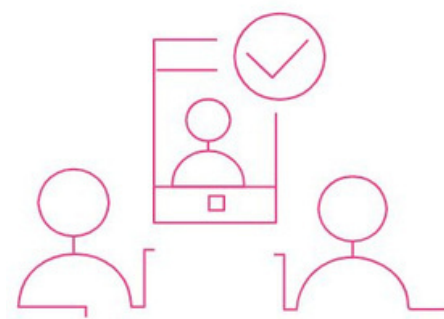


Operational Guidelines for VET Operators

<https://project-reset.eu>



Introduction

So many aspects of our daily lives, from relationships to leisure and work, are affected by the increasing use of digital technologies. The Covid-19 pandemic has emphasized this even more, and indeed has strongly driven an acceleration toward digital transition.

One of the various sectors that have had to deal with digitally driven changes is Vocational Education and Training. The sudden shift to online training has proven challenging for students and has been particularly burdensome for teachers and staff involved in the management and delivery of VET training. While the digital skills of VET professionals were already at a deficient level before the pandemic, with COVID-19 the digital challenge for VET has become even more urgent and evident.

Organizations and the VET system in general must respond to the pedagogical digitization needs of all staff, from teachers to coordinators to technical and administrative staff. This process of refining skills in response to concrete needs will lead the VET ecosystem to increase competitiveness, attractiveness, and resilience. Processes and tools to respond to the need for digitization can also be created by initiating synergies at the European level. This has been the goal of RESET, which has been dedicated to recognizing and

mapping the digital needs of VET professionals in order to create trainings and operational tools making use of DigCompEdu, the European framework on digital competencies of teachers and trainers.

In the present document, all RESET learning products are briefly presented and some instruction of use are introduced.

Target groups, communication and recruitment

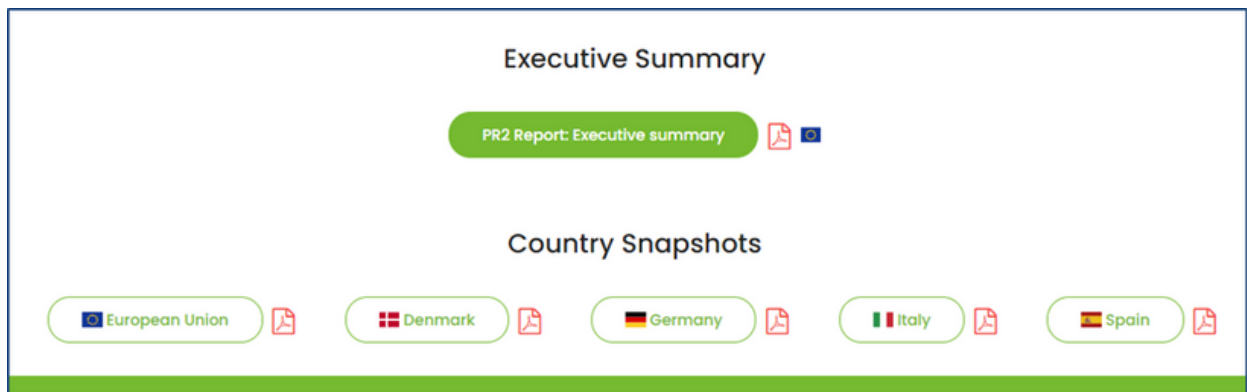
The direct beneficiary target groups identified for the RESET project are VET teachers, coordinators, tutors, administrative and communication experts in employment with VET organizations or external collaborators.

The involvement of the target groups in RESET learning situations should move from a carefully design communication campaign, in order to recruit interested people who could benefit from the project outputs. VET practitioners have the possibility to involve participants through multiple channels. VET Operators can primarily involve target groups that are internal to the organization, but the involvement of external target groups is also welcomed and recommended. The organization of RESET trainings could also complement the implementation of other events.

Organization of RESET learning situations

RESET learning materials are designed to be exploited in different kinds of learning situations, from a traditional face-to-face environment to blended online settings. The RESET Test & Validation phase gave the opportunity to all Partners to try out these different learning experiences. Even though the structure and accessibility of tools and trainings on the RESET platform has been appreciated for its user-friendliness and high quality of contents, target groups valued the possibility to undergo the trainings in a face-to-face, practice oriented environment, where the exploitation of RESET products was conveyed by a trainer and enriched by the active participation of all people involved. In fact, the wide range of material (PPT presentations, video materials, case studies, checklists, etc.) available on the RESET platform can be used as a starting point to develop a lively discussion, in which participants can share their own personal experience on their path to digitalization and digital application in a learning environment.

Prior to an operational dive into the RESET Trainings and Tools and on the Matrix, it is suggested to exploit the Analysis materials, in order to acquire useful knowledge on the digital transformation process of VET operators at European level and at partner level (Italy, Germany, Spain, Denmark).



The RESET Trainings and Tools can be seen as complementary learning material among each other. This feature is very clear on the RESET Platform: in fact, each training is linked to a tool, and vice versa.

● **Digital Marketing for VET provision**

The Internet is a great medium for promoting educational services in vocational training. It does not only allow us to make our educational offer known, but it also enables contact with potential customers and opens up new possibilities of digital marketing. In this course, you will learn how to implement these strategies and promote your educational services on the Internet.

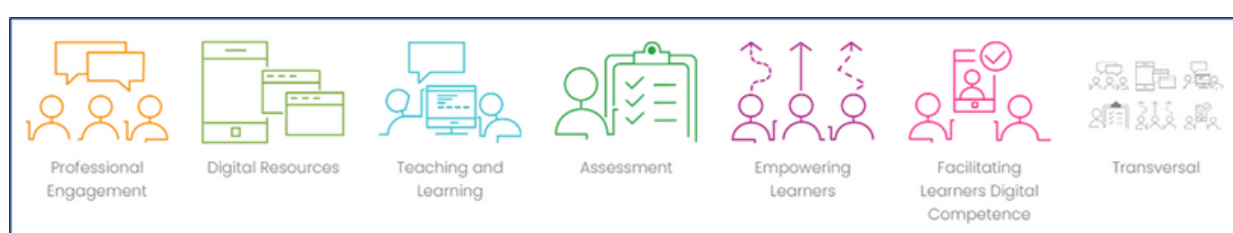
[Read More](#) [Tool: SWOT Analysis](#)

● **SWOT Analysis**

A SWOT analysis is a strategic tool to understand the Strengths, Weaknesses, Opportunities and Threats of a project, situation, venture or business. It is a tool used by professionals to examine the possibilities and optimally consider the possible outlets. Check the proposals in the following table describing the likely possibilities and...

[See Tool](#) [Feedback](#) [Related Training](#)

Both the Trainings and the Tools cover the Areas addressed by the DigCompEdu, and this is made comprehensible on the Platform, since each color is associated to an Area of the DigCompEdu (except for those Trainings or Tools which are transversal, therefore indicated in grey).



During face-to-face trainings, the trainer has the possibility to freely choose, based on the target group, how to exploit the RESET material. It is possible to use a combination of tools and trainings, engaging the participants in dynamic sessions of experience exchange, adapting the course based on the inputs coming from the group. Another possibility is to define a calendar of sessions during which a single training per lesson is thoroughly explored to deepen a particular subject. Either way, the RESET trainings and tools are modifiable learning products, and are intended to encourage flexible and innovative application.

RESET Analysis

The RESET partnership has performed a “stock-taking” and a “benchmark” of how COVID has accelerated the digital transformation process of VET and operators. The starting point of this analysis has been the DigCompEdu (European Framework Digital Competence Educators) developed by UE and ESCO profiles of VET professionals. The idea was to reach the real understanding and adoption of the DigCompEdu model in VET scope. The analysis reports the results of the "mapping" activities of digital skills of VET practitioners at primary and secondary level through the retrieval and analysis of official documents issued at EU, national and local level to intercept the dynamics, trends, needs and priorities related to digital skills for VET operators. The final available products of the analysis phase are:

-5 Country snapshots in English, analyzing the situation of Italy, Denmark, Spain, Germany and European Union

-1 Executive Summary, available in English and in all partnership languages

RESET Trainings and Tools

The RESET Trainings and Tools were developed in order to answer to the needs of digitalization of the VET Operators highlighted at application and then confirmed/slightly corrected at Analysis stage. The methodological approach was designed on the DigCompEdu, the European framework describing what it means for educators to be digitally competent. The framework provides a general reference frame to support the development of educator-specific digital competences in Europe, addressing different competence Areas:

- Professional engagement
 - Digital resources
 - Teaching and learning
 - Assessment
 - Empowering learners
 - Facilitating learners digital competences
- + Transversal Area

List and brief description of trainings:

Professional engagement	
Digital Marketing for VET provision	The Internet is a great medium for promoting educational services in vocational training. It does not only allow us to make our educational offer known, but it also enables contact with potential customers and opens up new possibilities of digital marketing. In this course, the users will learn how to implement these strategies and promote their educational services on the Internet.
Classroom management: keeping the audience involved within the virtual classroom - Mind maps, the basics	Organising ideas to discuss a topic is difficult, but even more challenging is planning, designing or making decisions by co-operating with several people: it takes technique and organisation. That is why various tools and procedures have been proposed over time: in this course we focus on mind maps. We figure out their characteristics and areas of use, and learn to distinguish them from concept maps, with which they are often confused.
Classroom management: keeping the audience involved within the virtual classroom - Digital mind maps for professional collaboration	We understand the usefulness of digital mind maps, as opposed to manual ones, when the context is complex and requires freedom to rethink, reorganise, or share. Finally, we see how they can be used to facilitate and stimulate professional collaboration analysing three use cases.
Digital resources	
Analysis of digital resources and understanding of digital reliability	Teachers and educators of every order and degree are spoilt for choice in the number and nature of digital content they can propose to their students. In order to guarantee an impactful and pleasant learning experience to students, educators need to be able to select, re-adapt and manager the most suitable resource.

Teaching and learning	
Teamwork and collaborative digital classroom	This training course for VET-operators takes on important methodological perspectives in creating a collaborative digital classroom. The training could be implied as a tool for both reflection and discussion on best practice and as an inspirational tool that can help facilitate implementation or improve current practice.
Assessment	
Micro-Digital Credential for VET	The module explains the concept of micro-credentials and gives an overview about the current discussion surrounding them. It shows how they can be included in virtual VET and training, resulting in a timely, short update of knowledge in an accreditable form. Lastly, it invites learners to analyse the ways in which they can offer certified further training for pressing matters.
Empowering learners	
Quality digital training for students with special needs	To create a supportive learning environment, teachers can use visual aids, adapt materials, and use digital aids. For students with dyslexia, assistive technologies such as text-to-speech software and voice-recognition software can be used. Structured literacy instruction, multisensory instruction, accommodations, and collaboration with specialists can also be helpful.
Facilitating learners digital competences	
Cybersecurity and Data Protection for VET Operators	The online world offers an unmeasurable number of resources and information that can help us both in our learning and in our daily lives. Nevertheless, it also has different dangers that can compromise our security. In this course, the users learn how to identify these cyberthreats, as well as how to avoid them, protecting their identity and ensuring their security on the Internet.

Transversal	
DigComp for educators and organizations: Operational implications	The operative implications of DigComp for educators and organizations lies on the very motivations behind the existence of the framework and the official EU policy paper from which it originated. As of today, and since its official publication, the official DigComp's literature counts several follow-up and spin-off documents.
Budgeting and resources mobilization for digital transformation	Down to its core essentials, digitalization is about being more strategic and efficient in providing services and establishing a direct connection with the cohort of reference addressed by the organisation - and its most relevant STKHs and groups of interest. This helps organisation in being much more practical in understanding what they actually might need to transit into new IT-paradigms of education and training and that are coherent to organizations' potentials and the audience potentially addressed by their offer.
Optimizing digital VET - Digital tools and resources - Learning styles and Roles	Learning styles refer to the different ways in which individuals absorb and process information, and the four core learning styles are visual, auditory, reading/writing, and kinesthetic. Facilitating and roles refer to the responsibilities of the instructor or facilitator in delivering the course and managing the learning process.
Optimizing digital VET - Digital tools and resources - Platforms and Learning Objectives	A Learning Management System (LMS) is a digital platform that facilitates the delivery and organization of educational content. It is typically web-based and can include features such as e-portfolios, quizzes, assessment tools, and course management tools. The digital learning environment includes all digital tools used by students, including computers, smartphones, software, and virtual reality. When choosing an LMS, it is important to consider the needs of the learners, the stakeholders affected by the decision, and the specific learning objectives and goals.

List and brief description of tools:

Professional engagement	
SWOT Analysis	<p>A SWOT analysis is a strategic tool to understand the Strengths, Weaknesses, Opportunities and Threats of a project, situation, venture or business. It is a tool used by professionals to examine the possibilities and optimally consider the possible outlets.</p> <p>With this tool the users can check the proposals describing the likely possibilities and vulnerabilities in their VET institution development plan and associated strategy. They can then plan how to further develop the weak points and reinforce the strong ones. It is possible to copy, distribute and adapt the list to the users' needs.</p>
Mind-maps software tools collection	A PDF document brings together the product sheets for 5 of the many mind-mapping software tools: GitMind, MindManager, MindMeister, Mindomo and XMind.
Digital resources	
Digital resources and assessment of reliability	Checklist for analysis of digital resources and assessment of reliability
Teaching and learning	
Our Practice in regard to Video Conferencing System	The questions help to highlight the users practice and can be put in place at their VET to further discussions, reflections and give inspiration at their VET in regard to choosing the best platform for their digital classroom.
Implementing a Safe and Secure Digital Classroom	The questions help to discuss, regulate and create a safe and secure digital classroom for collaboration. The questions must be regarded as neutral - they are not intended to favor one side.

Assessment	
Micro-credential Checklist	The users can find out if micro-credentials are something for them to support and develop their virtual training. The checklist is meant to test if micro-credentials are worth a look for the users. Users tick the boxes that apply to them. The more often they say yes, the more likely they would benefit from micro-credentials.
Empowering learners	
How-to-Guide for Google Docs	A how-to-guide for google docs that provides text-to-speech, OCR, dictionary, and translation features to help students with reading and writing difficulties.
Facilitating learners digital competences	
Cybersecurity Checklist	This Cybersecurity checklist consists of a set of practices to defend computer systems from cybercrime. It covers many areas: network and app security, data protection... It is meant to ensure users' security in the online world.
Transversal	
Get ready to 'moodle'	Easy to use guideline to get started on Moodle.
Operationalisation of DigComp's resources for VET providers and LLL professionals	This brief document is intended to support readers in better navigating the ecosystem of DigComp, the official EU training and education framework for digital competences. The aim is to provide for solid, robust and reliable coordinates to which users can rely on to understand what might be practical and operational use of DigComp and related spin-off resources.

IT Project - Annual budget template	This tool is aimed to facilitate the estimation, on an annual basis, of all possible operation and capital cost items that organisation X has to consider for the renewal of its IT fleet.
Annual IT Budget Template - Operating Expenses	These tools are a slightly more streamlined version of the previous one, more intuitive and agile for smaller organisations, professionals, etc.

RESET Matrix

The Multidimensional and Multifunctional Matrix is based on the DigCompOrg. The Matrix can serve the operators of the VET ecosystem to take a snapshot of their capacity to delivery distance learning activities, anticipate digital needs, identify areas of intervention, develop strategies and initiate/pursue a process of digital transformation of the organisation.

The first step when using the Matrix, is providing for some basic information on the VET Organization represented by the users:

The screenshot shows a form titled "VET Organisation" and "VET Learner" with various selection options. The "VET Organisation" section includes "VET Sector" (Formal, Non-Formal), "VET Level" (IVET, CVET, HVET, Mandatory VET), and "EQF Level" (3-4, 5-6, 7-8, not applied). The "VET Learner" section includes "Age Group" (14-18, 19-25, 26-45, >45), "Education Background" (High School, VET Diploma, HE Degree), and "Status" (Student, NEET, Unemployed, Underemployed, Employed). Navigation buttons "Prev" and "Next" are visible, along with a progress indicator consisting of seven colored circles.

For each competence Area of the DigCompOrg, the users are asked to assign a compliance value, for example:

Leadership & Governance Practices ?

In my organization, the integration of digital-age learning is part of our overall mission, vision, and strategy, is supported by an implementation plan, and includes a related management and governance model.

How well does this description fit my organization from 1 to 5?

Newcomer Pioneer

Prev Next

In this case, the users are asked to consider the competence of their VET Organization with regards to “Leadership and Governance practices”. Users are asked to evaluate how the statement *“In my organization, the integration of digital-age learning is part of our overall mission, vision, and strategy, is supported by an implementation plan, and includes a related management and governance model”*, applies to their organization. “Newcomer” coincides with “Beginner”, while “Pioneer” coincides with “Expert”. The users answer should consider the indicators offered by the DigCompOrg, which users can easily find by clicking on the “?” button:

Leadership & Governance Practices ?

The following are the indicators related to each area of the DigCompOrg:

1. The potential of digital learning technologies is clearly flagger
2. The benefits of digital learning technologies are communicated
3. The strategic plan encompasses digital-age learning
4. Open education is an aspect of public engagement
5. Planning builds on enablers while addressing barriers
6. Internal stakeholders have a degree of autonomy
7. Opportunities, incentives and rewards for staff are identified
8. Digital-age learning is aligned with broader priorities
9. There are twin goals of modernising existing educational provision and offering new opportunities
10. There is a shared understanding of and commitment to the implementation plan
11. Management responsibility is clearly assigned
12. Resources are aligned with budgets and staffing
13. The outcomes, quality and impact of the implementation plan are reviewed
14. Specific initiatives or pilots are evaluated
15. Implementation status is benchmarked
16. Oversight of policy and direction is evident

The DigCompOrg competence Areas considered by the Matrix are:

- Leadership and Governance practices
- Teaching and Learning Practices
- Professional Development
- Assessment practices
- Content and Curricula
- Collaboration and Networking
- Infrastructure

By answering to all the assessment questions and submitting the module, the users will visualize the RESET Matrix, which summarize the Organisational profile, the Digitalisation level of the users' organization in relation to the DigCompOrg, the Average ranking, and the Suggested modules.

Matrix

Organisational profiling

VET Organisation

VET Sector:
Formal

VET Level:
IVET (initial)

EQF Level:
3-4 EQF

VET Learner

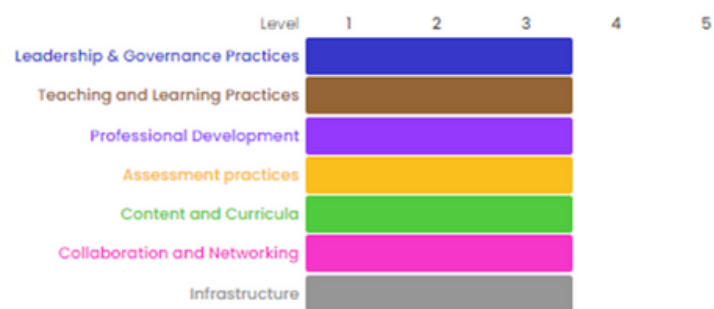
Age Group:
14-18

Education Background:
not answered

Status:
Student

Digitalisation levels of your organisation in relation to DigCompOrg

Matrix Level



Average ranking

Expert: confidently, creatively and critically using a wide range of digital tools

Suggested modules

(For those areas with a score of 3 or less)

Based on your answers, you rank as a **Expert**. We suggest you to undertake the following RESET Trainings:

- Digital Marketing for VET provision [↗](#)
- Quality digital training for students with special needs [↗](#)
- Optimizing digital VET - Digital tools and resources - Platforms and Learning Objectives [↗](#)
- Optimizing digital VET - Digital tools and resources - Learning styles and Roles [↗](#)
- ● Analysis of digital resources and understanding of digital reliability [↗](#)
- Classroom management: keeping the audience involved within the virtual classroom - Mind maps, the basics [↗](#)
- Classroom management: keeping the audience involved within the virtual classroom - Digital mind maps for professional collaboration [↗](#)
- Teamwork and collaborative digital classroom [↗](#)
- DigComp for educators and organizations: Operational implications [↗](#)
- Budgeting and resources mobilization for digital transformation [↗](#)
- Cybersecurity and Data Protection for VET Operators [↗](#)
- Micro-Digital Credential for VET [↗](#)

The “Suggested modules” section is an innovative tool that suggests to the users the most appropriate RESET learning material to undergo according to the assessment, and it directly links the Matrix with the other RESET learning products.

Suggested modules

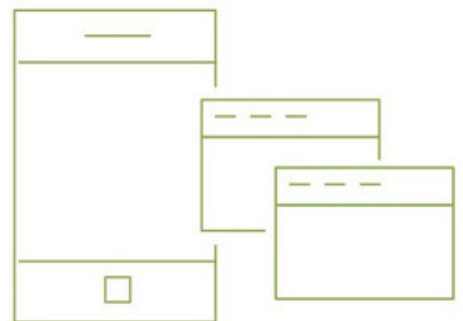
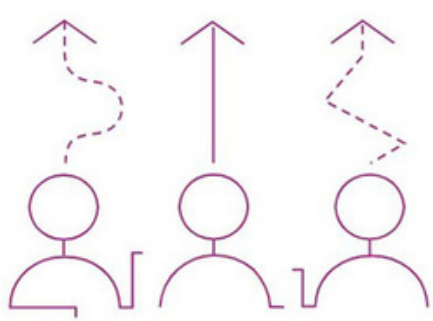
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- ● Teamwork and collaborative digital classroom
- ● DigComp for educators and organizations: Operational implications
- ● Budgeting and resources mobilization for digital transformation
- ● Cybersecurity and Data Protection for VET Operators
- ● Micro-Digital Credential for VET

Sustainability of the project

The RESET project has been the common effort of 7 Partners coming from 5 Countries. All organizations involved are committed to maintain the sustainability of the project even beyond its formal end, exploiting all products through their channels and promoting them to other realities which could easily benefit from the project results, embedding them within their own learning provision and service. The RESET partnership guarantees that the platform will remain open and freely available to the public for at least 3 more years after the end of the project.



Partners



<https://project-reset.eu>

