plans

5. Examples of good practice

Learning objectives

VET students and employees should be able to:

- 5.1 Get aware of the importance of being a role model regarding environmental issues
- 5.2 Lead by example the discussion about environmental awareness
- 5.3 Apply best/good practice to work/life
- 5.4 Motivate others in apply best/good practice to work/life

Do it yourself

- Learning by doing
- How to be creative in environmental awareness

Tools and examples

Project number 2020-1-DE02-KA202-007585



- IO1 ElectricBuses_EA_DomSpain (Teamwork)
- Pronto Bus_EA_Stando (Teamwork)
- Desk Forest_EA_GER (Teamwork)

Learner competencies to focus on:

- Personal attitude and motivation
- Willingness to change
- Teamwork and cooperation (willingness and ability)
- Sense of responsibility and decisiveness
- Learning to learn
- Creativity
- Communication skills
- Capacity for self-management and reflection
- Willingness to perform

| 13

M3. Training content: Conflict awareness

Main focus of the content

To provide the public transport professionals/VET students with introductory materials for proper methods for defusing the escalated conflict and methods on how to overcome the post-conflict stress.

Learning content

1. Basic concepts: Introduction to conflict

Learning objectives

VET students and employees should be able to:

- 1.1 Identify conflict as an opportunity for change and growth
- 1.2 Explore five root causes of conflict
- 1.3 Determine common escalation points during the interpersonal conflict

2. Conflict styles

Learning objectives

VET students and employees should be able to:

- 2.1 Identify the difference between a position and an interest.
- 2.3 Analyze intent vs impact.

3. Framing the conflict

Learning objectives

VET students and employees should be able to:

- 3.1 Discover personal conflict style.
- 3.2 Assess the appropriateness of various conflict styles.
- 3.3 Determine your communication style.
- 3.4 Identify influences on communication.

Project No: 2020-1-DEC02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



4. Managing conflict

Learning objectives

VET students and employees should be able to:

- 3.1 Effective communication strategies
- 3.2 The importance of listening for underlying interests
- 3.3 Identify constructive requests

5. Effective communication strategies

Learning objectives

VET students and employees should be able to:

- 5.1 Common constructive and destructive tendencies in interpersonal conflict
- 5.2 How these tendencies show up in a conflict scenario
- 5.3 Analyze specific behaviours (hot buttons) that tend to result in destructive conflict tendencies

Do it yourself

- Practice evaluating a conflict that escalated
- Practice Identifying positions and interests
- Conflict resolution Games (using the book in the tools and practices)

Tools and practices

- The Art of Defusing Conflict: De-escalation Techniques for Transit Operators:
<https://ftson.org/the-art-of-defusing-conflict/>
- CAIRO: <https://www.metro-magazine.com/10003020/tools-for-defusing-conflict-with-public-transportation-passengers>
- Conflict Resolution Train the Trainer_CA_Virsabi
- Effective Practices in Bus Transit Safety_ Emergency Response_SM_Virsabi (Teamwork)
- IO1_CustomerService_CA_ReusMobilitat (Teamwork)
- Practice Conflict awareness (Teamwork)
- Competition_CA_GER (Teamwork)
- Conflict resolution Games - <https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf>
- Training for Conflict Resolution - <https://ctb.ku.edu/en/table-of-contents/implement/provide-information-enhance-skills/conflict-resolution/main>
- Escalation and de-escalation - <https://itmconflictmgmt.com/making-sense-of-conflict/escalation-de-escalation/>
- Conflict resolution in Public Spaces - <http://www.srdc.msstate.edu/publications/archive/221.pdf>

Learner's Competencies to focus on

- Team & cooperation skill
- Communication skills to quickly addressing problems and understanding reluctant participants
- Personal attitude & motivation:
- Self-management & reflection skills

Project number 2020-1-DE02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- Sense of responsibility & decision-making ability
- Emotional Intelligence to be adaptable, analytical, asserting feelings, identifying triggers, showing respect, being optimistic and being self-aware.
- Empathy
- Creative Problem Solving

| 15

M4. Training content: Stress Management

Main focus of the content

It focuses on tools and methods to recognize and detect stressors and how to prevent and manage them.

Learning content

1. Basic concepts: Understand Stress

Learning objectives

VET students and employees should be able to:

- 1.1 Recognize trivial stress symptoms
- 1.2 Identify specific stress types
- 1.3 Get acquainted with different theories/models of stress
- 1.4 Use resources of psychological health and well being
- 1.5 Analyse positive stress response methods

2. Detecting Signs of Stress of mass transportation workers

Learning objectives

VET students and employees should be able to:

- 2.1 Identify stressors
- 2.2 Analyse stress factors of their workplace
- 2.3 Discuss causes and effects of their work stress
- 2.4 Interpret emotional and physical reactions

3. Confronting Stress

Learning objectives

VET students and employees should be able to:

- 3.1 Maintain a stress awareness
- 3.2 Analyse effective techniques of stress management
- 3.3 Evaluate personal relevance to proposed stress management techniques
- 3.4 Cope with stress by using specific techniques and tools

Do it yourself

Tools and Practices

- Stress Control in Public Transportation Operators (Teamwork)
- FIT_SM_GER (Teamwork)
- Bus drivers Occupational stress and stress prevention_SM_Virsabi (Teamwork)
- Stress management in airlines_SM_Virsabi (Teamwork)

Project No: 2020-1-DEC02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- StressPrevention_SM_Virsabi (Teamwork)

Learner Competencies to focus on

- Knowledge of internal and external factors causing stress.
- Recognition of the subjective, behavioral, cognitive, physiological and organizational consequences of stress.
- Ability to identify approaches to stress management.
- Ability to cope with stressors.
- Self-management & reflection skills
- Sense of responsibility & decision-making ability
- Willingness to perform
- Customer & service orientation
- Knowledge about the risks of the profession

| 16

M5. Training content: Civil Courage

Main focus of the content

To increase the sensitivity for acting with civil courage, to expand individual helper competences on different levels and to enabling the participants to develop civil courage. Additionally, the participants should reflect on their own and cultural values and moral understanding as the basis for civil courage and their ability and willingness to step in.

Learning content

1. Basic concepts: Showing courage

Learning objectives

VET students and employees should be able to:

- 1.1 Understand the concept of civil courage
- 1.2 Become aware of one's own individual helper competences
- 1.3 Discuss and analyse social skills: verbal components, paralinguistic components, non-verbal components, socially skilled behaviour

2. Self-efficacy and Self-confidence: Civil Courage in Action

Learning objectives

VET students and employees should be able to:

- 2.1 Become aware of (own and others) cultural and individual values and ideas
- 2.2 Recognize one's own strengths that lead to helper competence
- 2.3 Analyse situations in public transport

3. Tips for civil courage and examples of good practices

Learning objectives

VET students and employees should be able to:

- 3.1 Understand how to find appropriate ways to act in precarious situations
- 3.2 Analyse and discuss examples of good practice

Project number 2020-1-DE02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Do it yourself

- Multidimensional scale of social expression
- Civil courage can be trained

Tools and Practices

- MoralCourageTraining_CC_Stando (Teamwork)
- Practice Civil courage (Teamwork)
- IO1_WholfNotYou_CC_DomSpain (Teamwork)
- See and Help_CC_GER (Teamwork)

Learner's Competencies to focus on

- Self-management and reflection skills
- Ability to cooperate and work as part of a team
- Communication skills
- Social skills
- Assertiveness
- Conscious influence
-

M6. Planning a training session

Main focus of the module

Successfully using the blended course in adult and VET education and possibilities of adaptations for other fields.

Learning content

- 1. Goals and benefits of the project**
 - 1.1 Benefits for VET students and employees
 - 1.2 Benefits for trainers
- 2. Needs of the target groups**
- 3. How to use the course and its elements**
- 4. Do it yourself**
 - 4.1 How to plan a successful training session with COMP+

Teacher's Competences to focus on

- Technological literacy and digital competence
- Evaluation and assessment processes and methods
- Planning, managing and coordinating teaching
- Using teaching materials and technologies
- Application of learning contents in different formats: face-to-face, blended and online.

VI. STRUCTURE OF A THEMATIC MODULE

Each thematic module (Modules 2-5)...

| 18

...follows a logical structure that ensures a consistent learning path; however, the structure allows for some variations to account for each topics particularity and different learning needs of VET students and employees;

...can be used individually or in any combination;

...contains parts with online content for self-study and ones for face-to-face workshops:deally, the module starts with a motivational online component that briefly introduces the learner to the topic of the module and makes clear how it is connected to their professional environment. This is then followed by a 4 hour face-to-face workshop that is focused on practical exercises. Further study components can then be offered online after the workshop. Should a face-to-face implementation not be possible, this content can be adapted to fit into two online sessions of 1 hour each.

...contains parts for sensitisation, for strengthening action competencies and for providing adequate communication possibilities (in the parts “Learning Content” and/or “Do It Yourself”)

A module will consist of the following parts:

| COMPETENCE+ FRAMEWORK: MODULE STRUCTURE | |
|---|---|
| Suggestions for content | |
| 1. Module objectives | Short introductory description: What is it about? How is it useful? – One short paragraph. |
| 2. Pre-assessment (or warming up/energizer) | Linked to the module objectives. Depending on the module: <ul style="list-style-type: none"> - a short story/scenario (include a picture?) followed by a few questions on how a trainee would react, what she/he would do - A few questions or statements to create interest in the module topic |
| 3. Pre-requisites (if any) | Are the any pre-requisites that the trainer should know before starting the module? |
| 4. Expected learning outcomes (skills and competences) | Skills and competences acquired by the end of this module (bullet points/ <i>can do</i> statements) |

Project number 2020-1-DE02-KA202-007585

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



| | |
|---|--|
| <p>5. Learning content</p> | <p>Sub-topics (3-4) Including</p> <ul style="list-style-type: none"> - References to the practices/tools collected in IO1.1 - Pictures, images, infographics, etc. - Videos |
| <p>6. Do It Yourself</p> | <p>6.1 Think about it Task/s related to the topic of the module...for example, “Identify situations that may cause conflict” for the “Conflict Awareness” Module</p> <p>6.2 What would you do? Scenario/situation Example of a situation for the “Conflict Awareness” Module: A passenger gets on the bus and shouts: “You're late...you're always late! “ Example of answers: Recognising keywords, proactive vs. reactive response</p> |
| <p>7. Revision</p> | <p>7.1 Questions (7-10) to check understanding of the module (covering all subtopics). Clarify types of questions (open-ended questions, multiple choice with more than one correct answer) and their scope (evaluation, or self -assessment) Open Badges</p> <p>7.2 Short conclusion/summary of what we have learnt (one paragraph)</p> |
| <p>8. Tips for further reading</p> | <p>7.1 Bibliography citing the sources of the module content</p> <p>7.2 Additional links to online content for further reading.</p> |



ASSESSMENT OF ACQUIRED KNOWLEDGE

Different training contexts require different assessment approaches.

- All users of the modules will be assessed according to ECVET/EQF criteria and will receive a certificate reflecting this.
- Open Badges will be used to certify/recognize the acquired/upskilled skills after completion of e-learning materials

| 20

| SUGGESTIONS FOR ASSESSMENT AND VALIDATION | |
|---|---|
| Forms of Assessment | |
| Assessments | <ul style="list-style-type: none"> • PRE-COURSE ASSESSMENT: 3- 5 questions about the module content for a trainer to assess how well the trainee knows the topic and how useful the information will be for him/her • ASSESSMENT DURING THE COURSE: through Open Badges • POST-COURSE ASSESSMENT |
| Module Assessment <i>(Part "Revision" in each Module)</i> | <ul style="list-style-type: none"> • Tests based on the content of each module: 7-10 questions per a module. • Passing rates determined by the training institutions. |
| Validation | Validation done by the training provider delivering the training. To be revised in IO2.1 |