STUDENT GUIDELINE

A PRACTITIONER DEVELOPMENT GUIDELINE

The micro training activities should be designed to help students learn and understand the differences between Knowledge, Skills and and Competences. In continuing VET the micro training activities, which the students from industry will receive when they start on a micro courses, these three terms will be widely used.

Improved Mastering Experiences Through Customized Training

Learning is a social experience that requires interactions and interactivity between the students, and between the students and their teachers. The training should be delivered as problem based learning that follows the industrial production process. Theoretical knowledge should be transferred into work-based learning by providing regular feedback of students learning that is linked to work-based practice.
Moving some tasks to an online format, suggests that many training activities that have traditionally been synchronous and instructor-paced in a class-room, can be made asynchronous and self-paced by use of e-learning. This helps supporting delivery of training that better reflects companies production schedule, without increasing training delivery costs.

A micro course will combine theory and work-based training, by applying

- e-Learning to communicate and deliver materials, tasks and define learning activities for the students.
- work-based learning to investigate and solve the tasks and activities done by the students.
- e-learning to deliver the materials from the student to the teacher, or from a student to the other students.

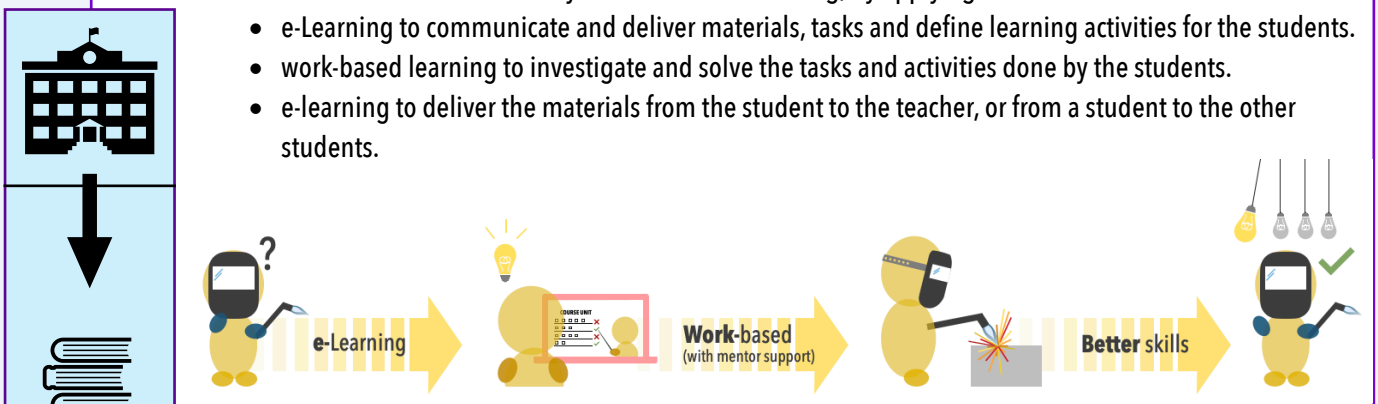
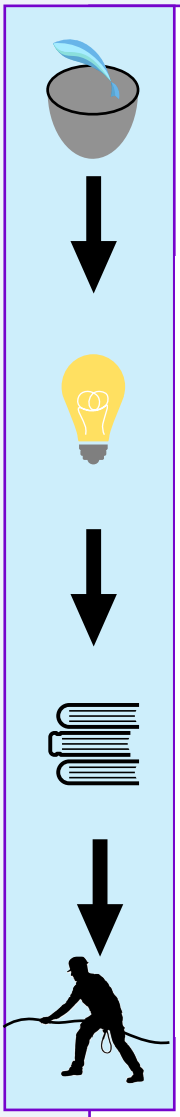


Figure 1: A VET venue that is combining theory with work-based practices in new ways.
The work-based learning applies learning outcome descriptions: What knowledge, which skills, and which competences are wanted?

Mapping and Recognition of Prior Learning (RPL)

A class consists of many students that have obtained different knowledge from industry. They have different experiences from the production when they start at a course, whereby they have got various type of skills. Some students will have a lot of knowledge and skills from previous experiences, while others will have relatively fresh knowledge and less experience.

In order to make the teaching process more effective, the teacher can apply online tools and services that help recognizing students` previous knowledge, skills and competences. For instance, with the help of quick surveys, the teacher will better adapt the teaching to the students' needs. At the same time, the students will benefit more from the teaching practices.



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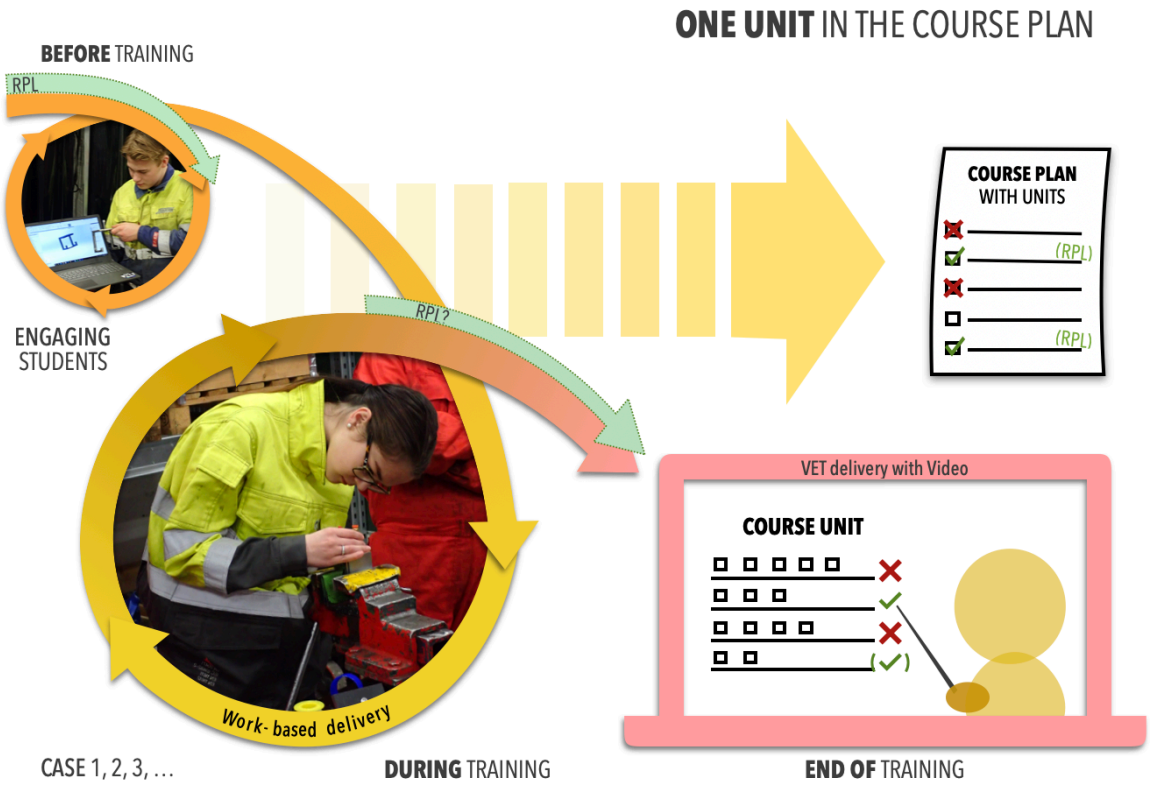


Figure 2: A VET venue that is applying RPL together with work-based practices in new ways.

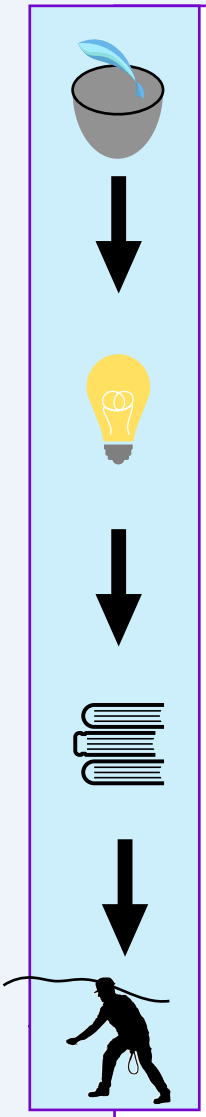
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Optimize the effect of training in micro courses (before training):

- Apply Recognition of Prior Learning (RPL) with pre-testing of students knowledge and skills
- Analyze feedback and adjust course plan for the class and for each student
- Prepare and apply cases that stimulate and trig discussions to optimize the effect of training

Methodology applied during micro courses (during training) :

- Individual thinking periods to suggest best practices
- Group discussions to draft best practices
- Class discussions to define best practices
- Teacher verification of best practices



RPL and provision immediate or nearly immediate feedback in micro courses

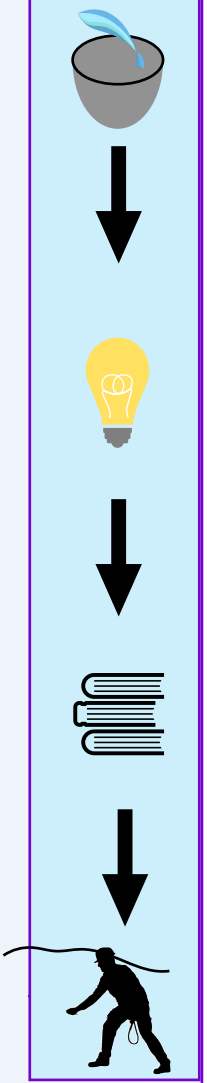
These methodology will support learners throughout their vocational education journey by providing clear information on how previous knowledge and experience are recognised and then accredited. The continuous feedback during micro courses will accelerate skills and competence development. Two fundamental elements of an effective competence-based learning system are RPL and the optimization of training through immediate or nearly immediate feedback. Together, these approaches create personalised, efficient, and learner-centred vocational education by recognising students existing skills and competences, reducing unnecessary repetition, and enabling learners to continuously improve their performance through timely guidance.

It is necessary to introduce the concept of RPL and explain its purpose within vocational education and training. RPL is a formal process through which learners receive recognition for skills and competences acquired through previous education, work experience, apprenticeships, volunteering, non-formal learning, or even informal learning. Rather than requiring learners to repeat learning they have already mastered, RPL allows existing skills and competences to be identified, documented, assessed, and formally recognised against the learning outcomes specified in the CUs for the micro courses. This approach promotes lifelong and life wide learning, increases access to education, shortens training pathways, and improves learner motivation.

It is necessary to to describe **the four main stages of an RPL process:**

- The first stage, Identification, enables learners to recognise the knowledge, skills, and competences they have already acquired through different learning experiences. Learners should be encouraged to reflect on previous employment, vocational training, practical projects, including voluntary activities.
- The second stage, Documentation, involves collecting evidence that demonstrates competence. Examples include certificates, employment records, portfolios, photographs, videos, supervisor testimonials, work samples, logbooks, digital badges, and reflective journals.
- The third stage, Assessment, compares this evidence with the learning outcomes of the relevant micro course CU by using interviews, practical demonstrations, workplace observations, portfolios, written assessments, or professional discussions.
- Finally, the fourth stage, Recognition and Certification, formally validates successfully demonstrated competences, allowing learners to receive exemptions, credits, micro-credentials, or partial qualifications where appropriate as micro qualifications leading to a Micro Specialization Diploma.

It must be emphasized for the students that the principles for RPL is based on demonstrated skills and competences rather than the way learning was acquired by them. The learners should understand that previous experience alone does not automatically lead to recognition. Instead, they must provide sufficient evidence that they meet the required learning outcomes and performance standards as described in the micro courses CU specification. This could encourage the learners to maintain an up-to-date digital portfolio that documents their achievements throughout their education and employment. Such portfolios simplify future RPL applications and support lifelong and life wide professional development.



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explore

Alongside RPL, the teachers should explain the importance of applying immediate or nearly immediate feedback in vocational learning. Feedback is one of the most powerful tools for improving skills and competence because it enables learners to identify mistakes, reinforce correct performance, and make adjustments before misconceptions and misunderstandings become established. In vocational education, where practical skills, safety, and professional judgement are critical, timely feedback significantly enhances learning effectiveness.

Thus, it is necessary to explain that feedback should be specific, constructive, timely, and linked directly to the learning outcomes and assessment criteria. Rather than simply indicating whether a task was correct or incorrect, effective feedback explains why a performance met or failed to meet the expected standard and provides practical guidance for improvement. Learners should be encouraged to view feedback as an opportunity for continuous development rather than as criticism.

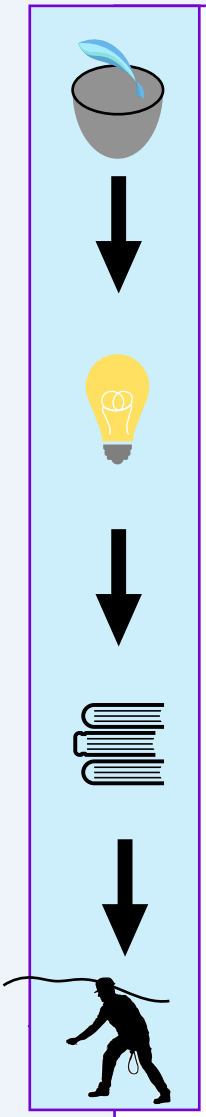
Various forms of immediate feedback should be tested and demonstrated during a micro course. During practical workshops, instructors can provide verbal feedback while learners perform tasks, allowing corrections to be made immediately. Digital learning platforms provide opportunities for automated feedback following quizzes or simulations, enabling learners to revisit concepts and change their mind without any delay, when the «learning window» is still open and the students memorize the details. Workplace mentors could offer coaching during apprenticeships, while peer feedback during collaborative activities encourages reflection and shared learning. Inclusion of self-assessment evaluations and reflective journals enable learners to monitor their own progress and identify areas requiring further practice.

To encourage the use of digital technologies to support rapid or nearly immediate feedback is important to better support the learning progression. Learning management systems, student response systems, mobile learning applications, simulation software, virtual laboratories, augmented reality, and artificial intelligence-supported learning tools will all provide learners with immediate performance information. Digital dashboards that display learner progression, completed micro courses, assessment results, and personalised recommendations and feedback help learners take ownership of their learning journey and monitor progress toward the qualification goals.

Immediate or nearly immediate feedback is particularly valuable within skills and competence-based assessment. Rather than waiting until the end of a course, learners benefit from frequent formative assessments throughout the learning process. Short practical demonstrations, workplace observations, digital quizzes, simulation exercises, and micro-assessments enable practitioners to identify learning gaps early and adapt instruction accordingly. Learners can then practice targeted skills before undertaking final summative assessments, increasing confidence and improving success rates.

The teachers must be aware of how RPL and immediate feedback complement one another. Following an RPL assessment, learners often demonstrate strengths in some skills and competences, while requiring further development in others. Immediate feedback allows assessors to identify these development needs and recommend personalised learning pathways that focus only on missing competences. This targeted approach optimizes training time, reduces unnecessary learning activities, and enables learners to progress more efficiently toward their qualifications.

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elaborate



The VET provider and their teachers should try to encourage learners to adopt to applying a mindset of continuous improvement and lifelong learning. RPL demonstrates that learning occurs throughout life and in many different settings, while timely immediate or nearly immediate feedback supports ongoing skills and competence development by promoting reflection, practice, and improvement. Together, these approaches create a flexible and learner-centred vocational education system that recognises existing achievements while continuously strengthening professional competence. Thus, a VET Student Practitioner Guideline should provide clear procedures for RPL alongside practical strategies for obtaining and using immediate or nearly immediate feedback continuously throughout the learning process. By recognising existing skills and competences in combination by providing timely guidance for improvement, this methodology enables learners to personalise their education, optimise training efficiency, enhance workplace performance, and develop the confidence and competence required for successful lifelong careers in vocational professions.

The methodology described above, and to applied during the micro-courses is designed to actively engage learners in the co-creation of knowledge while encouraging critical thinking, collaboration, and reflective practices. Rather than relying solely on traditional lectures, each micro-course could apply a structured four-stage learning process that enables participants to identify, discuss, validate, and apply best practices relevant to their vocational field. This learner-centred methodology promotes deeper understanding and supports the development of both technical and transversal competences.

-The first stage consists of individual thinking periods, during which learners are given time to reflect independently on the topic being studied. Based on their previous knowledge, workplace experience, or newly acquired information, participants identify potential best practices, solutions, or recommendations. This individual reflection encourages active cognitive processing, develops critical thinking skills, and ensures that every learner contributes with original ideas before being influenced by others. Individual thinking also supports RPL by allowing learners to draw upon their existing professional experiences.

- The second stage involves small group discussions, where learners work collaboratively to compare their individual ideas, discuss different perspectives, and collectively draft a preliminary set of best practices. Through dialogue and peer learning, the students evaluate the strengths and limitations of different approaches, justify their opinions with evidence, and negotiate common solutions. These collaborative activities strengthen communication, teamwork, problem-solving, and decision-making skills while exposing learners to diverse workplace experiences.
- During the third stage, class discussions bring together all groups to present and compare their proposed best practices. The teacher should encourages constructive debate, allowing participants to question assumptions, clarify concepts, and identify common themes across the different group proposals. The objective is to reach a shared understanding and produce a consolidated list of best practices that reflects both vocational standards and practical workplace realities.
- Finally, the teacher verifies the proposed best practices by comparing them with recognised industry standards, occupational requirements, legislation, scientific evidence, and learning outcomes. Where necessary, the teacher provides clarification, corrects misconceptions, and supplements the discussion with additional professional insights. This verification process ensures that the agreed best practices are accurate, evidence-based, and aligned with current industry expectations. Immediate feedback is provided throughout the process, enabling learners to refine their understanding and confidently apply the validated practices in real workplace situations.