



Erasmus+

ERASMUS+ KA2 Strategic Partnership
2014-1-HU01-KA200-002307

INtergenerational Succession in SMEs' Transition – INSIST

Guidance for Developing Training Module Material

1. Module Introduction

This part should provide a broad introduction to all the key issues being discussed in the Training Module Material. It should be written in a manner that will motivate the readers to read (further) on.

2. Module Objectives

The objectives for covering the Training Module should be specified. These should be general objectives of what the student/trainee is expected to achieve by the end of this Training Module. In stating these objectives it is vital to view the Training Module and the whole Training Programme as in one package. The Module Objectives should be defined in a way appropriate for describing high-level Learning Outcomes (e.g. for accreditation or marketing purposes of the potential training providers). Please keep consistency with the indicative learning outcomes given by the Project Application Form.

3. Key Concepts/Issues

This section should identify the key issues that have been covered in the Training Module. In examining the issues, some related issues covered by other Training Modules might be identified. To ensure all pertinent issues are raised in this section, the context of the whole Training Programme should be revisited. Please keep consistency with the indicative module content given by the Project Application Form.

4. Units

Each module should be broken down into Units. These will be major sub topics as handled in the Training Module Material. Breaking down the module into Units should help to organize the content into manageable portions. As each Training Module Material is limited to 60-70 pages, one unit content practically shouldn't exceed 8-10 pages.

This project has been funded with support from the European Commission.

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



Erasmus+



Additional to the common Units, there should be dedicated Unit(s) for the specialities of the 2 target groups (entrepreneurs and MSc students). E.g. giving multi-national overlook on relevancies and/or specific aspects of the key concepts/issues for the MSc students.

4.1. Unit Objectives

You will need to specify the objectives for covering the Unit. These should be clear statements of what the student/trainee is expected to achieve by the end of the unit. What should the student/trainee be able to do by end of the Unit? The objectives stated here should be appropriate and relevant to the contexts of the whole Training Module. The Unit Objectives should be defined in a way appropriate for describing detailed Learning Outcomes (e.g. for preparing examination procedures).

4.2. Main body

The main body of each Unit will contain explanation or discussion of the key issues identified. To further illustrate these key issues, cases studies and/or examples and visualisation methods should be included.

4.3. Case Studies and/or examples

Case studies and examples could be used in the Training Module Material. In many cases, these can be given in boxes.

4.4. Visualisation and reference for further readings

Throughout the Training Module Material, figures, tables and other visual presentation tools could be used for helping better understanding and providing contexts of the discussed topics/issues. For supporting further/deeper studies, links and references should be added also in forms of highlighting the contexts.

4.5. Conclusion



This is where each of the Unit 'threads are tied up'. The conclusion should take into account all the major issues discussed in the Unit.

5. Reflective Questions

At the end of the Module, it will be important to review the Module by asking reflective questions. Questions that make students/trainees reflect on what they have learnt and what needs to be done. These could also be questions that would encourage to think about further application of principles learnt in this specific module. These questions should be also relevant for later developing e-learning modules and examination procedures.

6. Further information and references for learning, teaching and assessment activities

Any relevant information for supporting official training course definition could be added here. See the Module Approval Template (MAT) used by Leeds Beckett University – as an example.

	Erasmus+	 TEMPUS KÖZALAPÍTVÁNY
<p>This project has been funded with support from the European Commission. The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.</p>		