



EULEP

Train the Trainer Guide

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1 Introduction

1.1 The EULEP project

EULEP is the European Learning Experience Platform. It brings together twenty organisations from eight countries under the leadership of Eurochambres.

The partners work together with the following objectives:

- Make C-VET (continuous vocational education and training) more attractive for lifelong learning;
- Offer businesses new and tailor-made training modules that correspond to their skills needs in innovation-oriented subjects (artificial intelligence (AI), virtual reality (VR) and social innovation (SI));
- Upskill and reskill people with labour market relevant skills and competences in AI, VR and SI;
- Develop innovative learner-centred teaching and learning methodologies for the continuing professional development of VET trainers;
- Establish or reinforce knowledge triangles at regional and national level thanks to the triangulation business - VET provider - European Digital Innovation Hub (EDIH);
- Embed VET in regional economic development strategies and reinforce its governance, putting it on a sustainable path.

This guide aims to be a comprehensive resource designed to equip trainers with the knowledge necessary to deliver effective and impactful training sessions within the frame of EULEP. It has been tailored to provide practical strategies and tools for creating engaging learning environments, fostering participant interaction, and adapting content to meet diverse learning needs. Emphasis is placed on aligning training objectives with organisational goals to maximize impact and ensure relevance.

The present guide is structured in three main sections:

- First, the section “**Learners and Trainers**”: The EULEP Learner Personas is described, and general guidelines on how to develop learner personas are given. The EULEP Trainer Persona and perspectives on how to train trainers are provided. Furthermore, selected aspects of CEDEFOP’s guiding principles on professional development of trainers in VET are presented.
- Secondly, the section “**Learning Paths, -outcomes, -materials, and learning platform**”: Detailed information is given on the developed learning paths in Artificial Intelligence, Virtual Reality, and Social Innovation for business users. Strategies for adapting training paths are covered, along with insights on training materials and evaluation methods. The use of the EULEP e-learning platform is also described.
- Thirdly, the section “**Training material updates, training preparation, and templates**”: places an emphasis on maintaining quality in training materials, with templates provided for in-company training plans, needs assessments, lesson plans, and participant feedback.

With this guide, trainers are offered a robust toolkit for confidently leading training sessions that inspire learning and facilitate skills development among participants.



1.2 Development of the "Train the Trainer" guide

The "Train the Trainer" guide is part of a broad range of materials that the EULEP project partners are developing for offering businesses new and tailor-made training modules that correspond to their skills needs in innovation-oriented subjects (AI, VR, SI). The basis of the work was laid with a labour market and business skills needs analysis. Learning outcomes were defined for the three subjects, EULEP learner and trainer personae developed. Subsequently the project partners developed three distinct learning paths, one for each subject. The learning paths were organised in modules and units, and thanks to the joint collaborative efforts of the project partners, training materials were developed for all units.

To maximize accessibility and sustainability, the learning modules were designed for online use, featuring diverse formats such as text, presentations, audio, videos, and practical exercises. LMS Moodle was chosen as basis for the EULEP e-learning platform. The training materials were integrated into the platform.

The development process involved content drafting, quality assurance, peer review, and alignment with European quality frameworks like ECVET and EQAVET.

Overall, the project has prepared comprehensive training modules and associated materials that support digital transformation in SMEs while promoting lifelong learning.

As a next step in the EULEP project, this "train the trainers" guide has been developed to support trainers in training other trainers and implementing effective in-company training plans. The guide is to facilitate the adoption and integration of the learning modules and units by VET and training providers and is available in all partners' languages.



2 Learners and Trainers

To ensure relevant training, EULEP uses a bottom-up, user-centred approach, addressing companies' needs and the realities of participating countries. Training needs in AI, VR, and SI were identified through surveys and focus groups with 774 companies, leading to specific learning outcomes. Defining learner and trainer personas at project level was crucial for aligning the outcomes across the eight participating countries. The Learner Persona methodology was chosen to tailor trainings, enhancing learning outcomes and engagement.

2.1 Learner Persona – the EULEP and the general perspectives

The EULEP perspective

The EULEP Learner Persona was developed from survey results conducted with businesses. It is important to mention that the EULEP Learner Persona is a compromise solution found by the project partners from the eight participating countries for the sake of engaging in the subsequent steps, and that country/regional persona variations in the participating countries may apply as the trainings unfold. Besides, updates may be applied over time as the consortium gathers more data insights about the target training audience.

The main characteristics of the common EULEP Learner Persona are the following.

- **Role in the company:** SME Owner, Manager, or any employee in need of adapting his/her skills to the increasing digitalization of business operations and processes influenced by AI/VR.
- **Business sector:** by preference, the manufacturing sector; other sectors are possible and eligible.
- **Company profile:** by preference mature SMEs with ten employees at a minimum.
- **Background:** solid business/working experience with limited knowledge about AI, VR, and SI, possibly between 35-45 years old.
- **Motivation:** lack in specific skills and knowledge required to implement AI and VR effectively and strong belief in added value of AI/VR for business processes and readiness to be trained and train staff/colleagues to deal with the implementation.
- **Goals:** understand how AI, VR and SI can be applied to the companies' operations and learn strategies for implementing AI and VR technologies, to stay competitive in the market and transform business processes; to develop the ability to communicate the benefits and risks of AI and VR solutions; to use SI to manage the transition processes and to explore ethical considerations and best practices.
- **Challenges the Learner Persona might face:** e.g. lack of digital skills, lack of resources, resistance to change, data privacy and security, integration with existing systems, access to skilled labour, limited knowledge of available resources, lack of time for upskilling.
- **Learner preferences:** flexible, hybrid learning to balance work responsibilities; online, self-paced learning for flexibility; networking with sector peers using AI/VR solutions; practical, hands-on learning relevant to SMEs in manufacturing.
- **Availability:** ready to engage in the full learning path of the subject of their choice.¹

¹ [D.2.2-Final.pdf \(eulep.eu\)](#), page 25-26



General perspective: How to best understand learners' skills needs and associated learning outcomes?

Understanding learning needs and learning outcomes involves a systematic approach to identify what learners need to know and be able to do, as well as the measurable skills or knowledge they acquire after instruction.

First, to understand learning needs effectively, a thorough needs assessment is crucial. This includes collecting data from learners on their knowledge and skills by using surveys and questionnaires. Conducting interviews and focus groups, observing learners to identify gaps, and analysing existing performance data are further methods for in-depth insights. Stakeholder input is essential to not only gather first-hand information from those who directly interact with the learners, but also to understand the knowledge and skills required in their professional context. Stakeholders to be involved include instructors, employers, and industry experts. Additionally relevant academic and professional standards need to be reviewed. Developing learner profiles involves understanding demographics, learning style preferences, and motivations. Moreover, an environmental analysis helps identify available resources and constraints, such as time, financial limitations, and accessibility issues.

To best understand learning outcomes, they must be clearly defined first. This can be achieved by using the SMART criteria (*Specific, Measurable, Achievable, Relevant, Time-bound*) and Bloom's Taxonomy, which helps frame outcomes across cognitive levels such as *Remember, Understand, Apply, Analyse, Evaluate, and Create*. These outcomes must align with identified learning needs, and it needs to be ensured that they are relevant to both the content and learners' goals. Formative assessments like quizzes and discussions to monitor ongoing progress, and summative assessments such as exams and projects to evaluate final achievements shall be used. Performance-based assessments can further demonstrate real-world application of knowledge and skills. These kinds of assessments have already been incorporated in the developed EULEP training material. However, the teacher is flexible to add or (re)move them based on the learners needs and required outcomes. Continuous feedback from learners and engaging in regular instructor reflection helps to assess and improve teaching strategies. Lastly, learners' progress shall be documented through periodic reports. This supports a comprehensive review of the outcomes achieved when developing an end of learning report.

The integration of learning needs and outcomes in curriculum design focuses on achieving specific educational objectives through systematic planning and instructional strategies. Starting with clearly defined learning outcomes aligned with educational goals, educators select appropriate methods such as lectures, group work, and hands-on activities to address identified learning needs and facilitate desired outcomes. Continuous improvement is ensured through regular review cycles and feedback loops from assessments and reflections, refining instructional approaches to enhance the learning process and maintain relevance. This approach enables educators to create effective, measurable learning experiences that enhance students' skills and competencies.



2.2 Trainer Persona – profile and requirements

The EULEP perspective

The following EULEP Trainer Persona profile was commonly agreed on by the project partners. As for the Learner Persona, a broader definition of the EULEP Trainer persona can be used in future. In the context of EULEP and considering the country/regional specificities of C-VET provision in the participating countries, other Trainer Personas may also be considered.

The common EULEP Trainer Persona counts with the following main characteristics:

- **Role:** C-VET Trainer with experience in digital transformation in business sectors.
- **Professional Context:** C-VET with an orientation to IT and digital transformation, includes HR and learning & development teams for IT upskilling, IT company trainers in digital transformation, trainers in chambers of commerce and business associations, C-VET instructors in IT and digital skills, secondary school IT educators, and higher education instructors focused on lifelong learning and vocational education.
- **Background:** 5-15 years of training experience, specialized in digital transformation; diverse educational backgrounds possible; collaboration with experts to develop tailored training solutions for enterprises.
- **Motivation:** stay updated with technological advancements; understand AI, VR, and social innovation in the workplace; learn about their benefits; value lifelong learning for competitiveness; and improve training programmes for career success.
- **Goals:** gain a deeper understanding of AI, VR, and SI and their workplace applications; further explore benefits of these technologies and how to guide businesses through AI and VR adoption using social innovation; improve skills in identifying professional training needs and designing education programs with experts' input.
- **Challenges the Trainer Persona might face:** keeping up with the latest technology, adapting to different industries and learners, overcoming resistance to change, limited resources, lack of time to follow the EULEP courses and deliver them in the time frame available under the project, the trainer's other work commitments, identifying technology updates and integrating them in the training materials in a timely manner.
- **Learner preferences:** flexible learning options and schedules; practical, hands-on learning with real-world examples; open to various delivery methods, seeks collaborative learning with other trainers and professionals, locally and internationally.

In addition, the requirements in terms of skills and competences of the Trainer Persona are presented hereinafter:

- **Technical competence:** a good understanding of AI and VR technologies, as well as other digital technologies, and how they can be applied in different business contexts.
- **Communication skills:** to be able to communicate complex technical concepts in a way that is easy for non-technical learners to understand.
- **Pedagogical skills:** have a strong understanding of instructional design and adult learning principles to develop and deliver effective training programmes.
- **Analytical skills:** be able to analyse business processes, identify inefficiencies, and optimize workflows to help SMEs improve their operations.

- **Problem-solving skills:** be able to identify problems and develop solutions to help SMEs overcome challenges related to digital transformation.
- **Language skills:** a good level of English (at least B2), both in terms of understanding and speaking in the earlier training stages of EULEP (European Learning Academy and piloting phase); later on, a profound knowledge of the training materials in the national language is mandatory.
- **Availability and commitment:** the trainers are available and committed to attend the entire e-learning academy, to pursue the subsequent training phases and incorporate the EULEP training paths in their curriculum respectively make use of them.

To effectively support learners in acquiring and applying essential knowledge in AI, VR, and SI, the trainer is expected to:

- **Utilise a variety of teaching methods**, including hands-on activities and real-world case studies, to enhance learning effectiveness.
- **Adapt training delivery methods** to accommodate diverse learner needs, including synchronous, asynchronous, and hybrid formats.
- **Facilitate practical application of skills** through exercises and simulations, possibly including site visits to companies using AI and VR technologies.
- **Provide timely and constructive feedback** to learners to support their progress and skills development.
- **Collaborate with other trainers and professionals**, locally and internationally, to exchange best practices and enhance training quality.
- **Continuously update training materials** and methods based on learner feedback and industry advancements in AI, VR, and SI.
- **Maintain a professional demeanour** and uphold ethical standards in all training activities.²

General perspective: How to train trainers

CEDEFOP, the European Centre for the Development of Vocational Training, has developed guiding principles on the professional development of trainers in vocational education and training (VET). These principles aim to enhance the quality and effectiveness of VET trainers across Europe and serve as guidelines for member states and stakeholders in developing and implementing effective strategies for the professional development of VET trainers.

At least four groups of competences are considered important to a different extent for trainers in VET, including those who train in companies:

- A) Competences related to their specific technical domain, sector;
- B) Competences related to serving a company's strategy and improving its competitiveness through training;
- C) Pedagogical/didactical competences, training related competences;
- D) Transversal competences that help trainers support the learning process (for example, social and interpersonal competences, conflict management, multicultural awareness, critical thinking skills, communication skills, ICT skills).³

² [D.2.2-Final.pdf \(eulep.eu\)](#), page 27-28

³ Cedefop, 2013b: [TWG Guiding principles on professional development of trainers in VET_FINAL.pdf \(europa.eu\)](#)



CEDEFOP's guide, moreover, offers detailed guidance on the "train the trainers" approach, which is crucial for ensuring that VET trainers are well-prepared and continuously developed. Key points from the guide regarding "train the trainers" are presented below:

Competence Development:

- **Skills and Knowledge:** Focus on equipping trainers with pedagogical skills and subject-specific knowledge, including teaching methodologies, assessment strategies, and industry practices.
- **Technological Proficiency:** Trainers should be proficient with modern technologies and digital tools.

Quality and Standards:

- **Standards and Frameworks:** Clear standards and frameworks should guide professional development, ensuring consistent and quality training delivery.
- **Continuous Improvement:** Ongoing professional development is essential for trainers to improve their practices and stay current.

Training Design and Delivery:

- **Learner-centred Approach:** Training programs should model a learner-centred approach.
- **Blended Learning:** Use a mix of face-to-face and online methods for flexibility and accessibility.

Collaboration and Networking:

- **Peer Learning and Communities of Practice:** Encourage collaboration and knowledge sharing among trainers.
- **Industry Partnerships:** Build partnerships with industry to keep training relevant and practical.

Evaluation and Feedback:

- **Feedback Mechanisms:** Implement robust feedback systems for constructive performance feedback.
- **Impact Assessment:** Regularly assess the impact of training programs to ensure they meet objectives.

Supportive Environment:

- **Institutional Support:** Provide necessary resources and support for trainers' professional development.
- **Mentoring and Coaching:** Offer mentoring and coaching opportunities for trainers' growth.

For further information, the guiding principles can be reviewed at CEDEFOP's webpage: [TWG Guiding principles on professional development of trainers in VET FINAL.pdf](https://www.eulep.eu/TWG_Guiding_principles_on_professional_development_of_trainers_in_VET_FINAL.pdf) ([europa.eu](https://europea.eu)).⁴

⁴ Cedefop, 2013b: [TWG Guiding principles on professional development of trainers in VET FINAL.pdf](https://www.eulep.eu/TWG_Guiding_principles_on_professional_development_of_trainers_in_VET_FINAL.pdf) ([europa.eu](https://europea.eu))



EULEP “Train the Trainer”: desired learning outcomes

The CEDEFOP guidelines offer a general reference framework and will supplement the “Train the Trainers” learning outcomes that have been defined under EULEP. The learning outcomes serve as a roadmap, outlining the specific skills and knowledge that trainers should have acquired by the end of the training.

EULEP “Train the Trainer” desired learning outcomes for trainer learners:

- **Understanding adult learning principles:** Trainers gain an understanding of the different learning styles and how to create training programmes that are effective for adult learners.
- **Instructional design:** Trainers learn how to design and develop effective training programmes for employees in different sectors, including how to identify learning objectives, create instructional materials, and evaluate learning outcomes.
- **Active learning strategies:** Trainers learn about different active learning strategies, such as group discussions, case studies, and problem-based learning, and how to incorporate them into their business training programmes.
- **Technology-enhanced learning:** Trainers learn how to incorporate technology into their training programmes, including how to use virtual reality, augmented reality, and other digital tools to enhance the learning experience.
- **Evaluation and assessment:** Trainers learn how to evaluate and assess the effectiveness of their training programmes, including how to measure and assess competency-based learning outcomes and make improvements based on feedback.
- **Communication and facilitation skills:** Trainers develop their synchronous and asynchronous communication and facilitation skills, including how to communicate complex technical concepts in a way that is easy for non-technical employees to understand and how to facilitate asynchronous group discussions and activities.
- **Understanding:** Trainers understand the EULEP training objectives and how to manage the EULEP Moodle platform.



3 Learning paths, -outcomes, -materials and learning platform

During the “Train the Trainers” sessions, the trainers are to familiarise themselves with the content of the EULEP training materials in AI, VR and SI as well as with the delivery method.

This section covers key aspects of the training initiative: structured learning paths, specified outcomes, developed materials and the learning platform. Trainers must get acquainted to this information to effectively customize sessions, align activities with goals, use comprehensive materials, and manage engagement across the platform.

Understanding these elements ensures trainers deliver effective training that promotes skills development and contributes to achieving the project objectives.

3.1 Learning paths⁵⁶⁷

EULEP learning paths

As a result of the previous work within the project, three learning paths have been developed:

- A) Artificial Intelligence (AI) for Business Users – duration appr. 50 hours;
- B) Virtual Reality (VR) for Business Users – duration appr. 50 hours;
- C) Social Innovation (SI) for Business Users – duration appr. 60 hours.

A) The learning path “**Artificial Intelligence for business users**” consists of four modules and 11 units.

Module 1, “Getting into the world of AI Technologies”, contains three units and is to offer the learner an insight and introduction into the possible applications of AI technologies in their business and how to use them for their specific business context.

Module 2, “Exploring the application of AI for business processes”, counts with three units and is to offer the learner practical tools and tips to evaluate potential benefits and risks linked to the introduction of AI, ethical questions linked to the usage of the technology and how to implement it in the learner’s specific business context.

Module 3, “Monitoring and Evaluation of AI Technologies”, has one unit and is to allow the learner to apply techniques for testing the efficiency, effectiveness, and impact of the implementation of AI in their business context.

Module 4, “Managing Change when adopting AI”, contains four units and deals with the effects of the introduction of AI on the business’ workforce. It aims to enable the learner to successfully navigate the transition process.

The following overarching knowledge, skills and competences are associated with the modules of the AI learning path:

⁵ [D3.1-Training-path-for-AI.pdf \(eulep.eu\)](#)

⁶ [Training Path for Virtual Reality – Eulep](#)

⁷ [D3.3-Training-path-for-SI-1.pdf \(eulep.eu\)](#)



Knowledge	Skills	Competences
Understanding of AI technologies and trends and their applications in business operations.	Ability to evaluate the suitability of AI technologies for specific business needs.	Adapt AI solutions to the business context.
Understanding the risks, opportunities and ethical questions linked to the introduction of AI in company processes and operations.	Conduct cost-benefit analyses, risk assessments and evaluate ethical and regulatory compliance of AI projects.	Make informed decisions about AI adoption based on risk-benefit analysis while respecting ethical and legal standards.
Understanding how to create an AI implementation plan, use cases and roadmaps.	Develop and execute AI implementation plans.	Achieve improved business efficiency, cost reduction, and revenue increase through AI implementation.
Understand how to monitor and evaluate the implementation of AI technologies in the business context.	Design a monitoring and evaluation matrix and conduct usability testing and user feedback collection.	Measure and evaluate the impact of AI on productivity, quality, and safety through data analysis, and identify areas for improvement of AI applications.
Understand the impact of the adoption of AI technologies on the company's workforce and the workforce's skills needs.	Communicate clearly about the AI adoption, collaborate with diverse teams, assess skills needs and act upon the identified needs.	Foster communication and collaboration, address skills gaps and use adequate training to mitigate.

B) The learning path “**Virtual Reality for business users**” consists of four modules and 11 units.

Module 1, “Getting into the world of VR technologies”, contains three units and it offers the learner an insight into possible applications of VR technology in their business and how to use them for their specific business context.

Module 2, “Exploring the application of VR for business processes”, has three units and is to offer the learner practical tools and tips to evaluate potential benefits and risks linked to the introduction of VR, ethical questions linked to the usage of the technology and how to implement it in the learner's specific business context.

Module 3, “Monitoring and Evaluation of VR Technologies”, has one unit and is to allow the learner to apply techniques for testing the efficiency, effectiveness, and impact of the implementation of VR in their business context.

Module 4, “Managing Change when adopting VR”, contains four units and deals with the effects of the introduction of VR on the business' workforce. It is to enable the learner to successfully navigate the transition process.

The following overarching knowledge, skills and competences are associated with the modules of the VR learning path:

Knowledge	Skills	Competences
Understanding of VR technologies and trends and their applications in business operations.	Ability to evaluate the suitability of VR technologies for specific business needs.	Adapt VR solutions to the business context.
Understanding the risks, opportunities and ethical questions linked to the introduction of VR in company processes and operations.	Conduct cost-benefit analyses, risk assessments and evaluate ethical and regulatory compliance of VR projects.	Make informed decisions about VR adoption based on risk-benefit analysis while respecting ethical and legal standards.
Understanding how to create a VR implementation plan, use cases and roadmaps.	Develop and execute VR implementation plans.	Achieve improved business efficiency, cost reduction, and revenue increase through VR implementation.
Understand how to monitor and evaluate the implementation of VR technologies in the business context.	Design a monitoring and evaluation matrix and conduct usability testing and user feedback collection.	Measure and evaluate the impact of VR on productivity, quality, and safety through data analysis, and identify areas for improvement of VR applications.
Understand the impact of the adoption of VR technologies on the company's workforce and the workforce's skills needs.	Communicate clearly about the VR adoption, collaborate with diverse teams, assess skills needs and act upon the identified needs.	Foster communication and collaboration, address skills gaps and use adequate training to mitigate.

C) The learning path “**Social Innovation for business users**” consists of three modules and 21 units.

Module 1, “Introduction to Social Innovation as a tool for organisational change”, has four units and it offers the learner an insight and introduction into the possible effects of digital transformation processes on businesses, a definition of social innovation in that context and how social innovation can help mitigating the effects of digital transformation, considering the role of soft skills.

Module 2, “Managing internal changes”, has 11 units, and offers the learner a 360° tour of possible questions to address when managing internal transition processes, ranging from the management of resources over team building and leadership to creative, ethical, and sustainable thinking.

Module 3, “Managing external changes”, has six units and offers the learner a definition of corporate social responsibility, and the effects of the company's digital transformation on its environment. Sustainability questions, effective communication and ethical thinking are among the subjects to be taught.

The following overarching knowledge, skills and competences are associated with the modules of the SI learning path:

Knowledge	Skills	Competences
Understand the effects of the digital transition on all aspects of the business.	Ability to evaluate the need for adaptation in different business processes.	Carry out a digital transition linked needs analysis.
Understand social innovation as a tool for organisational change.	Ability to use SI to mitigate effects of change in the business context.	Integrate social innovation into organisational changes.
Understand the importance of the workforce's role in the digital transition process.	Ability to manage internal changes with a focus on people.	Implement internal changes.
Know the different resources that can contribute to managing the transition process smoothly.	Apply different techniques / tools to use resources effectively and efficiently.	Foster collaboration and cooperation regarding resource strategies.
Understand changes that the digital transition may bring to the business' environment.	Ability to evaluate external changes and act accordingly.	Manage the potential influence of external changes on the business.
Understand the role of CSR and SDG in the digital transition process.	Develop a plan to incorporate CSR and SDG in the change management process.	Incorporate CSR and SDG into business strategies and processes.

An important note at this point: Social innovations are new ideas that meet social needs, create social relationships, and form new collaborations. These innovations can be products, services or models addressing unmet needs more effectively. In the context of the EULEP project, social innovation is being looked at as a tool for accompanying companies in their digital transitions, and particularly in the adoption of AI and VR. The introduction of these new technologies can have a disruptive effect on enterprises human resources structure. Employees will not only have to be trained in the new technologies, but they will also be faced with changes in the enterprises structure leading potentially to changes in the workforce structure. Social innovation can help mitigate the effects of the changes and help employees navigate the changes successfully by inventing new forms of cooperation for instance.

How to efficiently use training paths and adapt them to different professional profiles

Efficiently using training paths and adapting them to various professional profiles involves a strategic approach that aligns with individual goals, skills, and career aspirations.

For instance, in the manufacturing sector, professionals specialize in distinct skill sets aligned with their roles. A manufacturing engineer may want to refine expertise in AI applications for process optimization or VR simulations for training and prototyping. An operations manager might want to concentrate on integrating AI-driven supply chain management solutions or implementing VR for logistics planning and simulation. Similarly, a safety officer could emphasize AI-powered safety protocols or VR simulations for emergency preparedness training. The EULEP approach offers three different training paths that can be taken separately, allowing each learner to focus on the specific module relevant to their role, rather than undergoing all three modules.

First, after the overall needs and goals of the training program have been assessed, with objectives like upskilling, reskilling, or leadership development identified, the individual goals of the learners need to be evaluated by understanding each professional's career aspirations, current skills, and future objectives. The development of customized training plans is very important and should be done by conducting a skills gap analysis to pinpoint areas needing improvement.

Training modules should be matched to specific skills and career paths, with content designed to be flexible and tailored to individual needs. Diverse learning methods should be implemented, such as blended learning (combining online courses, in-person workshops, and hands-on experiences), self-paced learning with on-demand resources, and personalized mentorship or coaching sessions. Technology and tools like Learning Management Systems (LMS) should be utilized to deliver, track, and manage training programs. Make use of the LMS Moodle, developed under EULEP or any other LMS offered. AI can be employed to personalize learning experiences and recommend relevant content. Interactive tools like simulations, gamification, and VR/AR should be incorporated for engaging experiences.

The progress needs to be monitored through regular assessments, quizzes, and practical tests. Continuous, constructive feedback should be provided to keep learners on track. The EULEP training material uploaded in Moodle already contains a variety of these monitoring elements. Data analytics should be used to track progress and identify areas for improvement.

By encouraging lifelong learning, recognising, and rewarding achievements, and promoting team-based learning and knowledge sharing, a learning culture will be cultivated.

Finally, prioritizing adaptation and iteration is essential. Participant feedback should be collected to continually refine training programs. Content and methods must be regularly updated to ensure relevance, and flexibility should be maintained to adjust training paths as industry trends and organizational needs evolve.



3.2 Detailed course descriptions, duration and learning outcomes for end users

Training path: Artificial Intelligence for business users – description of modules

Module 1: Getting into the world of AI Technologies			
Unit	Course description	Duration	Learning outcomes
1.1	Presentation of the latest AI technologies and their potential applications in business operations, including AI capabilities and limitations.	85 mins	Demonstrate an understanding of the latest AI technologies and their potential applications in business operations, including their capabilities and limitations.
1.2	The usage of AI technologies to improve business processes: <ul style="list-style-type: none"> • Customer relations • Human resources • Digital marketing • E-commerce processes. 	360 mins	Demonstrate knowledge of how to use AI technologies to improve customer relations, human resources, digital marketing, and e-commerce processes.
1.3	How to keep up-to-date with the latest advancements in AI technologies and their potential application in the company.	130 mins	Keep up-to-date with the latest advancements in AI technologies and incorporate them into the company's operations as appropriate. Demonstrate how to adapt and scale AI solutions to fit the unique needs and resources of each learner's professional context.



Module 2: Exploring the application of AI for business processes

Unit	Course description	Duration	Learning outcomes
2.1	SWOT Analysis (and other tools) on the application of AI in the company processes and operations.	600 mins	Analyse business processes and operations and to identify opportunities for implementing AI technologies. Evaluate the potential benefits and risks of implementing AI solutions. Adapt to the changing business environment and incorporate new technologies and practices as needed to remain competitive.
2.2	Ethical questions linked to the usage of AI: regulations, data privacy, security, and bias. Insight into the legal background and best practices.	150 mins	Explore ethical considerations and best practices related to the use of AI in business settings, including regulations, data privacy, security, and bias.
2.3	Development of an AI implementation plan and implementation roadmaps.	600 mins	Develop an implementation plan for AI technologies in business processes and apply this plan to improve efficiency, reduce costs, and increase revenue, including identifying relevant use cases and creating implementation roadmaps.

Module 3: Monitoring and Evaluation of AI Technologies

Unit	Course description	Duration	Learning outcomes
3.1	Development of an AI monitoring and evaluation framework: <ul style="list-style-type: none"> • Defining criteria (including KPIs) • Setting metrics • Impact analysis • Usability testing • User feedback collection. 	300 mins	Develop criteria and metrics to assess the effectiveness and efficiency of AI technologies in their company/sector. Design a plan for collecting and analysing data on key performance indicators (KPIs) to evaluate the impact of AI implementation on productivity, quality, and safety. Conduct usability testing and user feedback collection to identify areas for improvement and refinement in AI applications.

Module 4: Managing Change when adopting AI

Unit	Course description	Duration	Learning outcomes
4.1	Team leadership and teamwork in a changing environment – adapting to the introduction of new technologies.	300 mins	Collaborate effectively with peers and communicate the benefits of AI technologies to employees and stakeholders, including both technical and non-technical audiences. Manage and/or lead a team of individuals who are responsible for implementing and maintaining AI solutions.
4.2	Communication – the role of communication and how to communicate to different target groups.	150 mins	Communicate the benefits of AI technologies to employees and stakeholders, including both technical and non-technical audiences.
4.3	Workplace needs related skills assessments.	150 mins	Assessing workplace needs and skills assessments in the use of AI solutions.
4.4	Development of a training plan and roadmap for reskilling, upskilling, or hiring new employees in line with the outcomes of the skills assessment.	300 mins	Train and support other members of the workforce. Being able to make decisions on reskilling, upskilling, or hiring new employees concerning the competences needed for AI adoption (as users or as producers of technology).

Training path: Virtual Reality for business users – description of modules

Module 1: Getting into the world of VR Technologies			
Unit	Course description	Duration	Learning outcomes
1.1	Presentation of the latest VR technologies and their potential applications in business operations, including VR capabilities and limitations.	420 mins	Understand the basic concepts and principles of Virtual Reality (VR) technologies.
1.2	The usage of VR technologies to improve business processes.	360 mins	Identify and explain the potential applications and benefits of VR in their sector.
1.3	How to keep up-to-date with the latest advancements in VR technologies and their potential application in the company.	120 mins	Apply knowledge of VR technologies to address specific challenges or tasks. Demonstrate openness and adaptability to new technologies and changes in their company/sector driven by VR implementation.

Module 2: Exploring the application of VR for business processes			
Unit	Course description	Duration	Learning outcomes
2.1	SWOT Analysis (and other tools) on the application of VR in the company processes and operations.	400 mins	Analyse the existing business processes within their company and identify areas where VR technologies can be implemented and how they would impact processes. Identify risks, challenges, and opportunities associated with implementing VR technologies in the company (including VR compatibility and integration requirements).
2.2	Ethical questions linked to the usage of VR: regulations, data privacy, security, and bias. Insight into the legal background and best practices.	150 mins	Explore ethical considerations and best practices related to the use of VR in business settings, including regulations, data privacy, security, and bias.
2.3	Development of a VR implementation plan and implementation roadmaps (including the selection of appropriate VR technology and its adaptation to the specific objectives).	400 mins	Plan and execute the implementation of VR technologies in their company. Identify and select appropriate VR hardware and software solutions based on organizational needs and requirements. Create and/or adapt VR content and applications to meet specific (manufacturing) objectives. Create implementation roadmaps.

Module 3: Monitoring and Evaluation of VR Technologies

Unit	Course description	Duration	Learning outcomes
3.1	Development of a VR monitoring and evaluation framework: <ul style="list-style-type: none"> • Defining criteria (including KPIs) • Setting metrics • Impact analysis • Usability testing • User feedback collection. 	300 mins	Develop criteria and metrics to assess the effectiveness and efficiency of VR technologies in the manufacturing sector. Design a plan for collecting and analysing data on key performance indicators (KPIs) to evaluate the impact of VR implementation on productivity, quality, and safety. Conduct usability testing and user feedback collection to identify areas for improvement and refinement in VR applications. Continuously monitor and assess the impact of VR implementation on the organization and make necessary adjustments.

Module 4: Managing Change when adopting VR

Unit	Course description	Duration	Learning outcomes
4.1	Team leadership and teamwork in a changing environment – adapting to the introduction of new technologies.	300 mins	Collaborate effectively with peers and communicate the benefits of VR technologies to employees and stakeholders, including both technical and non-technical audiences. Manage and/or lead a team of individuals who are responsible for implementing and maintaining VR solutions.
4.2	Communication – the role of communication and how to communicate to different target groups.	150 mins	Communicate the benefits of VR technologies to employees and stakeholders, including both technical and non-technical audiences.
4.3	Workplace needs related skills assessments.	150 mins	Assessing workplace needs and skills assessments in the use of VR solutions.
4.4	Development of a training plan and roadmap for reskilling, upskilling, or hiring new employees in line with the outcomes of the skills assessment.	300 mins	Develop strategies for effectively managing and supporting employees through the transition to VR technologies. Promote a culture of continuous learning and improvement in relation to VR technologies in their company/sector. Train and support other members of the workforce in the use of VR solutions.

Training path: Social Innovation for business users – description of modules

Module 1: Introduction to Social Innovation as a Tool for Organisational Change			
Unit	Course description	Duration	Learning outcomes
1.1	Digital transition: the possible effect of the introduction of new technologies on companies' production processes, workforce structure, management practices, and operating environment.	150 mins	Demonstrate an understanding that the introduction/ implementation of new technologies can have an effect on enterprises' human resources structure, leading potentially to changes in the workforce structure and management. Understand and evaluate the need of "change management" for adopting AI and VR in their business and to be innovative.
1.2	Definition of social innovation and its two dimensions in the context of companies' adaptation processes: 1) company internal changes related to the introduction of new technologies; 2) company external processes – "Corporate Social Responsibility" (CSR).	150 mins	Understand social innovation and two dimensions of it: one linked to company internal changes related to the introduction of new technologies, and the second linked to company external processes "corporate social responsibility". Develop competencies needed for "change management" internally and for "corporate social responsibility" externally (customers, suppliers, environment etc.).
1.3	Social innovation as tool for mitigating the effects of changes in companies and contributing to a successful adaptation process.	130 mins	Understand that social innovation is also a tool for accompanying companies in their digital transitions. Evaluate how social innovation can help mitigate the effects of the changes and help employees navigate the changes successfully.
1.4	The role of soft skills and an entrepreneurial attitude for adopting new technologies in companies.	151 mins	Acknowledge the value of soft skills for adopting new technologies which is also related to change management. Understand how and why to develop the selected "EntreComp" competencies.



Module 2: Managing Internal Changes

Unit	Course description	Duration	Learning outcomes
2.1	Teamwork – working with others: creating a team spirit, cooperation, joint ownership of results, joint creative brainstorming, transforming ideas into action as a team.	120 mins	<p>Demonstrate competency on working together and co-operating with others to develop ideas, combine different contributions to create value and turn them into action</p> <p>Share the ownership of value-creating activities with the members of the team.</p> <p>Initiate value-creating activities (such as adopting AI, VR technologies in the company) alone and with others.</p> <p>Encourage others to take responsibility in value-creating activities.</p> <p>Value others taking the initiative in solving problems and creating value.</p>
2.2	Problem and conflict resolution: face challenges, solve problems and turn them into opportunities, resolve conflicts.	120 mins	<p>Solve conflicts and face up to competition positively when necessary.</p> <p>Actively face challenges, solve problems, and seize opportunities to create value.</p> <p>Redefine the description of a challenge, so that alternative opportunities to address it may become apparent.</p> <p>Identify the boundaries of the system that are relevant to the current team of the company.</p>
2.3	Diversity management.	300 mins	Value diversity as a possible source of ideas and opportunities.
2.4	Leadership and Taking Initiative.	300 mins	<p>Demonstrate effective communication, persuasion, negotiation, and leadership.</p> <p>Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions, and carry out planned tasks.</p> <p>Initiate value-creating activities (such as adopting AI, VR technologies in the company) alone and with others.</p> <p>Act on new ideas and opportunities, which will add value to a new or existing value-creating venture.</p>
2.5	Training the workforce (on new technologies, their personal development plan, their career plan...).	150 mins	Easily establish new relationships to get the support needed to turn ideas into action, including emotional support (for example, joining a mentor network).



Module 2: Managing Internal Changes

Unit	Course description	Duration	Learning outcomes
			<p>Integrate lifelong learning in their personal development strategy and career progress.</p> <p>Develop a training plan and support other members of the workforce in the use of AI and VR solutions.</p> <p>Identify personal, social, and professional opportunities for creating value, both in existing organisations or by setting up new ventures.</p>
2.6	Time management.	120 mins	<p>Manage time effectively, using techniques and tools that makes them and the team productive.</p>
2.7	Resources management for the adoption of new digital technologies.	160 mins	<p>Find and list public and private services to support adopting AI, VR tools to their business.</p> <p>Find digital solutions that can help manage their value creating activities efficiently.</p> <p>Get and manage the necessary resources to turn ideas into action.</p> <p>Use resources responsibly and efficiently.</p>
2.8	Effective communication (to different stakeholders and via various means).	70 mins	<p>Demonstrate effective communication, persuasion, negotiation, and leadership.</p> <p>Influence opinions in relation to the value-creating activity, through a planned approach to social media.</p>
2.9	Creative thinking.	95 mins	<p>Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.</p> <p>Explore and experiment with innovative approaches.</p> <p>Combine knowledge and resources to achieve valuable effects.</p> <p>Know how to search for new solutions that improve the value-creating process.</p> <p>Create (alone or with others) products or services that solve the company's problems and needs.</p> <p>Judge if an idea, product, or process is innovative or just new to themselves.</p> <p>Identify opportunities to solve problems in alternative ways.</p>

Module 2: Managing Internal Changes

Unit	Course description	Duration	Learning outcomes
2.10	Ethical thinking.	265 mins	Think ethically while integrating AI/VR technologies into business processes.
2.11	Sustainable development.	270 mins	Develop a plan for dealing with limited resources when setting up AI, VR solutions in the company. Use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process).

Module 3: Managing External Changes

Unit	Course description	Duration	Learning outcomes
3.1	Introduction into “Corporate Social Responsibility” (CSR).	75 mins	Understand social innovation and two dimensions of it: one linked to company internal changes related to the introduction of new technologies, and the second linked to company external processes “corporate social responsibility.” Develop competencies needed for “change management” internally and for “corporate social responsibility” externally (customers, suppliers, environment etc.).
3.2	Sustainable Development Goals (SDG) and digitalisation.	250 mins	Develop a plan for dealing with limited resources when setting up AI, VR solutions in the company. Use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process). Assess the impact of the activities on society, the environment, and future generations.
3.3	Customer oriented market research.	180 mins	Explore strategies to actively listen to the end users of their products and act on their needs. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value by using AI/VR solutions. Establish which user group, and which needs, they want to tackle through creating value (by using AI/VR solutions). Carry out a needs analysis involving relevant stakeholders.



Module 3: Managing External Changes

Unit	Course description	Duration	Learning outcomes
3.4	Supply chain analysis about the effects of the introduction of digital technologies.	250 mins	Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society, and the environment.
3.5	Effective communication.	120 mins	Demonstrate effective communication, persuasion, negotiation, and leadership. Inspire and enthuse relevant stakeholders and get the support needed to achieve valuable outcomes.
3.6	Ethical thinking.	45 mins	Understand and assess "socially responsible innovation". Think ethically while integrating AI/VR technologies into business processes.



3.3 Insights on training materials and evaluation methods

Training materials

The EULEP learning content has been prepared for online training and learning. The learning is to take place in synchronous and asynchronous sessions. The training materials were adapted to that learning context and a large variety of training materials is used for the different modules / units. The learning materials are in English and will be translated at a later stage into the national languages of the project partners.

A variety of instructional materials were developed, including presentations, videos, tutorials, checklists, handouts, guides, manuals, e-books, reading materials, e-learning games, podcasts, case studies, problem / solution scenarios, interviews, infographics, visual aids, blog posts, articles, and interactive simulations. These resources cater to diverse learning styles and facilitate engaging and comprehensive learning experiences.

Evaluation methods

The online learning mode necessitated a thoughtful consideration of evaluation methods suitable for this context. Several types of evaluation methods are used, including self-assessment through online case studies, quizzes, tests, self-reflection activities, essay questions, drag-and-drop exercises, polls, project reports, process journals or learning logs, and gamified activities.

During the definition of training materials, project partners were responsible for determining which specific evaluation methods would best complement each module and unit. This approach aimed to ensure that the evaluation strategies aligned effectively with the learning objectives and methodologies employed in the online training environment.

The role of ECVET in EULEP

ECVET (European Credit System for Vocational Education and Training) points are designed to facilitate the transfer, recognition, and accumulation of learning outcomes across Europe. By integrating ECVET principles into training paths, stakeholders can enhance the educational impact of these initiatives. This approach not only supports the mobility of learners by facilitating the recognition and transfer of credits and qualifications but also encourages continuous skill development aligned with the evolving needs of the European job market.

In the context of designing the EULEP training paths focused on AI, VR, and Social Innovation, the utilization of ECVET principles involves structuring learning outcomes to ensure clarity, recognition, and mobility across diverse educational settings and countries within Europe. ECVET emphasizes defining specific skills and competencies learners are expected to achieve rather than solely focusing on where or how they learn. The learning outcomes, skills, and competencies for each training path are detailed in this guide.

From a general perspective, to effectively implement ECVET principles in the training paths, start by breaking down the project objectives and learning outcomes into measurable components. For instance, the EULEP training paths are structured in modules and the modules are broken down in units.



E.g. there are units on “*Development of an AI implementation plan,*” “*The usage of VR technologies to improve business processes,*” and “*Social innovation as tool for mitigating the effects of changes in companies.*”

ECVET points are allocated to each unit based on the estimated time and effort required for learners to attain the specified outcomes. This standardization ensures consistency and facilitates the transferability of qualifications across different educational systems and countries. The estimated time for the different units under EULEP is stated in the previous section. It is to be borne in mind that ECVET points are allocated based on the expected learning outcomes and achievements of a learner in a particular unit of learning. However, in general, 1 ECVET point is equivalent to approximately 25-30 hours of learning effort by a typical learner. In the frame of EULEP, based on the duration of the courses, the trainers could typically allocate 2 ECTS or ECVET points.

Accurate documentation is crucial throughout the ECVET process. It is suggested to maintain comprehensive records detailing each learner's achievements, including the specific learning outcomes addressed and the corresponding ECVET points awarded. This documentation serves as a standardized proof of skills and competencies acquired, supporting learners in showcasing their qualifications to prospective employers or educational institutions across Europe.⁸⁹

3.4 Moodle LMS – e-learning platform developed under EULEP

In the EULEP framework **Moodle LMS** serves as the basis for the e-learning platform. The implementation of the e-learning platform offers added value to the project, as trainers can experiment with a solid online teaching tool that allows them to oversee learners learning and development efforts. This e-learning environment includes features like course management, interactivity, personalisation as well as evaluation and monitoring. All training resources under EULEP are stored in the e-learning platform, enabling trainers and learners to see all available courses, navigate through the platform and use the materials effectively. Diverse learning needs are addressed, an adaptable and engaging learning environment is fostered.

The EULEP content is structured in three training courses. Learners can subscribe to only one training path / course or, if they wish, to several. Under “my courses” learners will find the courses they have registered for – AI and/or VR and/or SI. Learners will have a “student” profile, with limited permissions on the platform. Teachers, involved in editing content, shall request for a(n editing) teacher role and additionally student role to be able to change perspectives. During the project period, access to the dedicated EULEP platform must be requested from Lorena Garcia Lopez at: lopez@eurochambres.eu.

A quick start guide on how to work with Moodle can be found here: [Quickstart Guide - Moodle](#). In case of any doubt, review the teacher’s guide here: [Teacher quick guide - MoodleDocs](#) and the user’s guide here: [User quick guide - MoodleDocs](#).^{10 11} Note that at a later stage, partners may decide for another LMS platform upon their choice.

⁸ [ECVET QUESTION ANSWERS_Feb_2011_en\(download_ID_17648\).pdf \(europa.eu\)](#)

⁹ [BLUEPRINT IO6 Application of ECVET and ECTS to New Qualifications.pdf \(active-leisure-alliance.eu\)](#)

¹⁰ [Online Learning With The World's Most Popular LMS - Moodle](#)

¹¹ [What is Moodle? \(Virtual Learning Environment\) | isEazy](#)

























4 Training material updates, training preparation and templates

In this section essential information is provided on EULEP quality and identity parameters, and templates to ensure a thorough preparation and effective execution of training sessions are presented. The resources include comprehensive checklists and customizable templates and are designed to streamline the planning process and enhance the delivery of engaging and impactful training experiences.

4.1 Quality and visual identity

The EULEP training material has undergone an in-depth quality review, not only covering general EULEP quality criteria, but also specific quality criteria for the training materials. In case additional training material is developed, be it for updating or simply adding interesting (new) content, one shall adhere to the existing EULEP quality and visual identity guidelines.

A concise overview of the guidelines can be found hereinafter:

Visual and quality guidelines in short									
EULEP visual identity									
Font:	<ul style="list-style-type: none"> • Helvetica 								
Size:	<ul style="list-style-type: none"> • Main titles: 16 • Subtitles: 14 and <i>Italics</i> • Paragraph headings: 12 • Text: 11 								
Colour for text:	 <p>PANTONE 2767 C C100 M87 Y42 K41 R18 G40 B75 #12284b</p>								
Colours for graphs:	<table border="0"> <tr> <td>  <p>PANTONE 2747 C C100 M93 Y24 K22 R34 G45 B105 #222d69</p> </td> <td>  <p>PANTONE 311 C C70 M0 Y11 K0 R0 G191 B221 #00bfdd</p> </td> <td>  <p>PANTONE Medium Yellow C C2 M11 Y100 K0 R252 G217 B0 #fcd900</p> </td> <td>  <p>C41 M14 Y100 K0 R164 G182 B18 #a4b612</p> </td> </tr> <tr> <td>  <p>C35 M11 Y3 K0 R162 G199 B226 #a2c7e2</p> </td> <td>  <p>C85 M100 Y7 K5 R77 G0 B140 #4d008c</p> </td> <td>  <p>C24 M100 Y100 K21 R159 G14 B14 #9f0e0e</p> </td> <td></td> </tr> </table>	 <p>PANTONE 2747 C C100 M93 Y24 K22 R34 G45 B105 #222d69</p>	 <p>PANTONE 311 C C70 M0 Y11 K0 R0 G191 B221 #00bfdd</p>	 <p>PANTONE Medium Yellow C C2 M11 Y100 K0 R252 G217 B0 #fcd900</p>	 <p>C41 M14 Y100 K0 R164 G182 B18 #a4b612</p>	 <p>C35 M11 Y3 K0 R162 G199 B226 #a2c7e2</p>	 <p>C85 M100 Y7 K5 R77 G0 B140 #4d008c</p>	 <p>C24 M100 Y100 K21 R159 G14 B14 #9f0e0e</p>	
 <p>PANTONE 2747 C C100 M93 Y24 K22 R34 G45 B105 #222d69</p>	 <p>PANTONE 311 C C70 M0 Y11 K0 R0 G191 B221 #00bfdd</p>	 <p>PANTONE Medium Yellow C C2 M11 Y100 K0 R252 G217 B0 #fcd900</p>	 <p>C41 M14 Y100 K0 R164 G182 B18 #a4b612</p>						
 <p>C35 M11 Y3 K0 R162 G199 B226 #a2c7e2</p>	 <p>C85 M100 Y7 K5 R77 G0 B140 #4d008c</p>	 <p>C24 M100 Y100 K21 R159 G14 B14 #9f0e0e</p>							

Linguistic criteria and referencing	
Linguistic criteria:	<ul style="list-style-type: none"> • British English is mandatory if training will be held in English. If not – national standard language. • Learner is addressed in you-form. • No text is written in first-person form. • Third-person form is used. • Avoid language and typographical errors. • Have an eye on grammar (sentence structure, verb tenses). • Use punctuation marks properly. • Correct use of paragraphs. • Proper use of referential words. • Minimal use of abbreviations and diminutives. • Spelling of numbers. • Structure of enumerations.
Referencing tips:	<ul style="list-style-type: none"> • Do not refer to exact paragraph numbers. • Avoid mentioning unit numbers. • Do not refer to page numbers. • Do not use numbers to refer to images.
Quality Criteria	
General EULEP Quality Criteria:	<ul style="list-style-type: none"> • Completeness • Compliance with the project's visual identity and consistency in style. • Logical presentation. • Objectivity. • Justification. • Reader-friendliness.
Specific quality criteria:	<ul style="list-style-type: none"> • Clarity in language and accuracy. • Consistency and structure. • Relevance and applicability. • Engagement and interactivity. • Accessibility and inclusivity. • Measurability and effectiveness. • Up-to-date information. • Usability and technical quality.
Didactic guidelines:	<ul style="list-style-type: none"> • Activate relevant prior knowledge. • Provide clear, structured challenges. • Use examples. • Combine text and visuals. • Encourage active processing of the material. • Ensure variety in types of exercises. • Use assessment as a learning and practice strategy. • Provide feedback that prompts learners to think.

Further aspects to be considered	
In general:	<ul style="list-style-type: none"> • Remember to include source citations! • Do not use text boxes. • Use no more than one space. • Avoid using tabs: these do not exist in HTML formatting. • Always use a hard enter (= Enter), not a soft enter (= Shift + Enter). • Be careful with underlining, bolding, or italicizing words, phrases, or sentences. This alternative formatting increases study ease, but too much of it detracts from it. Bold terms (that you define), italicize words from a foreign language, and underline negations, etc.
Visual elements like presentations, text documents, videos...:	<ul style="list-style-type: none"> • Follow a clear, consistent structure. • Apply a visual hierarchy to guide the learners accordingly. • Keep it short and simple. • Stay consistent in additional design elements. • Use images of high-quality. • Icons and Symbols support a quick understanding. • Include data visualisation. • Think about animations twice and choose wisely.¹²

4.2 Templates

The last section of this Train the Trainer Guide features a selection of essential templates curated to optimize and streamline the training delivery process. These resources support every stage of training implementation, from initial planning to post-session evaluation. Emphasizing efficiency, effectiveness, and consistency across training initiatives, these templates cater to diverse training needs and contexts.

Included in this section are templates for setting up comprehensive training schemes within company frameworks, conducting thorough assessments of participants' training needs, ensuring meticulous preparation with checklists, structuring cohesive lesson plans, and gathering invaluable participant feedback. Each template has been tailored to facilitate seamless integration into training programs, enabling trainers to focus on delivering impactful and engaging sessions while maintaining alignment with organizational objectives.

The templates are optional and can be accessed both in this guide and on the dedicated EULEP e-learning platform Moodle.

¹² [How to Design Compelling Visuals for Learning Presentations \(theindacademy.com\)](https://theindacademy.com)



Scheme template to set up a plan for in-company training¹³

Plan for in-company training		
Step	Action	Explanation
1	Conduct needs assessment	<ul style="list-style-type: none"> Analyse the current in-company situation in terms of training needs: you can ask for surveys, interviews, focus groups, data, feedback, ... Compare current skills with required skills. Prioritise together with the company areas that need improvement. After thorough analysis, determine goals and objectives: set SMART goals, define/refine learning outcomes.
2	Prepare a training offer	<ul style="list-style-type: none"> Develop a list of topics to be covered. Include the description of each module. List training material needed. Define delivery method and activities that best meet the company's needs and expectations. Define a timeline with start and end dates, the duration of each session and the frequency of training. Define target audience and group size. If not trainer yourself, select a suitable trainer and consider if any additional expert(ise) is needed. Communicate your offer of training with a training concept that meets the needs of the company.
3	Prior to training	<ul style="list-style-type: none"> Introduce yourself resp. the local trainer (if someone different) to the company and discuss further details and priorities, if necessary, adapt. If applicable: train the trainer. Familiarise with the training offer, the materials and with the company to be able to better understand their needs. Organise: venue (online/offline), equipment and support materials.
4	Conduct training	<ul style="list-style-type: none"> Conduct Pre-Training-Assessment to measure knowledge and skill improvements. Ensure efficient and scheduled training. Conduct Post-Training Assessment.
5	Quality control	<ul style="list-style-type: none"> Gain participant (and if applicable: trainer) feedback. Evaluate progress and achievement of learning goals. Discuss results of the training in a follow up session and the potential for further development. Offer Post-Training-Support.

¹³ [Company Projects | WIFI Österreich](#)



Training needs assessment form for participants

Training needs assessment 1/3	
Personal Data	
Company:	
Name:	
Department and Job title:	
Contact details (optional):	Phone: _____ Email: _____
Desired training path(s):	AI <input type="checkbox"/> VR <input type="checkbox"/> SI <input type="checkbox"/>
Current Skill Level	
Describe your current role and responsibilities:	<ul style="list-style-type: none"> • ... • ...
List any relevant skills you currently possess:	<ul style="list-style-type: none"> • ... • ... • ... • ... • ...
Rate your proficiency in the following areas (1-5, 1 - not proficient, 5 - very proficient):	<ul style="list-style-type: none"> • Artificial Intelligence (AI): 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Virtual Reality (VR): 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Social Innovation (SI): 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Technical Skills: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Communication Skills: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Problem-Solving Skills: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Leadership Skills: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>



Training needs assessment 2/3	
Training Needs	
<p>What are the key areas where you feel you need improvement? <i>(Check all that apply):</i></p>	<input type="checkbox"/> Artificial Intelligence (AI) <input type="checkbox"/> Virtual Reality (VR) <input type="checkbox"/> Social Innovation (SI) <input type="checkbox"/> Technical Skills <input type="checkbox"/> Communication Skills <input type="checkbox"/> Problem-Solving Skills <input type="checkbox"/> Leadership Skills <input type="checkbox"/> Other: _____
<p>Describe specific topics or skills you would like to be covered in the training:</p>	<ul style="list-style-type: none"> • AI: <ul style="list-style-type: none"> ○ _____ ○ _____ • VR: <ul style="list-style-type: none"> ○ _____ ○ _____ • SI: <ul style="list-style-type: none"> ○ _____ ○ _____
<p>Are there any specific challenges or issues you face in your current role that training could help address?</p>	<ul style="list-style-type: none"> • AI: <ul style="list-style-type: none"> ○ _____ ○ _____ • VR: <ul style="list-style-type: none"> ○ _____ ○ _____ • SI: <ul style="list-style-type: none"> ○ _____ ○ _____
<p>What are your preferred learning methods? <i>(Check all that apply)</i></p>	<input type="checkbox"/> Lectures/Presentations <input type="checkbox"/> Hands-on Workshops <input type="checkbox"/> Group Discussions <input type="checkbox"/> Online Modules <input type="checkbox"/> Other: _____



Training needs assessment 3/3	
Additional Information	
<p>Have you participated in any previous training sessions on AI, VR, or SI? If so, please describe.</p>	<ul style="list-style-type: none"> • ... • ... • ...
<p>Any other comments or suggestions for the training program?</p>	<ul style="list-style-type: none"> • ... • ... • ...



Training preparation checklist

Preparation Checklist	
Company:	
Trainer:	
Training path:	AI <input type="checkbox"/> VR <input type="checkbox"/> SI <input type="checkbox"/>
Dates:	
Pre-Training:	<input type="checkbox"/> Define training objectives <input type="checkbox"/> Understand the audience (skill levels, specific needs) <input type="checkbox"/> Develop (additional) training materials (manuals, guides, multimedia) <input type="checkbox"/> Plan logistics (date, time, venue, equipment) <input type="checkbox"/> Notify participants (invitations, pre-training materials) <input type="checkbox"/> Organize training space (seating, technology setup) <input type="checkbox"/> Prepare facilitators (run-through, agenda, participant list) <input type="checkbox"/> Create feedback mechanism (evaluation forms, surveys)
Day of training:	<input type="checkbox"/> Verify materials and equipment are in place and working <input type="checkbox"/> Confirm participant attendance <input type="checkbox"/> Ensure trainers are ready and briefed
Post-Training:	<input type="checkbox"/> Collect and review feedback <input type="checkbox"/> Follow up with participants <input type="checkbox"/> Reflect on the training process and identify improvements
Additional comments:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Lesson plan template

Lesson Plan		
Module:		
Unit:		
Name of the activity:		
Brief description:		
Learning outcome:		
Overall timing:		
Focus goal:		
Delivery mode:		
Content situation:		
Learners' working environment: <i>what do the learners encounter at work in connection with this subject?</i>		
Organizational situation: <i>description of the learning environment, e.g. materials needed, online or in presence learning, classroom setup...</i>		
Process: <i>(How the lesson is to unfold)</i>	... mins.	1.
	... mins.	2.
	... mins.	3.
	... mins.	4.
	... mins.	5.

Participant Feedback Form

Feedback Form	
Name <i>(optional):</i>	
Training session title:	
Date:	
Trainer:	
Rating <i>(1-5, with 5 being the highest)</i>	<ul style="list-style-type: none"> • Overall satisfaction: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Relevance of content: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Trainer's knowledge: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Trainer's delivery: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> • Materials and resources: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
What did you find most useful about the training?	
What could be improved?	
Any additional comments or suggestions?	



EUROCHAMBRES



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